

**THE EFFECT OF DICTOGLOSS STRATEGY ON STUDENTS
LISTENING COMPREHENSION**

SKRIPSI

Submitted to Fulfill the Requirements for Obtaining a Bachelor of Education (S.Pd) Degree in
Tarbiyah and Teacher Training

BY :

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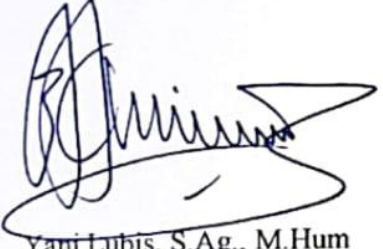
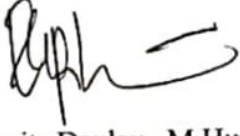
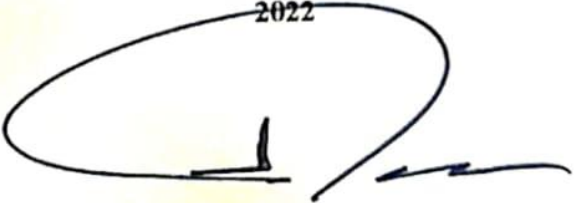
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PERNYATAAN KEASLIAN SKRIPSI

Saya menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “The Effect Of Dictogloss Strategy On Student Listening Comprehension” adalah karya sendiri. Pengutipan yang terdapat dalam skripsi ini dilakukan dengan cara-cara yang sesuai dengan etika keilmuan. Atas pernyataan ini, saya bersedia menerima sanksi sesuai dengan peraturan perundang- undangan yang berlaku apabila suatu hari nanti ada pihak lain yang keberatan terhadap keaslianskripsi saya ini atau ditemukan bukti yang sangat kuat adanya unsur plagiasi atau penjiplakanatau penutipan yang melanggar etika keilmuan.

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ABSTRACT

There are many difficulties that students face when learning to listen. The difficulty is that students lack vocabulary and grammar. Because of these difficulties, the researcher recommends using this technique. The technique used by researchers to understand listening is the dictogloss technique. The purpose of this study was to determine whether the use of dictogloss was effective in students' listening comprehension. This study uses a qualitative descriptive method to analyze the effect of dictogloss on students' hearing. The population in this study were students of class X MA Swasta Muhammadiyah Sei Apung Jaya and Tanjung Balai. Researchers used observation, dictation tests, interviews, and documentation to obtain results. The findings of this study are presented in the form of a description. After the researcher analyzed the data, the writer found that this dictogloss strategy can affect students' understanding, the effects are: (1) students become more focused in class because they focus on the dictation text, can capture ideas from a story. the length of the dictation session, (3) when applying the dictogloss strategy in the listening class, students can focus on the dictation material, (4) they can even help their friends in the dictation text, (5) the class becomes more lively and conducive, (6) students are interested in attend class, (7) they are more active during the learning process. The results showed that the dictogloss strategy was effective for implementing students' listening comprehension because based on the research, students listened more and wrote the text correctly than the students who wrote the text incorrectly. Hopefully this research can help English teachers when teaching English, especially when listening. For future researchers, this research can be used as a source and reading material, and future researchers may experience difficulties in developing researchskills and seeking further information for reference.

Keywords : *Dictogloss, Listening Comprehension, Effectiveness*

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