THE IMPLEMENTATION OF DICTOGLOSS
TO TEACH ENGLISH

Submitted to English Language Education Study Program, Faculty of Teacher Training and Educational Sciences of Pakuan University as a partial fulfillment of the requirement for *Sarjana Pendidikan* examination

By

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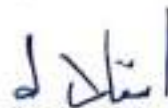
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DECLARATION

I hereby declare that the paper entitled **"THE IMPLEMENTATION OF DICTOGLOSS TO TEACH ENGLISH"** is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be a claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, July 2022

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PREFACE

Alhamdulillahi Rabbil' alamin all praises are dedicated to Allah SWT as He always guides and provides the researcher health, strength, and patience to complete the paper entitled "The Implementation of Dictogloss to Teach English".

The purpose of this paper is to fulfill one of the requirements for *Sarjana Pendidikan* examination at English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

The researcher realizes that this paper has many mistakes and far from being perfect. Therefore, all comments, criticisms and suggestions for the completion of this paper are highly appreciated. The researcher also hopes that this paper will be beneficial for her, the readers, and the future researchers.

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ABSTRACT

There has been many techniques exist in the world of English teaching. However, some teachers are still seen using techniques that focus on memorizing, which somehow less attractive to the students. Consequently, the English teaching process is sometimes stagnant and the teachers alongside the students see less space to improve. Thus, a technique which can be attractive is needed to tackle this problem, in which the technique in proposed is Dictogloss. This research was aimed at investigating the process of implementing Dictogloss technique to teach English in narrative text. Moreover, Qualitative research was employed for this research, and three teachers who have experience over a year in teaching English by using Dictogloss technique were involved as the participants for this research. Additionally, Documentation, Classroom Observation and Interview were used as the instruments to gather the data. The result of this research showed that there were 4 steps in Dictogloss, including Preparation, Dictation, Reconstruction, and Analysis and Correction. Moreover, some teachers had implemented the technique according to the plan, and the variants of Dictogloss technique that appeared during the implementation were Elaboration Dictogloss and Student-student Dictogloss. Elaboration Dictogloss was seen when the students were not only recreating the text but improvising it, while Student-student dictogloss appeared during the analysis and correction stage where the students involved actively in reading the texts of their respective group and expecting some corrections from others.

Keywords: *Dictogloss technique, English language teaching, Narrative text*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Listening is a process to catch the meaning that is expressed by the speaker. This activity has an important role in language because listening is a part of effective communication. The listeners who can get the meaning from the speaker, will be able to understand the meaning and to talk more actively with other people. A more dynamic and student-centered way of teaching listening should be employed in order to catch them off guard and hook them to the lesson. Thus, Dictogloss technique exists to help teacher teaching listening in a more dynamic and fun way.

Pre-observations conducted before the research in MA Ash-Shoheh in Citeureup, Bogor, showed some teachers have been seen applying this technique to teach listening with several kinds of texts, such as recount, analytical and hortatory exposition, and news item. However, in most cases, these teachers use this technique to teach narrative in listening section. The teachers have been applying this technique for more than one year, and this can be seen from how well they manage the class and how well Dictogloss technique flow in the class during its implementation.

This technique is a classroom-based activities technique where the listeners listen to the passage, hold this in their memory for a short time, take note using words and they can write down using their own words. It is an

integrated English skill teaching technique, means that this technique can be used to teach Listening, Reading, Speaking, or even writing skill. Applying this technique can make the students focus because they will write a keyword of listening and reproduce it word by word.

This research will be very useful for the teachers who feel confused to manage the students' ability in listening skills. As a result, the writer would like to investigate teacher strategy in applying Dictogloss technique to increase students' ability in the listening narrative text.

B. Reason for Choosing the Topic

In teaching and learning process, teacher can implement a variety of strategies and technique that must be appropriate with the curriculum and it should aim at motivating and stimulating students' interest in learning English. Dictogloss technique may provide the said features and thus, the writer is trying to expose the reason when choosing this topic.

Dictogloss is a very interesting technique in terms of the steps of implementing it. Some researchers may mention the steps, but the writer would like to provide some details in steps and how to implement it.

The writer also regards the students who cannot focus on listening as an important case to point out. Some steps in Dictogloss are meant to point out and fix the students inability to focus

The writer is curious to find out how the teacher applies Dictogloss technique to teach English. For the reasons mentioned above, then the writer

intends to investigate teacher strategy in applying Dictogloss technique to increase the listening skill in narrative text.

C. Aim of the Research

This research was conducted because it was needed to investigate how the teacher applied Dictogloss technique in teaching English.

D. Research Questions

The research question for this study was as followed:

How does the teacher apply Dictogloss technique to teach English?

E. Research Focus

In this research, the writer focused on investigating the process of teacher applying Dictogloss technique in pre-activity and whilst activity.

F. Operational Definition

There were some operational terminologies that were closely related to this study. The purpose of the operational definition is to avoid misunderstanding. The terms that were mainly used in this study are presented below.

1. Listening is a process to understand and remember something said by other people. It involves paying close attention and making sense of what we hear. The listener can differentiate sound, vocabulary, grammatical structure, interpreting stress and intention of the utterance.

2. Dictogloss is a class dictation activity in which students listen to the parts read by the teacher and reconstruct in small groups using their own words. Dictogloss integrates four skills to help students make their own text learning.

G. Research Significance

There were expected benefits of this research for the teachers, the students, and the readers. For the teachers, the result of this research can be used as a consideration strategy in teaching listening and it can also make the students focus in listening class.

For the students, this research hopefully can help them to increase their ability in listening and to build their interest in listening.

For the reader, the writer hopes the finding of this research can give beneficial information about Dictogloss technique that can increase students' ability in the listening of narrative text.

CHAPTER II

THEORETICAL FOUNDATION

A. Dictogloss

1. The Definition of Dictogloss

In teaching and learning process, teacher can implement a variety of strategies and techniques. The strategies and techniques implemented have to be in line with the curriculum and students' mental development to achieve standard of competence set by the government. The teaching strategies and techniques need to aim at motivating and stimulating students' interest in learning. Especially in teaching listening, teacher can apply Dictogloss technique in order to help the students easier in understanding the spoken text. It also can increase the students' interaction because the technique encourages students to work in group in order to re-create the given text.

According to Vasiljevic (2013), Dictogloss is one of teaching techniques in which the learners are encouraged to utilize both bottom-up and top-down listening strategies. Here, the teacher reads a passage at normal speed to learners who listen and write down as many words as they can identify. They then work together in small groups to reconstruct the text on the basis of the fragments which they have written down. The Dictogloss technique provides a useful bridge between bottom-up and top-down listening. On the first stage, learners are mainly led to identifying

individual text element (bottom-up strategy).

Moreover, during the small group discussions, some or all of the top-down strategy might be employed, such as identifying the text type, making prediction, making interference about things not stated directly in the text, and identifying the topic of the text. Dictogloss exploit the principle that two heads are better than one. Students are able to pool their resources, and even low-level learners are able, through collaborative action, to 'outperform their competence'.

Moreover, Herrell and Jordan (2015) state that Dictogloss is a strategy developed by Wajnryb (1990) for use with high school students, but it can be adapted for use with all ages. It is a classroom dictation activity when learners listen to passage, note down key words and then work together to create a reconstructed versions of the text.

2. The Significance of Dictogloss

Dictogloss technique is very useful in listening and learning about their ability to monitor the students both in classroom and outside the classroom. Learners listen to a passage, note down a key words or phrase and then encourage comparison. Especially in teaching listening, teacher can apply Dictogloss technique in order to help ease the students in understanding the spoken text. It also can increase the students' interaction because the technique encourages students to work in group in order to re-create the given text.

Dictogloss is one of the listening techniques that can make the students well motivated in their learning process. Dictogloss can help the students in listening to obtain, process, construct, and provide information in spoken and written form. It can motivate and help the students to comprehend the text easily. Moreover, it can motivate the student to work and interact to each other. In addition, Dictogloss has a clear task as an output of the learning activity. The students are asked to write reconstruction text based on their fragmentary notes from the dictation stage. By having the task, the students are promoted to involve actively in the learning process. Furthermore, Dictogloss also combines bottom-up and top-down processing. It enables the teacher to apply bottom-up processing in the vocabulary preparation.

Similarly, it lets the students to recall their knowledge about the topic to help them understand the text in topical warm-up. Bottom-up and top-down processing are also required in the reconstruction stage after the students listen to the audio or dictation from the teacher. The strengths of Dictogloss technique are the students become active and focus on listening to the spoken text. The students hear the text easily because the text read by the teacher and it is not too quick to be heard; besides, the students will comprehend the text easily as the teacher's pronunciation is easier to be heard than the native speaker. In addition, by applying this technique which the students should reconstruct the texts, therefore, the students learn some new vocabularies. Thus, it makes the students' ability in

mastering vocabularies would be improved too.

3. The procedure of Dictogloss

Dictogloss activities are useful way of presenting new factual information to the students, and encourage them to listen to key points and understanding the listening. Wajnryb (1990, as cited in Supriati & Putu, 2016) outlines four steps of Dictogloss, as stated below:

a. Preparation

This stage is divided into two phases. The first one is topical warm-up, where the teacher prepares the students with the topic of the text. The last one is vocabulary preparation, where the teacher prepares the students with the vocabulary in the text.

b. Dictation

In this stage, the teacher either reads or plays the audio of the text three times at a normal speed. At the first play, the students are asked to get the general idea of the text, and there is no note-taking allowed while listening. Then, the students are allowed to take notes on the second play while listening. The students are asked to write phrases and keywords from the text. As for the third time playing the audio or teacher dictating the text, the students are asked to confirm their notes.

c. Reconstructing

In this stage, the teacher asks the students to reconstruct the text they have listened based on their notes. The text must essentially be the same with the original one.

d. Analysis and Correction

In this stage, the students analyze and do some correction to their reconstruction text by the help of teacher's guidance.

According to Larsen-Freeman and Anderson (2014), students listen twice to a short talk or a reading on appropriate content. The first time through, students listen to get the main idea, and then they listen to get the detailed information on the second occasion. After that, the students write down what they have memorized from the talk or reading. Some teachers allow their students to take notes during the listening section. The students then make use of their note to reformulate what has been read, while their note-taking ability is improved on this stage.

Next, they work with a partner or in a small group to consult the best version of what they have heard together. Each of their writing is shared with the whole class for a peer-editing session. Through these processes, students become familiar with the organization of a variety of texts within a content area.

To be concluded, Dictogloss is one of the techniques used for high

school students to encourage the students in utilizing their learning strategy. Moreover, it can be adapted in all ages as this technique improves students' familiarity with the organization of a variety of texts.

4. **Variation of Dictogloss Technique**

According to Nation and Newton (2013), there are ten variations of Dictogloss that can be used in teaching and learning English as a Foreign Language, including

a. **Dictogloss Negotiation**

Students can discuss each section of the text that has been read by the teacher instead of discussing it at the end of the whole reading. This section is developed as follows: first, students sit with a partner face-to-face while the teacher reads the text to facilitate understanding. Second, the facilitator re-reads the text and stops after each sentence or paragraph to provide an opportunity to orally discuss but not to write. Third, one student is chosen to write the reconstruction of each section of the text; and finally, the whole group can compare their reconstructions with the original reading.

b. **Student-controlled Dictation**

Students have the control of the dictation. It means that they can ask the teacher when s/he should stop and go back to the reading. Students can ask for repetition as many times as

they consider necessary. Moreover, students can bring their own texts or nominate topics they desire to read.

c. Student-student Dictation

This Dictogloss variation involves key elements of cooperative learning, in particular equal participation from all group members. These ideas are presented by Jacobs and Small (2013) to explain that students are more involved in their own learning process during all lessons because they have to read the texts to their partners instead of the teacher, taking turns to control the activity.

d. Dictogloss Summaries

Students are focused only on the key ideas of the original text, without writing them down. This activity of attention is used to summarize the whole reading working with a partner. Summaries as a Dictogloss variation is clue because while students are working together, the teacher can provide them visual clues about the activity such as pictures, mind maps, among others in order to facilitate understanding for the reconstruction stage.

e. Scrambled Sentence Dictogloss

It is a popular technique for teaching a number of language skills, because it requires concentration, logic, and analysis to organize and give meaning to the text exposed by

the teacher. During the lesson, teacher first jumbles the text before reading. Second, the students have to organize it in a logical sequence. After that, facilitator checks up the structure and the sense of each one of the sentences to analyze the students' listening comprehension.

f. Elaboration Dictogloss

Learners go beyond of what they listen to not only recreate a text, but also to improve it. In Elaboration Dictogloss, the students reconstruct their notes including elaborations after finishing taking notes about the reading exposed by the teacher, which could be based on what they know about the topic.

g. Dictogloss Opinion

After the reconstruction of the text, students give their opinion on the writers' ideas. These opinions can be inserted at the various points in the text or can be written at the end of the reconstruction. If a student's commentary is inserted throughout the text, it promotes a sort of dialogue with the original authors of the reading.

h. Picture Dictation

After some explanations about relevant content and concepts of the drawings' descriptions, students listen to some information about a picture to build their own illustration based on what they heard, and compare drawings, not only with their

partners, but also with the original version. It is important to clarify that students have the opportunity to reconstruct firstly, the description text read by the teacher to finally do a drawing.

According to the explanation above, it can be concluded that Dictogloss is the integrated skill technique in which the students are triggered to recreate text or story dictated by the teacher. While this technique is called Dictogloss, the students are still asked to listen and reconstruct the whole text rather than line-by-line. In addition to that, this technique also involves the students to work collaboratively in order to reconstruct the whole text by recalling it from their memory then comparing it with the original.

There are many kinds of language techniques that can be applied to the English class. Dictoglass is one of them that gives the students chance to improve their ideas to write paragraph. The aim of this technique is to recreate as many paragraphs as possible according to the dictated story or text. In Dictogloss, Since this requires the students to work collaboratively, the teacher pushes the students to work in group in order to make it efficient.

B. Listening

1. Definition of Listening

    Richard and Lockhard (2014) define listening as the process to understand speech in a second or foreign language. It is the ability to identify and understand what others are saying. This also involves understanding a speaker's accent or pronunciation, grammar, recognizing vocabulary use and being able to grasp the meaning of what the person is saying. In line with this statement, Petty and Jensen (2013) explain listening as a process by which spoken language is converter to meaning in the sound. It is also the process to becoming aware of the sound components and recognizing these components' sequence that has meaning.

    Harmer (2012) adds that listening skill involves the ability to recognize paralinguistic clues such as intonation in order to understand mood, meaning, specific information and general understanding. It could be acquired through exposure but not really taught. This process involves a number of basic processes, some depending upon linguistic competence, previous knowledge, or even upon psychological variables that affect the mobilization of these competencies and knowledge in particular task situation. Brown (2014) argues that listening in language learning involves the ability to accurately receive and interpret message in the communication process.

    To be concluded, listening tends to engage the students to a

more active environment of teaching learning. Active listening can be acquired and developed through practice. Active listening means, as the name suggests, actively listening, which is fully concentrating on what is being said rather than just passively hearing the message of the speaker. However, active listening can also be difficult to master and will, therefore, take time and patience to develop.

Moreover, listening also has several indicators that are seen as non-verbal signs of attentive, such as smile, eye contact, posture, mirroring, and distraction. In other words, people who are listening are more likely to display at least some of the signs. However, these signs may not be appropriate in all situations and across all cultures. Smile as the first indicator can be used to show that the listener is paying attention to what is being said or as a way of agreeing or being happy about the messages being received. Combined with nods of the head, smiles can be powerful in affirming that messages are being listened to and understood.

It is normal and usually encouraging for listener to look at the speaker. Eye contact can, however, be intimidating, especially for more shy speakers. Posture can tell a lot about the sender and receiver in interpersonal interactions. The attentive listener tends to lean slightly forward or sideways while sitting. Additionally, automatic reflection or mirroring of any facial expressions used by the speaker can be a sign of attentive listening. These reflective expressions can help to show

sympathy and empathy in more emotional situations. The last indicator is distraction, in which the active listener will not be distracted and therefore will refrain from fidgeting, looking at a clock or watch, doodling, playing with their hair or picking their fingernails.

2. Kinds of Listening

Harmer (2012) argues that the students can still improve their listening skills and gain valuable language input through a combination of extensive and intensive listening material and procedures. In line with Harmer, McDonough and Shaw (2014) state that there are two basic and quite standard kinds of listening, such as

a. Extensive Listening

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

b. Intensive Listening

Intensive listening refers to listening for precise sounds, words, phrases, grammatical units and pragmatic units. Although listening intensively is not often called for in daily situations, the

ability to listen intensively whenever required is an essential component of listening proficiency. As such, intensive listening needs to be included in listening instruction, although to be an effective practice, it needs not more than a small part of each class session.

c. Interactive Listening

Interactive listening refers to listening in collaborative conversation. Collaborative conversation, in which learners interact with each other or with native speakers, is established as a vital means of language development. Interactive listening is a key component of listening ability, it can be developed through collaborative speaking tasks that not only focus primarily on meaning but also entail negotiation of linguistic form.

3. Listening Process

Listening process is important because it determines the listeners' understanding towards the speaker's spoken text. Listeners are required to be able to use their ability and knowledge to process the information. According to Nation and Newton (2016), listening process is divided into two, which involves understanding spoken discourse, such as

a. Bottom-up

This process requires the listener to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels, beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretative.

b. Top-down

Top-down processing involves the listener, going from their prior knowledge, content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context to communication, to predict what the message will contain and to use parts of the message in confirming, correcting or adding to this. The key process here is making inference.

When bottom-up and top-down processes collaborate, listening is not a single skill, but a variety of sub-skill integrated to each other. It is possible to make sense of spoken message by drawing cues from the context and packing up a few key words, but without attending to the grammatical for of the message. In other words, comprehending is possible without noticing.

4. Teaching Listening

Language learning depends entirely on listening, as it provides an aural input that serves as a basis for language acquisition and allows

the learner to interact in verbal communication. Effective language instructors show the students how they can adjust their listening behavior to deal with a variety of situations, type of input, and listening purpose. They can help students develop a set of strategies for listening and matching the right strategies for each listening situation. A common sense way of dividing up a listening lesson is presented into three phases, including

a. Pre-listening Activities

In this phase, this perspective is clearly in line with the use of knowledge schema and the establishment of a context, in which the tasks are aimed at setting up the context, generating interest, activating current knowledge, acquiring knowledge, activating vocabulary, predicting context to the summit of this phase, which is checking and understanding the listening task. Pre-listening tasks aim to deal with all of the issues to generate interest, build confidence, and facilitate comprehension.

b. Whilst-listening

Whilst-listening involves tasks carried out during or after listening, that directly requires comprehension of the spoken material. Various kinds of techniques can be used to lead the students to focus on the general idea and the subject matter of the text they are listening to. The teacher should ask more global rather than partial comprehension questions. Specific questions are asked

only after the students have recognized the major ideas of the listening text. Students should be encouraged to gather as much information as they can from the passage while they are listening to it, not afterwards, which would turn it into a memory test.

c. Post-listening Activities

This phase involves the students to take the information they have obtained from listening passage and use it for another purpose. Essentially, the post-listening phase is an opportunity for many kinds of follow-up work, including thematic, lexical, grammatical, skills developmental, and etc.

Listening test can be used to measure students' appropriateness by using indicators in listening, including (1) finding specific information, (2) identifying the main idea, (3) making inference, (4) identifying the resolution in the story, and (5) finding the meaning of the words. Specific information is often factual in nature, such as a name, a place, a profession, an object, a number or a quantity. This requires the students to know in advance how the information will be expressed. Identifying the main idea refers to the situation where the students listen to the spoken text in order to identify the overall ideas expressed in the whole recording. Making inference is defined as the situation where the students listen to the recording or spoken text in

order to identify the difference between what they speaker from the recording says and what they actually mean, or in other words, making relevant change intended meaning based on context, real-world knowledge, and speaker-specific attributes..

Identifying the resolution in the story refers to the students' perception about how the conflict is solved in the story from the recording. This requires the students to listen attentively in order to list steps the conflict is solved. Last, but not least, is finding the meaning of words. Listening encompasses multi process involved in understanding and making sense of spoken language, including recognizing speech sounds, understanding the meaning of individual words and understanding the syntax of sentences in which they are presented. This requires the students to identify words according to its position in the sentence, or to distinguish these words according to its use in the sentence.

From the theories above, conclusion can be drawn that listening is a psychological process which begins with someone's awareness and attention to sounds or speech patterns, proceeds through identification and recognition of specific auditory signals. In other words, listening can also be referred as the decoding process by brain to identify and select sounds that are perceived by ears. Additionally, Harmer (2013) mentions several kinds of listening, such as extensive listening, intensive listening, and interactive listening. Extensive listening

concerns mainly on promoting overall global comprehension in order to encourage the learner not to worry about not being able to grasp all the words, while intensive listening indicates the process of listening for precise sounds, words, and such. Interactive listening is the process happens in collaborative conversation, which means the establishing of the learners that interact with each other. Task that can be used for this kind of listening can only be developed in a group-based listening task.

Since language learning depends on listening as its main core, several steps in teaching listening is developed to make sure the process of improving listening skill moves according to the plan. The pre-listening activities is used to establish a purpose for listening, improving vocabulary so students can complete the listening tasks successfully, predict what will happen, and establishing what the students' know about a topic. Whilst-listening activities can be defined as activities that help students to focus on aspects of the text and to understand it better. The goal of these activities is to help the students familiarize the listening tasks as if they would do in their first language. Post-listening activities refers to the activities that can help students understand the tasks further, through critically analyzing what they have listened and these are carried out after it is implemented successfully.

C. Teaching English

1. Definition of Teaching English

When a person imparts information or skills to another, it is common to describe such action as teaching. Imparting may mean to share experiences or communicating information, for instance, lecture. Teaching is regarded as both an art and science. As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals. Different educationists hold different ideas regarding the concept of teaching.

Morrison (2013) expresses this concept of teaching as an intimate contact between a more mature personality and a less mature one which designed to further the education of the latter. In a more compact definition, Dewey as cited in Brubacher (2014) describes teaching as an arrangement and manipulation of a situation in which there are gaps or obstruction which an individual will seek to overcome and from which s/he will learn in the course of doing so.

Teaching is one of the key instruments of education and its function is to offer a better understanding of concepts and skills. It is called a process wherein the teacher instructs a single student or a group of students. It is an act of giving instructions to the learners in a classroom of a feeder school or any other institute. One of the vital functions of teaching is to make it effective. Teaching and learning are interlinked to each other.

Teachers have to teach a given syllabus in a particular period of time. Some also define it to be a process of attending to the needs, doubts, and issues of students, which in turn helps them grow as a person and thus learn the subjects better.

In the modern context, the term teaching is more confined to schools and schooling. One way to understand the role of the teacher is by going through the roles and responsibilities mentioned in the job profile of a teacher, in general, a teacher's role is to create a better learning environment where students enjoy learning, being a mentor, guide and friend to his/her students. These roles and responsibilities will give some insights on what are the key attributes a teacher should have for teaching efficiently. Whether it is a primary school teacher or any other teacher, their goal remains the same – to cater to the information and make the students learn.

2. Concept of Teaching

Gregorc as cited in Lamatokan (2018) states that a teaching style consists of a teacher's personal behaviors and the media used to transmit data to or receive it from the learners. Teaching style refers to educator's behaviors as they teach in the classroom. In consideration to that statement, Brown (2010) argues that teaching style is another effective consideration in the development of the teachers' personality style. Moreover, teaching style is viewed as a particular pattern of needs, beliefs,

and behaviors that teachers display in the classroom. Teaching style can also be defined as a multidimensional and it influences the way the teacher presents information, interact with students, manage classes, watching over homework, socializing students to the field and guiding students.

Thus, teaching style represents those enduring personal qualities and behaviors that appear in how the teachers conduct their classes. Therefore, it is both something that defines the teachers, that guides and direct their instructional process and that have effect on students and their ability to learn.Style in teaching as in art, music, athletics, managing people, and other areas of endeavor is not something that is put on for the occasion. Otherwise, it becomes a superficial covering, mask, or collection of interesting mannerisms that are used to create an impression. Grasha cited in Gafoor (2012) distributes teaching styles into five categories, such as:

a. Expert style

The expert possesses knowledge and expertise that students need. S/he strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. The teacher is concerned with transmitting information and ensuring the students to be well prepared. The teacher describes this model basically as the know everything in the classroom. Their existence is to guide and direct the students. Students are nothing more than empty vessels designed to receive knowledge.

b. Formal Authority style

  This style is generally teacher-centered, where the teacher feels responsible for providing and controlling the flow of content and students are expected to receive the content. They possess more knowledge and higher status than their students. Class management is usually based on traditional method that involves rules and expectations designed by the teacher. The teacher is concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students.

c. Personal model style

  This type of teacher acts as a role model to the students by demonstrating skills and then act as a guide in helping students develop and apply skills and knowledge. Students are expected to take responsibility for learning what they need to know and to ask for help when they do not understand something. This method tries to stress the point on the phrase "teacher leads by example", in which they show the students how to find information and how to comprehend it. The idea is that the students will learn by watching and copying what he teacher does exactly as they are told.

d. Facilitator style

This type of teaching style works best for the students who are comfortable with independent learning and who can actively participate and collaborate with other students. Teachers usually design group activities that require learning, collaboration, and problem solving that is focused on the group project rather than individual work. Open classroom will still be used, and the focus is stressed on increasing the students' independencies, direct learning, and exploration. Moreover, each student will have group of peers joining in the learning process instead of undergoing this process alone.

e. Delegator style

Teachers who have a delegating teaching style tend to place a lot of control and responsibility for individual or group learning. Students who work in this type of arrangement learn more than special topics because they also have to be able to work effectively in group situations, and manage various interpersonal roles. Students work independently on projects or as part of autonomous teams. The delegator style often gives students choice in designing and implementing their own complex learning projects while the teacher acts in a consultative manner.

3. Characteristics of Teaching

Some characteristics have been describing teaching as a scientific

process along with its major components, such as content, communication and feedback. Teaching is an effective interaction between teacher and students as it involves a lot of techniques, procedures and skills that can be systematically studied, described and improved. Good teacher is one who adds creativity and inspiration to the students. It also has various forms, like formal and informal raining, conditioning or indoctrination that makes it dominated by the skill of communication. Moreover, teaching also consists of three poles, sometimes it is also referred to as tri-polar process, such as educational objectives, learning experiences and change in behavior. It has to be set well-planned and objectives, methods of teaching and evaluation techniques must be decided beforehand.

Teaching has always been about suggesting, not dictating as a good teaching is democratic and teacher respects the students, encourages them to ask questions, answer questions, and discuss things afterwards. Teacher is the one that provides guidance, direction and encouragement to the students because teacher and students are within cooperative activity in which both will be involved in different classroom activities, such as organization, management, discussion, recitation and evaluation of results. Moreover, teaching should be deemed kind and sympathetic, and a good teacher develops emotional stability among the students, especially when handling remedial and solving students' problems.

What makes teaching is seen worthwhile is that because it helps the students to make adjustment in life and harmonious development of the

students while doing it professionally. It also stimulates students' thinking ability and directs them towards self-learning, thus, produces ways to observe, analyze, and evaluate the teaching as a specialized task as it may be taken as a set of component skills for the realization of a specific set of instructional objectives.

4. Teaching Sequence

Current thinking suggests that teaching sequence should usually be divided into three parts; pre-, whilst-, and post-learning.

a. Pre-learning

The pre-learning stage helps out the students to prepare for what they are going to hear, and this gives them a greater chance of success in any given task. The first stage of pre-learning usually involves activating schemata in order to help students to predict the content of the subject. The second stage is setting up a reason to learn. There might be an information gap that needs to be filled or an opinion gap or pre-set questions, or it might probably be the students who would want to ask questions based on the things they would hope to hear.

b. Whilts-learning

The students learn the lesson once, probably finding for the gist, although of course there may be occasions when they need to listen for specific information or listen in detail. They may check their answers in pairs or groups. This is to give them

confidence and to open up any areas of doubt. The student will then listen on the second time, either in order to check or to answer more detailed questions. It is important that the students should be required to do different tasks every time they listen from the teacher.

For teaching purposes, however, multiple opportunities to hear the input give students a safety net which helps to reduce their anxiety. There are a number of other factors concerning the passage that come into play; difficulty, length, the pedagogical focus and the potential for boredom. It may be the fact that students only need to listen again to the part that they might find difficult. If the focus is on close language analysis, it might be necessary to repeat several times, whereas if the focus is on the listening for the gist, it will be less necessary to do so.

c. Post-learning

The whole class will check the answers, discusses difficulties such as unknown vocabularies, and responds to the content of the passage, usually orally, sometimes in writing. This may be done in a whole class discussion or in pairs or groups. A final stage may involve the mining of the repeating the lesson for useful language, a particular grammatical structure, vocabulary or discourse markers, and so on. During

the post-learning phase, there is now an emphasis on helping students with difficulties, and reflecting on performance.

The post-learning stage also developed with the realization that listening provides excellent input and that this input needsto be analyzed. It should be noted, of course, that the sequence described in pre-, whilst-, and post-learning is not the only one. It should also be mentioned that although the three stages of the sequence have been placed in different chapters, they need to form a seamless flow of activities that fit the text and the teaching situation.

5. Teaching English to Primary High School students

Different people may have different classifications of age levels and each category under a classification may have different range of ages. Teenagers, or primary school students in this case, are classified as a young adults whose ages range between twelve and eighteen or so; they are an age of transition (Nunan, 2010). Since they are at an age of transition from childhood to adult, some assumptions about teaching English to children apply to teaching them and to some extent, assumptions about teaching adults may also work for this group. The method that should be avoided in teaching children may work at the upper levels of childhood. Thus, the teaching method that stresses on advanced understanding and reasoning by the students is better for older children.

Teaching by explaining some grammatical concepts and meanings that should be avoided for children classes, can be introduced in a class of teenagers.

Following this assumption, underlying principles that suggest an introduction of grammatical rules or grammar explanation may work for classes of teenagers. Complex problems in language learning can be solved with logical thinking for this group. This does not mean that in teaching teenagers, teachers always need to employs such approach; there are still other approaches for teenagers that may work better than grammar-oriented methods. In using a method that introduces grammar explanations, care must be taken since the grammar of the target language is not an end and grammar mastery of the language is not the goal of teaching the language. Language competence or the skills of the language should be the goals of learning the target language so that grammar mastery should be considered as the basis for the language skills, either, listening, speaking, reading, and writing.

D. Related Research

There are three researches related to teachers' strategies in applying Dictogloss technique to increase students' listening ability. All of the researchers use different variables when conducting their research. These researches are mentioned in detail from the title to the research result.

The first research was conducted by Nurul Puspita (2016). This

research is titled "Enhancing Students' Listening Skill through Dictogloss. This research used Classroom Action Research (CAR) type of research in IAIN Raden Intan lampung. One PBI class of the second semester, which is PBI E, in IAIN Raden Intan Lampung was chosen to be the respondents by using purposive sampling. The instruments used to collect the data were listening test, questionnaire, observation sheet, and interview sheet. The data were analyzed by interactive model.

The analysis of the result showed that Dictogloss was proven to improve the students' listening skills, even though there were some students that were not able to focus during the listening section in cycle 1 and reconstructing text optimally. Moreover, in cycle 2, all of the students could focus during the listening section and reconstruct the text. In conclusion, improvement was apparent on students' listening skill after being taught using Dictogloss.

The second research was done by Yasa Dinatha (2017), titled "The effect of the implementation of Dictogloss Technique on Listening Comprehension of the 10th grade Students of SMA Negeri 1 Sukasada". This research was a quantitative type of research, by using experimental One Group Pre-test Post-test design. Tenth grade students of SMA Negeri 1 Sukasada was taken to be the respondents by using Cluster Random Sampling technique, in which 20 students from class X.3 were chosen to be the experimental group and 21 students of class X.2 were assigned to be in control group. The experimental group was taught by using Dictogloss

technique and the control group was taught by using conventional teaching technique. T-test was used as the method to analyze the data through SPSS program.

The result showed that students in experimental group performed much better than the students in control group, as seen on the descriptive statistics. The descriptive statistic pointed out the result of mean score for experimental group was 81.40, while control group scored 78.24. T-test result also showed that the value of the t_{obs} was higher than t_{ev}, as t_{obs} was 2,185 while t_{ev} was 2.023. In conclusion, there was a significant effect on students' listening achievement taught by using Dictogloss technique than using conventional teaching technique.

The third research conducted by Dhian Maya Dista (2013), titled "Using Dictogloss to Improve Listening Comprehension". This research was using quantitative research and experimental research design. Two classes from the second grade of SMPN 1 Lhokseumawe were taken as the respondents for this research; one class was set as the experimental class and a class was set to be the control class. Questionnaire and Tests were used as the main resources to gather data for this research. Moreover, data collected from these instruments was analyzed by using SPSS and was tabulated to make it easier on presenting it.

The result showed that experimental class, which was taught by using Dictogloss, actually performed much better than the control class. This was shown by the scores achieved by the experimental group

significantly higher than the control class. Additionally, the results from questionnaire indicated that most of the respondents (93%) showed positive attitude towards the implementation of Dictogloss, because it improved their listening comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

Qualitative method is considered appropriate for this study because it allows the writer to understand the meaning of the situation or condition (Cresswell, 2014). This method will be used to describe how the teacher applies Dictogloss technique during the listening class. Moreover, it offers a deep insight to the phenomenon and valuable information that provides a way to see the issue from the view of subjects.

This study focuses on a program, event or activity and provides a detailed description and analysis of a case based on extensive data collection. In this study, the writer intends to investigate strategies used when implementing Dictogloss technique to teach English in listening section.

B. Research Site and Participants

This research was conducted in *MA ASH-SHOHEH* Citeureup and the target participants were three teachers chosen because they were seen applying Dictogloss technique at ease during the listening class. Upon choosing the research participants, the writer investigated strategies used to implement Dictogloss technique to teach English.

C. Research Instruments

To collect the data, three instruments were employed in this study; including documentation, observation and interview. In order to answer the research question of this study, three lesson plans were used as the instrument key in documentation to teach listening by using Dictogloss. Additionally, observation in the form of observation sheet was applied to monitor activities that will be done during the implementation of Dictogloss. However, activities monitored in observation sheet were the activities conducted in pre- and whilst- teaching. Moreover, interview was conducted to dig out deeper information. Questions were set in open-ended manner and teachers were asked during the one-on one type of interview.

D. Research Procedure

In collecting the data, the research began the process from the documentation section. Documentation was used to make sure that the lesson plans are related to the activities during the process. Three lesson plans were intended to get deeper information about the implementation of Dictogloss from the documentation. After collecting data from the documentation, the data were also collected through observation. Data from observation was meant to be available in the form of field notes.

The writer noted every activity that needs to be addressed during teaching learning process. The sections that were monitored during the observation are pre and whilst teaching. This also worked as the additional

data to the research. Interview was conducted after all the processes completed.

Additionally, several questions were asked to the teachers regarding the implemntation of Dictogloss on narrative text of their listening task. The questions were asked in Bahasa Indonesia to ensure the answers are in line with the questions asked and to avoid misunderstandings. Interview section were using semi-structured type of questions with response from the participants could add unexpected questions afterwards.

E. Data Analysis

After the collection of the data through observation, documentation and interview, the data were analyzed to draw out the conclusion. Data from observation were collected to give better understanding on activities that the teacher might miss when observing the students during listening activity. This was used as the reference to get feedback during the implementation of Dictogloss on teaching English.

The data from the interview were recorded through audio recording. It enables the writer to keep the information safety (Cresswell, 2012). The data were also transcribed, categorized, and interpreted in order to answer the research question. There were several steps when analyzing the data through interview. The first was transcribing the data according to the audio recording and writer's note. The second was reducing inappropriate data that are not

relevant to the study. The last, the writer connected the data theories and previous researches to address the research question.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

The results of the research related to the Implementation of Dictogloss to Teach English and steps to implement it are described in this chapter. Chapter IV includes Data Description, which contains description of the data taken from each research instrument, such as Documentation, Observation Sheets and Interview, presented in comprehensive analysis of the result from the Data Description as well as relating it into the theories and the research questions.

A. Data Description

The data were taken from 20th June 2022 to 30th June 2022 in Madrasah Aliyah Ash-Shoheh Yayasan Al-Falahiyah Citeureup, Bogor, West Java. The target respondents were the 10th grade, which consists of 26 students. In collecting the data, documentation is used to make sure the lesson plans are related to the activities during the process. Three lesson plans are used to get information about the implementation of Dictogloss, and the data will also be collected through observation. Data from observation is available in the form of field notes.

The writer took notes on every activity that needed to be addressed during teaching learning process. The teaching stages monitored during the observation were pre- and whilst teaching. This also worked as additional data from the research. Then, interview was conducted to the teachers after all the processes were completed. Several questions were asked regarding the implementation and application of Dictogloss on narrative of their listening task. The questions were asked by using the semi-structured mode with response from participants would give unexpected questions afterwards.

1. Data from Observation Sheet

Teaching activities are started from pre-activity. In this stage, the teacher prepared the students to face the learning process both physically and mentally. Some activities were done by the teachers, including digging out knowledge from the students according to what they would learn and let the students know the objectives of the lesson. After pre-teaching activities, the teacher conducted whilst-activity. This is the main activities in teaching and learning process. It is divided into three parts, including exploration, elaboration and confirmation.

In exploration, the teachers were functioned as a facilitator, which gives the students chance to think, create and produce things from meaningful exercise, both cooperatively and independently. In confirmation, the teacher confirmed the students' work. In post-activity

which serves as the last stage, the teacher concluded the lesson with the students, while doing some analysis and correction.

The implementation of Dictogloss technique to teach English by using narrative text is presented below

a. Preparation

Some preparations were made when the teachers implemented Dictogloss technique in their teaching, including 1) Loooking up an audio which has an interesting topic for the students. The audio files were titled *Malin Kundang, Roro Jongrang and Prambanan Temple,* and *Ande-ande Lumut.* These audio files will be used in the reconstruction stage.

These audio files are necessary to make it easier for the students to reconstruct the text. Each audio was used in each meeting. It can help them to get information that they might miss out in the dictation stage. 2) Creating a narrative text based on the audio. 3) Grouping the students. After all preparations are completed, the teacher can write a lesson plan to guide the teaching.

b. Procedure

1. Pre-activity

In this stage, teachers prepared the students to the teaching learning process. The teacher asked the students the previous lesson and related it with the lesson that the students

were going to study. Dictogloss technique has a collaborative task in which the students are expected to do it in group. This stage allows the students to move into their group, and each group consists of 5-6 students. Hence, each student can participate.

2. Whilst activity

   a. Preparation Stage

      1) Topical warm-up

         In topical warm-up, the topic was introduced and the key vocabulary was addressed to the students. The teachers activated the students' existing knowledge about the topic and related it with the new information in the narrative text that the students would listen to by conducting a classroom discussion.

         The teachers asked several questions to the students in the discussion. The first question recalled the students' existing knowledge. Meanwhile, the next question narrowed the discussion to the topic of the lesson.

      2) Vocabulary preparation

         In this stage, the teacher wrote down some key vocabularies and the unfamiliar vocabularies in these narrative texts which the students were going to listen on

the whiteboard. The teacher asked the students to pay attention to the key vocabularies when they listened to the text in the next stage. After that, the teacher explained the unfamiliar words to the students. When the unfamiliar vocabularies were defined by the teachers, the lesson continued to the next stage, which is Dictation.

b. Dictation Stage

In this stage, the teacher played each of the audio three times for the students. When the teacher played it for the first time, the students are told not to note anything while listening as they needed to concentrate on the main idea. When the audio playing was done for the first time, the teacher allowed the students to recall anything that they could remember in five minutes, then, wrote it down on their paper.

After that, the audio was played for the second time and the teacher allowed the students to write phrases and keywords while listening to the audio. After that, they were given another five minutes to expand the phrases and key words into sentences. The last time the audio was played, the teacher asked the students to confirm their notes.

When the audio was played three times, the students were asked to make a group and brought what they had noted to the group and combined what they had into a whole new perfect paragraph. Then, the lesson continued to the next stage, which is reconstruction.

c. Reconstruction Stage

After the students were put in a group of five or six, the lesson continued to the reconstruction stage. In this stage, there were five groups created and each student in each group was asked to participate in the group discussion. All of the group members had to contribute to the creation of the new paragraph they were about to make. The reconstruction stage was lasted for ten minutes. The notes from each student were combined to make a complete text. The completed text from each group was later presented in front of the class, and during the creation text presentation, the stage went to the analysis and correction.

d. Analysis and Correction Stage

In this stage, the teacher checked the students' creation text. In order to check the text, the teacher distributed a reconstruction checklist from each group and asked the groups to exchange the reconstruction text with other

groups'. This was done after each group presented their creation text in front of the classroom. The text was checked according to the reconstruction checklist.

After the checking was done, the teacher gave correction to any mistake that was made by the students, which focused on the content of the text. The teacher gave some explanations to the significant errors or misses made by the students. Furthermore, the teacher compared the differences and similarities between each group's texts with the original one. In this stage, the teacher also had prepared the original text from the audio in order to make sure the students did it right. Since it is listening section, the teacher tolerated the misspelling and grammatical errors in students' writing as long as it did not change the content significantly.

2. Data from Interview

Interview was conducted to get deeper information which was not available in observation sheet and documentation. Six questions were asked to participants who were selected according to what the research question actually wanted, which was regarding to how teachers implemented Dictogloss technique. Three teachers who taught and used Dictogloss were chosen and interview section was supposed to be one-on-

on type of interview. The focus of the interview was in line with the aim of this research, which is only on pre-activity and whilst-activity. However, two questions were asked regarding how they actually felt when implementing Dictogloss and challenges they found during the implementation.

The first session was done on 28th June 2022, at 1:15PM, with a participant, and one more participant at 2:33PM. The second session was conducted on 30th June 2022, at 2:45PM with one participant. All six questions were made according to the activities the teacher usually did before starting the lesson and the steps the teachers took when implementing Dictogloss in the teaching learning activity. The responses of the teachers asked in the interview were put in the form of excerpt.

The interview section was started by asking the first question, which asked some activities they did before starting the lesson. Two participants mentioned that they took the time to ask if they had homework as mentioned below

Excerpt 1

Biasanya menanyakan apakah ada PR, kemudian diperiksa, lalu masuk ke topik baru.

(I usually asked them whether they had homework from the previous meeting, examined them, then continuing to the next topic.)

However, a participant asked the students whether they understood the lesson on the previous meeting, as presented below

Excerpt 2

> *Saya tanya mengenai pelajaran di pertemuan sebelumnya, apa sudah mengerti. Kalo belum, saya akan tanya bagian mana, kemudian masuk ke topik hari itu.*
>
> (I would ask whether they understood the lesson on the previous meeting. I would ask which part of the lesson they did not understand, after that continuing to the next topic.)

When being asked about how the teachers started the lesson on the second question, all participants were in agreement that they had to ask some hook questions regarding the topic of the day, give some examples, and then started the lesson. The responses are presented below

Excerpt 3

> *Saya biasanya akan memberikan hook questions sesuai dengan topik yang akan dipelajari saat itu. Kemudian, saya akan memberikan contoh, lalu masuk ke topik itu.*
>
> (I would give some hook questions based on the topic that would be learned that day. After that, I gave them examples, then starting the lesson.)

Continuing to the third question when the writer asked them about the steps they took before implementing Dictogloss technique to teach English, all participants agreed that they would start by some preparations, continue to dictation, which is playing the audio, then reconstruction and

finally, the evaluation, which includes analysis and correction. Their responses were presented on the excerpt 4 below

Excerpt 4

> *Jadi, hook question yang tadi kan masuk ke preparation, kemudian dictating dengan audio, lalu reconstructing dengan membuat teks baru atau menjawab pertanyaan, dan akhirnya sesi koreksi dan analisis..*
>
> (So, hook questions I have mentioned before, goes to preparations, then dictating by using audio, reconstructing with a whole new text or answering the question, and finally, analysis and correction session.)

A participant even came up with interesting idea to easily memorize the steps of Dictogloss, which she referred to as PreDict RecA, as mentioned below

Excerpt 5

> *Langkah-langkah implementasi Dictogloss kan ada 4. Kalo saya selalu singkat jadi PreDict RecA; Preparation, Dictation, Reconstruction, Analysis and Correction.*
>
> (There are four steps of implementing Dictogloss. I always shorten it into an abbreviation PreDict RecA, which stands out for Preparation, Dictation, Reconstruction, Analysis and Correction.)

When fourth question was asked regarding the most effective way to implement and apply Dictogloss, all participants were in the same idea that having students to be cooperative, ready to learn, decent environment and active students in the classroom. The responses are put on the Excerpt 6 below.

Excerpt 6

> *Biasanya yang efektif itu ya sikap kooperatif siswa kepada guru, tidak berisik, mau belajar, mau mendengarkan instruksi, situasi kelas yang bagus serta keaktifan siswa.*
>
> (The most effective way to implement and apply Dictogloss was being cooperative, calm, willing to learn, willing to listen to the instruction, decent classroom environment, and the activeness of the students.)

After the steps to implement Dictogloss were asked, the next question tried to entice the teachers' thought on Dictogloss technique to teach English. Responding to this question, two participants mentioned how Dictogloss was a good option for the teachers to implement, since they saw a good improvement in their students, in terms of their perspective towards English and activeness, as shown in Excerpt 7

Excerpt 7

> *Saya rasa teknik ini merupakan opsi yang baik karena membantu guru untuk memulihkan fokus siswanya. Selain itu, perkembangan yang pesat dari siswa saya memperlihatkan bahwa teknik ini bagus untuk diaplikasikan di kelas.*
>
> (I think this technique can be a good option because it helps teachers to recover their students' focus. Moreover, the students' vast improvement showed how good this technique is and how worth it is to be implemented.)

A participant even added that Dictogloss technique made him very happy, especially when seeing how cooperative his students were during the teaching learning activity and during the implementation of new technique like Dictogloss, as presented on Excerpt 8 below

Excerpt 8

> *Saya sangat senang dengan teknik Dictogloss ini, terutama ada beberapa siswa yang saya lihat kemajuannya pesat. Siswa yang pendiam dan malas-malasana menjadi lebih aktif dan mau ngomong walaupun masih terbata-bata.*
>
> (I am pleased, because I saw some of my students were having a huge improvement. Some quiet and lazy students were becoming more active and willing to speak up, although still stuttered.)

The last question tried to find out the challenges or difficulties the teachers faced when implementing Dictogloss to the class that experienced it for the very first time. Two participants agreed that the situation of the class was the cause of the challenge the teachers might experience, especially during the reconstruction, analysis and correction section, as presented on the Excerpt 9 below

Excerpt 9

> *Situasi kelas yang terlalu aktif dan berisik, terutama saat step rekonstruksi, analisis serta koreksi, menjadi tantangan. Kelas yang berisik membuat guru kesulitan menyampaikan instruksi.*
>
> (The overactive and noisy classroom situation, especially when reconstructing, analyzing and correcting section, were the challenges for the teachers. Noisy classroom makes it harder for the teachers to deliver instructions.)

A participant apparently had different thought, saying that it was not a challenge, but more of a normal thing since the students experienced Dictogloss technique for the first time.

Excerpt 10

> *Bukan tantangan atau kesulitan sepertinya. Mungkin karena di awal implementasi teknik saja. Karena baru pertama kali, jadi kita harus maklum. Namun, di akhir pertemuan pertama, mereka sudah mulai suka dengan pengajaran menggunakan teknik ini..*
>
> (It is probably not a challenge or difficulty. It is more of a normal thing happened during the beginning of the technique's implementation, since they experienced it for the first time. At the end of the first meeting, they liked learning English by using this technique.)

From what the research instruments have pointed out according to the research data, it was concluded that the students felt better in listening and motivation after being taught by using Dictogloss technique. The implementation was considered successful even though a tiny fraction of the class still found hard time reaching the state the teacher would have expected. Additionally, the teachers seemed to be able to control the class even with the hectic and noisy state during the Analysis and Correction stage. The students also were far more obedient during the implementation because their expectation towards the lesson most probably fulfilled. The participation in the classroom during the teaching learning activity was pretty high and the teachers were having fun as well, even though the class was put at the end of the time.

B. Data Analysis

According to the research result, the implementation of Dictogloss technique offers several advantages for the students. Dictogloss has a clear task as an output of the learning activity. The teachers have implemented Dictogloss technique by doing several activities in pre-activity session, such as asking the students some questions related to the lesson or topic they are going to learn, writing some new unfamiliar or difficult vocabularies form the topic. These actions are counted as preparation. Then, some activities are also done in whilst activities before entering the Dictogloss implementation session, dictating the text, and asking the students to note some vocabularies.

After that, groups are created to cope with all note-takings of each individual have been written. Then, they are asked to discuss and recreate the text. The students are asked to write a reconstruction text based on their fragmentary notes from the dictation. By having the task, the students are promoted to involve actively in the learning process. Dictogloss gives a lot of occasions for peer-teaching and peer-learning that it initially triggers the students to be more actively involved in the learning process.

This happens because dictogloss combines individual and group activities in which students listen and take notes individually, then reconstruct the text together. Walker (2014) is on the same wavelength with the statement by stating that working in group together can help students to learn and perform the stages of recreating the text more effectively. Moreover, students

follow each stage of dictogloss enthusiastically because it is a fairly new teaching technique and experience for them.. Similarly, it lets the students to recall their knowledge about the topic to help them understand the text in the topical warm up. Bottom up and top down processing are also required in reconstruction after the students watch the video of the text.

In analysis and correction stage, the students will see how well they have done. They will check text and see where they have done well and what they need to improve by analyzing their mistakes. This is at the same direction as what Wajnryb in Coskun (2010) describes, which is the aim of Dictogloss originally is to provide an opportunity for the students to use their productive grammar in the task of text creation. Therefore, by looking at the result of this research, the students were able to analyze and correct their mistakes, mainly in grammar, and at the same time, improve their own grammar use and vocabulary use. Finally, Dictogloss technique encourages collaborative learning in the class. It has a task that the students do in small group. The students are expected to help each other to do the task. They will share their notes with their friends to reconstruct the text.

There are two things to note when Dictogloss technique is implemented and applied fully by the teachers to the classroom; the change of perspective towards learning English and the improvement of teachers' creativity and habit to find activities that actually trigger the activeness of the students. From the research result, it can also be noted that when the teachers

implement and apply Dictogloss technique, it literally means that this teaching technique allows the students to have group discussion and work collaboratively during the teaching learning process. Then, type of Dictogloss appeared in the whole research. There are two most apparent kinds of Dictogloss that appear in this research. The first one is Elaboration Dictogloss. This type of Dictogloss is appeared when the students have improvised it after recreating the whole fragmentary notes into a complete text. Moreover, the students also use their own words to infer some of the missing information to fit the creation of the text.

The second type of Dictogloss that has appeared is Student-student Dictogloss. This type of Dictogloss has appeared during the analysis and correction stage. The students actively involve themselves in reading the result complete text from their respective group and other groups are allowed to give some advices and correction. This will allow them to have a complete, flawless text that covers all information from the original text read by the teacher. This also triggers cooperative mentality in the class.

The result of data analysis shows that dictogloss technique gives significant impact on the students' learning ability. There are some factors that influence the use of dictogloss technique to teach English. First of all, the students are enjoying the learning process because they are working together in reconstructing the text. It gives them chances to interact and learn each other in their group. This is in line with what Dhian Maya Dista (2013) have

found in her study. In one of the related researches, She mentioned that the positive attitude came out as the side effect of having Dictogloss implemented to the classroom. Moreover, the students' listening skill that was addressed in the current research was actually improved, as it was shown by the proof that the students actually could reconstruct the text optimally from the audio they listened to.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This study particularly seeks to find out how the teachers actually implement and apply, and run this technique to teach English in the 10th year of MA AS-SHOHEH, Al-Falahiyah Foundation, Bogor, West Java. The According to the research, the teachers implemented Dictogloss technique by doing several activities in pre-activity session, such as asking students some questions, known as initiating hook questions, related to the lesson or topic they are going to learn, writing some new or unfamiliar, or even difficult vocabularies from the topic. These activities were counted as Preparation. Then, some activities were also done in the whilst activities, such as giving out some instructions before entering the dictogloss implementation session, dictating the text and asking the students to note some vocabularies. These activities were also listed under the Dictation stage.

After that, groups were created to cope with all note-takings of each individual had written, then they were asked to discuss and recreate the text with the same title but the different sentences and approaches to write it in the Reconstruction stage. At the final moment, which is Analysis and Correction stage, the teachers would ask a student to come forward, and write down the sentences while having other students giving

out their minds to complete the text. That way, the students in each group knew what they missed.

After the implementation of Dictogloss technique, it was seen to be influencing in several aspects, such as making the environment alive, triggering cooperative learning among the students through group work, generating the students' enthusiasm in learning English and evoking the sense of competitiveness. This sense of competitiveness is necessary since each group tries to be the one producing the most complete or much closer new text creation to the original.

In the reconstruction stage, the students' progress was seen improved when the teacher asked them to find the meaning of the words. These words would later be used to create their version of the text from the original. What is more, they were able to find the main idea of the text. However, some problems were apparent during the implementation of Dictogloss in the classroom. One of the most common problems is vocabulary, as it is the most vital and critical component in creating sentences. Some students had a hard time distinguishing between verb 1 and verb 2. These students often mixed up verb 1 and verb 2 and they even used verb 1 in narrative text.

What can be noted after the implementation of Dictogloss was the students' concentration. Concentration is the most critical point when teaching English, especially in the end of the day. However, Dictogloss helped the teachers making good time for the students and kept up the

students' concentration level to the point that they could follow the teachers' instruction in Dictogloss. As a result, the students' English skills are improving significantly, especially skill that represents the name of this technique, which is listening skill. Thus, it is quite clear to see that the students' prior knowledge and vocabularies can help them improved when this technique is applied.

B. Suggestion

After completing this present study and drawing conclusions from the data description and analysis, several suggestions are offered for future researchers and English teachers.

For future researchers of the similar subject, it is expected to conduct a study with other English skills, such as reading, writing or speaking skill. Moreover, since Dictogloss is an integrated English skill technique, it is suggested that the future researchers should also implement this technique to a more basic level of education, such as in junior high school level. Moreover, teachers are suggested to find effective and enjoyable way to teach English, since most English classes are put at the end of the day.

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APPENDICES

RESEARCH INSTRUMENT

A. **Preface**

To collect the data, three instruments will be employed in this study, including Documentation, Observation Sheet and Interview. In order to answer the research question for this study, three lesson plans will be used as the instrument key in the Documentation. Observation is applied to monitor the activities during the implementation of Dictogloss. Moreover, Interview will be conducted to dig out deeper information from the teacher.

RESEARCH INSTRUMENTS

CLASSROOM OBSERVATION

Teacher's name :

Date / Time :

No.	Indikator	Activities	Catatan
1.	Pre Activity	1. Guru menggali pengetahuan siswa terkait materi yang akan dipelajari. 2. Guru menyampaikan tujuan pembelajaran yang akan dipelajari.	
2.	Whilst Activity	3. Guru mulai mengimplementasi teknik Dictogloss dengan memberikan sebuah teks naratif kemudian mendiktekannya kepada siswa 4. Guru meminta siswa untuk mencatat kata-kata penting yang dapat membantu mereka untuk membentuk teks naratif baru dengan kata-kata mereka sendiri. 5. Guru meminta siswa untuk membentuk kelompok yang terdiri dari 6 orang,	

		kemudian mendiskusikan apa yang mereka dapat 6. Guru meminta tiap kelompok untuk mempresentasikan hasil yang mereka dapat berupa sebuah teks naratif baru dengan judul yang sama namun dibentuk dengan kata-kata mereka sendiri 7. Guru bersama-sama dengan siswa membahas hasil diskusi masing-masing kelompok. 8. Guru memberikan koreksi serta apresiasi atas hasil kerja tiap-tiap kelompok.	

RESEARCH INSTRUMENTS

INTERVIEW

Teacher's name :

Date / Time :

No.	Indikator	List of Questions
1.	Pre Activity	1. Apa saja hal yang bapak/Ibu lakukan sebelum memulai kegiatan pembelajaran? 2. Bagaimana Bapak/Ibu memulai kegiatan pembelajaran?
2.	Whilst Activity	1. Apa saja langkah-langkah yang bapak/ibu ambil sebelum memulai implementasi teknik Dictogloss di kelas? 2. Bagaimana pelaksanaan implementasi Dictogloss yang efektif di dalam kegiatan pembelajaran?
3.	Post Activity	1. Bagaimana tanggapan bapak/Ibu saat selesai mengimplementasikan teknik Dictogloss ini di kelas? 2. Menurut bapak/Ibu, apa saja kesulitan atau tantangan dalam pengimplementasian teknik Dictogloss ini?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MA Yayasan Al-Falahiyah

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Topik : Ande-Ande Lumut

Alokasi Waktu : 2 x 45 Menit (2 JP)

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat.	3.10.1 Menganalisis fungsi sosial dan struktur teks dari teks naratif yang telah diberikan sesuai dengan konteks penggunaannya
4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.	4.14.1 Menyimpulkan isi dalam teks naratif.

C. Tujuan Pembelajaran

Setelah mempelajari naratif teks siswa diharapkan dapat menganalisis dan menyimpulkan fungsi sosial dan struktur teks dari teks naratif yang sudah didengarkan sesuai dengan konteks penggunaannya.

D. Materi Pembelajaran

1. **Fungsi Sosial**

   Narrative text: to entertain and to deal with actual or vicarious experience in different ways

2. **Struktur Teks**

   Susunan teks narrative terdiri dari:
   1. *Orientation (setting the scene, telling who/what, when, where?)*
   2. *Complication (telling what problem the characters had?)*
   3. *Resolution (telling how the problem was solved?)*

3. **Unsur Kebahasaan**

   1. *Focus on specific or individualized participants*
   2. *Use of material processes*
   3. *Use of Relational and mental processes*
   4. *Use of temporal conjunctions and temporal circumstances.*
   5. *Use of past tense*

E. Metode Pembelajaran

a. Pendekatan : *Scientific Approach.*
b. Metode/Tehnik : Dictogloss *Technique*

F. Media/Alat, Bahan, dan Sumber Belajar

a. Media : *Power Point*
b. Alat : Laptop, proyektor, spidol, dan papan tulis.
c. Sumber Belajar : Youtube Channel : EF English First

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan *(Pre-Activity)*	Waktu
1. Peserta didik mengawali proses pembelajaran dengan berdoa, absensi, dan menyiapkan buku pelajaran. 2. Peserta didik melakukan *ice breaking*. 3. Peserta didik diminta untuk menyebutkan judul cerita rakyat yang mereka ketahui. 4. Peserta didik mendapat penjelasan mengenai tujuan pembelajaran, cakupan materi dan penjelasan uraian kegiatan. 5. Peserta didik mendapatkan motivasi yang diberikan oleh guru.	10 menit
Kegiatan Inti *(Whilst Activity)*	**Waktu**
Mengamati & Menanya 1. Peserta didik diberikan kertas berisi contoh naratif teks. 2. Peserta didik diminta mengamati isi teks tersebut. 3. Guru memberikan pertanyaan terkait isi teks yang telah diberikan. 4. Peserta didik merespon pertanyaan yang diberikan oleh guru. 5. Guru memberikan penjelasan tentang naratif teks. **Mengeksplorasi** 6. Guru memberikan teks naratif dengan judul baru. 7. Peserta didik diminta untuk menganalisis isi dari	75 menit

teks naratif tersebut.

8. Guru beserta murid membahas hasil analisis teks.
9. Peserta didik diberikan arahan mengenai pengaplikasian tehnik dictogloss dalam pembelajaran listening narrative text.
10. Peserta didik diberikan contoh macam-macam note taking.
11. Peserta didik diberikan beberapa kosa kata yang terdapat di dalam cerita Ande-Ande Lumut.
12. Peserta didik diajak berdiskusi menyangkut topik yang akan didengarkan.
13. Peserta didik diminta mendengarkan cerita naratif legenda (Ande-Ande Lumut) tanpa menulis apapun tentang cerita tersebut.
14. Peserta didik diminta mendengarkan kembali cerita Ande Ande Lumut dan menulis poin-poin penting yang didapatkan dari cerita tersebut.
15. Peserta didik diminta membuat kelompok yang terdiri dari 3-4 orang untuk mendiskusikan hasil note taking yang didapatkan oleh masing-masing siswa. Sehingga mendapatkan informasi yang rampung.
16. Peserta didik diminta untuk kembali duduk di bangku masing-masing.
17. Guru memberikan soal kepada siswa, agar mengetahui sejauh mana pemahaman siswa dalam mendapat informasi yang telah didengarkan

Mengasosiasi

18. Perwakilan kelompok diminta untuk menyimpulkan hasil kelompoknya terkait cerita Ande-ande lumut yang telah didengarkan sebelumnya.

Mengkomunikasikan

19. Peserta didik dan guru membahas bersama-sama hasil cerita teks naratif yang sudah dipelajari.

Kegiatan Penutup *(Post Activity)*	Waktu
1. Peserta didik merefleksikan apa yang sudah mereka pelajari. 2. Guru mengakhiri pembelajaran dengan berdoa.	5 menit

H. Teknik Penilaian

1. Penilaian Sikap

Penilaian sikap dilakukan melalui pengamatan selama proses pembelajaran berlangsung.

2. Penilaian Pengetahuan

Penilaian pengetahuan pertama dilakukan melalui soal latihan, dengan rumus:

Table 3.3

4 **Exemplary response**	3 **Sufficient response**	2 **Partially sufficient response**	1 **Insufficient response**	0 **No response**
Correct inference with Many supporting details,good explanation and well-chosen examples	Correct inference with a supporting detail or example from the text	Correct inference but no supporting detail or example from the text	Incorrect inference	No response is given or response given does not relate to the text
Explanation is very specific and shows That the Student can Make valid inference	Explanation is general enough to show that the student can make plausible inference	Explanation is not specific enough to support the inference	No explanation is given for the inference or explanation does not make sense	

Text evidence is specific, well chosen and strongly supports the inference made	Text evidence is relevant and partially supports the inference made	Text evidence provided weakly supports the inference made	Ideas not based on the text or response does not provided evidence from the text	

Inference rubric adopted from HISD High School Curriculum

andDevelopment

$$\text{Student's score} = \frac{\text{Total earned score}}{\text{Maximum Score}} \times 100$$

3. Penilaian Keterampilan

Penilaian keterampilan dilakukan dengan melihat kemampuan peserta didik dalam bertanya, menjawab pertanyaan, dan presentasi terkait materi.

I. Lampiran

1. Lampiran cerita ande-ande lumut

Lampiran:

1. Lampiran cerita ande-ande lumut

Ande- Ande lumut

A long time ago, there were two large kingdoms in the east java region named the kingdom of Jenggala and the kingdom of Kediri. The kingdom of Jenggala was led by raja Jayanegara and the kingdom of Kediri was led by king Jayangrana. To unite two countries and avoid war, the two kingdoms established a marriage bond between Panji Asmarabangun, son of the king of Jenggala and Dewi Sekartaji the daughter of the king of Kediri. One day the Jenggala kingdom was attacked by an enemy. During the battle, Dewi Sekartaji fled from the palace. She disguised herself as a village girl and lived with a widow with three daughters named Kelenting Abang, Kelenting Ijo and Kelenting Biru. Dewi Sekartaji was adopted as a child of this family and given the name, Kelenting Kuning but Kelenting Kuning was not treated well. Every day she was told to do housework such as washing, cooking and cleaning the house.

Clothes!" commanded Kelenting Biru. They had succeeded and Kelenting Kuning went to the river to wash the dirty clothes right away. Suddenly

a crane came and gave her a whip. "Go and propose to Ande Ande Lumut, so you can meet Panji Asmarabangun and bring this whip" said the Crane. Kelenting kuning then rushed to Dadapan village. Meanwhile, her mother and three adoptive sisters arrived at the riverside. They were confused. None of the boats were visible and there were no bridges, so how could they cross the river?. The river was vast, deep and swift. Suddenly, a giant crab named Yuyukangkang appeared. The crab offered to cross the river on the condition they had to kiss the crab. They agreed to that condition. One by one they climb onto Yuyukangkang"s back to cross the river.

Moments later, Kelenting Kuning arrived at the riverside. She also met Yuyukangkang. Yuyukangkang offered to help her cross the river with the same condition, that she must kiss him. Kelenting Kuning rejected the requirement and forced Yuyukangkang to help her without his conditions met. Yuyukangkang did not want to help Kelenting Kuning. Kelenting Kuning lost her patience. She pulled out the whip from the crane and struck the river. Immediately, the river water receded. Yuyukangkan was scared. Finally, he agreed to help Kelenting Kuning cross the river.

Klenting Kuning immediately went up on to Yuyukangkang"s back and got to the other side of the river. Her mother and three stepsisters arrived first at mbok Randa"s house. One by one, Kelenting Abang, Kelenting Ijo and Kelenting Biru showed their beauty to Ande Ande Lumut. However, none of them was chosen because they had kissed Yuyukangkang. A few moments later, Kelenting Kuning arrived at mbok Randa"s house. Ande- Ande Lumut chose Kelenting Kuning as his wife because he knew that Kelenting Kuning was Dewi Sekartaji and she was the only woman who hadn"t kiss Yuyukangkang. Ande-Ande Lumut revealed his disguised; he told everyone that he was Panji Asmarabangun. Finally, Panji Asmarabangun and Dewi Sekartaji were reunited and they invited mbok Randa to stay in the palace as a thank you. In the end, they lived happily ever after.

https://youtu.be/XN2NucVUQ9A

Mengetahui	Bogor, 20 Juni 2022
Guru Mata Pelajaran	Mahasiswa
Sabar Basuki, S.Pd.	Siti Syaripah

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MA Yayasan Al-Falahiyah

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Topik : Malin Kundang

Alokasi Waktu : 2 x 45 Menit (2 JP)

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

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B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat.	3.10.2 Menganalisis fungsi sosial dan struktur teks dari teks naratif yang telah didengarkan sesuai dengan konteks penggunaannya
4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.	4.14.2 Menyimpulkan isi dalam teks naratif.

C. Tujuan Pembelajaran

Setelah mempelajari naratif teks siswa diharapkan dapat menganalisis dan menyimpulkan fungsi sosial dan struktur teks dari teks naratif yang sudah didengarkan sesuai dengan konteks penggunaannya.

D. Materi Pembelajaran

4. Fungsi Sosial

Narrative text: to entertain and to deal with actual or vicarious experience in different ways

5. Struktur Teks

Susunan teks narrative terdiri dari:
1. *Orientation (setting the scene, telling who/what, when, where?)*
2. *Complication (telling what problem the characters had?)*
3. *Resolution (telling how the problem was solved?)*

6. Unsur Kebahasaan

1. *Focus on specific or individualized participants*
2. *Use of material processes*
3. *Use of Relational and mental processes*
4. *Use of temporal conjunctions and temporal circumstances.*
5. *Use of past tense*

E. Metode Pembelajaran

c. Pendekatan : *Scientific Approach.*

d. Metode/Tehnik : Dictogloss *Technique*

F. Media/Alat, Bahan, dan Sumber Belajar
d. Media : *Power Point*
e. Alat : Laptop, proyektor, spidol, dan papan tulis.
f. Sumber Belajar : Youtube Channel : EF English First

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan *(Pre-Activity)*	Waktu
1. Peserta didik mengawali proses pembelajaran dengan berdoa, absensi, dan menyiapkan buku pelajaran. *2.* Peserta didik melakukan *ice breaking.* 3. Peserta didik diberikan beberapa gambar dan diminta menyebutkan judul cerita rakyat yang ditunjukkan gambar tersebut. 4. Peserta didik mendapat penjelasan mengenai tujuan pembelajaran, cakupan materi dan penjelasan uraian kegiatan. 5. Peserta didik mendapatkan motivasi yang diberikan oleh guru.	10 menit
Kegiatan Inti *(Whilst Activity)*	**Waktu**

Mengamati & Menanya
    6. Peserta didik diberikan beberapa kosa kata yang terdapat di dalam cerita Malin Kundang.
    7. Peserta didik diminta untuk mengamati kosa kata yang telah diberikan.
    8. Peserta didik diberikan beberapa pertanyaan untuk mengajak mereka berdiskusi tentang topik yang akan didengarkan.
    9. Peserta didik diminta mendengarkan cerita naratif legenda (Malin Kundang) tanpa menulis apapun tentang cerita tersebut.
    10. Peserta didik diminta mendengarkan kembali cerita
	75 menit

malin kundang dan menuliskan poin-poin penting yang didapatkan dari cerita tersebut.	
Mengeksplorasi	
11. Peserta didik diminta untuk membuat kelompok yang terdiri dari 3-4 orang untuk mendiskusikan hasil note taking yang didapatkan oleh masing-masing siswa. Sehingga mendapatkan informasi yang rampung.	
12. Peserta didik diminta untuk kembali duduk di bangku masing-masing	
13. Guru memberikan soal kepada siswa, agar mengetahui sejauh mana pemahaman siswa dalam mendapat informasi yang telah didengarkan	
Mengasosiasi	
14. Perwakilan kelompok diminta untuk menyimpulkan hasil kelompoknya terkait cerita Ande-ande lumut yang telah didengarkan sebelumnya.	
Mengkomunikasikan	
15. Peserta didik dan Guru membahas bersama-sama cerita naratif teks yang sudah dipelajari.	
Kegiatan Penutup *(Post Activity)*	**Waktu**
16. Peserta didik merefleksikan apa yang sudah mereka pelajari. 17. Guru mengakhiri pembelajaran dengan berdoa.	5 menit

H. Teknik Penilaian

1. Penilaian Sikap

Penilaian sikap dilakukan melalui pengamatan selama proses pembelajaran berlangsung.

2. **Penilaian Pengetahuan**

Penilaian pengetahuan pertama dilakukan melalui soal latihan, dengan rumus:

No	Criteria	Score
1	Correct answer	1
2	Incorrect answer	0

$$\text{Final score} = \frac{\text{Total score}}{\text{Max score}} \times 100 = \underline{\hspace{3cm}}$$

3. **Penilaian Keterampilan**

Penilaian keterampilan dilakukan dengan melihat kemampuan peserta didik dalam bertanya, menjawab pertanyaan, dan presentasi terkait materi.

I. **Lampiran**

1. Lampiran cerita malin kundang

Lampiran:

1. Lampiran cerita Malin Kundang

MALIN KUNDANG

A long time ago there was a child named Malin Kundang who lived with his poor father and mother. They lived in the village on the beach. It was a small and quiet place and many people had migrated to the city to find more money. There wasn"t much to do in their village, the land was arid and the fish in the sea were not plentiful. Malin kundang liked to play. All he did every day was just chase the only chicken his parents owned, burik. "There you are Burik! Come here ha ha haa". Little Malin kept chasing Burik. When he caught him, he would ususally torture the poor chicken. I got you haa haa haa. One day, Malin Kundang"s Father wanted go abroad it is said that the neighbouring country is prosperous and making money there is very easy. "I am living" malin said. Malin"s father. Yes dad. Malin kundang"s father immediately

boarded the ship with the other residents who wanted to migrate. So, malin and his mother had stay in the poor village.

Two days after day went by with no word or news from Malin‟s father. Malin‟s mother also had to work harder to meet their daily need. Come on, please buy it. Yelled Malin‟s mother while sel ing her stuff. Meanwhile, malin was still chasing Burik. One day when he tried to catch Burik, he suddenly fell. He tripped over a stone and fell very hard. His arm was scratched by the sharp stone and started to bleeding. His mother immediately treated his wound with great affection, she tended Malin. This wound will heal but the scar will remain. Oh no hu huhu.

Days became months, months became years and years passed quickly. Unnoticed, Malin was not a handsome and strong young man. He began to get bored in this quiet and poor village. He wanted to travel like his father. I will sail the sea like my father! He said. Then, Malin Kundang tried to ask for permission from his mother. "Mom, let me go abroad, just like father" said Malin Kundang to his mother who immediately became sad. No my son, I‟m afraid you wil not return just like your father! You are the only child I have, if you don‟t come back, who will I live with? She worried so much about malin. Don‟t worry mom. Malin answered. I promise I‟l be back. I wil become a rich man and you come to live with me.

Finally, nothing could be done by his mother, malin kundang insisted on leaving. He sneaked into the ship and hid in a wooden chest. The ship sailed but in the middle of the sea, pirates stopped and hijacked the ship. The ship‟s crew were kil ed by the pirates, the seized al the essential items on the boat and the ship was abandoned a sea. We are under attack! We are under attack! Malin Kundang survived because he hid in a chest. When he came out from hiding, the ship was stranded on a beach. Luckily, there was a lush and rich village near the beach. The port was large and crowded. Malin kundang smiled even though his body was weak and felt exhausted. Here I can try my luck.

Malin kundang worked hard, day and night, the only thing on his mind was to be rich because of his determination and hard work. He became rich and he had a large ship with more than a hundred crews. "I am rich, I am rich". He said happily while counting his money. One day, Malin Kundang took his wife sailing on his luxury boat. They docked in the vil age port of Malin Kundang‟s hometown. News of Malin Kundang„s success reached his mother. "Is, is that my son, Malin‟s ship?" With a cheerful heart the elderly mother hobbled to the harbor. He is

Malin Kundang. I am sure of it. Thought malin"s mother when she saw malin get of the ship with his wife.

"Malin... Malin, you co..come home son" said Malin"s mother while trying to reach his son. Malin kundang"s wife saw an old woman who ran to them shouting, her clothes were ragged, old and worn out. So she asked her husband. Who is she? Is she really your mother? Malin kudang was nervous; he didn"t want his wife to find out that he came from a poor family. So he answered his wife. "I don"t know honey, maybe just an old beggar asking for alms" said Malin. His mother heard Malin kundang"s words, she was saddened. How can you not know me my child? I am your mother. I raised you! said his mother crying.

Malin kundang became angry and said, my mother is long dead! Don"t lie to me, old beggar! His mother cried and with a sad voice said, I"m sure you"re malin, my son, look at the scar your arm! It is only malin kundang, my child, who has that scar. Malin became even madder, he told his bodyguards to take away his mother who was sobbing. With a painful heart, his mother prayed to god. God if he is truly my son Malin Kundang, I curse him to turn stone! Instantly, a rumble of thunder was heard even though it was sunny, slowly Malin felt something strange happening. He felt his body stiffen. He was confused. Oh what"s wrong with my body? I can"t move. Ohhhh. Ohhh.ohhhh Noooo. Malin kundang realized that he had been cursed as he knelt on the ground. He knelt in the ground and immediately turned to stone. It was too late for him to regret disobeying his mother. His last thought was how much he regretted disobeying his mother as he turned to stone

https://youtu.be/4O4z6D5AK_c

Mengetahui   Bogor, 22 Juni 2022

Guru Mata Pelajaran   Mahasiswa

Sabar Basuki, S.Pd.   Siti Syaripah

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan   : MA Yayasan Al-Falahiyah

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X/1

Topik   : Jongrang and Prambanan Temples

Alokasi Waktu   : 2 x 45 Menit (2 JP)

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat.	3.10.3 Menganalisis fungsi sosial dan struktur teks dari teks naratif yang telah didengarkan sesuai dengan konteks penggunaannya
4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.	4.14.3 Menyimpulkan isi dalam teks naratif.

C. Tujuan Pembelajaran

Setelah mempelajari naratif teks siswa diharapkan dapat menganalisis dan menyimpulkan fungsi sosial dan struktur teks dari teks naratif yang sudah didengarkan sesuai dengan konteks penggunaannya.

D. Materi Pembelajaran

1. **Fungsi Sosial**

   Narrative text: to entertain and to deal with actual or vicarious experience in different ways

2. **Struktur Teks**

   Susunan teks narrative terdiri dari:
   1. *Orientation (setting the scene, telling who/what, when, where?)*
   2. *Complication (telling what problem the characters had?)*
   3. *Resolution (telling how the problem was solved?)*

3. **Unsur Kebahasaan**
   1. *Focus on specific or individualized participants*
   2. *Use of material processes*
   3. *Use of Relational and mental processes*
   4. *Use of temporal conjunctions and temporal circumstances.*
   5. *Use of past tense*

E. Metode Pembelajaran

a. Pendekatan   : *Scientific Approach.*
b. Metode/Tehnik   : Dictogloss *Technique*

F. Media/Alat, Bahan, dan Sumber Belajar

c. Media   : *Power Point*
d. Alat   : Laptop, proyektor, spidol, dan papan tulis.
e. Sumber Belajar : Youtube Channel : Easy Learning BSD

G. Kegiatan Pembelajaran

Kegiatan Pendahuluan *(Pre-Activity)*	Waktu
1. Peserta didik mengawali proses pembelajaran dengan berdoa, absensi, dan menyiapkan buku pelajaran. 2. Peserta didik melakukan *ice breaking.* 3. Peserta didik diberikan beberapa gambar dan diminta menyebutkan judul cerita rakyat yang ditunjukkan gambar tersebut.. 4. Peserta didik mendapat penjelasan mengenai tujuan pembelajaran, cakupan materi dan penjelasan uraian kegiatan. 5. Peserta didik mendapatkan motivasi yang diberikan oleh guru.	10 menit
Kegiatan Inti *(Whilst Activity)*	**Waktu**
Mengamati & Menanya 6. Peserta didik diberikan beberapa kosa kata yang terdapat di dalam cerita. 7. Peserta didik diajak berdiskusi menyangkut topik yang akan didengarkan. 8. Peserta didik diminta mendengarkan cerita naratif legenda (Malin Kundang) tanpa menulis apapun tentang cerita tersebut. 9. Peserta didik diminta mendengarkan kembali cerita malin kundang dan menulis poin-poin penting yang didapatkan dari cerita tersebut.	75 menit

Mengeksplorasi
    10. Peserta didik diminta membuat kelompok yang terdiri dari 3-4 orang agar mendapatkan informasi yang rampung.
    11. Guru memberikan soal kepada siswa, agar mengetahui sejauh mana pemahaman siswa dalam mendapat informasi yang telah didengarkan
 	
Mengasosiasi
    12. Siswa diminta untuk menyimpulkan hasil kelompoknya terkait cerita malin kundang yang telah didengarkan sebelumnya.
 	
Mengkomunikasikan
    13. Peserta didik dan Guru membahas bersama-sama cerita naratif teks yang sudah dipelajari.
    14. Guru memberikan pertanyaan terkait cerita tersebut.	

Kegiatan Penutup *(Post Activity)*	**Waktu**
15. Peserta didik merefleksikan apa yang sudah mereka pelajari. 16. Guru mengakhiri pembelajaran dengan berdoa.	5 menit

H. Teknik Penilaian

1. Penilaian Sikap

Penilaian sikap dilakukan melalui pengamatan selama proses pembelajaran berlangsung.

2. Penilaian Pengetahuan

Penilaian pengetahuan pertama dilakukan melalui soal latihan, dengan rumus:

No	Criteria	Score
1	Correct answer	1
2	Incorrect answer	0

Final score = Total score x 100 = _____
          Max score

3. **Penilaian Keterampilan**

   Penilaian keterampilan dilakukan dengan melihat kemampuan peserta didik dalam bertanya, menjawab pertanyaan, dan presentasi terkait materi.

Lampiran

1. Lampiran cerita Jongrang and the temples

Lampiran:

1. Lampiran cerita Jongrang and the temples

Jonggrang and Prambanan Temples

Once upon a time, there was a king named Prabu Boko ruling in Prambanan. Prabu Boko was a powerful giant. He had a daughter named jonggrang. Jonggrang was very pretty. Boko"s kingdom was near with another kingdom called Pengging. One day, the king of Pengging wanted to expand his kingdom, then he sent his son, Bandung Bondowoso. He led troops to attack the kingdom of Prambanan. Bondowoso defeated Boko"s forces. Even Boko was killed.

Bondowoso was living in the place of prambanan. He fell in love with Jonggrang and asked her to be his queen. Jonggrang didn"t want to be a wife of Bondowoso who had killed his father. She was looking for a reason to be able to reject the proposal of Pengging smoothly. Eventually, she met Bondowoso and said "I want to be your wife, but as the condition you need to create two wells and a thousand temples in one night". Although, the conditions proposed by Jongrang were impossible to be fulfilled by others. Bondowoso directly said yes. He gathered magical creatures who became his men and started to dig wells and build the temples.

Bondowoso and his men worked very quickly. In a short time they had finished a well and hundreds of temples. Jonggrang anxiously watched from a distance. He thought hardly to find ways to fail Bondowoso. Jonggrang also called her maids and told them to burn straw and beat the mortar. Fire of straw burned to make the atmosphere become bright and beat of dimples rowdy to surprise the magical creatures who were working. They fled, leaving bondowoso and wells and temples unfinished. Bondowoso tried to call them back,, but they still left him

Jonggrang met Bondowoso and asked, "Your time is up, Bondowoso. Are my temples already finished?" Bondowoso was very angry because he knew Jonggrang had failed his hard work deliberately, but he tried to hold back. "Of course the tample was finished. If you do not believe, please you count it by yourself." Jonggrang was accompanied by her maids to calculate the temples one by one. Apparently Bondowoso had successfully completed nine hundred and ninety-nine temples. "You failed Bondowoso. Stil less a temple," said Jonggrang. Bondowoso"s temper increased, "If you didn"t cheat, I could definitely finish a thousand temples for you, Jonggrang." He said. Jonggrang then was transformed into a stone statue of a very beautiful and magical one, then stones were arranged one after the other by themselves forming a temple, surrounding the statue. Until now the stone sculpture of beautiful Jonggrang can be seen in the room of the main temple at Prambanan.

https://youtu.be/4cim_zV7tM4

Bogor, 27 Juni 2022

Mengetahui
Guru Mata Pelajaran   Mahasiswa

Sabar Basuki, S.Pd.   Siti Syaripah

RESEARCH INSTRUMENT

A. **Preface**

       To collect the data, three instruments will be employed in this study, including Documentation, Observation Sheet and Interview. In order to answer the research question for this study, three lesson plans will be used as the instrument key in the Documentation. Observation is applied to monitor the activities during the implementation of Dictogloss. Moreover, Interview will be conducted to dig out deeper information from the teacher.

RESEARCH INSTRUMENTS

CLASSROOM OBSERVATION

Teacher's name : **Mr. Sabar Basuki, S.Pd.**

Date / Time : **20-21-22 Juni 2022/ 07.30-9.00/12.30-14.00/12.30-14.00**

No.	Indikator	Activities	Catatan
1.	Pre Activity	1. Guru menggali pengetahuan siswa terkait materi yang akan dipelajari. 2. Guru menyampaikan tujuan pembelajaran yang akan dipelajari.	-
2.	Whilst Activity	3. Guru mulai mengimplementasi teknik Dictogloss dengan memberikan sebuah teks naratif kemudian mendiktekannya kepada siswa 4. Guru meminta siswa untuk mencatat kata-kata penting yang dapat membantu mereka untuk membentuk teks naratif baru dengan kata-kata mereka sendiri. 5. Guru meminta siswa untuk membentuk kelompok yang terdiri dari 6 orang,	- Teks yang digunakan adalah Ande-ande lumut. Ada beberapa siswa yang kurang familiar, jadi guru mencoba menjelaskan sedikit, sekitar 10 menit. - Guru memulai memutar audio untuk ande-ande lumut, namun ada kendala berupa audio tersendat-sendat. - Pada saat pembagian kelompok, ada beberapa siswa yang tidak mau dipasangkan ke kelompok yang ditunjuk guru, sehingga menghabiskan beberapa menit untuk membuat kelompok baru. Kelompok ini

		kemudian mendiskusikan apa yang mereka dapat	digunakan terus hingga sesi implementasi Dictogloss selesai selama 3x mengajar.
		6. Guru meminta tiap kelompok untuk mempresentasikan hasil yang mereka dapat berupa sebuah teks naratif baru dengan judul yang sama namun dibentuk dengan kata-kata mereka sendiri	- Di pertemuan pertama, saat guru menunjuk siswa secara acak di tiap kelompok untuk membacakan apa yang telah mereka diskusikan, ada beberapa siswa yang tidak mau. Namun, di pertemuan kedua dan ketiga, semua siswa bahkan sangat antusias untuk membacakan apa yang kelompok mereka telah diskusikan.
		7. Guru bersama-sama dengan siswa membahas hasil diskusi masing-masing kelompok.	- Saat sesi *Analysis and Correction*, situasi agak gaduh karena siswa tidak sabar untuk memberikan masukan serta koreksi. Di pertemuan kedua, situasi lebih terkendali karena siswa diberitahu agar menghargai teman yang sedang berada di depan.
		8. Guru memberikan koreksi serta apresiasi atas hasil kerja tiap-tiap kelompok.	

RESEARCH INSTRUMENTS

CLASSROOM OBSERVATION

Teacher's name   : **Ms. Widya Lestari, S.Pd.**

Date / Time   : **23-24-27 Juni 2022/14.00-15.30/14.00-15.30/12.30-14.00**

No.	Indikator	Activities	Catatan
1.	Pre Activity	1. Guru menggali pengetahuan siswa terkait materi yang akan dipelajari. 2. Guru menyampaikan tujuan pembelajaran yang akan dipelajari.	-
2.	Whilst Activity	3. Guru mulai mengimplementasi teknik Dictogloss dengan memberikan sebuah teks naratif kemudian mendiktekannya kepada siswa 4. Guru meminta siswa untuk mencatat kata-kata penting yang dapat membantu mereka untuk membentuk teks naratif baru dengan kata-kata mereka sendiri. 5. Guru meminta siswa untuk membentuk kelompok yang terdiri dari 6 orang,	- Siswa terkesan agak canggung karena implementasi Dictogloss kali ini dengan guru yang berbeda, sehingga beberapa siswa kembali ke settingan awal, yaitu malu-malu. -Karena implementasi Dictogloss dilakukan dengan guru yang baru, maka pembagian kelompok pun dilakukan oleh beliau. Guru membagi kelompok berdasarkan abjad, sehingga ada beberapa siswa yang kurang puas dengan penempatan kelompok. Guru meng-*handle*

| | | kemudian mendiskusikan apa yang mereka dapat

6. Guru meminta tiap kelompok untuk mempresentasikan hasil yang mereka dapat berupa sebuah teks naratif baru dengan judul yang sama namun dibentuk dengan kata-kata mereka sendiri

7. Guru bersama-sama dengan siswa membahas hasil diskusi masing-masing kelompok.

8. Guru memberikan koreksi serta apresiasi atas hasil kerja tiap-tiap kelompok. | situasi dengan memberikan arahan serta mengganti beberapa orang ke kelompok lain karena ada satu kelompok yang diisi oleh ranking 5 besar.
- Teks naratif yang digunakan adalah cerita yang semua siswa sudah tau, yaitu Malin Kundang. Saat akan memulai pemutaran audio, ada beberapa siswa yang masih kurang tenang, sehingga audio di delay hingga 5 menit sampai siswa tenang. Saat pemutaran audio untuk yang ketiga, ada beberapa siswa yang masih berbicara dengan siswa lain di kelompoknya karena pekerjaan mereka telah selesai. Guru memberikan teguran agar siswa tetap tenang hingga guru memperbolehkan mereka untuk diskusi. Karena cerita yang familiar, siswa terlihat sangat antusias berdiskusi. Ada beberapa siswa bahkan yang awalnya sangat pemalu menjadi *leader* di kelompok tersebut dan bertanya ke temannya satu persatu agar memberikan pendapat. |

			- Di pertemuan kedua di sesi reconstruction serta presentasi, ada satu kelompok yang menulis hampir sama dengan yang diceritakan di audio. Guru berpendapat bahwa siswa memang sudah terlalu sering diajar untuk *memorizing* sehingga mereka kadang kesulitan untuk memakai kata-kata mereka sendiri. - Siswa makin antusias belajar menggunakan teknik Dictogloss setelah guru memberikan penilaian terhadap kelompok yang teks nya paling mendekati apa yang mereka dengar dari audio. Disini terbangun *sense* mereka untuk berkompetisi sehingga keaktifan tetap terjaga.

RESEARCH INSTRUMENTS

CLASSROOM OBSERVATION

Teacher's name   **: Ms. Lilis Surniati, S.Pd.**

Date / Time   **: 28-29-30 Juni 2022/12.30-14.00/12.30-14.00/07.30-09.00**

No.	Indikator	Activities	Catatan
1.	Pre Activity	1. Guru menggali pengetahuan siswa terkait materi yang akan dipelajari. 2. Guru menyampaikan tujuan pembelajaran yang akan dipelajari.	-
2.	Whilst Activity	3. Guru mulai mengimplementasi teknik Dictogloss dengan memberikan sebuah teks naratif kemudian mendiktekannya kepada siswa 4. Guru meminta siswa untuk mencatat kata-kata penting yang dapat membantu mereka untuk membentuk teks naratif baru dengan kata-kata mereka sendiri. 5. Guru meminta siswa untuk membentuk kelompok yang	- Teks naratif yang digunakan di RPP ketiga adalah Jongrang and Prambanan Temples. Saat guru baru saja menjelaskan mengenai teks ini, banyak siswa yang antusias mendengarkan karena mereka masing-masing sepertinya menunggu implementasi Dictogloss dan akan seperti apa tugas yang akan diberikan. - Implementasi Dictogloss berjalan seperti yang seharusnya, namun dengan catatan kali ini ada dua orang

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		terdiri dari 6 orang, kemudian mendiskusikan apa yang mereka dapat	siswa yang mengantuk karena saat implementasi sudah memasuki jam 13.00.
		6. Guru meminta tiap kelompok untuk mempresentasikan hasil yang mereka dapat berupa sebuah teks naratif baru dengan judul yang sama namun dibentuk dengan kata-kata mereka sendiri	- Guru men-*delay* implementasi, kemudian memberikan *ice breaking activity* berupa tanya jawab tentang grammar dan memberikan hadiah. Setelah melihat bahwa siswanya sudah kembali aktif dan tidak mengantuk, guru melanjutkan implementasi.
		7. Guru bersama-sama dengan siswa membahas hasil diskusi masing-masing kelompok.	- Di bagian analysis and correction, seperti biasa banyak kegaduhan, namun kali ini lebih cepat teratasi karena masing-masing siswa di kelompoknya sepertinya sangat ingin mendengarkan hasil kelompok lain, agar mengetahui apakah hasil diskusi mereka lebih baik.
		8. Guru memberikan koreksi serta apresiasi atas hasil kerja tiap-tiap kelompok.	Sense berkompetisi selagi belajar seperti ini yang ingin dikembangkan dan dibiasakan oleh Miss Lilis agar mereka tetap terjaga dan tidak ketiduran selama pembelajaran.

INTERVIEW TRANSCRIPTION

W: The Writer

T1: Teacher 1 : Mr. Sabar Basuki, S.Pd.

T2: Teacher 2: Ms. Widya Lestari, S.Pd.

T3: Teacher 3: Ms. Lilis Sumiati, S.Pd.

1st session

28th June 2022 at 1:15PM

T1: Teacher 1 : Mr. Sabar Basuki, S.Pd.

W: Selamat siang, Pak. Saya Siti Syaripah, mahasiswa Universitas Pakuan yang mengadakan penelitian di sekolah ini. Boleh perkenalkan nama bapak?

T1: Selamat siang. Saya Sabar Basuki, guru Bahasa Inggris disini. Ini mau interview?

W: Iya pak. Saya mau interview terkait implementasi teknik Dictogloss yang sudah bapak lakukan sejak tanggal 20 Juni.

T1: Oh iya, boleh saja. Apa saja yang mau ditanyakan?

W: Baik pak. Saya mulai aja ya pak. Kira2 apa saja sih hal yang bapak lakukan sebelum memulai kegiatan pembelajaran?

T1: Biasanya kalau mau memulai, ya seperti biasa. Doa dulu kan? Setelah itu salam, absen dll.

W: Maksud saya, saat mau masuk pembelajaran, pak.

T1: Oh saat masuk pembelajaran ya. Saya biasanya mencari topic yg mau dibicarakan. Berhubungan langsung dengan apa yang mau dipelajari saat itu. Saya kasih contoh, misalnya kelas saat itu akan belajar mengenai tenses ya, present perfect misalnya. Saya biasanya bertanya mengenai liburan, atau sudah pernah mengunjungi sebuah tempat wisata, kota dan lain2. Biasanya sih seperti itu.

W: Jadi memancing dulu gitu ya pak?

T1: Iya. Kalo pembelajaran mengenai tenses kan rumus ya? Mereka paling kesulitan memahami tentang rumus, atau mereka malah menghafal rumus. Kalo sudah hafal sih ga masalah. Kalo yg blm hafal, jadi susah kan? Apalagi pembawaan nya terlalu monoton. Langsung ke rumus kan tidak bagus juga. Siswa jadi kaget, blm apa2 udah langsung rumus aja.

W: Bener juga, pak. Setelah mereka terpancing untuk memulai, kira2 untuk memulai kegiatan pembelajaran nya gimana pak? Langsung rumus juga ga setelah mincing mereka?

T1: Oh ga langsung dong. Pertama, saya mencoba untuk memulai dengan menuliskan apa yang mereka blg. Misalnya, ada siswa saya yang blg "Saya udh pernah ke Bali dua kali" Nah, saya tulis bahasa Indonesianya, terus bahasa Inggrisnya, misal "I have been to Bali twice" Biasanya ada yang nanya kok kayak gitu penulisannya. Nah, disitu saya masuk ke pembelajaran.

W: Baik pak. Jadi kalo udh terpancing, jadi gampang masuk ke pembelajarannya ya pak.

T1: iya.

W: Terus, mengenai teknik Dictogloss yang udah bapak aplikasikan ke siswa. Itu bapak udh pernah pakai sebelum nya atau ini pertama kalinya bapak pakai teknik ini?

T1: Sebelumnya sih saya sudah pernah pakai di SMP di Semarang. Teknik ini menarik kok.

W: Terus, langkah2 yang bapak ambil sebelum implementasi teknik Dictogloss apa aja pak?

T1: Ya, setelah sudah terpancing tadi, saya lalu memperkenalkan teknik ini. Dictogloss adalah teknik diktasi, tapi ada langkah-langkahnya. Biasanya saya gunakan teknik ini untuk teks yang panjang, karena mereka harus dipancing juga dengan pertanyaan mengenai topic. Misalnya, bacaaan nya tentang Candi Prambanan, saya akan bertanya, apakah ada yang tau dengan candi prambanan, atau ada yang tau kisahnya seperti apa. Warming up topic seperti yang saya lakukan itu termasuk ke langkah persiapan, kemudian ke vocabularynya. Mereka biasanya yang duluan nanya kata-kata yang mereka tidak tau artinya. Setelah itu, baru masuk ke diktasinya, inti teknik ini. Saya biasanya membaca teks nya. Cuma, orang Indonesia kan mungkin susah menangkap yang bukan native speaker, jadi untuk penelitian adek tadi, saya pakai audio saja. Sekali saya putar audionya, kemudian saya suruh mereka untuk mencatat apa saja yang mereka ingat, kemudian saya putar lagi, terus saya suruh lagi mereka melengkapi nya, kemudian sekali lagi saya putar kan. Lalu, saya akan mencari volunteer untuk maju, kemudian mengkonstruksikan teks yang sama dengan teman-temannya. Kira-kira seperti itu.

W: Kira2 ada koreksi ga pak? Kan siswa kadang masih ada yang kelupaan poin nya.

T1: Tentu saja ada. Koreksi dan analisis itu di langkah terakhir. Mereka akan tau apa sih informasi yang mereka lupa atau ketinggalan. Tapi dari 3 hari saya mengajar dengan teknik ini, saya rasa siswa nya sudah mengalami kemajuan yang sangat pesat.

W: Wah bagus kalo gitu pak. Terus, kira2 menurut bapak nih, pelaksanaan implementasi Dictogloss yang efektif tu kyk gimana sih pak?

T1: Ya biasanya yang efektif tu, siswa nya kooperatif, ga berisik, dan yang lebih penting, mau mendengarkan instruksi. Hari pertama saya pakai teknik ini, mereka malas2an karena pelajaran nya kan Bahasa Inggris. Mungkin mereka hanya tau kalau Bahasa Inggris itu akan diajar oleh guru yang pakai teknik CBSA kan? Catat Buku Sampai Abis. Lihat kamus. Udah, gitu aja.

W: Benar juga, pak. Kadang siswa juga banyak yg berpikir kayak gitu. Terus, tanggapan bapak setelah selesai mengaplikasikan teknik ini gmn pak?

T1: Tanggapan saya ya sangat senang. Terutama ada beberapa siswa yang saya lihat kemajuan nya pesat ya. Siswa2 yang setiap saya ngajar pakai teknik lain biasanya diam dan malas2an, di teknik ini mereka lebih mau ngomong, walaupun terbata-bata. Cuma, saya kan melihat dari sikap kooperatif mereka. Awal2 mulai mau berpartisipasi kan sudah bagus, tinggal nanti penyesuaian saja. Jujur, saya hampir melupakan teknik ini karena sudah lama sekali tidak pakai. Kan di Semarang dulu. Jadi, saya sangat berterima kasih juga adek datang kesini, dengan topik penelitian teknik Dictogloss.

W: Saya juga berterima kasih karena bapak mau jadi responden saya. Satu pertanyaan lagi, pak. Kira2 menurut bapak, apa sih tantangan atau kesulitan saat bapak aplikasiin teknik ini?

T1: Menurut saya, tantangan nya mungkin lebih ke situasi kelas ya. Kalau situasinya kooperatif, mereka mau mendengarkan, saya jadi gampang melihat partisipasi dan kemampuan siswa. Teknik ini sebenarnya sangat baik digunakan di jam2 akhir kalau ada bahasa Inggris, karena teknik ini kan menuntut sikap siswa yang mau saling bantu. Apa namanya ya, saya lupa. Peer-seeking? Itu mungkin. Jadi kesulitan nya itu. Tantangan, menurut saya, lebih ke situasi kelas yang bias saja terlalu berisik, apalagi saat bagian analisis dan rekonstruksi.

W: Wah, saya jadi banyak tau dari bapak mengenai teknik ini. Saya rasa itu saja, pak. Terima kasih banyak atas waktunya.

2nd session

28th June 2022 at 2:33PM

T2: Teacher 2: Widya Lestari, S.Pd.

W: Selamat siang, bu. Saya Siti Syaripah, mahasiswa Universitas Pakuan yang mengadakan penelitian di sekolah ini. Boleh saya tau nama lengkap ibu? Kan biasanya ibu dipanggil ibu Wid.

T2: Selamat siang menjelang sore. Nama lengkap saya Widya Lestari.

W: Eh iya, udh mau sore ya bu. Saya mau interview nih bu terkait pelaksanaan teknik Dictogloss.

T2: Oh oke. Silakan dimulai saja, nak

W: Baik bu. Ngomong-ngomong, apa sih kegiatan yang ibu lakukan sebelum memulai pelajaran di kelas?

T2: Saya biasanya menanyakan PR minggu lalu, kemudian diperiksa, lalu mulai membuka topic baru. Kadang2 karena siswa sudah dapat buku, saya akan memandu mereka lewat buku.

W: Cara ibu memulai kegiatan pembelajaran itu bagaimana, bu?

T2: Ya lihat di buku dulu, apa topiknya. Kemudian saya akan mencoba memberikan pertanyaan yang nantinya akan berhubungan dengan topic pembelajaran saat itu. Saya sih biasanya selalu menggunakan pertanyaan bantuan. Saya ibaratkan siswa itu ikan, jadi harus ada hook question kan, supaya mereka bisa dapat.

W: (tertawa) Ah ibu bisa aja bilang siswa nya ikan.

T2: (tertawa) ya kan itu pengibaratan saja. Kita kan ngajar ga bisa langsung2 masuk. Harus ada pertanyaan untuk menggugah rasa penasaran mereka. Makanya saya bilang tadi hook question.

W: Iya sih bu. Berarti ibu memang selalu pakai hook question ya, bu?

T2: Ga selalu sih. Kalau materinya mengenai tenses, itu agak sulit pakai hook, jadi saya biasa memulai dengan sebuah kalimat saja, terus saya Tanya posisi kata2nya. Di bahasa Indonesia kana da subjek prediketnya. Nah, di bahasa Inggris juga saya bikin seperti itu. Kemudian saya tanya kata kerjanya, bentuk ke berapa dll.

W: Wah menarik juga cara ibu. Oh iya bu, mengenai teknik dictogloss yang sudah ibu aplikasikan di kelas waktu itu, kira2 sebelum memulai implementasi teknik dictogloss, apa aja sih langkah2 yang ibu ambil?

T2: Langkah2 dictogloss maksudnya? Kan ada 4 ya, kalo saya selalu saya singkat jadi PreDict RecA. Preparing, Dictating, Reconstructing dan Analysis. Jadi, hook question yang saya bilang tadi itu masuk ke preparing, kemudian setelah siswa familiar dengan topiknya, baru masuk ke teks, dictating kan. Lalu masuk ke reconstructing. Reconstructing ini macem2 lho ya, jadi bukan hanya reconstructing teks saja, tapi reconstructing apa yang siswa dengar tadi dari audio. Di bagian analysis nya ini ada juga mengkoreksi. Cuma, sebelum implementasi, saya biasanya akan melihat kesiapan siswa dulu, apakah mereka sudah semangat, atau masih melempem. Kalau belum semangat, saya biasanya pakai games dulu.

W: Pelaksanaan teknik Dictogloss yang efektif menurut ibu tu seperti apa, bu?

T2: Pelaksanaan yang efektif ya tentunya siswa dan guru sama2 bisa saling kerja sama ya. Seperti saya bilang tadi, kesiapan siswa harus baik, mereka semangat, mampu menerima pelajaran dengan baik dll. Makanya saya yang harus memastikan, jadi games saya buat untuk bikin mereka fokus lagi.

W: Wah seperti itu ternyata. Setelah pengaplikasian teknik dictogloss yang sudah ibu lakukan, kira2 apa sih tanggapan ibu mengenai teknik ini secara khusus, dan daya tanggap siswa terhadap pelajaran dengan teknik ini?

T2: Apa ya? Kalau secara khusus, saya rasa ini teknik yang baik, apalagi kalau jadwal pelajaran nya di akhir2 atau sebelum istirahat kedua. Siswa biasanya sulit berkonsentrasi di jam2 seperti itu, jadi teknik ini benar2 membantu saya untuk memulihkan fokus siswa. Saya agak terkejut sebenarnya dengan daya tangkap siswa saya, karena saya punya ekspektasi mereka akan kesulitan mencerna pelajaran bahasa Inggris di jam2 sulit seperti itu, tapi yang saya lihat, siswa ternyata mampu mencerna pelajaran dengan baik. Yang saya catat juga, siswa mau kerja sama satu dengan yang lain.

W: wah syukurlah kalo mereka berkembang, bu. Dengan segudang keuntungan seperti yang ibu utarakan, kira2 ada nggak tantangan atau kesulitan yang ibu temui saat menggunakan teknik ini?

T2: Ya saya juga bersyukur ya dengan perkembangan siswa saya. Yang malas jadi rajin, yang pendiam jadi aktif. Kalau tantangan sih saya rasa mungkin di awal2 pelaksanaan teknik saja. Mereka kan baru pertama kali tau teknik ini, jadi saya maklum. Namun di akhir pertemuan pertama, mereka sudah mulai memperlihatkan gelagat baik ya, mereka mulai suka dengan teknik ini.

W: Contoh tantangan atau kesulitan nya apa sih bu yang faktual?

T2: Contohnya ya? Mungkin situasi kelas ya. Apalgi jam terakhir itu kan jam2 mau pulang, jadi konsentrasi mereka kadang gampang terganggu. Kalau tantangannya saya rasa ga ada ya. Oh, ada satu. Saat saya mau masuk ke reconstruction dan koreksi serta analisis, situasi kelas jadi riuh, agak berisik. Di bagian itu saja mungkin. Siswa Indonesia kan biasanya memang aktif ya, jadi kalau diminta untuk tenang disaat mereka sedang senang, saya rasa instruksi mungkin kurang terdengar.

W: Baiklah bu. Ternyata permasalahan nya ada di bagian itu. Terima kasih atas waktunya untuk interview kali ini, bu. Saya jadi ada masukan untuk penelitian saya nanti.

T2: Oh iya nak, sama2. Saya terima kasih juga sudah jauh-jauh datang kesini.

3rd session

30th June 2022 at 2:45PM

T3: Teacher 3: Lilis Sumiati, S.Pd.

W: Selamat sore,bu. Saya Siti Syaripah, mahasiswa Universitas Pakuan yang sedang melakukan penelitian di sekolah ini, bu. Saya boleh interview ibu?

T3: Selamat sore. Eh sekarang sudah sore ya? Oh interview? Boleh2 saja. Ayo silakan dimulai saja, dek.

W: Terima kasih atas kesediaannya, bu. Boleh tau nama lengkap ibu?

T3: Nama lengkap saya Lilis Sumiati. Biasa siswa panggil saya Bu Lis.

W: Oh baik, bu. Saya mulai saja. Bu Lis, biasanya apa sih hal yang ibu lakuin sebelum memulai kegiatan pembelajaran?

T3: Sebelum memulai belajar, biasanya saya tanya mereka mengenai pelajaran di pertemuan sebelumnya, apa sudah mengerti. Kalau belum, saya akan tanya bagian mana. Selanjutnya, saya akan masuk ke topic baru dari buku paket. Saya biasanya akan menanyakan hal2 yg berhubungan dengan topic hari itu. Satu hal yg harus digarisbawahi dari poin ini, contoh yang saya ambil biasanya contoh konkret ya, fakta. Jadi, dari sana kan siswa bisa langsung mencerna apa yang saya omongin.

W: Maksudnya giman tuh bu, contoh konkret nya?

T3: Ya misalnya, kucing kakinya empat, gajah ada belalainya, pesawat punya mesin jet, dan lain sebagainya. Jadi siswa kan punya bayangan apa sih yang sedang saya omongin.

W: Oh iya bu. Terus, memulai pembelajaran nya gmn bu?

T3: Ya mulai (tertawa). Maksud saya, ya dari contoh pertanyaan yg tadi. Contoh konkret kan, jadi siswa bisa menghubungkan apa yang saya tanya dengan topic yang akan mereka pelajari.

W: Jadi, kurang lebih dengan pertanyaan bantuan ya bu?

T3: Yes,itu yang saya maksud. Pertanyaan bantuan atau kalau saya bilang itu pertanyaan panduan. Guide question.

W: Mengenai teknik yang ibu pakai selama 4 hari terakhir yaitu Dictogloss, kira2 apa aja sih langkah2 yang ibu ambil sebelum mulai implementasi teknik ini? Apa ibu sudah familiar dengan teknik ini sebelum saya datang, bu?

T3: Saya sudah familiar dengan teknik ini, namun secara teori ya. Saya baru kali ini implementasi teknik ini secara real. Saya sudah sering banget baca2 mengenai teknik ini. Menarik juga memang, dan saat saya aplikasikan, saya malah heran dengan diri saya, karena saya dengan gamblang saja menjalaninya. Untuk langkah2nya, biasanya saya mulai dengan pertanyaan ya, supaya siswa nya familiar. Jadi persiapan nya disana. Mem-familiarkan topic kepada siswa. Kemudian, saya akan melakukan dikte, karena dictogloss itu kan diktasi. Ada beberapa instruksi yang saya berikan, seperti saat audio diputar, siswa ga boleh mencatat apapun. Saya selalu bilang "Pen down before the audio recording finishes" dan "I allow you to write down what you have remembered". Setelah itu ya mereka mencatat apa yang mereka ingat, kan? Nah, disini inti teknik ini. Saya biasanya akan sangat bersemangat jika memeriksa apa yang ditulis siswa saya. Mereka ternyata bisa menangkap sebagian besar apa yang didikte dari audio tadi. Jadi, pertanyaan2 pun bisa dilahap dengan baik. Di bagian terakhir, tentunya evaluasi ya. Evaluasi ini kalo saya bilang namanya analisis dan koreksi. Setelah siswa menjawab pertanyaan, ada analisis yg saya berikan, dan tentunya koreksi terhadap pekerjaan mereka. Pertanyaan yang saya berikan biasanya saya tuliskan di white board, jadi siswa maju secara volunteer untuk menyelesaikannya dengan apa yg mereka ingat saat memutar audio tadi. Kira2 begitu.

W: Wah, detail sekali ya bu. Terus menurut ibu, pelaksanaan implementasi atau aplikasi teknik dictogloss yang efektif itu seperti apa sih bu?

T3: Menurut saya, sebuah teknik akan efektif jika siswa nya mau kerja sama, koperatif dengan teman dan gurunya, kemudian situasi kelas ga diam2 banget ya. Kita guru juga akan kesulitan aplikasi teknik baru jika siswa sepertinya tidak mood untuk menerima pelajaran. Ada ice breaking sebelum memulai pakai teknik dictogloss juga merupakan opsi yang baik.

W: Iya juga ya bu. Ice breaking kyknya bagus karena siswa juga mungkin akan fokus ke pelajaran. Apalagi ice breaking nya yang sesuai dengan pelajaran.

T3: Nah benar itu. Ice breaking kan supaya kelas ga diam.

W: iya bu. Setelah selesai implementasi teknik ini, kira2 bagaimana tanggapan ibu terhadap teknik ini di kelas yg ibu ajar?

T3: Saya rasa penggunaan teknik ini harusnya jadi opsi yang menarik ya. Semua guru pasti ingin melihat siswanya aktif dan kerja sama nya baik di kelas, kemudian situasi kelas yang mau menerima pelajaran. Bagian yang menurut saya fun ada saat saya melakukan koreksi. Saya kadang sengaja salah menulis vocabularynya untuk melihat apakah siswa masih fokus ke pelajaran. Kalau masih fokus mereka pasti akan bilang "salah bu, harusnya gini" dll. Disitu kita juga bisa melihat sampai selama apa fokus mereka bertahan. Teknik ini memang menarik ya bagi saya, karena saya jarang mendapatkan siswa2 yg aktif di kelas, dan pelajaran saya dapat dicerna dengan baik.

W: Wah, berarti mereka improved ya bu? Tantangan atau kesulitan pas aplikasiin teknik ini ada ga bu?

T3: Semua teknik baru pasti ada dong kesulitannya. Namanya juga teknik baru kan? Baru bagi saya dan siswa saya. Mungkin karena dua guru sebelumnya sudah memakai ini di kelas tersebut, makanya mereka lebih bisa terbuka kerja sama serta keaktifan nya ya. Mungkin kesulitan yang saya temui tidak ada ya. Lebih ke tantangan mungkin.

W: Apa tuh bu tantangannya?

T3: Tantangannya ya saat kelas jadi terlalu aktif, situasi jadi berisik kan? Kelas yang berisik kan susah diarahkan. Tapi Alhamdulillah, siswa nya ternyata gampang diarahkan. Mungkin di sekolah lain atau kelas lain akan berbeda hasilnya. Itu saja saya rasa tantangannya. Aktif pasti bagus, tapi terlalu aktif ga bagus juga kan?

W: Bener banget, bu. Jadi susah ngasih instruksi nya ya bu?

T3: Tepat sekali. Kalau instruksi susah diberikan, maka pelajaran kan susah ditangkap. Tapi, banyak juga siswa yang memang bertipe audio dan visual, jadi kelas berisik pun mereka tetap dapat menerima pelajaran dengan baik. Jadi mungkin tipe pelajar nya juga bisa jadi bahan pertimbangan.

W: Baik bu. Saya ucapkan terima kasih atas waktu yang ibu berikan untuk interview kali ini.

Appendix 8: SK Bimbingan

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 2042/SK/D/FKIP/VII/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang	:	1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
		2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
		3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
		4. Ujian Sarjana harus terselenggara dengan baik.

Mengingat	:	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
		2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
		3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
		4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
		5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.

Memperhatikan	:	Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan	:	
Pertama	:	Mengangkat Saudara

Istiqlaliah Nurul Hidayati, M.Pd.	:	Pembimbing Utama
Gusnadi, S.Pd. M.M.	:	Pembimbing Pendamping

Nama	:	Siti Syaripah
NPM	:	031115040
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Judul Skripsi	:	THE IMPLEMENTATION OF DICTOGLOSS TO TEACH ENGLISH

Kedua	:	Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
Ketiga	: •	Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada Tanggal 04 Juli 2022
Dekan,

Dr. Eka Suhardi, M.Si.
NIK. 1.0994 021 205

Appendix 9: Format Perbaikan Skripsi

FORMAT PERBAIKAN SKRIPSI

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS PAKUAN

Nama : Siti Syaripah

NPM : 031115040

Juduk Skripsi : THE IMPLEMENTATION OF DICTOGLOSS TO TEACH ENGLISH

CATATAN PERBAIKAN
Tina Priyantin, M. Pd.
- Participants nya diganti dari 3 guru dan siswa menjadi hanya 3 guru saja   - Tambahkan teori mengenai *significance of Dictogloss*   - Ganti ukuran tulisan ke 12, bukan 14   - Terminologi "Bibliography" diganti menjadi "Reference" sesuai dengan standar APA   - Abstract harus terdiri dari 250 kata maksimum

Ketua/Sekretaris Prodi,	Telah dikonsultasikan kepada penguji pada tanggal 17 - 07 - 2024	Bogor, 17 - 07 - 2024 Penguji,
Dr. Istiqlaliah Nurul H., M.Pd. NIK. 1.02120008570	Tina Priyantin, M.Pd. NIK 10110005508	Tina Priyantin, M.Pd. NIK 10110005508

Appendix 9: Format Perbaikan Skripsi

FORMAT PERBAIKAN SKRIPSI

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS PAKUAN

Nama   : Siti Syaripah

NPM   : 031115040

Juduk Skripsi : THE IMPLEMENTATION OF DICTOGLOSS TO TEACH ENGLISH

CATATAN PERBAIKAN
Abdul Rosyid, M.Pd.
- Background di Bab I diganti, bukan membahas mengenai masalah yang dialami siswa tetapi fenomena teknik Dictogloss   - Bab IV di bagian Data Analysis seharusnya membahas mengenai penerapan teknik Dictogloss, langkah-langkah menerapkannya, serta hasil yang didapat di masing-masing langkah-langkahnya, termasuk juga teori-teori tambahan yang terhubung dengan RQ dan Aim di Bab I

Ketua/Sekretaris Prodi,	Telah dikonsultasikan kepada penguji pada tanggal : 11 - 07 - 2024	Bogor, 11 - 07 - 2024 Penguji,
Dr. Istiqlaliah Nurul H., M.Pd. NIK. 1.02120008570	Abdul Rosyid, M.Pd. NIK 10416032743	Abdul Rosyid, M.Pd. NIK 10416032743

Appendix 9: Format Perbaikan Skripsi

FORMAT PERBAIKAN SKRIPSI

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS PAKUAN

Nama : Siti Syaripah

NPM : 031115040

Juduk Skripsi : **THE IMPLEMENTATION OF DICTOGLOSS TO TEACH ENGLISH**

CATATAN PERBAIKAN
Gusnadi, S.Pd., M.M. • Ukuran font nya ubah ke 12 • Abstract nya harus 250 kata.

| Ketua/Sekretaris Prodi,

Dr. Istiqlaliah Nurul H., M.Pd.
NIK. 1.02120008570 | Telah dikonsultasikan kepada penguji pada tanggal
: 16 - 07 - 2019

Gusnadi, S.Pd., M.M.
NIK 10212008575 | Bogor, 16 - 07 - 2019
Penguji,

Gusnadi, S.Pd., M.M.
NIK 10212008575 |

Appendix 10: Surat Izin Penelitian dari Kampus

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 4936/WADEK I/FKIP/VI/2022   18 Juni 2022
Perihal : Izin Penelitian

Yth. Kepala Sekolah Madrasah Aliyah ASH-SHOHEH Yayasan Al-Falah Citeureup
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   : Siti Syaripah
NPM   : 031115040
Program Studi   : PENDIDIKAN BAHASA INGGRIS
Semester   : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan
penelitian yang akan dilakukan pada tanggal 20 Juni s.d. 30 Juni 2022 mengenai:
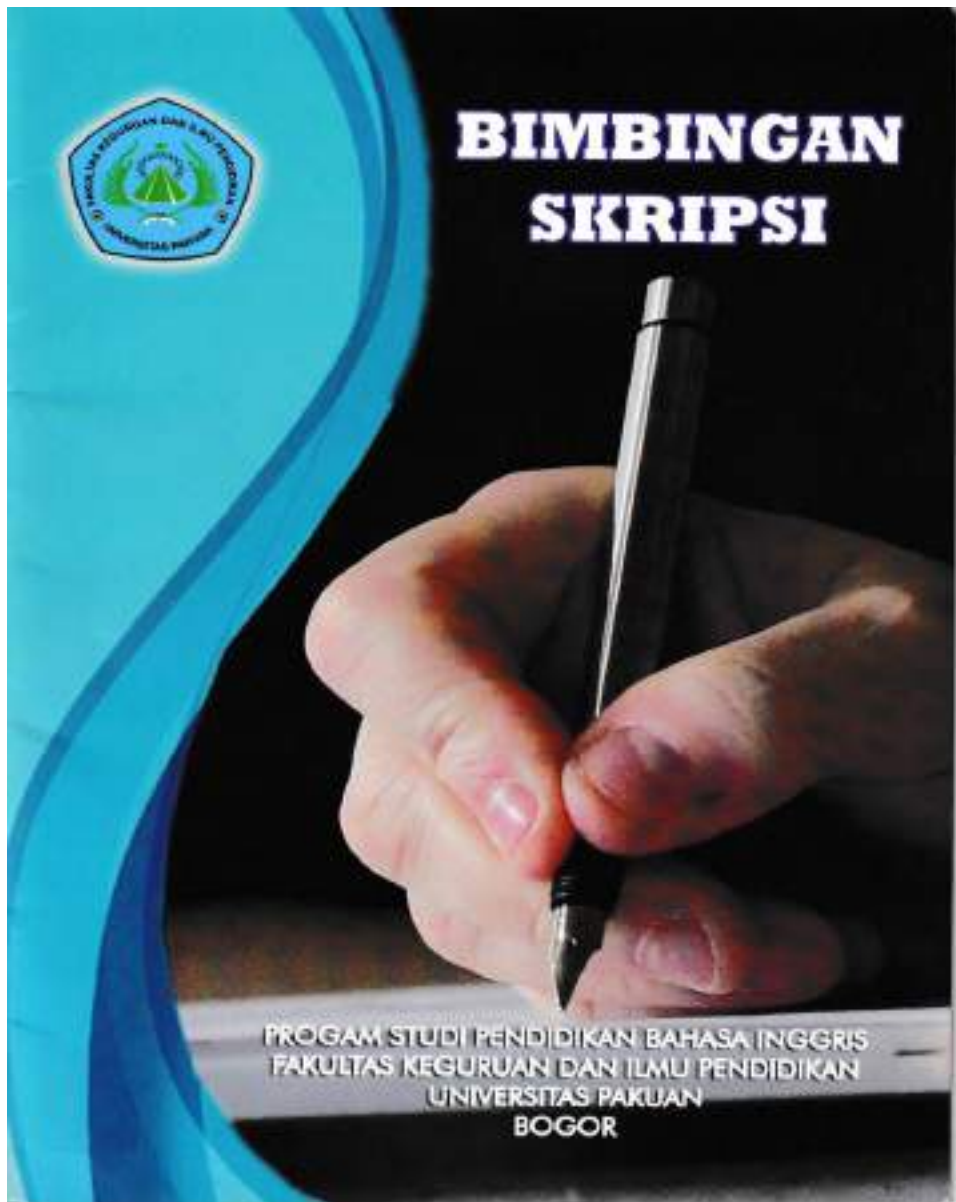THE IMPLEMENTATION OF DICTOGLOSS TO TEACH ENGLISH

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa
yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik dan kemahasiswaan

Sandi Budiana, M.Pd.
NIK. 11006025469

Appendix 11: Buku Bimbingan

BIMBINGAN SKRIPSI

PROGAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN
BOGOR

Appendix 11: Buku Bimbingan

IDENTITAS MAHASISWA

Nama Mahasiswa	Siti Syaripah
Alamat	Jl. Kp. Posir RT. 01
	RW 12 Cimahpar Kota Bogor
Tempat, Tgl Lahir	Bogor, 13 September 1996
NPM	031115040
Program Studi	Pendidikan Bahasa Inggris
Tahun Masuk/Angkatan	2015
Judul Skripsi	THE IMPLEMENTATION
	OF DICTOGLOSS TO TEACH ENGLISH
Pembimbing	1. Istiqlaliah Nurul H., M.Pd
	2. Gusmadi, S.Pd, M.M
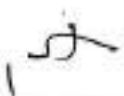
Bogor, 1 Oktober 2018

Ketua Program Studi,

Appendix 11: Buku Bimbingan

ETIKA PENULISAN SKRIPSI

Etika dan norma yang harus diperhatikan peneliti antara lain:

1. Berperannya sebagai ilmuan di masyarakat.
2. Proses, hasil dan produk dari laporan hasil penelitiannya akan dibaca oleh banyak orang termasuk masyarakat akademis.
3. Tidak melakukan pencurian ide orang lain yang disebut plagiarism yaitu mengutip tanpa menunjukan sumbernya.
4. Tidak mengubah informasi responden dengan pengertian yang berbeda atau bertolak belakang.
5. Tidak mengganti angka-angka hasil penelitian di dalam tabulasi data atau membuat data sendiri.
6. Tidak berbohong tentang metodologi yang dipergunakan dalam penelitian.
7. Tidak mengklaim penelitian orang lain.
8. Tidak memaksakan kehendak agar responden memberikan informasi kepadanya.

Tanggal	Bab	Catatan Pembimbing	Paraf
8/18/10	I	Revisi	
15/19/11	I	Revisi	

Appendix 11: Buku Bimbingan

Tanggal	Bab	Catatan Pembimbing	Paraf
18/19/11	1	Revisi - Background - Reason	
20/19/11	1	- Background - Variabel - umum Reason - introduction - body - conclusion Aim of the research - harus sesuai judul - kata pengantar	

Tanggal	Bab	Catatan Pembimbing	Paraf
9/19/11	1	- Background of the study . Aim of the research kata pengantar - Research focus reducer research strategy - Research significance benefit / useful	
22/..			

Appendix 11: Buku Bimbingan

Tanggal	Bab	Catatan Pembimbing	Paraf
6/20 /2	1	OK. Next chapter []	_(signature)_
23/21 /06	11	- Buat sintesis di akhir sub judul tiap variabel - Sintesis ditambah listening	_(signature)_

Tanggal	Bab	Catatan Pembimbing	Paraf
5/7/21 in 6/7/21 out	11	- Perbaiki kalimat dan penulisan - The Definition of Dictogloss	
7/21 in 15/7/21 out	11	- Belum ada sintesis listening - Minimal ada related research	_(signature)_

Appendix 11: Buku Bimbingan

Tanggal	Bab	Catatan Pembimbing	Paraf
9/7 '21 In	II	OK, next chapter III	
14/7 '21 Out	II		
26/7 '21 In	II	- buatkan narasi kenapa aw statement above listening is... - The indicators of listening are	
2/8 '21 Out	II	- indicator teaching listening	

Tanggal	Bab	Catatan Pembimbing	Paraf
1/8 '21 In	III	- Research Method and Design	
5/8 '21 Out	III	- Research instrument - To collect data 3/2 instrument	
13/8 '21 In	III	- Method and Design - susun kalimat yang benar - Research procedure - teriliti bagaimana pages will be	
3/8 '21 Out	III		

Appendix 11: Buku Bimbingan

Tanggal	Bab	Catatan Pembimbing	Paraf
14/8 '24	II	- Contoh xxx tahun 1984 ke 2005 tidak masuk - Disintesis tidak usah pake teori	(paraf)
15/3 '24 In	III	- research procedure - susunan kalimat	
17/8 '24 Out			

Tanggal	Bab	Catatan Pembimbing	Paraf
1/10 '24	II	- Dalam sintesis cukup ringkasan atau simpulan saja - Accepted. next chapter III	(paraf)
21/10 '24 In	III	OK, chapter III	
2/11 '24 Out			

Appendix 11: Buku Bimbingan

Tanggal	Bab	Catatan Pembimbing	Paraf
10/10 In	III	- sudah bagus, salah diket aja - buka instrument	
24/10 Out			
1/11 In 7/11 Out	[II]	- instrument kurang minimal 5 jenis - kejelasan instrument kualitatif atau kuantitatif	

Tanggal	Bab	Catatan Pembimbing	Paraf
3/11 In 8/11 Out	[II]	- instrument - perbaiki lagi	
15/11 In 19/11 Out	III	- instrument harus diperbaiki, 15 instrument) - Tambahkan lagi instrument lain, wawancara atau guru atau asesmen	

Appendix 11: Buku Bimbingan

Tanggal	Bab	Catatan Pembimbing	Paraf
15/11 In	III	instrumen sudah OK	
25/11 Out			
10/2 22 In	III	- instrument - indikator	
15/2 22 Out			

Tanggal	Bab	Catatan Pembimbing	Paraf
21/2 22 In	III	- ganti judul skripsi - instrument - indikator	
2/5 22 Out			
15/4 22 In		instrumen sudah OK	

Appendix 11: Buku Bimbingan

Tanggal	Bab	Catatan Pembimbing	Paraf
12/7/22 In	IV	- Data description sudah OK - Perbaiki Data Gedung	
16/7/22 Out			
14/7/22 In	IV	- ganti openingnya - tidak perlu menggunakan kata 'phase' - susunan structure	
15/7/22 Out			

Tanggal	Bab	Catatan Pembimbing	Paraf
15/7/22 In	IV	- ganti kalimat openingnya - cari dan ganti kata yang tepat	
17/7/22 Out			
19/7/22 In	IV	- chapter IV. OK - tinggal rapihkan keterangannya	
24/7/22 Out			

Appendix 11: Buku Bimbingan

Tanggal	Bab	Catatan Pembimbing	Paraf
24/12 cue	IV	- perbaiki Data analysis	
24/7 22 In	V	- conclusion - perbaiki kata yang tidak sesuai	
25/7 22 cue			

Tanggal	Bab	Catatan Pembimbing	Paraf
25/12	V	- perbaiki Conclusion - perbaiki pada research question - perbaiki suggestion	