

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

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2023 M/1444 H**

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CHALLENGES IN IMPLEMENTING THE DICTOGLOSS TECHNIQUE
FOR TEACHING LISTENING: A PHOTOVOICE STUDY**

Undergraduated Thesis

Presented to Faculty of Tarbiyah and Teacher Training
In partial fulfilment of the requirements for the degree of
Sarjana Pendidikan

By

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I, the undersigned, Khulia Safitri 190101030417, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is otherwise, I understand that my degree will be revoked.

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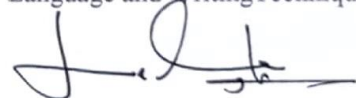
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ABSTRAK

Khulia Safitri.2023. *Picturing the Teacher's Emotional Experiences and Challenges in Implementing The Dictogloss Technique for Teaching Listening: A PhotoVoice Study*. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor (I) Dr. Hj. Raida Asfihana, M.Pd, (II) Afifah Linda Sari, S.S., M.Pd

Keywords: Dictogloss Technique, Teaching Listening Comprehension, PhotoVoice Study.

The purpose of this study is to discover the teacher's emotional experiences and challenges in applying the Dictogloss method for teaching listening class. As a research design, this study applied the PhotoVoice method. The PhotoVoice research design is a qualitative research method that can generate in-depth data findings through pictures and descriptions provided by participants, as well as in-depth interviews with the researcher about the data needed. The data was analysed using thematic analysis based on Braun and Clarkes. One of the English teachers at MTs. Manarul Huda Kuala Kapuas who used the Dictogloss technique to teach listening participated in this research. Based on the findings of this study, the participant has an average positive emotional experience such as feelings of joy, coolness, serenity, enthusiasm, not giving up easily, happy and relief, peace and coolness in thoughts and feelings while implementing the dictogloss technique in teaching. Furthermore, the results of this study indicate that there are a variety of difficulties in implementing each stage of the Dictogloss technique in teaching listening, such as: 1) The teacher had difficulty when asking multiple questions to students to activate background knowledge about the topic to be studied and the teacher also encountered issues in assuring students knew what to do later; 2) Some students do not understand written and spoken language; 3). The audio listening is playing too fast; 4). Lack of media procurement; 5) and insufficient time.

ABSTRAK

Khulia Safitri.2023. *Picturing the Teacher's Emotional Experiences and Challenges in Implementing The Dictogloss Technique for Teaching Listening: A PhotoVoice Study*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Advisor (I) Dr. Hj. Raida Asfihana, M.Pd, (II) Afifah Linda Sari, S.S., M.Pd

Keywords: Dictogloss Technique, Teaching Listening Comprehension, PhotoVoice Study.

Tujuan dari penelitian ini adalah untuk mencari tahu pengalaman emosional dan tantangan guru dalam menerapkan teknik Dictogloss untuk mengajar kelas mendengarkan (*listening*). Penelitian ini menerapkan metode PhotoVoice sebagai desain penelitian. Penelitian PhotoVoice merupakan metode penelitian kualitatif yang dapat menghasilkan temuan data secara mendalam melalui gambar dan deskripsi yang diberikan oleh partisipan, serta wawancara mendalam dengan peneliti mengenai data yang dibutuhkan. Analisis tematik menurut teori Braun dan Clarkes digunakan untuk menganalisis data dalam studi ini. Partisipan yang digunakan dalam penelitian ini adalah salah satu guru Bahasa Inggris di MTs. Manarul Huda Kuala Kapuas yang menggunakan teknik Dictogloss untuk mengajar kelas mendengarkan (*listening*). Berdasarkan temuan penelitian ini, partisipan rata-rata memiliki pengalaman emosi positif seperti perasaan senang, sejuk, tenteram, semangat, tidak mudah menyerah, dan lega selama menerapkan teknik dictogloss dalam pengajaran kelas listening. Lebih lanjut, hasil penelitian ini menunjukkan bahwa terdapat berbagai tantangan dalam menerapkan setiap tahapan teknik Dictogloss dalam pengajaran listening, seperti: 1) Guru mengalami kesulitan pada saat mengajukan beberapa pertanyaan kepada siswa untuk mengaktifkan skemata siswa tentang topik yang akan dipelajari, dan guru juga menemui kesulitan dalam memastikan siswa mengetahui apa yang harus dilakukan pada tahap selanjutnya; 2) Beberapa siswa tidak memahami bahasa tulis dan lisan; 3). Audio mendengarkan yang terlalu cepat; 4). Kurangnya pengadaan media; 5) dan waktu yang tidak mencukupi.

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Khulia Safitri

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