

**USING DICTOGLOSS TO IMPROVE STUDENTS'
LISTENING COMPREHENSION AT THE 2ND GRADE
CLASS XI A 3 OF SMAN 8 KOTABENGGKULU IN
2011/2012 ACADEMIC YEAR**



THESIS

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A1B008015**

**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART
FACULTY TEACHERS TRAINING AND EDUCATION
UNIVERSITAS BENGKULU
2013**

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Presented as Partial Requirement for a “Sarjana” Degree

In English Education Study Program

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Motto

*"I asked for strength ... and Allah gave me difficulties to make me strong
I asked for wisdom ... and Allah gave me problems to be solved
I asked for courage ... and Allah gave me obstacles to be overcome
I asked for love ... and Allah gave me troubled people to be helped
I asked for favors ... and Allah gave me opportunities
Maybe I received nothing I wanted
But I received everything I needed"*

*"Maka nikmat Allah yang mana lagi yang engkau dustakan"
(QS. Arrahman)*

*"Innamal a'malu binniyyat"
Everything depends on the purpose
(Muhammad SAW)*

*"Barangsiapa senantiasa memudahkan urusan saudaranya, niscaya Allah akan memudahkan urusannya di dunia dan di akhirat. Barangsiapa menempuh perjalanan untuk mencari ilmu, maka Allah akan memudahkan baginya jalan menuju surga"
(Muhammad SAW)*

*"Man Jadda Wa Jadda"
(anonym, Arabian)*

DEDICATION

With gratitude and love, I dedicate this thesis to:

- **The Greatest, Allah SWT**
- **Rasullullah Muhammad SAW**
- **My wonderful bapak (Buriman) and mamak (Parmi). Without you, I'm nothing. Thanks for your love, patience, and support. None in this world that can take your place. I love you so much.**
- **My greatest brother "Mas Hari Irawan" and sister in law "Ayuk Ninda". Thanks for your love and support. I love both of you.**
- **My cutest niece in the world "Geisya Ayu Salsabila", I love you so much dear.**
- **My soul mate "Semut Penjaga", thanks for being my "guardian angel" in all my days for this few years.**
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Abstract

Asmawati, Dede. 2013. **Using Dictogloss to Improve Students Listening Comprehension at the 2nd Grade Class XI A 1 of SMAN 8 Kota Bengkulu in 2011/2012 Academic Year.** English Study Program. Universitas Bengkulu, Bengkulu.

Supervisor : Kasmaini, S.S. M.Pd

Co-Supervisor : Wisma Yunita, M.Pd

This research focused on the use of Dictogloss in listening to improve students' listening comprehension. The aim of this research was to know how Dictogloss could improve students' listening comprehension and to find out what factors influence the students' listening comprehension. It was a classroom action research where each cycle consisted of four steps: plan, action, observation, and reflection. The subject of this research was the students of class XI A 1 of SMAN 8 Kota Bengkulu in 2011/2012 academic year. The data were gotten from the students' scores in listening tests from the first until the third cycles. To analyze the data, the researcher used qualitative and quantitative technique. Based on the result of students' scores in each cycle, the researcher found that the students' listening comprehension improved. It showed by the students' mean scores improvement from 44.14% in cycle 1 to 76.89% in cycle 3. The researcher also found that the students' motivation and cooperation improved. It was influenced by the technique and listening' material selection. It can be concluded that Dictogloss was effective to improve students' listening comparison and motivation in listening activity.

Key Words : Listening comprehension, Dictogloss

Abstrak

Asmawati, Dede. 2013. **Using Dictogloss to Improve Students Listening Comprehension at the 2nd Grade Class XI A 1 of SMAN 8 Kota Bengkulu in 2011/2012 Academic Year.** English Study Program. Universitas Bengkulu, Bengkulu.

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Penelitian ini difokuskan pada penggunaan dictogloss dalam menyimak (*listening*) untuk meningkatkan pemahaman menyimak siswa. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana dictogloss meningkatkan pemahaman menyimak (*listening*) siswa dan menemukan faktor yang mempengaruhi kemampuan menyimak (*listening*) siswa. Ini adalah penelitian tindakan kelas dimana tiap siklus terdiri dari empat langkah: perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah siswa-siswa kelas XI A 1 SMAN 8 Kota Bengkulu tahun ajaran 2011/2012. Data didapatkan dari nilai siswa pada tes menyimak (*listening*) dari siklus pertama sampai dengan siklus ketiga. Untuk menganalisa data, peneliti menggunakan tehnik analisa data kualitatif dan kuantitatif. Berdasarkan perbandingan nilai siswa pada setiap siklus, peneliti menemukan bahwa kemampuan menyimak (*listening*) siswa meningkat. Hal ini dapat dilihat dari peningkatan nilai rata-rata siswa dari 44.14% pada siklus 1 menjadi 76.89% pada siklus 3. Peneliti juga menemukan bahwa motivasi dan kerjasama siswa meningkat. Hal ini dipengaruhi oleh tehnik dan pemilihan materi menyimak (*listening*). Jadi bisa disimpulkan bahwa Dictogloss efektif untuk meningkatkan pemahaman menyimak (*listening*) siswa dan motivasi siswa dalam kegiatan menyimak (*listening*).

Kata Kunci : Pemahaman Menyimak, Dictogloss

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The last, the researcher believes that this thesis is still far from perfect. Therefore, the researcher hopes some suggestions to improve this thesis.

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3. Bengkulu,

February 2013

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6. The writer

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CHAPTER 1

INTRODUCTION

I.1. Background

Language has some skills, reading, writing, speaking, and listening. From these skills, listening is one of important language skills that have to be mastered by the students. Although it is an important skill that should be mastered by the students, but this skill is felt hard to be mastered by the students easily because it needs more concentration and attention of the students to comprehend the sound (listening material). Listening include as an active skill. It is not as easy as people imagine (Mee, 1990).

Besides, it is one of important skill in teaching and learning language, listening is also the important process in communication. From the three skills, listening hold the important role in communication. Feyten (1991) argues that 45% of communication process is in listening and 55% are in speaking, reading, and writing. This statement shows that listening is important. That is the reason why listening must be taught for the students. Unfortunately, the teacher is hard to teach it through the understandable way by the students. According to the researcher' observation and pre-interview with the English teacher, the researcher found that the students' are not motivated in teaching and learning listening process. It could be seen by the students did during teaching and learning listening process. They seemed bored with the listening activity.

Based on the researcher' experience and observation, listening has been ignored by most of the teachers in Senior High School level. They think that it is not

very important to be taught. Those teachers think that it is more important to teach reading and writing rather than listening. It is because the two of those skills (reading and writing) can be seen and investigated (Chastain (1976)) so that the teachers are easier to correct the errors made by the students. On the other hand, listening is the skills that can't be seen so teachers can not measure the level of students' comprehension (McKeating, 1981).

Learning listening is one of important process in learning language. By this, the students can learn the target language (English). Moreover, the students need to learn listening because at the end of the school years, they will face listening section in their national examination on English subject. It will be decided that the students will pass or fail too on it.

In SMAN 8 Kota Bengkulu, the teacher taught listening to the students but the students still got low score on this section. Based on the passing grade of students in listening (70), there were only 10 students of total numbers of students in XI A3 (29 students) got the score reached the passing grade. The teacher, Miss Gustinawati, S.Pd was confused about this condition because just the big 10 of the classroom who could get the point 70 up. She admitted that the listening comprehension of her students was still low. It was proved by the score that students got on the daily test. That's why, she added the score of students' daily test and the task score to improve their points.

The student's low score in listening is caused by the students' low ability in catching up what the speaker says. The students are hard to catch up what the native speaker says. According to the researcher' experience in listening, it is hard for the

University students moreover for the Senior High School students. Sometimes they do not listen clearly to what the speaker says. The additional cause is the students are not motivated with the way that teacher uses in teaching so that they are bored. It isn't fun.

The teacher uses a traditional way, listens and answers the question. The teacher just lets them listen to what the speaker says and fill the questions about it. It is not interesting for the students. It makes them be lazy to join in listening section of English teaching and learning process. Moreover this way makes possible for the teacher to leave the class because the teacher need not control what the students do. Students only need to answer the questions after they listened to the tape recorder so the teacher will give them time to fill the answers. On that time, the teacher can leave them for a few minutes to do the other activity that is not related to the teaching and learning process. It is possible for the students to cheat when they filled the answers. Teaching listening with the conventional way like this can not measure the comprehension of students in listening.

By looking the problems above, it is possible for the teachers to find out what technique that is appropriate to be applied in teaching and learning listening process. The technique that is more attractive and communicative for the students. It also must be able to improve students' low motivation and point in listening. The researcher chooses one technique that is called dictogloss to help students' problem in listening. This technique is expected can be more attractive and communicative so that can improve students' listening comprehension.

Dictogloss is a classroom dictation activity where the students listen to the passage that is read by the teacher and reconstruct it in a small group by using their own words. Nunan (1991) states that after the teacher dictate a text, the students are asked to write the words as much as possible based on what they have listened before. It can be the effective way to teach listening. Dictogloss not only can improve students' comprehension in listening but also the other skills. Because this activity consists of reading, writing, and speaking. But in this research, the researcher will only focus on students' listening comprehension.

I.2. Identification of Problem

Based on the background above, the researcher identified some problems in teaching and learning listening process in XI A 3 of SMAN 8 Kota Bengkulu. Those problems were the students' low comprehension in listening shown by the point of students in listening was still low, under the KKM standard. The students' boredom in learning listening caused by the way of teacher used in teaching listening, just listen to the tape and answer the question.

I.3. Limitation of the Problem

This research was limited on improving students listening comprehension at XI A 3 students of SMAN 8 Kota Bengkulu in academic year of 2011/2012 by using Dictogloss.

I.4. Statement of the Problem

The statement of the problem in this research was students' low listening comprehension can be improved by using dictogloss.

I.5. Research Questions

Based on the statement above, the research questions were:

1. To what extent can dictogloss improve students' low listening comprehension and motivation in listening activity at XIA 3 of SMAN 8 Kota Bengkulu?
2. What factors influence the students' listening comprehension and students' motivation in listening activity at XI A3 of SMAN 8 Kota Bengkulu?

I.6. Purpose of the Research

This research was carried out to:

1. Find out how dictogloss can be better way to improve students' low listening comprehension and motivation in listening activity at Class XI A 3 of SMAN 8 Kota Bengkulu.
2. Find out what factors that influence the students' listening comprehension and motivation in listening activity achievement.

I.7. Importance of the Research

This research gave big contributions for students and teacher. The technique that was offered in teaching and learning listening (dictogloss) gave direct experience for the students to listen to and to cooperate with their friend. It improved students' motivation and point in learning listening. More importantly, it provided the

appropriate media/way that could be used by the teacher to teach listening and improve teaching quality in listening.

I.8. Definition of Key Terms

In order to avoid ambiguity, the researcher defined of the key terms as follow:

- Students' listening comprehension is the students' ability in comprehending the listening material (text) which showed by their score in listening test.
- Dictogloss is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction.

CHAPTER II

LITERATURE REVIEW

2.1. Listening Comprehension

Listening is an important element in language learning even in communication. It is the key to start speaking, reading, and writing. Today, listening is tested almost in all exams or test, include National Examination as a student. In order to understand best about this research, it is first important to provide the definition of what listening comprehension are. Chamot (2004) define listening comprehension as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge. Using narrower concept, Rost (2002) defines listening as finding something interesting in what the speaker is saying.

Listening is focuses on such thing as: discriminating sounds in words especially phonemic contrast, deducing the meaning of unfamiliar words, predicting content, noting contradictions, inadequate information, ambiguities, differentiating between fact and opinion (Rost, 1990). Brownell (2002, p. 24) says that effective listeners must be able to make wise decisions about what to listen to and they must develop skill in understanding and evaluating what they hear.

It will establish in the success of language learning. Listening proficiency is an important aspect in second language learning proficiency. It should be taught and tested by the teacher to improve students learning language process. People start to

use language by listening first, listening to what the speaker says. Perhaps it is doubtful and impossible if people can learn language without listening process. People can speak, write, and read everything because people listen to the other people first. That's why, listening can be the key of success in learning language.

Listening is different with hearing. Hearing is essentially an automatic process, a passive activity. On the other hand, listening is an active activity where students receive, construct meaning from, and respond to spoken and/or nonverbal messages (Emmert in Herawati, 2010). In listening, the brain does not automatically translate the words into the message that they are conveying. It is essentially that listening is determining the meaning and the message of the sounds or words.

People do not only need listening in a classroom between teacher and students, and students and students but also in society, in a workplace because by listening people can understand each other. Listening process include the listener, the speaker, the content of a message, and visual support. People must be a good listener first before been a good speaker.

Finally, it is important to mention that listening consist of processing information which the listener gets from visual and auditory clues in order to define what is going on and what the speakers are trying to express (Richards, 2008). It can then be concluded that listening comprehension is the process where the listener must be able to develop and evaluate what the speaker has been said to the listener before.

2.2. Importance of Listening

Listening is one of language skills that should be mastered by all people around the world without expectation by the students. Listening is the most common communicative activity in daily life: "we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write" (Morley, 1991, p. 82). It is also important for obtaining comprehensible input that is necessary for language development. Feyten (1991) argues that 45% of communication process is in listening, it show that listening is an important aspect in communication.

By listening, the people can understand and respect each other. Listening can help the people to find a lot of interesting people around them (Lawson, 2006). Duzer (1997) argue that listening is perceived as crucial aspect for communication, from entry level to managerial. This skill is a core component of second language proficiency. Listening can provide much input and data that learners receive in learning language. That's why, teachers should teach it in their classroom. By being a good listener, people can be a good speaker.

2.3. Criteria of Good Listener

There are some criteria of a good listener. According to Bonura (2007), someone can be said as a good listener, if the person: (1). looks at the speaker and makes eye contact, (2). doesn't finish the other' person sentence, (3). uses positive body language (such as keep listener' arms open and not crossed to indicate that the listener understands the speaker' ideas), uses positive verbal signal (such as say " u-huh", " hmmm", or " I understand"), and uses positive facial expression (such as

smile), (6). doesn't change the subject too quickly, (7). asks good questions to prompt further discussion and develops questions from the other person's responses, (8). focuses on what the speaker is saying not on the listener's next statement, (9). exhibits patience (Don't look at the watch or tap the fingers, or look over the speaker's shoulder), (10). does 80-20 rules, speak 20% of the time, and listen 80% of the time, and (11). makes the speaker feel important.

Saricoban (1999) also states that students can be said as good listener if they are active in teaching and learning process. He mentions that there are several characteristics of a good listener. According to him, a good listener must make eye contact/follow the listening, summarize the listening material that has been heard, make connection what are hearing and what have already known, ask and answer question during teaching and learning process.

2.4. Types of Listening

Listening is an important aspect of language skill. The students must be able to master this skill in order to succeed in learning a language. There are many types of it. Hubbard, et.al in Herawati (2010) classifies the types of listening into two such as follow:

1. Intensive Listening

There are two possible exercises that can be distinguished in intensive listening, they are:

- 1) Exercise which focuses on detailed comprehension of meaning.

It can be done by:

- a. Comprehension Questions
 - b. Summary Questions
 - c. Logical Problem
- 2) Intensive Listening for Language
2. *Extensive Listening*

Extensive listening exercises are those where a student is primarily concerned with following a story or finding something out from the passage student listening to. The teacher can prepare the students for listening to a passage by telling them something about the topic of the listening text or by giving them key words.

2.5. Teaching Listening Comprehension

Listening is the important aspect in learning language. It is one of language skill that should be mastered by the students when they learned a language. Teacher should teach it for the students to make them easier to learn language, to understand and comprehend the ideas that they have heard before. In learning it, the students are asked to produce something because listening is a receptive skill and receptive skills give way to productive skills (Saricoban, 1999).

Teaching listening is a hard job. Not all students understand and comprehend the sound that they have heard (listening material). An appropriate technique should be chosen to make it is easier to be taught. the technique that the teacher uses is expected can improve students' listening comprehension. According to Shrope in Saricoban (1999) to improve students' listening comprehension, the teacher must let the students to adopt a positive attitude, be responsive, shut out distractions, listen for

the speaker's purpose, look for the signals of what is to come, look for summaries of what has gone before, evaluate the supporting materials, and look for non-verbal clues.

Teaching Listening should be conducted as effective as possible. The teacher should know the principle of teaching Listening. Moerly and Lawrence (1991) state that there are some general principles in teaching Listening Comprehension, they are:

- Listening Comprehension lessons must have definite goals, carefully stated. These goals should fit into the overall curriculum and both teacher and students should be clearly cognizant of what they are.
- Listening Comprehension lessons should be constructed with careful step by step planning. Teacher should plan the lesson from the simple materials to the more complex one, such as: what to listen for, where to listen, when to listen, how to listen.
- Listening Comprehension lesson structure should demand active overt student participation.
- Listening Comprehension lessons should provide a communicative urgency for remembering in order to develop concentration.
- Listening Comprehension lessons should stress conscious memory work. One of the goals of listening is to strengthen the students immediate recall in order to increase their memory spans.
- Listening Comprehension lessons should “teach”, not “test.”

Merely means that the purpose of checking the students' answers should be viewed only as feedback, as way of letting the students find out how they did and how they are progressing. There should be no pass/fail attitude associated with the correction of the exercises.

2.6. Difficulties in Teaching Listening

Listening is a language skill that should be mastered by the students. It is a hard skill that can't be mastered by the students easily. There are some reasons why the students are hard to master this skill. Firstly, the students do not have textbook in front of them which can they read when they didn't understand the information. Secondly, the students are difficult to catch up what the native speaker says. The accent and dialect of the native speaker sometimes confuse the students, it make the students can't understand the information that is said by native speaker.

Ur (1996:111) states that there are some problems that are faced by the students in listening. they are: 1. Trouble with sounds, 2. Have to understand every words, 3. Can't understand fast, natural native speech, 4. Need to hear things more than once, 5. Find it difficult to keep up with all the information, 6. Get tired if listening goes on a long time.

From the problems above, students need an appropriate technique to learn listening so that they are able to comprehend it. An appropriate technique is expected improve students comprehension in listening. Dictogloss can be good choice as an appropriate technique to teach listening for the students.

2.7. Dictogloss

A second term of interest for this research is dictogloss. Dictogloss is not familiar enough for many people. Dictogloss can be an effective way to teach listening and improves the student's comprehension in listening. Dictogloss is a classroom dictation activity where the students are asked to listen to a text (short one) that is read by the teacher and the students will reconstruct the text by their own words (Cardoso, 2009). Nunan (1991) agrees with this view stating that "teacher read a text then students write down words or sentences as much as possible". In dictogloss, the students are stand as an active listener while the teacher will be a speaker (Nunan, 1991).

Dictogloss does not only can improve students listening comprehension but also improve students' comprehension in the other skills (reading, speaking, and writing). It is a task-based, communicative teaching and learning procedure (Hongmei, 2009). In other words, it is an appropriate way to teach listening that is involved speaker and listener. Furthermore, dictogloss can improve students' grammar proficiency. Wajnrub (1990) pointed out that Dictogloss is an effective way to practice grammar and vocabulary. That's why, it is called dictocomp or grammar dictation (Wajnrub, 1988-1989).

Dictogloss is used not only for teaching listening but also writing, speaking, and reading. It can be used to help the students to improve their language skills. Here students will try to work cooperatively each others. According to Miguelbingoa (2008), in dictogloss, learners work in cooperative groups to recreate a text that has

either been read aloud to the class by the teacher or presented as an audio recording. In yet a further definition, Wajnryb (1990) argues dictogloss as a classroom dictation activity where learners listen to a passage, note down a key word and then work together to create a reconstructed version of the text. Dictogloss has some steps or process that must be followed, they are: warm up to introduce the topic, dictation where the listening process is done, reconstruction where the teacher work in group to reconstruct the text, analysis and correction where students compare their work to the other groups and the original text (Wajnryb, 1990).

By each steps, students will be practiced their comprehension in listening. They start by warming up first before started to listen. Here, teacher will explain what is dictogloss and make sure that the students will understand. It help the students to build their background knowledge. As Brown (2006) argued that to improve students' listening comprehension can be started by activating the students' background knowledge about the listening material. On the first step, students will listen to the explanation from the teacher about dictogloss. If the students do not listen carefully, they will not understand and be able to catch up the point of the teacher explanation. The second step of dictogloss is dictation where the activity is started. Students will listen to the text which is read or played by the teacher. On the third step, students will start to reconstruct the text which has been read or played by the teacher. In reconstruction, firstly the students must listen to their friend opinion about the text and further students can recreate a new text that same to the real text but by using their own words. On the last step, students must still listen to analyze and correct their text to the others group and the original text.

Dictogloss is expected to be a good technique that can be used by the teacher in teaching listening. By using this technique, students can improve their listening comprehension, because dictogloss gives a new experience for the students in learning listening. A new technique that is more attractive, more challenging, and more interesting.

Finally, it can be concluded that dictogloss is the way that can be used by the teacher to teach listening to the students by asking students to reconstruct a text which has been read or played by the teacher first. It can help the students and the teacher to make the listening classroom become more dynamic.

2.8. Dictogloss Listening Procedures

Dictogloss has several procedures in its doing. Wajnryb (1990) classifies four stages of dictogloss. There are as follows:

1. Preparation

The preparation stage is to make students more receptive to the listening passage. On this stage, students will be introduced to the topic of the passage that will be read by the teacher. The teacher will tell the students about what they will talk about later in the passage. This stage is also known as warm up.

2. Dictation or Listening Process

On this stage, the students will start to listening activity. The teacher will read a passage to the students twice with normal speed. On the first reading, the students are asked to just listen and understand about the passage, and on the second reading, the

students are asked to take a note, to write down the key word or main idea of the text that can help them in reconstructing it.

3. Reconstruction

The students are asked to reconstruct the passage that has been read by the teacher before. They do it in a group that has been divided by the teacher. Here the students will work cooperatively.

4. Analysis and Correction

The last stage of dictogloss is analysis and correction. On this stage, the students will analyze and correct their reconstruction text with their friends and the original text that will be showed by the teacher.

2.9. Material Selection

The material that is good to be used in dictogloss technique is a text. Transactional texts are easier to reconstruct than interactional text where the purpose is to maintain social relationship. The passage should not be too long so that the student can be easier to reconstruct it and receive feedback in same lesson (Vesilijevic, 2010).

Dictogloss works better with prepared listening passage. Ur (1998) pointed out that the use of authentic unrehearsed discourse has two main drawbacks. First, the speed of such recordings is ungraded the language may be difficult. Second, when listening to recordings of natural conversations, it is very difficult to imagine the situation, identify the different voices and cope with frequent overlap. The teachers may find the text on the students' text book or can find it by them selves. The text can

be recorded or read directly. But for the consistency, students are better to listen to recording rather than teacher-read text.

2.10. Advantages of Using Dictogloss

Dictogloss technique offers several advantages rather than the other technique of teaching listening comprehension. some of the advantages of it are: 1). It is effective way of combining individual and group activities, 2). Its procedures facilitate the development of the learner' communicative competence, 3). The reconstruction stage of dictogloss helps student try out their hypotheses and subsequently to identify their strength and weakness, promote the acquisition of L2 vocabulary, and raise students' awareness of rhetorical pattern in the target language, 4). It promotes learner' autonomy. Students are expected to help each other recreate the text rather than depend on the teacher to provide information, 5). Dictogloss offers a unique blending of teaching listening comprehension and assessment of students' listening ability, and 6). Working in a small group reduces learner' anxiety as they have to perform only in front of a small audience.

2.11. Implementation of Dictogloss

In order to dictogloss can be implemented effectively, it is important that learners recognize the benefits of cooperative learning and to make cooperative learning work, the teacher must explain the concept behind it, provide the rationale underlying the selection of particular task and increase students' awareness of the benefits of independent learning.

The dictogloss procedure is meant to make students recognize that they have mutual goals. The teacher must remind the students that the focus of the reconstruction task in dictogloss is not grammatical accuracy, but recall of the content, something they can help each other with it. It must also be pointed out that with a transcript and checklist, students can easily confirm the point that they have missed. If the students understand the reason behind the activity and the value that they are doing, their motivation to participate will increase.

Cooperative learning is meant to make the students work together to accomplish the goals. Johnson and Johnson (1999) explained that the students are given two responsibilities in cooperative learning: to maximize their own learning and to maximize the learning of all group members. Heterogeneous group team bring more benefits rather than homogeneous group team that is formed. The teacher must form a group dynamic. The thing that should be thought is the students' ability. Teacher must explain to the students the concept of working group in order to make students help each other. The choice of students to be formed in a group must be chosen by the teacher. It is meant to avoid the students always work with same partner. It is also meant to avoid weaker students become weaker and stronger students become stronger. Creating a group with different genre is important to make group performance is improved (Maznevski, 1994). Like as Johnson and Johnson (1996:168) say that cooperative learning can be seen as "...window into students' mind". Furthermore, the combining dictogloss and cooperative learning make teaching and learning process in language skill become more meaningful (Jacob and Small, 2003)

Students try to assess their own work and their friend work by their own. They can assess the text that has been reconstructed by themselves and their friends from the other group. Dictogloss doesn't like the conventional way in teaching listening where students just listen and answer the questions. Dictogloss allows the teacher to go deep into students listening comprehension and evaluate how well students can absorb and sort the content that they heard before.

2.12. Example of Text

One in Ten Million

On the last day of the school term, eleven-year-old Timmy stayed home with a cold. It was a rain day and his mother thought he'd better not go to school. His father, who was out of work, stayed at home too and looked for odd jobs to do. He was getting out his old gun to clean when the telephone rang. While his father was chatting on the phone, Timmy wandered in, picked up the gun, turned it around, pulled the trigger, and shot himself. He was sent to the hospital. Doctor managed to save hi life. The police didn't charge anyone with any crime. It was simply an accident, one of those thing, one chance in ten million. (Wajnryb, 1990:60)

Young Hero

A nine-year-old boy dashed through flames to pull his younger brother to safety. The little boy had been playing with cigarette lighter while sitting on his bike. The older boy said he was standing in the kitchen when he heard his brother screaming and ran to help him. He dragged the toddler to the bathroom and turned on

the water to put out the fire. Doctor praised the young hero for his quick thinking and said the boys' burns would heal with time. (Wajnryb, 1990:61)

Chocomania

1. If you did a random check among your friends you might discover an amazing thing. 2. The addiction that affects most people is neither alcohol nor nicotine. 3. It's chocolate. 4. Most people can't resist soft, sweet, fresh chocolate and they eat it quite regularly. 5. Apart from the effect on your pocket and your waistline, the habit is neither harmful nor illegal and most chocolate addicts get away happily with at least one 'fix' a day. (Wajnryb, 1990: 66)

2.13. Review of Related Findings

Listening is one important skill that must be mastered by the students in learning a language. It brings some researchers to conduct a research about it to find out an appropriate technique to teach it. There are some researchers that had conducted a research related to that issue. First, Herawati (2010) in her research, "Improving Students' Listening Comprehension through Dictogloss Technique". This research was conducted at SMP N 14 Kota Bengkulu. The subject of her research was the students of VIII E (41 students) of SMPN 14 Kota Bengkulu in academic year 2009/2010. She used listening test as the instrument of her research. Researcher concluded that dictogloss technique can improve students' listening comprehension. It can be seen from the students' score improvement in each cycle.

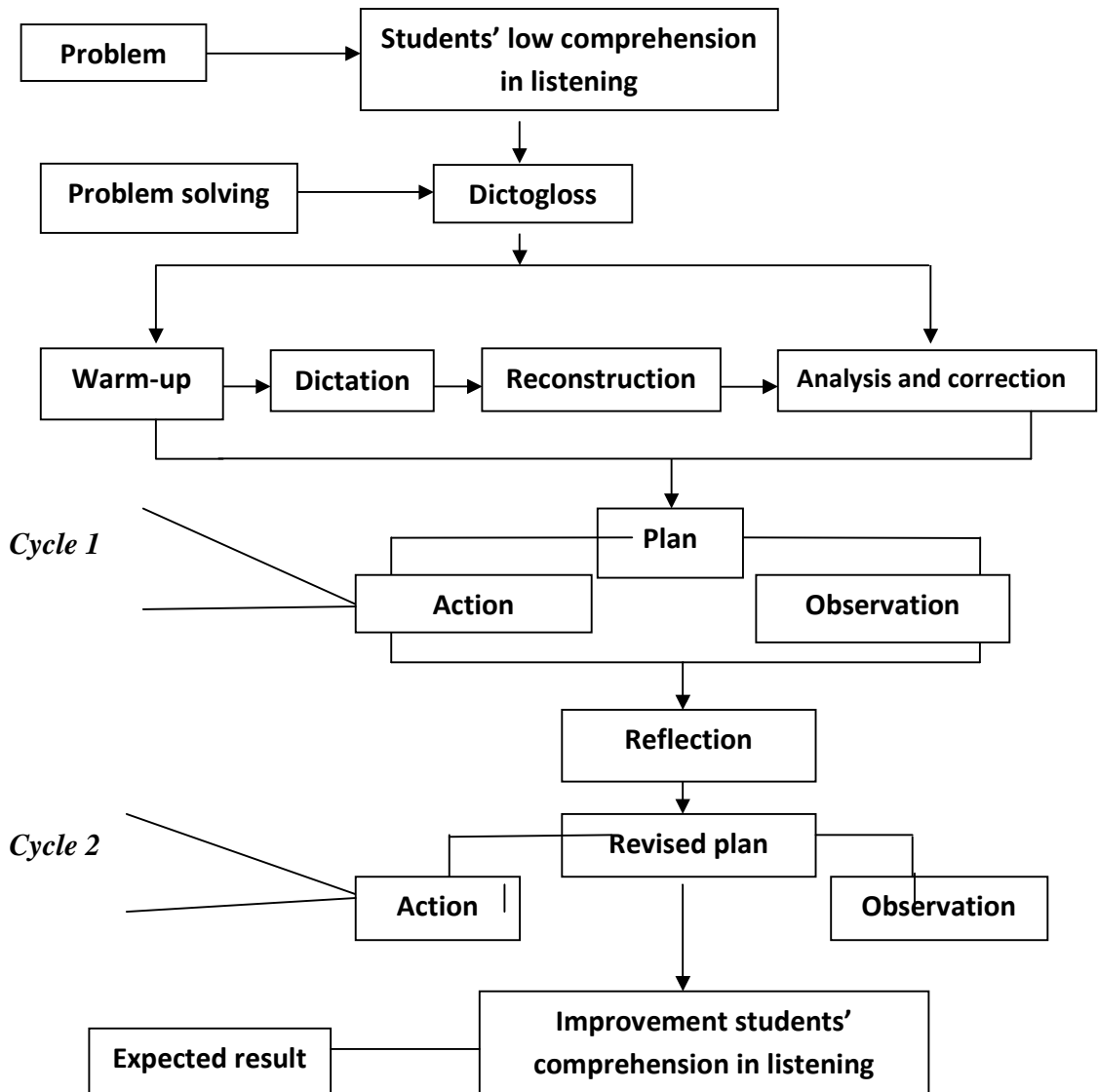
Second, Rubiyantoro (2010) conducted a research entitled "Penerapan Teknik Dictogloss dalam Meningkatkan Kemampuan Menyimak pada Siswa" at

SDN Blabak 1 Kota Kediri. The subjects of his research were the students of V class. The researcher did the research in two cycles where each cycle were consisted of four steps. The research result shows that dictogloss can improve students' low listening comprehension.

The last research was done by Judiasari (2009), entitled "Tehnik Dictogloss sebagai Alternatif Model Pembelajaran Mata Kuliah Chookai (Listening)". The participants of this research were the students of Japan Language Program, Faculty of Education, Universitas Pendidikan Indonesia. She found that dictogloss was able to be used as an effective technique to teach listening. It was proved by the point of students in listening improved than before using it.

Based on the previous studies above, can be inferred that dictogloss can be used as an effective technique to teach listening comprehension for students. This technique can be used from elementary level to university level. It does not only improve students listening comprehension but also improve students' motivation in teaching and learning process.

2.14. Conceptual Framework



(Kemmis, S., McTaggart, R. (1988))

CHAPTER III

METHOD OF THE RESEARCH

3.1. Research Design

This research was a classroom action research which meant the problem in this research came from the classroom. According to Darwoto (2001) classroom action research was a process in which teachers investigate teaching and learning to improve their own and their students' learning. Classroom action research could be used to solve various problems which occurred in the classroom (Arikunto, et al 2010:4).

This research was conducted at the second grade of SMAN 8 Kota Bengkulu. It was done to solve the problem which was faced by the students in listening and to improve the student comprehension in listening by using an interactive technique, dictogloss.

3.2. Subject of the Research

The subject of this research was 29 students of the 2nd grade, class XI A3, comprised of 19 females and 10 males. The students of this class were still difficult to follow listening section in English subject. They still had difficulties to reach standard score in listening (70).

3.3. Location of the Research

Location of this research was class XI A3, SMAN 8, Kota Bengkulu. It is located at Jalan Wr. Supratman Pematang Gubernur Kota Bengkulu. This research was done

in this class because the researcher found that their score of listening were still below the standard score, 70.

3.4. Instrumentation of the Research

The instrumentations that were used by the researcher in this research as follow:

1. Listening Test

Tests were prepared by the researcher and were helped by the teacher. The test was given to know the improvement of the students in listening comprehension. It was design based on syllabus that was relevant to curriculum. The researcher used narrative text which taken from the internet. The test was done by using dictogloss technique. The teacher read an interesting text for the students and the students reconstructed it. First, they constructed it individually and then reconstructed it with the students in their group. This test was given at the end of each cycle.

2. Observation Checklist

The researcher worked cooperatively with the collaborator to check the observation checklist before used it in the research. The collaborator helped the researcher to fill observation checklist objectively while teaching and learning process was going on.

The observation checklist that was filled by the collaborator was as follow:

1. Students' Observation Checklist

It was purposed to know the students' activities and attitude while teaching and learning process. It was formed based on common activities and behaviour that students' did while teaching and learning process in the classroom.

Table 3.1. Students' Observation Checklist

No	Things to be Observed	Very Good	Good	Fair	Poor
1	Students' preparation				
2	Students listen carefully to the teacher instruction.				
3	Students listen carefully and seriously to the text				
4	Students work cooperatively each other				
5	Students are discipline in while teaching learning process.				
6	Students are active to participate in the activity				
7	Students enjoy and show high enthusiasm to the activity				
8	Students show positive respond to the activity				

2. Teacher' Observation Checklist

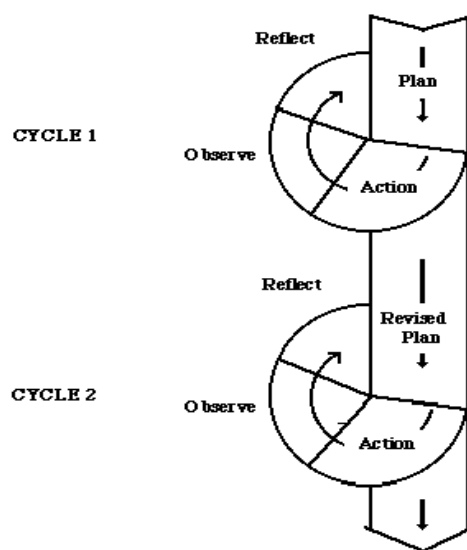
It was purposed to know the progress of teacher' ability in teaching during teaching and learning process was going on and to know what factor that influence process of teaching and learning process. The observation checklist was formed in a checklist based on the common teacher' activities as follow:

Table 3.2. Teacher Observation Checklist

Things to be observed	Very Good	Good	Fair	Poor
1. Teacher preparation <ul style="list-style-type: none"> • Lesson plan match to the objectives • Using technology tools (laptop, lcd, etc) • Materials is appropriate with curriculum and students needs 				
2. Method of teaching <ul style="list-style-type: none"> • Introduce dictogloss to the students • Explain the students about the process of dictogloss • Give a model first before start with dictogloss • Start listening with dictogloss 				
3. Classroom management <ul style="list-style-type: none"> • Control the class while teaching and learning process • Give clear instruction to the students • Control the students in a group • Look all the students from all sides • Use an appropriate language (verbal or non verbal) 				

3.5. Procedure of the Research

This research was a classroom action research. It was done in cycles consisted of: plan, action, observation, and reflection. This research has been done in two cycles. It followed cyclical action research model based on Kemmis and McTaggart (1988). The four steps of the cycle were explained in the following figure:



Kemmis and McTaggart (1988)

Cycle 1

a. Planning

After the researcher get the baseline data from the English teacher, the first cycle was started. Researcher looked for the pictures that relates to the topic which was taught later. After the researcher found the pictures, the researcher created lesson plan for listening by using dictogloss and discussed it with the collaborator.

b. Action

After the researcher prepared lesson plans and pictures. The researcher started to do an action. Before starting the main activity, the researcher introduced the topic by using pictures. They were used to build the students' background knowledge. Then, researcher played the recorded text twice in normal speed. On the first playing, the students just listened to the text that was played by the researcher. On the second reading, the students wrote down the key words or a main idea of the text.

The researcher asked the students to reconstruct the text by using their own words in a group. The original text wrote on the white board or present on LCD projector. The students analyzed and corrected their words with the original one

c. Observation

The researcher asked the collaborator to fill the observation checklist that consist of teacher preparation, method of teaching, classroom management, and students behaviour. Collaborator filled the observation checklist during the action that was done by the researcher.

d. Reflection

In this step, the result of the observation and evaluation was collected and analyzed to measure the success level of the implementation in cycle 1. The research identified the thing that has not reached by the students and prepared the next cycle to repair it. The result of this step considered whether the next cycle is needed or no.

Cycle 2

a. Planning

Cycle 2 was done almost same with the previous cycle (cycle 1). In planning, the researcher decided the text that was used in teaching and learning listening. The text that was used in this cycle was still narrative text. In deciding the text, the researcher discussed it first to the English teacher. Then, the researcher looked for the pictures that related to the text. After the listening material (text) and picture have been ready, the researcher prepared lesson plan and discussed it to the English teacher.

b. Action

After the lesson plan has been prepared, the action was done. As the first cycle, the researcher stood as the teacher in front of the classroom. The researcher gave students worksheet to all students before started the dictogloss.

The researcher read a text that was about The Smartest Parrot in front of the classroom. The researcher read it twice in normal speed. The students listened to the text carefully and started to write the key words in first dictation. Then, the students started to reconstruct the text by their own words in the second dictation.

When all the students have finished to reconstruct the text by themselves, they joined to their groups and reconstructed the text in their groups. After the group reconstructions' have been finished, the researcher wrote the original text on the whiteboard and asked the students to compare their works with the original one.

c. Observation

The researcher prepared same checklist with the first cycle. It was given to the collaborator by the researcher. The collaborator was still the English teacher, Gustinawati, S.Pd. She filled the checklist based on what she saw.

The collaborator sat down on the back and observed everything that should be observed by her based on the checklist. It was filled during the teaching and learning process was going on.

d. Reflection

As the first cycle, the result of observation and evaluation were collected and started to be analyzed. It was to know whether there is improvement or no in the students' listening comprehension.

After the results have been analyzed, the researcher knew if there was or was not improvement that was made by the students. It determined whether the next cycle was need or need not.

3.6. Technique of Collecting Data

There were several techniques in collecting the data, such as giving a test, documentation, observation, questionnaire, and interview (Safnil, 2010). The choices of data collection technique depended on the objective of the research. The techniques of collecting data of this research were as follow:

1. Listening Comprehension Test

Test was done to measure the improvement that is made by the students. The test was given in the end of each cycle. The tests were appropriate to the indicator.

2. Observation checklist

The researcher gave the observation checklist to the collaborator. It helped the collaborator to observe the teacher and everything that should be observed. The collaborator must be objective. The observation checklist divided into two, from the students side and from the teacher'/researcher side. The checklists were created by the researcher based on the common activities or situation in the classroom that were done by the students and teacher during teaching and learning process.

3.7. Technique of Analyzing Data

Data analysis technique in the research meant that the activities utilizing the data so that the researcher could answer the research question, and also could support the