

IMPROVING STUDENTS' LISTENING COMPREHENSION OF SMA NEGERI 2 LUWUK THROUGH ADAPTING DICTOGLOSS

Anwar

anwaradam001@yahoo.co.id

(Mahasiswa Program Studi Magister Pendidikan Bahasa Inggris Pascasarjana Universitas Tadulako)

Abstrak

Penelitian ini merupakan penelitian tindakan kelas yang bertujuan untuk mengkaji tingkat pemahaman siswa dalam menyimak melalui adaptasi Dictogloss dalam proses pembelajaran. Penelitian ini berlangsung selama 2 siklus dengan melibatkan 31 orang siswa SMA sebagai subjek penelitian. Di setiap pertemuan, proses pembelajaran terdiri dari 4 tahap yaitu: preparation, dictation, discussion, dan analysis and correction. Data kualitatif diperoleh dari lembar observasi, catatan lapangan dan kuesioner, dan data kuantitatif diperoleh dari evaluasi 1 dan evaluasi 2. Setelah implementasi teknik Dictogloss, diperoleh data dari siklus 1, skor rata-rata 78,06, mencapai KKM, namun persentase keberhasilan siswa tidak mencukupi, 58,06%. Setelah melakukan refleksi kegiatan, peneliti merevisi perencanaan pembelajaran berdasarkan pada tiga aspek yaitu persiapan, alokasi waktu, dan tindakan. Pada siklus 2 diperoleh skor rata-rata 89,68, dan persentase keberhasilan siswa 96,77%. Kedua perolehan tersebut telah memenuhi prasyarat kesuksesan dari penelitian ini. Berdasarkan penelitian ini, peneliti menyimpulkan bahwa teknik Dictogloss efektif dalam meningkatkan tingkat pemahaman menyimak siswa, kosakata, pengucapan, dan juga minat siswa dalam mengikuti proses pembelajaran.

Kata kunci: Meningkatkan, Kemampuan Menyimak, Teknik Dictogloss

Teaching listening to students is very important, as listening itself is crucially important in life. Those who do not know how to listen are not able to listen to their family, friends, and understand what are saying to them. According to the theory of language learning, one must be exposed with listening before he or she can speak. In relation to this, Saville-Troike (1976) in Manda (1998) points out that listening is the most important skill for the acquisition of knowledge.

As listening becomes one of the two skills among four, which is examined in the national examination in senior high schools, teachers all over this country are working hard in order that the students have no difficulties when they are to have the final exam. Most teachers do many practices listening on students and hope that the students are accustomed to English sounds. Schools with good facilities, having language laboratory train the students with headphones

which are available on each desk of the students. Therefore, the students can clearly listen to the native speakers who are talking without any distractions by the background noises. Although, when it is time to take the national examination, especially English, the students will work with background noises because they are going to have the listening test without using headphones. A few teachers may complain to the government for which they have no facility to train their students with listening to native speakers. These teachers must count on their ability to pronounce the words in teaching listening to the students. Once teachers have different pronunciation of English words, then the students will have a problem in recognizing the words that they know.

When a student learns a new word, he creates a template for it and stores that template in his database. When she or he reproduces the word from its template, it is quite possible that the audio-signal will be

within the limits of tolerance of proficient speakers of the language, so the student will be able to make himself understood. However, a problem arises when the focus switches to listening because the template that the student creates does not really match the signal produced by proficient speakers, and because the student's recognition system has more limited tolerance, there is a very good chance that he will not recognize what he is hearing (Barker, 2012).

Listening materials are not always familiar with students. Moreover, some of them are not relevant to students. The students may lack background knowledge about new information, or foreign countries and cultures. Hence, they sometimes cannot understand the material, or they may misunderstand the meaning of it. Most students feel at a loss when listening to some new text. Luo (2008) reports that over 50% of the students cannot understand the meaning of the material after he plays the tape for the first time.

Being difficult in comprehending spoken English of the students at SMA Negeri 2 Luwuk leads me as a teacher to do research in order to find out the problems in teaching and learning process. After discussing with them, I finally assume that my students cannot understand the meaning of certain words and could not get the main idea of the spoken text. It happens in case of some vocabularies are still unfamiliar to the students and these certain vocabularies will lead them to be frustrated. In previous teaching learning process the researcher mostly discussed the unfamiliar words after the students had completed with the listening tasks. The researcher and his students discussed about the correct answers, the passage about, and the unfamiliar vocabularies. According to Filliana (2009), in conventional class, most of teachers tend to examine than teaching listening ability.

The researcher was afraid that he gave tests to his students when he thought that he

was teaching them listening. He was afraid that he did make them feel at a loss and gradually lose their self-confidence when he was trying to help them learning new material. Some students have to battle the psychological suggestion that they could not understand spoken English when they are face to face with English speaking people.

Since the revolution in the teaching of English, where the problems of understanding the spoken form of the foreign language have received increasing attention both in research and pedagogy, many teaching techniques in this regard have been introduced. For instance, Ur (2010) has presented 30 types of activities for teaching listening comprehension involved in four different categories – listening and making no response, listening and making short responses, listening and making longer responses and listening as a basis for study and discussion.

One of the offered techniques is Dictogloss. Dictogloss is known as a new way of dictation which involved integrated skills such as listening, speaking, writing, and reading (Ruth Wajnryb, 1990). This technique employs top down and bottom up process in its teaching and learning activity. The students are involved in brainstorming discussion in order to give them schemata about the passage to be in listening activity or to recall the prior knowledge from their long term memory which probably has been stored for a very long time. Students are trying to connect their idea (prior knowledge) to the passage dictated or listened, and jotting down the words or phrases that will help them in reconstructing the passage. Students will work in group to reconstruct the passage based on their notes. The students' reconstruction of the text does not have to be identical with the original text but they can express in many different ways, as long as the sentences are grammatically correct, well-connected and make sense (Manda, 1998). At the final stage, teacher discusses, analyzes,

and corrects the students' versions by comparing with the original text.

The researcher tried to elaborate how listening comprehension be improved by adapting Dictogloss. Dictogloss was elected and adapted in this study since it integrates four language skills – listening, speaking, reading, and writing. It also involves schemata building before listening activity which is very important to build the students' self-confidence. The students are encouraged to do the listening activity attentively if they have a prior knowledge of what is the text to be in the audio played.

Writing Objective

There are three objectives of this writing. First, the writing is for a scientific accountability. Second, this writing is for sharing knowledge. The last, it is to fulfill the requirement of the study completion.

Listening Comprehension

In relation to the second/foreign language learning, listening comprehension as the primary focus begun in the mid-1960s and continued to 1970. Several language teachers-researchers developed instructional programs that featured two things: early attention to listening comprehension and a delay in oral production.

Taylor (1964) cited in Rubin's (1983,p.14) report that research estimates that almost 90% of the class time in high schools and colleges is spent in the form of listening to discussions and lectures. If a learner does not have any skills in listening then he will find his class as a boring class. The problem might appear during his class is that he cannot organize well the idea he is listening about, and cannot recall his prior knowledge in order to connect to the new information by that time. He will suffer from listening because he is not trained to listening. And because he thought that listening is a skill that will develop naturally.

In addition, Hanafie Sulaiman* expresses that listening is comprehension about:

- Audio lingual
- Suprasegmental phoneme
- Understanding words
- Understanding chunks of phrases
- Having good short-term memory
- Good attention in listening
- Capable in coping with lines of ideas of a text being listened
- Well-trained in understanding the common model of a textual content.

The Importance of Listening Comprehension

Rixon (1986) points out two main reasons why listening is important in comprehending a language. First, listening improves one's understanding of the spoken words. Understanding spoken words requires one skill in processing the information received. The listener has to be able to select any information needed and connect it with his prior knowledge for a depth understanding. Second, listening provides one with the model of the spoken language to imitate in oral production. One and half year's old baby need to listen for many times for words before she can produce the words herself. A foreign language learner also needs to do the same thing as the baby does. He needs to listen for a native speaker or his English teacher for three or four times or maybe more before he can produce the words correctly.

The Process of Listening Comprehension

There are two kinds of processing language information in listening (Celce-Murcia, 1991) such as firstly, top-down processing – according to Richard (1990) it involves the use of background knowledge to understand the meaning of the message. Prior information allows them to predict on the basis of context – both the preceding linguistic context and the situation-and-topic

and setting-and-participant context. Thus to say, that it will be easier for a listener to process the language information in listening if he already has a prior knowledge before having the listening activity. Moreover, Richard says that in second or foreign language learning, listening comprehension through top-down process frequently occurs at the beginning stage. When listening to the utterance in foreign language, the learners completely depend on top-down processing by using prior knowledge in working out the meaning of the utterance. As the learners have developed with their linguistic competence, they can identify the words in the utterance of foreign language.

Secondly, bottom-up processing – which derives meaning based on the incoming language data itself. Understanding of incoming language is worked out proceeding from sounds, into words, into grammatical relationship and lexical meaning, and so on. Normally a foreign language learner does not work with this because it is much more difficult compared to top-down processing.

Factors in Listening Comprehension

Listening is a creative skill, not a passive skill, neither a receptive skill as has been traditionally believed (Rivers, 1981). When we hear sounds, we take raw material of words, arrangements of words, and the rise and fall of voice, and from this material we create significance. In other words, we create meaning from words produced, knowledge of syntax, and the intonation. There is a meaning in the linguistic arrangement, the speaker's meaning, but significance is in the listener's mind.

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syntax, and the intonation. There is a meaning in the linguistic arrangement, the speaker's meaning, but significance is in the listener's mind.

According to Rivers (1981) significance on listener's side depends on three factors. First is linguistic information. The listeners perceive from sounds, words, and their arrangements in utterances. Second is situational context of the utterances. The listeners perceive from the relationship between what they have heard and what has been said and also their expectations of what will follow. Third is intention of the speaker. The comprehended message is dependent on what the listener perceives to be the intentions of the speaker.

Significance begins with the interpretation of the speaker's intention. This interpretation is dependent on what we know about the speaker or persons like the speaker, the situation, previous utterances have aroused, and nonverbal behavior of the speaker. The more we know about the speaker's intention, the less auditory information we need to create significance from phonic material.

Schema

Schema or schemata (plural) was first introduced by Piaget in 1926. Schema can be defined as a mental structure of preconceived ideas, a framework representing some aspect of the world, or a system of organizing and perceiving new information (Wikipedia). People use schemata to organize current knowledge and provide a framework for future understanding.

Schema has a great role in listening comprehension since it helps the listeners understand easily if the new information falls within an individual's schema. However, when new information is perceived that does not fit the schema, the most the common reaction is to simply ignore or quickly forget the new information. For example;

Bob thinks that chickens don't lay eggs. He then sees a chicken laying an egg. Instead of changing the part of his schema that says '*chickens don't lay eggs*', he is likely to adopt the belief that the animal that he has just seen laying an egg is not a real chicken.

(Wikipedia)

However, when the new information cannot be ignored, existing schemata must be changed or new schemata must be created. This is an accommodation. For example;

If this chicken has red feathers, Bob can form a new schema that says '*chickens with red feathers can lay eggs*'.

(Wikipedia)

Assimilation is the reuse of schemata to fit the new information. For example;

When an unfamiliar dog is seen, a person will probably just assimilate it into their dog schema.

(Wikipedia)

Dictogloss

The term 'Dictogloss' is derived from the 'dicto' or 'dictation'- the action of speaking so that somebody can write what one says and 'gloss'- a way of explaining or interpreting something (Oxford Advanced Learner's Dictionary, 1995). Dictogloss itself can be defined as a process of explaining or interpreting spoken language.

Wajnryb (1990) offers four stages in applying dictogloss technique in the classroom as below:

1. Preparation

Teachers introduce the topic of the passage that students will be hearing and prepare students by asking questions, discussing stimulus picture and unfamiliar vocabularies in order to make sure that the students have some background knowledge before listening activity is done. The topic given must be relevant to the students' life and life-style. Then, teachers organize students into groups prior to the next stage – dictation.

2. Dictation

At this stage, teachers read or dictate the passage twice at normal speed. At the first dictation, the students listen but do not write. The students just have to listen to get a general feeling for the whole passage. The length of the text depends on students' proficiency level. At the second dictation, the students take notes. The notes consist of key words or phrases that help students to reconstruct the text. It is suggested that teacher use a cassette rather than his own voice at the second dictation.

3. Reconstruction

Students work in group of two – four to reconstruct the text. In this stage, teachers emphasize that students should not make a copy of the original passage but they should make their own version of the text. In other words, students do not need to use accurately the same words as the original text as long as the meaning should be similar and the text should be grammatically correct.

4. Analysis and Correction

At the last stage, students, with teacher's help identify similarities and differences in terms of meaning and form between their text reconstruction and the original, which is displayed using LCD projector.

Jacobs and Small (2003) offers several variations on Dictogloss that teacher can apply to students. They are Dictogloss negotiation, student-controlled Dictation, student-student dictation, Dictogloss summaries, scramble sentence Dictogloss, and Dictogloss opinion. In order to improve the students' listening comprehension, here the researcher employed Dictogloss summaries. Different from standard Dictogloss which students attempt to reconstruct text of approximately the same length as the original, in Dictogloss Summaries, students focus only on the key ideas of the original text. Teachers may provide visual cues, (sketch, flow, chart, photo, mind map) that represents some

elements of the story which can help students' comprehension and help them structure their reconstruction.

METHOD

Setting and Time of the Research

This research was conducted at SMA Negeri 2 Luwuk, Banggai since April 2 to May 18, 2013. The school is located in Jl. Gunung Merapi Luwuk. The subjects of the study was the students of SMA Negeri 2 Luwuk, grade XI Ipa3. The class consists of 32 students, 9 male and 23 female students. The students were chosen as the subject of this research because the researcher teaches them English and they have difficulties in listening comprehension.

Research Instrument

The researcher employed some instruments for data collection as follows:

1. Observation Sheets
2. Field Notes
3. Questionnaire
4. Tests
5. Camcorder

Criteria of Success

The students are considered to be success in listening comprehension if they reach at least the minimum score standard, *Kriteria Ketuntasan Minimal*, (72) and the percentage of students achieves the minimum standard that is 75% from the total member of students in the class; and goes with the standard Dictogloss that the listening comprehension based on the Dictogloss technique.

DATA PRESENTATION AND DISCUSSIONS

Beginning the teaching and learning process, the teacher built up the students' prior knowledge, vocabulary, and pronunciation before having the dictation. The first dictation was held for the students'

general feeling. The second dictation was held for answering the comprehension questions, and the last dictation for reconstructing the text using their own words. Analysis and corrections was done as the last stage in whilst activity.

Cycle 1

Introduction to Research Program

The researcher played 'abc' song and 'my family' song and let the students enjoyed it. It is an English song of course. 'What do you think about the song? Easy or difficult' asked the researcher. They chorally said "Easy" while smiling at the researcher. They were happy by that time. And the researcher then played another audio, but by this time the audio chosen was a difficult one — monologue English — spoken by a native speaker in a normal speed. They were confused while looking at each other and showing their disagreement expression to the researcher. 'Very difficult' they answered when they were being asked their opinion about the audio. The researcher then explained that it was a matter of habit experience, as it is called schemata (Wikipedia) or prior knowledge which makes the listening easy or difficult.

At the end of the meeting, the researcher grouped the students into four groups. The smart students from the class were chosen by the researcher to be in different four groups.

1. First meeting of action: Listening to Dialogue
 - a. Preparation

The researcher grouped the students into four groups. The researcher introduced each topic by preparing comprehension questions for each conversational text. In the audio 1, the comprehension questions were 'Who got an accident? And 'When did he get the accident?' The researcher also developed the students' vocabularies and helped them pronounce the words

by preparing list of vocabularies - *'an accident, got an accident, last night, last week, last month, heard, hear, it was pretty bad.*' The researcher and the students discussed the meaning of the words. One student was asked to pronounce the listed words and corrected by the researcher if any mispronounce words. Then, the researcher pronounced the listed words and followed by all students.

b. Dictation

At the first time listening, the students seemed bit panic, and said *"again sir."* The researcher could understand that response and played for one more time, whereas in planning the lesson the students should have one time listening before answering the comprehension questions and stating their general feeling about the listening. After the second time listening the researcher asked the general feeling of the students. They chorally said, *'easy sir.'* When worked with the comprehension questions. Each group was given a piece of paper to write the answers on it. The researcher did not asked the students to answer the comprehension questions orally in order to make all the students participate in their group to give their valuable skill in listening comprehension. As the students finished the comprehension questions for audio 1, the researcher continued with discussing the topic for question number 2. In the audio 2 to 7 the students asked for two times listening before uttering their general feeling and answering the comprehension questions as they did in audio 1.

The students were difficult to determine the root cause of a problem because they could not see the boundaries of the words. The way that native speaker links sound makes the nonnative students hard to see the

boundaries of the words*. The expression *'I have a bad stomachache'* running to each other as *'I hevæbedstomækeik'*.

c. Reconstructing

The dialogues were played for once. After listening to the dialogues, the students discussed in order to reconstruct the dialogues in their own words. All students participated actively in their group. The researcher reminded the students that they must know the product of their group discussion. As they finished reconstructing their text, the students in their own group were in turn reading their reconstructed text. The students then submitted their work. The researcher scanned the students' works and displayed them on the LCD.

d. Analysis and Correction

The researcher asked one student from each group to read the reconstructed text aloud. The researcher then asked any students to give any comments to the reconstructed text. None of the students gave comments. The researcher then explained that all groups performed well in reconstructing text.

2. Second meeting of action: Listening to Monologue

a. Preparation

In introducing the topic, the researcher helped the students to develop their schemata or to activate the students' prior knowledge before having the listening activity. The researcher also helped the students with the needed vocabularies.

b. Dictation

In listening to an advertisement, the students needed three times listening before answering the comprehension question — *When is the city museum opened?* The researcher assumed that it was caused by students' first experience

in listening to a native speaker, spoken in a normal speech. At first time listening, it seemed the students did not focus on the content of spoken language but wondered of the fluency of the speaker. At second time listening, the students in group wrote something on a paper but they did not want to share it yet till they had for the third time listening. Before the researcher played the audio for the third time, I wrote two phrases on white board, *'what day'* and *'what time.'* The researcher then asked the students to focus on those both phrases while listening to the audio. And indeed, the students (in group) performed well by this time. All groups but group 2 answered the comprehension question correctly. Group 2 stated that the city museum not open on Sundays.

In teaching the announcement the researcher played the audio for the first time and all students argued that the quality of the audio was not good enough to understand. The students all agreed with the idea that I took over the dictation. The students only needed one time listening before they could answer the comprehension questions — *'When was the music concert held, What was the good news in the concert, When would the host announce the lucky winners.'* All groups answered correctly but group 2 and 4 which answered incorrectly with question two. Both group 2 and 4 might not had good attention and good short term memory while having the activity. Both good attention and good short term memory are two out of eight situations to deal with in listening comprehension expressed by Hanafie Sulaiman*.

c. Reconstructing

In listening to monologue the researcher asked all groups to choose the monologue and then reconstruct

the monologue. The monologue was played to the groups for once. After listening to the monologue, the students discussed in order to reconstruct the dialogues in their own words. As they finished their reconstructing text, the students in their own group were in turn taking the piece of paper and read their reconstructed text.

d. Analysis and Correction

In the analysis and correction the researcher asked one student from certain group to come forward and to read the result of their text reconstruction. Again the researcher asked any other students to give comment on the group's works but none of them were interested to talk. The researcher appreciated the groups' work and gave his comments on each.

3. Result of Evaluation 1

The average value or mean (78.06) already achieved one of the criteria of success but not with the average of the successful students in evaluation 1. There were 18 or 58.06% students who successfully with the evaluation 1 and 13 or 41.94% students who were not successful yet. The percentage of students achieves the *Kriteria Ketuntasan Minimal* should be 75% from the total member of students in the class.

4. Reflection

First, in improving the students' listening comprehension it was planned that the students had two times listening before reconstructing the text. In action, the students needed three times listening before they can reconstruct the conversational text. And in teaching monologue, the students needed four times listening before they can finish their reconstructed text. But not with the *'announcement text'* where the students needed only one time listening before answering the comprehension questions since the researcher had to take over the dictation because of the low quality of the audio. Here,

the researcher keeps on using the audio from the recording of native speakers rather than using his own voice to dictate. The main reason is the audio which is used in the national examination involved native speakers having the dialogue and monologue. And the more times the students listen to native speakers the more they will be accustomed with it.

Second, the researcher put too much material on the first meeting of action then he needed to explain the lesson a little bit faster

Cycle 2

Revise Planning

Aspects	Cycle 1	Cycle 2
Preparation	Teacher prepared the stuffs for teaching alone	Teacher involved students in preparing the stuffs needed.
Time management	Teacher prepared seven conversational texts in teaching and learning process.	Teacher prepared two conversational texts in teaching and learning process and six conversational texts for quiz.
Action	Teacher did not move around the class to control students in reconstructing the text.	Teacher moved around the class to control students in reconstructing the text.

1. First meeting of action: Listening to dialogue

a. Preparation

After grouping the students into four groups the researcher introduced the first topic. It was about expressing sympathy. The students imitated the teacher pronouncing the key words: *What's the matter, Had an accident /got an accident, You all right?, Are you all right?, Bruise, Legs, and Arms.* Then one student was asked to lead the *Listen and Repeat* activity. The students had a little bit problem in pronouncing *Had an accident* since they all running to each other

than it should be. This problem arose since the researcher did not consider time that was needed for preparing all the stuffs needed for the action. First meeting of action took 15 minutes to prepare the things.

Third, the students did not give their comment much in English. They were much comfortable to speak Bahasa Indonesia rather than English. And the last, the teacher did not move around the class to control the groups in reconstructing the text.

as '*hedeneksidən*'. I repeated the phrase many times and the students repeat. I also explained that in most conversation the word *Are* in *Are you all right?* is always emitted.

b. Dictation

Before having the listening activity, the researcher reminded the students with the comprehension questions: *How many people involve in the conversation, Who got an accident, What the woman said to express her condolence.* At the first time listening, the students seemed comfortable with the first dialogue. They wrote on their paper but again they asked for the

second time listening before answering the comprehension questions. At the second time listening, all students listen to the audio attentively as to participate in their own group. The result showed that all group did very well with the comprehension questions. In dialogue 2 all groups had problems on the same question, question 3 dialogue 2. The question needed deep understanding from the students. And moreover, the key ideas from the question spoken fluently and it would be very difficult for the students to see the boundaries of the words. The speaker linked the sound as 'letsmitaftadet'.

c. Reconstructing

All students participated actively in their group. The researcher reminded the students that they must know the product of their group discussion. As they finished their reconstructing text, the students in turn reading their reconstructed text.

d. Analysis and Correction

In analysis and correction the researcher asked one student from certain group to come forward and to read the result of their text reconstruction. Again and again the researcher asked any students to give comment on the group's works but still none of them were interested to talk. The researcher appreciated the groups' work.

2. Second meeting of action: Listening to monologue

a. Preparation

The researcher then introduced the key words of the monologue to students before having listening activity. The key words are *Listeners, Join, Next session, I'll read you, Deepest condolences, On the passing of Mr. Black, Radio programmer, Pass away, February, Will be buried.* The

researcher and the students discussed the meaning of the words. One student was asked to pronounce the listed words and corrected by the researcher if any mispronounce words. Then, the researcher pronounced the listed words and followed by all students.

b. Dictation

At the first time listening, the students could not finish the comprehension questions yet. Hence, the researcher continued to the second dictation. Checking the students' answers, the researcher found out that the students did the comprehension questions well but a few mistakes on mentioning the year '2012' from group 3 and '2010' from group 4 where it should be '2007'. The students' problem dealt with their short term memory related to numbers. They could not remember the numbers they just heard since they tried to understand other parts of the monologue.

c. Reconstructing

After listening to the monologue, the students discussed in order to reconstruct the dialogues in their own words. All students participated actively in their group. The researcher reminded the students that they must know the product of their group discussion. As they finished their reconstructing text, the students in their own group were in turn reading their reconstructed text. The students then submitted their work.

d. Analysis and Correction

In analysis and correction the researcher asked one student from certain group to come forward and to read the result of their text reconstruction. Again and again the researcher asked any students to give comment on the group's works but still none of them were interested to talk.

The researcher appreciated the groups' work and gave his comments on each.

3. Result of Evaluation 2

The average value or mean (89.68) and the successful students (96.77%) already achieved the criteria of success. There were 30 or 96.77% students who successfully with the evaluation 2 and 1 or 3.23% student who was not successful yet. RP was not success in Evaluation 2 because he was absent by the time for evaluation 2. From the data the researcher concluded that the teaching and learning process, in order to improve the students' listening comprehension by using Dictogloss technique in cycle was successful and decided to stop the action.

4. Questionnaire

Based on the questionnaire the students explained that it was not easy to recognize words spoken by native speaker (listening audio) but the result in evaluation 2 showed that Dictogloss technique succeed to make students achieved the criterion of success. The students' interest in joining the class had an important role in teaching and learning process. Group working helped students solving problem together and made them feel that learning English was easy and fun. After improving the students' vocabularies and pronunciation, the researcher then emphasized on Wh-questions. Hence, the researcher found out 100% students was affirmative with Wh-questions before having listening activity. Knowing what to find in listening activity, made the students were easier to finish the given tasks. And finally, made the students were interested in joining the class.

CONCLUSION AND SUGGESTION

Conclusion

After implementing the Dictogloss technique through preparation, dictation, reconstructing, analysis, and correction for two cycles, it was concluded that this

technique is effective to improve students' listening comprehension. In addition, it also improves the students' vocabulary, pronunciation, and the most important thing that it can make students interested in joining the class.

Suggestion

Conducting the research dealing with Dictogloss technique in improving the students' listening comprehension the researcher suggests as below:

1) For students

This research showed that good interest in studying affect much in students' successfulness. Hence, it is suggested to any foreign language learners to be motivated in teaching and learning process.

2) For teachers

This research proved that Dictogloss technique improves students' listening comprehension, vocabularies, pronunciation, and interest in joining the teaching and learning process. May this technique be one of yours to improve your students' listening comprehension.

3) For other researchers

This research showed that the students did not discuss in English during the reconstructing text process. May other researchers invent the problem and the solution.

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