

## APPENDICES

### Appendix 1: Transliteration

Hadith Riwayat Abu ‘Abd al-Rahman Ahmad Ibn Syuaib ibn Ali al-Khurrasani An- Nasa’i atau dikenal dengan Imam An-Nasa’i

Translation		Hadith
Indonesian	English	
<p>Dari Sayyidah A'isyah (Semoga Allah meridhoinya), beliau mengatakan bahwa Nabi Muhammad SAW tidak menyajikan materi pembelajaran seperti yang kamu lakukan (bertele-tele). Penjelasannya tegas dan mudah ditangkap, sehingga siapa pun yang mendengarkannya mudah untuk menghafal/memahami materi pembelajaran.</p>	<p>From Sayyidah A'isyah (May Allah bless her), she said that the Prophet Muhammad did not present learning materials as you do (wordy). The explanations are firm and easy to catch, so whoever listens to them is easy to memorize/understand the learning material.</p>	<p>عَنْ عَائِشَةَ رَضِيَ اللَّهُ عَنْهَا قَالَتْ كَانَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ لَا يَسْرُدُ الْكَلَامَ كَسَرًا دِكْمًا هَذَا كَانَ كَلَامَهُ فَصْلًا يُبَيِّنُهُ يَحْفَظُهُ كُلُّ مَنْ سَمِعَهُ.</p>

## Appendix 2: Interview Instrument

### A. Teacher's emotional experience in implementing the Dictogloss technique for teaching listening

The interview questions is designed based on PhotoVoice data collection by Ferdiansyah, S., Widodo, H. P., & Elyas, T. (2020).

1. What is the context for the photo you have taken?
  - a. When did you take this photo?
  - b. Where did you take this photo?
2. What is the reason for the photo you have taken?
  - a. What did you think when you took this photo?
3. Can you explain why this photo can represent your feelings during implementing the Dictogloss technique in teaching listening?
  - a. How did this photo represent your feeling at the moment?

### B. Teacher's challenges in implementing the Dictogloss technie for teaching listening

This interview guide was designed based on the steps of applying the Dictogloss technique in the listening class by Vasiljevic (2010). Furthermore, interview questions are based on features by Alderson, 1997 in Dista (2017).

No	Interview Questions	Participant's Response
<b>1</b>	<b>At the preparatory stage;</b>	
	<ol style="list-style-type: none"> <li>1. What is the context for the photo you have taken?</li> <li>2. What is the reason for the photo you have taken?</li> <li>3. Can you explain why this photo can represent your challenge</li> </ol>	

	<p>during preparatory stage of the Dictogloss technique in teaching listening?</p> <p>4. Can you explain what are your challenges during the Topical warm-up and Vocabulary preparation in the Dictogloss preparatory stage?</p>	
<b>2</b>	<b>At the stage of the student listening procedure;</b>	
	<p>1. what is the context for the photo you have taken?</p> <p>2. what is the reason for the photo you have taken?</p> <p>3. Can you explain why this photo can represent your challenge during listening procedure stage of the Dictogloss technique in teaching listening?</p> <p>4. How did the procedure that you apply at the listening stage?</p> <p>a. Was the dictation done by you live or recorded on audio tape?</p> <p>b. If dictation is not recorded on tape, do you feel the difference in dictation speed can be easily understood by students?</p> <p>5. Do you find students who are unfamiliar with this technique and write each word dictated instead of writing the key word?</p> <p>a. How do you deal with students who have done this?</p> <p>6. When you applied the dictogloss technique in class, especially at the dictation stage. Are the students have difficulty understanding dictation because students cannot understand spoken and written language?</p>	
<b>3</b>	<b>At the reconstruction stage;</b>	
	<p>1. what is the context for the photo you have taken?</p> <p>2. what is the reason for the photo you have taken?</p> <p>3. Can you explain why this photo can represent your challenge during reconstruction stage of the Dictogloss technique in teaching listening?</p> <p>4. In your opinion, do students work well in groups?</p>	

	<ul style="list-style-type: none"> <li>a. Did students discuss well in their groups during the text reconstruction stage?</li> <li>b. Are students able to correct and analyze their reconstructed texts with other groups well?</li> </ul>	
<b>4</b>	<b>At the analysis and correction stage;</b>	
	<ul style="list-style-type: none"> <li>1. what is the context for the photo you have taken?</li> <li>2. what is the reason for the photo you have taken?</li> <li>3. Can you explain why this photo can represent your challenge during analysis and correction stage of the Dictogloss technique in teaching listening?</li> <li>4. During the implementation of the dictogloss technique in the classroom, do you feel it takes a lot of time to be applied properly in the teaching and learning process? <ul style="list-style-type: none"> <li>a. Do you feel the time is too short to be able to apply this technique well in listening class?</li> </ul> </li> <li>5. Do you feel this technique is effective enough to be applied at the level of students in your class?</li> </ul>	

### Appendix 3: Research Letter

#### SURAT PERSETUJUAN

Skripsi yang berjudul : PICTURING THE TEACHER'S CHALLENGE IN IMPLEMENTING THE DICTOGLOSS TECHNIQUE FOR TEACHING LISTENING: A PHOTOVOICE STUDY

Ditulis oleh : Khulia Safitri

NIM : 190101030417

Jurusan : TBI

Semester : VII (7)

Alamat : Jl. Barito Gg. PPM/6d, RT/RW 022/002, Kelurahan Selat Tengah, Kecamatan Selat, Kabupaten Kapuas, Kalimantan Tengah

Setelah di teliti dan di adakan perbaikan seperlunya, kami dapat memberikan persetujuan kepada mahasiswa yang bersangkutan untuk melakukan riset, dengan arahan dan bimbingan dosen pembimbing, riset akan dilaksanakan pada:

Tempat Riset : MTs. Manarul Huda Kuala Kapuas

Daerah Tempat Riset : Jl. Letnan Jendral R Soeprapto No. 40, Kelurahan Selat Hilir, Kecamatan Selat, Kabupaten Kapuas, Kalimantan Tengah.

Banjarmasin, 02 Januari 2023

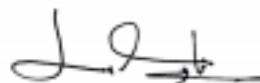
Mengetahui,

Pembimbing  
Bidang Konten dan Metodologi



Dr. Baida Asfihana, M.Pd  
NIP. 1983111302006042003

Pembimbing  
Bidang Bahasa dan Teknik Penulisan



Afifah Linda Sari, M.Pd  
NIP. 198711102015032004

## Appendix 4: Title Change Letter



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI ANTASARI**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
**PRODI TADRIS BAHASA INGGRIS**  
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274402  
 Web: [www.fbk.uin-antasari.ac.id](http://www.fbk.uin-antasari.ac.id)

Nomor : B-297/Un.14/III.1.f/PP.00.9/04/2023  
 Lamp : \*  
 Hal : Perubahan Judul Skripsi

Kepada Yth.  
 Sdr (i) Khulia Safitri  
 NIM. 190101030417  
 Mahasiswa Jurusan TBI  
 di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**PICTURING THE TEACHER'S ACTIVITY IN IMPLEMENTING THE  
 DICTOGLOSS TECHNIQUE FOR TEACHING LISTENING: A PHOTOVOICE  
 STUDY**

Berubah menjadi:

**PICTURING THE TEACHER'S EMOTIONAL EXPERIENCES AND CHALLENGES  
 IN IMPLEMENTING THE DICTOGLOSS TECHNIQUE FOR TEACHING  
 LISTENING: A PHOTOVOICE STUDY**

Menunjuk:

1. Dr. Hj. Raida Asfihana, M.Pd sebagai Dosen Pembimbing Konten dan Metodologi.
2. Afifah Linda Sari, SS, M.Pd. sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

Banjarmasin, 06 April 2023  
 Ketua,

  
 Afifah Linda Sari

## Appendix 5: Certificate of Seminar Proposal



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492  
Web: [www.fbk.iain-antasari.ac.id](http://www.fbk.iain-antasari.ac.id)

### **SURAT KETERANGAN**

Nomor: B-913/Un.14/III.1.f/PP.00.9/09/2022

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Khulia Safitri  
N I M : 190101030417  
Jurusan/Prodi : Tadris Bahasa Inggris  
Alamat : Jl. Barito Gg. PPM/6d, Rt/Rw 022/002, Kel. Selat  
Tengah, Kec. Selat, Kab. Kapuas, Kalimantan  
Tengah.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**"PICTURING THE TEACHER'S CHALLENGE IN IMPLEMENTING THE  
DICTOGLOSS TECHNIQUE FOR TEACHING LISTENING: A PHOTOVOICE  
STUDY"**

Pada Hari/Tanggal : Jumat, 22 April 2022  
Tempat : Online (Google Meet)

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 23 September 2022

Ketua,

  
 Afifah Linda Sari

## Appendix 6: Seminar Proposal Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI  
 ANTASARI BANJARMASIN  
 FAKULTAS TARBIYAH DAN KEGURUAN  
 PRODI TADRIS BAHASA INGGRIS  
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin 70215  
 Telepon (0511) 3253839 Faksimile (0511) 3274492  
 Email: tbi@uin-antasari.ac.id Web: tik.uin-antasari.ac.id

### SEMINAR PROPOSAL SKRIPSI

Hari/Tanggal : Jumat, 22 April 2022

Judul Proposal Skripsi : Picturing The Teacher's Challenge  
 In Implementing The Dictogloss Technique  
 for Teaching Listening: A PhotoVoice Study

Nama Penyaji/NIM : Khuliah Safitri / 190101030417

Dosen pembimbing : Dr. Hj. Raida Asfihana, M.Pd  
 Afifah Linda Sari, M.Pd

Ruang Seminar : Online

Alamat Rumah : Jl. Barito Gg. PPM/6d, Rt/Rw 022/002  
 Kel. Selat Tengah, Kec. Selat, Kab. Kapuas

Penanggap Utama : Hendra Basuki

Penanggap Umum : 1. Novia Hermawati  
 2. Ardya Rigita Cahyani

Banjarmasin, 19 April 2022

Pembimbing,  
 (Konten & Metodologi)

Dr. Hj. Raida Asfihana, M.Pd

NIP. 198311302006042003

Pembimbing,  
 (Bahasa & Teknik Penulisan)

Afifah Linda Sari, M.Pd

NIP. 198711102015032004

Moderator,

Khairatunnisa, S.Pd


NIP.

#### Catatan:

1. Blangko ditandatangani oleh Pembimbing dan Moderator sewaktu kegiatan seminar dilaksanakan.
2. Blangko ini segera diserahkan ke Prodi setelah kegiatan seminar dilaksanakan.









## Appendix 7: Thesis Consultation Notes



UIN  
ANTASARI

CONSULTATION NOTES  
ADVISORS OF CONTENTS AND RESEARCH METHODS  
NAME: Dr. RAIDA ASFIHANA, M.Pd

Dates	Notes	Signature
22 April 2022	<ul style="list-style-type: none"> <li>- Pada bagian research design, ubah dan perbaiki penelitian Case Study menjadi PhotoVoice.</li> <li>- Tambahkan referensi tentang studi PhotoVoice.</li> <li>- Tambahkan teori tentang Challenge in Dictogloss technique dan teori tentang teachers emotion.</li> </ul>	
21 September 2022	<ul style="list-style-type: none"> <li>- Perbaiki instrumen pengambilan data, buat interview question menjadi lebih spesifik</li> </ul>	
27 September 2022	<ul style="list-style-type: none"> <li>- Meminta persetujuan dan tanda tangan untuk pengajuan surat persetujuan riset</li> </ul>	
22 Februari 2023	<ul style="list-style-type: none"> <li>- Tambah halaman minimal 50 halaman, tambahkan juga pada bagian findings and discussion.</li> <li>- Perbaiki format penulisan, sesuaikan dengan buku panduan terbaru 2022</li> </ul>	
13 Maret 2023	<ul style="list-style-type: none"> <li>- Ubah judul pada bagian Teacher's Challenge menjadi Teacher's Activity</li> <li>- Ubah research question, menyatukan dua research question menjadi satu</li> <li>- Perbaiki penulisan pada bagian discussion, buat menjadi dua poin berdasarkan research question</li> </ul>	
16 Maret 2023	<ul style="list-style-type: none"> <li>- Minta tanda tangan untuk Approval</li> </ul>	



## CONSULTATION NOTES

## ADVISORS OF CONTENTS AND RESEARCH METHODS

NAME: AFIFAH LINDA SARI, SS, M.Pd

Dates	Notes	Signature
22 April 2022	<ul style="list-style-type: none"> <li>- Ikuti panduan untuk penulisan referensi.</li> <li>- Ubah format proposal menjadi format skripsi, bagi menjadi per-Chapter</li> <li>- Jangan menggunakan teori yang terlalu tua</li> <li>- Ubah bahasa lisan menjadi bahasa tulis</li> </ul>	
23 September 2022	<ul style="list-style-type: none"> <li>- Ubah spasi menjadi double space</li> <li>- Perbaiki penomoran halaman</li> <li>- Perbaiki cara menulis kutipan</li> <li>- Ubah research question, dibalik untuk research question nomor satu menjadi nomor dua dan sebaliknya.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Perbaiki definition of Key terms.</li> </ul>	
27 September 2022	<ul style="list-style-type: none"> <li>- Meminta persetujuan dan tanda tangan untuk pengajuan surat persetujuan riset</li> </ul>	
8 Maret 2023	<ul style="list-style-type: none"> <li>- Ubah kalimat future tense menjadi past tense di Bab 3</li> <li>- Tambahkan research of time pada bagian research setting</li> <li>- Pada bagian conclusion tulis sesuaikan dengan research question, jangan pakai list, perbaiki jadi paragraf.</li> </ul>	
15 Maret 2023	<ul style="list-style-type: none"> <li>- Ubah research question, menyatakan dua research question menjadi satu</li> <li>- Perbaiki bagian discussion, tulis menjadi dua poin saja (emotional experience &amp; challenge)</li> <li>- Tulis abstrak kurang lebih 200-250 kata.</li> </ul>	
17 Maret 2023	<ul style="list-style-type: none"> <li>- Minta tanda tangan untuk Approval</li> </ul>	

## **CURRICULUM VITAE**

### **I. Personal Detail**

Name : Khulia Safitri  
Place and Date of Birth : Kuala Kapuas, December 12<sup>th</sup>, 2001  
Gender : Female  
Marital Status : Single  
Religion : Islam  
Nationality : Indonesia

### **II. Formal Education Background**

2007 – 2013 : Elementary School of Manarul Huda  
2013 – 2016 : Junior High School of Manarul Huda  
2016 – 2019 : Senior High School of Babussalam  
2019 – 2023 : Antasari State Islam University Banjarmasin