

## **The Implementation of Dictogloss Technique in Teaching Listening Skill for Tenth Graders in Senior High School**

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### **Abstrak**

Mendengarkan adalah salah satu kemampuan yang harus diajarkan di kelas, khususnya pada mata pelajaran bahasa Inggris karena bahasa Inggris adalah sound language. Sayangnya, menguasai kemampuan mendengarkan tidak mudah, apalagi bagi murid-murid yang belajar mempelajari bahasa Inggris sebagai bahasa asing. Sehingga, murid-murid harus menggunakan strategi belajar yang tepat atau guru harus mengajar menggunakan teknik yang sesuai. Teknik *Dictogloss* dapat digunakan untuk mengajar empat kemampuan berbahasa; mendengarkan, berbicara, membaca dan menulis, tapi penelitian ini hanya berfokus pada penerapan teknik *Dictogloss* untuk mengajar kemampuan mendengarkan. Penelitian ini bertujuan untuk mendeskripsikan bagaimana guru menerapkan setiap langkah dari teknik *Dictogloss*. Penelitian ini dilaksanakan di salah satu SMA di kota kecil, Jawa Timur, khususnya untuk kelas X MIPA 6 yang terdiri dari 36 siswa. Data penelitian diperoleh dari observasi non partisipasi, dimana peneliti mengobservasi guru yang sedang mengajar kemampuan mendengarkan dalam recount text menggunakan teknik *Dictogloss*. Kemudian, data dianalisis menggunakan teknik menganalisis data kualitatif menurut Ary, dkk; *Organizing and Familiarizing*, *Coding and Reducing*, dan *Interpreting and Representing*. Hasil dari penelitian menunjukkan bahwa guru telah menerapkan langkah-langkah dari teknik *Dictogloss* secara urut. Tetapi, ada beberapa hal yang perlu diperhatikan lagi oleh guru, seperti pemilihan materi atau teks yang akan digunakan dan juga instruksi yang diberikan kepada siswa.

**Kata Kunci:** Dictogloss, kemampuan mendengarkan, teks recount

### **Abstract**

Listening as one of language skills is necessary to be taught in the classroom, particularly in English subject as it is sound language. Unfortunately, mastering listening skill is not as easy as it seems, moreover for the students who are learning English as foreign language. There are many difficulties faced by most students in listening section. Thus, it is either the students should use the proper strategy to learn or the teacher should teach using a suitable technique. Dictogloss comes as one of teaching technique that apparently can be used to by the teacher to teach four language skills; listening, speaking, reading and writing, but this research will focus on Dictogloss to teach listening. This study aimed to describe how the teacher implemented each stage Dictogloss technique in teaching listening. It was conducted in one of public high school in small city of East Java, particularly in class X MIPA 6 with 34 students in total. The data was collected through non participant observation, where the researcher observed the teacher while she taught listening skill in recount text using Dictogloss technique. Then, the data was analyzed in 3 stages based on Ary et.al. technique in analyzing qualitative data; *Organizing and Familiarizing*, *Coding and Reducing*, and *Interpreting and Representing*. The result showed that the teacher implemented each stage of Dictogloss technique respectively. However, there were some points that should be more considered more by the teacher in implementing this technique, for example, the materials that would be used and the instructions she gave to the students.

**Keywords:** Dictogloss, listening skill, recount text

### **INTRODUCTION**

Listening is important not only in daily activities, but also in the classroom as it is a compulsory for people to maintain effective communication (Yildirim & Yildirim, 2016). Mendelsohn (1994) pointed out that people takes 40% up to 50% of their time to listen. However, the skills

that are prioritized in English subject are productive skills, which are speaking and writing, while reading and listening get less attention. Moreover, what is found in the field is that listening appears to be neglected in teaching English in Indonesia (Cahyono and Widiawati, 2011), where actually listening is also important to be learned and deserves more place in teaching-learning activity.

Listening as one of language skills is also necessary to be taught in the classroom, particularly in English subject as it is a foreign language. The purpose of teaching English is to enable the students to communicate in both oral and written form using English. Since English is sound language, the students need to be exposed to listening first as a provision to learn the other skills. It is supported by Juwita Sari and Adnan (2013) who pointed out that listening is deemed as the basic form in acquiring language, and it can be seen in a baby starting acquiring a language by listening the voices surround before he or she speaks and learns how to both write and read. Thus, it is apparently important to listen first before learning the other skills.

English is taught as a foreign language in Indonesia, and it is believed that listening becomes a very difficult skill to master for most of Indonesian students (Myartawan, 2012). Juwita Sari and Adnan (2013) stated that there are some factor which make the students may find mastering listening skill is difficult. First, the students are still lacking in vocabulary. Their vocabulary is still not sufficient enough, while in fact, they really need more vocabularies to make a meaning and understand of what they have heard. Without enough vocabulary size, the students may find difficulties in comprehending what they have heard. Second, the students' prior knowledge activation is insufficient. It needs to be more activated. Activating students' prior knowledge will help them to correlate the occurrence and basic information or knowledge that they have to the material which they will learn that day, so they will understand more about it. The activation of students' schemata or background knowledge can be done by asking the students to read related text and asking several question related to the topic before the teacher starts teaching. The last one, the media used for teaching-learning activity in the classroom is uninteresting. Media also takes an important role in teaching learning-activity. It can help the students to be more interested in the material that they are learning, so they will be enthusiastic in learning. There are many kinds of media that can be used by the teacher to make the students more interested in learning. It can be in form of audio, visual, audio-visual, or multimedia.

Beside those three factors above, Meng (2000a) stated there are top 5 problems faced by students in listening comprehension. Those problems are the students forget what they have heard quickly, they can't recognize the words they know, they understand the words being spoken but not the intended message, they neglect the next part while thinking about meaning, and they can't form a mental representation from words that they have heard. Actually there are still more problems faced by student in mastering listening skill, but those problems above are the

top 5 or the problem that are often faced by the students in Meng's research.

From the factors and problems stated above, the teacher unquestionably needs to solve it. It is either the students should use the proper strategy to learn or the teacher should teach using a suitable technique. Dictogloss comes as one of teaching technique that apparently can be used to by the teacher to teach four language skills; listening, speaking, reading and writing, but this research will focus on Dictogloss to teach listening.

Dictogloss is first introduced by Wajnryb (1990). According to Herrel and Jordan (2004) as it is cited in Myartawan (2012), Dictogloss is an interactive technique of teaching listening. It is a classroom activity where the students listen to a passage read by the teacher, note down the keywords and then work in a small group to create a reconstructed version of the text (Vasiljevic, 2010). There are four basic steps in Dictogloss, namely warm-up, dictation, reconstruction, and analysis and correction. Dictogloss is used in teaching listening because it is revealed in some researches that it could increase students' motivation in learning (Myartawan, 2012).

There are many researches discussed Dictogloss in teaching-learning English. However, there are few of them discussed and explained in detail whether the teachers using Dictogloss already applied every step of this technique in teaching listening appropriately. In addition, listening skill gets the least number of research rather than speaking, writing, and reading (Hendryanti & Kumalarini, 2016). Thus, the researcher decided to know how the teacher and the students apply the steps of Dictogloss in listening activity, and titled this research as "The Implementation of Dictogloss in Teaching Listening for Tenth Graders in Senior High School.

Since this research focuses on how the teacher implements each step of Dictogloss, the research questions are formulated as follows:

1. How does the teacher's activity in warm-up stage?
2. How does the teacher do the dictation?
3. How does the teacher implement the reconstructing stage?
4. How does the teacher carry out the analysis and correction stage?

## METHOD

Based on the objectives of study, this research was classified as a qualitative research, as it was pointed out by Ary, Jacobs, Sorensen, and Razavieh (2010) that qualitative research aims to get the holistic picture and in-depth understanding rather than a numeric analysis data. It only focused on description and interpretation of experience or phenomenon, and the data cannot be

expressed numerically (Hancock, Ockleford, & Windridge, 2001), which was different from quantitative research which aimed to measure something in form of number (Patton & Cochran, 2007). This research design was suitable for this research as it aimed to get the holistic picture to be described later in the result and discussion chapter of how the teacher implemented each step of Dictogloss technique.

The subjects of this research were one of English teachers in a public senior high school in a small city. The researcher chose this teacher because she had been teaching English since 1988, meaning that she had taught English for 30 years. Therefore, it was expected that teacher could provide relevant information on teaching listening and could implement Dictogloss technique well. There were some classes that she taught, but she recommended to be observed when she was teaching class X MIPA 6. This class consisted of 25 girl and 9 boys, so it was 34 students in total.

The data of this research would be in the form of words. The sources of the data were all of the teacher's performance and interaction with the students while teaching, in both verbal and non-verbal form. The data in qualitative research were obtained from an intensive exploration with participants and the data are not in simply single word, but the interrelation between words into sentences or interrelation between sentences into discourses (Polkinghorne, 2005).

In this research, the verbal sources of data were phrases, sentences, and utterances that are related to the implementation of Dictogloss technique occurred in the teaching-learning activity. While verbal sources of data included all of things uttered by the teacher, non-verbal sources of data included the activities in the teaching-learning activity that are related to the implementation of Dictogloss technique.

The purpose of data collection in qualitative research was to give evidence for the experience or phenomenon being observed (Polkinghorne, 2005). The main instrument to gather the data was the researcher herself, but the help from another instrument was still needed. To answer the research questions of this research, the researcher did observation. Observation gave opportunity to record activities, behavior and physical aspects without depending upon people's willingness and ability to respond to question (Taylor-Powell and Steele, 1996). While observing the teacher and the students' activity, the researcher also took notes or made a field notes. Field notes were accounts or notes made by the researcher and it described the experience and observation while he or she was participating in an intense and involved manner (Emerson, Fretz, and Shaw, 1995). All of what was being

seen, heard and experienced during the observation can be noted in the field notes.

The data collection for this research was done in two meetings. In the data collection, the research was a non-participant observer which meant that the researcher only observed every occurrence and performance done by the teacher and the students, and it was in-class observation, which meant the observation happened in the classroom when the teaching-learning was going on. In the first meeting, the researcher observed how the teacher taught in the classroom. In this first meeting, the Dictogloss technique hasn't been used yet, and she taught the students based on the material in the book. Although so, the researcher still took note the activities which were done by the teacher and the students. In the second meeting, the Dictogloss was applied.

#### **RM**

When the teacher came to the classroom, some students were ready with their book opened on the chapter that they had studied in the previous meeting, but some of them, especially the boys, hadn't take their book out of the bag. The teacher first reviewed what they learned in the previous meeting so that they didn't forget it. Then, the students then listened carefully while the teacher explained about Dictogloss, and they said that it was the first time to hear that term. The teacher explained briefly what they were going to do in Dictogloss in hope that the students would be prepared more for teaching-learning activity.

The example of field notes above was taken from second meeting. The Descriptive Material (DM) was the factual data, occurrence or the activities happened in the class noted by the researcher, while the Reflective Material (RM) was the reflection of what happened in the teaching-learning activity. What were in RM could be the researcher's ideas, opinion, or concerns about the activity being observed. After all meetings were done, the teacher was interviewed briefly to confirm about the teaching-learning activity that had been done.

The data was analyzed after the data are gathered. This research would follow the step of analyzing qualitative data by Ary et al. (2010). The steps were described as follows:

#### **1. Organizing and Familiarizing**

The first stage in qualitative data analysis included familiarization and organization. It was started with preparing the data from observation checklist, field notes, and interview. In this research, the researcher used observation as the research instrument. While observing, the researcher made field notes to note down the occurrence happened while the teacher taught her students. In addition, although it was not a necessary to

have a direct interaction with people for some of qualitative data collection approaches (Hancock et al., 2001), the researcher needs to interview the teacher to get some additional data or confirm the result of the observation.

After all the data were gathered and prepared, they were organized. First, the data from field notes were organized. There were two parts in the field notes. Those are descriptive material, where the researcher noted down and described how the teaching-learning activity happened, and reflective material, where the researcher wrote down her thought as the teaching-learning activity happened. Here, the hand-written field notes were transcribed thoroughly and were typed to ease the researcher in analyzing it. (See appendix 3 for the field notes)

The transcription from the audio the researcher recorded in the observation was also included. Then, the audio of the interview with the teacher was transcribed.

The researcher transcribed exactly like what being said in the interview without changing the words or correcting the grammatical errors. After all field notes and recording of the interview were transcribed, then the researcher reread all of them thoroughly to familiarize with the data.

## 2. Coding and Reducing

Coding was assigning data into categories, for example, this research had four research questions which were about the implementation of each stage of Dictogloss. To answer those research questions, the data from field notes, observation checklist, and interview were needed. Therefore, all of the data from them were classified, which one was related to each research question. Furthermore, as it is said before that the conversation from the teaching-learning activity was also included in the field notes, not all of the transcriptions were included. The part that was included in the field notes was the one which was related to Dictogloss. The remaining transcriptions were reduced or omitted.

## 3. Interpreting and Representing

In this last stage, the researcher needed to reanalyze the subjects' words and acts. Then, the researcher needed to bring out the meaning, to provide more explanation, and then to describe more detail how the teacher implemented each stage of Dictogloss. To support the argument which might appear, some related theory was also shown.

According to Wajnryb (1990), in the preparation stage of Dictogloss, the teacher should activate the students' prior knowledge and vocabulary size. Asking the students some questions related to the topic that they were going to learn could help them to activate the background knowledge, so the students would feel familiar with the text later. It wasn't done by the

teacher. She only reviewed what the students learned in the previous meeting. She was supposed to recall the students' background knowledge first before starting the next stage of Dictogloss. It also would be better if the teacher tried to make the students more interested in the topic. This could make the students more enthusiastic to learn and help them listen effectively.

The example above showed how the researcher related what the teacher had done to the theory. The main theory used for implementing Dictogloss was a theory by Wajnryb. Therefore, how the researcher answered the research questions will be mostly based on Wajnryb's theory.

## RESULT AND DISCUSSION

In this part, the researcher would present the result of the study followed by discussion. In the result, the researcher would explain the data obtained from the field. It would include the data obtained with observation on the implementation of each step of Dictogloss done by the teacher. To support the data, some related theories would also be shown.

The result of the study would be explained based on the data that have been obtained in the field. First, the researcher would explain about how the teacher implemented the first step of Dictogloss, which was preparation. Then, the researcher would also explain the implementation of the second until the fourth step of Dictogloss, which are dictation, reconstruction, and analysis and correction respectively. In the first meeting, the teacher hasn't started to use the Dictogloss technique yet. She only explained about recount text, and asked the students to do the practices in the book. Basically, the first meeting hasn't answered the research questions. Therefore, the observation was continued to the second meeting where the teacher started to implement Dictogloss.

### 1. Result and Discussion of How the Teacher's Activity in Warm-Up Stage

The second meeting was conducted on Wednesday 14th February, 2018. In this meeting, the teacher started to implement Dictogloss technique. As usual, the students were listening to Asmaul Husna at 06.50 a.m., and then the teacher entered the class at 07.00 a.m. It was not like the previous meeting. Some students were ready with their book opened in the chapter 'My Idol' that they learned in the previous meeting. When the teacher entered the classroom, without being asked, the students started to pray together. Before starting teaching, the teacher asked the students what they had learned in the previous meeting. She reviewed again about the material from the previous meeting. She asked about the types, generic

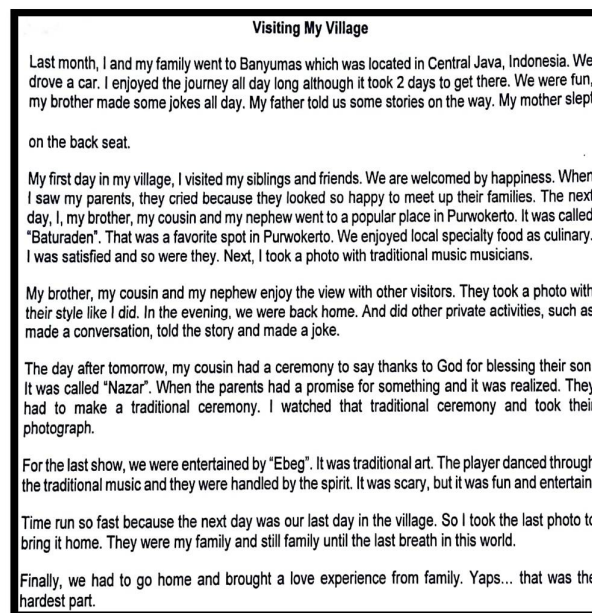
structure, and the tense used in recount text. That was all she asked to the students. It was different with the previous meeting. In the previous meeting, the teacher did more a warm up by asking the students about their hobbies and idols, and then correlated it with the material that they would learn that day. Therefore, the students weren't bored and looked more attracted in the topic. She did enough warm up in the first meeting, but not in the second meeting, where she only asked about recount text in general.

According to Wajnryb (1990), in the preparation stage of Dictogloss, the teacher should activate the students' prior knowledge and vocabulary size. Asking the students some questions related to the topic that they were going to learn could help them to activate the background knowledge, so the students would feel familiar with the text later. It wasn't done by the teacher. She only reviewed what the students learned in the previous meeting. She was supposed to recall the students' background knowledge first before starting the next stage of Dictogloss. It also would be better if the teacher tried to make the students more interested in the topic. This could make the students more enthusiastic to learn and help them listen effectively. The text that they would use that day was personal recount text, particularly personal experience. The teacher could have been asking them whether they had interesting experience in the past, so that there would be some vocabularies related to the past experience that would pop up in their mind. It would ease them in doing the next stages of Dictogloss. After reviewing what the students learned from the previous meeting, she went straightly explaining about the Dictogloss.

The teacher explained what they would do when in Dictogloss. Sometimes she used Bahasa when she explained what to do in Dictogloss, which was expected that the students would understand it better since it was also their first time heard this term. She also got a text for them from the other source. It was a good strategy to prevent the students cheating by looking at the book while the teacher read the text.

The teacher used a text that she got from the internet and there were many errors in that text. First, the distribution of the paragraph was not even. The last three paragraphs were too little compared to the previous paragraphs. Second, there are some grammatical errors there. It can be seen from the first sentence of the first paragraph. It is written "I and my family" when it should be "my family and I". The fourth sentence of the second paragraph also had the same problem. In addition, the last sentence of the fifth paragraph is not parallel. It is written "It was scary, but it was fun and entertain." The words "scary" and "fun" have the same part of speech, that is

adjectives, but "entertain" is a verb. It should be "entertaining" to make it parallel in the sentence. Third, there are some mechanical errors. The third and the fourth sentence of the third paragraph should be in a sentence, but it was separated with a full stop in inappropriate place. It should be "In the evening, we were back home and did other private activities such as made conversation, told the story and made a joke." but there was a full stop after word "home" in the text, which should be omitted. Those are some errors that were found in the text. From the interview, it was revealed that the teacher were unaware of these mistakes.



Picture 1.1 The teacher's text used in Dictogloss

The teacher should consider more these kinds of errors, moreover when the text will be used in teaching-learning activity. Making a text by herself would be safer rather than randomly picked it out from the internet without adapting it.

Nonetheless, the teacher did better in the next activity. After the teacher explained what the students should do in Dictogloss, then she chose 8 students as the leaders of each group, who she considered them as the most capable ones in English.

The group leaders might choose their own group member and sat together according to their group. After all of the groups were set, the teacher distributed two pieces blank paper as their worksheets.

It was good that the teacher was the one who chose the group leaders because, so that the aces of English in that class were spread in all of groups. However, the thing that should be considered by the teacher was the instruction she gave. She didn't ask the students to write their group members' name first, and she told them to write it after the students finished making the text. Therefore, the students write their name in different places. It was not a big deal, but if the teacher asks them

to write their names in a certain position, it would look convenient. It will also ease her when she assesses their worksheets. This kind of small thing was also necessary to be paid attention on. In sum, the teacher's preparation was not good enough in this implementation of Dictogloss.

## **2. Result and Discussion of How the Teacher does the Dictation**

In the second stage of Dictogloss, which is dictation, the teacher read the text twice.

Before starting reading, the teacher informed the students that they are not allowed to write anything. They just had to listen what the teacher read, so that they were familiar with the text. Then, the teacher started to read the text titled 'Visiting My Village'. She read it not too fast and not too slow. She gave a pause for about 3 seconds between sentences. While reading the text, she also looked at the students for a couple of times. When she read the text, she noticed that some students took note even in the first dictation. Therefore, she stopped in the halfway and gave them warning to not to take notes in the first dictation.

In the second dictation, the teacher told the students that this time they were allowed to note down or write something. Every student should note down the keywords on their own paper to be used in group discussion to reconstruct the text later. The teacher also told them that they didn't have to write full sentences. Writing the keywords only was enough. The teacher read the text like in the first dictation. She read it with normal speed and gave a pause between sentences.

The teacher did a good job in dictation stage, which was the contrast to the first stage before. The teacher gave a clear instruction that the students shouldn't write anything in the first dictation, but they were encouraged to note down the keywords in the second dictation. After giving the instruction, she started to read the text for the first time. Since understanding different accents, intonation patterns, and stress is one of the most important features for students in listening to English as a foreign language (Saricoban, 1999), the teacher did a good job in using intonation and stress, so it eased the students to understand what was being read by the teacher. The pronunciation was also good and clear. Every time she came to the end of the sentence, she paused for about three to five seconds and then continued reading the next sentence. Her intonation and her break were correct. She took break in the appropriate place, so the sentences were cut in the right place. She did the second dictation with the same way. The only thing which was different was the students were allowed to take notes. What the teacher has done was in line with the dictation stage stated by Wajnryb (1990), that dictation should be done at a normal speed, and the way the teacher read should not break down the sentence into chunk of word unit.

In spite of the teacher did well in this stage, one thing that should be improved is that the teacher should be louder in reading the text so that the students can hear her

voice clearly. Although there is this little problem, the teacher did a great job on both dictations.

## **3. Result and Discussion of How Teacher Implements the Reconstructing Stage**

After the dictation stage was over, the teacher gave an instruction for the students to work with their group member to reconstruct the text based on the keywords that they had noted down on their book or paper within the given time.

They might use those keywords to help them in remaking the text. Some words on their note might trigger their memory and help them to make a text sentence by sentence. Since every group member had a note, it would ease them and they could combine them to make a text.

While the students were working on their text, the teacher didn't only sit on her chair. She walked around the classroom to see the students' progress. She looked at every group's text and came again to the front of the class. She reminded the students that the story happened in the past. Then, she asked the students what tense they should use and the students answered it correctly that the tense they should use was past tense. The teacher asked the students to look at their work whether it already used past tense. In addition, she also reminded the students that in the past tense, there were two kinds of verb; those were regular and irregular verb. She asked the students to look closely at their work and to make sure that they used the right form of the verbs.

In this reconstruction stage, the students were asked to work together with their group member to reconstruct the text based on the keywords that they had noted down. While the students was working on their text, the teacher also walked around the classroom to make sure all of the students took part in reconstructing the text. While looking at the students' worksheet, she didn't say anything although there were some mistakes, but then she came to the front of the class again. Suddenly, she asked the students something related to the recount text again.

That was how she guided the student. Once she saw mistakes done by the student, she didn't point out directly, rather than asking the students questions related to their mistakes, so that the students thought and found out it by themselves. She also asked it in front of the class, so that the other students also aware with those kind of mistake done by their friends.

## **4. Result and Discussion of How the Teacher Carries Out the Analysis and Correction Stage**

When all of the groups had done making their own text, the teacher gave another instruction to the students before going into the text discussion.

After giving the instruction, the teacher started to read the questions one by one. After reading a number, she stopped for about thirty seconds and gave the students a chance to write down their answer. Then, she continued to read the next questions and did the same step repeatedly. After the last questions, she asked the students to check their answers while she was rereading all of the questions. Then, the teacher didn't check the



students' answers directly. She discussed the text first before discussing the answer.

The teacher asked one of the groups to read their text. Group 2 then come to the front of the class as the volunteer. The teacher asked the other group to pay attention and compare the group 2's text with theirs. Next, one of the group 2's members started reading the text with normal speed. The other groups were quiet and analyzed their own text.

Once she finished reading the text, the teacher asked the other groups whether there was any group who didn't agree with group 2's composition. All groups said that they had similar text, but still there were some small differences. Eventually, each group got a chance to read their text. After that, the teacher asked the students to swap their worksheets with the other groups'. They shouldn't have their own worksheet. The teacher then read the questions again. Each group had to answer the question. Therefore, the teacher asked group 1 to answer question number 1, asked group 2 to answer question number to, and so on to make it fair. She asked them to correct and to give scores to the worksheet that they hold. If they had different answer, they discussed it with the teacher for the correct answer.

In the last stage, the teacher didn't directly analyze the text, but she gave some questions related to the text first. Since it was listening activity, the teacher needed to assess the students' listening comprehension by giving them those questions. The teacher gave ten questions. She read it one by one, but after reading one questions, she paused for thirty seconds to give the students some time to answer and to write it down in their worksheets.

According to Wajnryb (1990), in the analysis and correction stage, the students were asked to analyze their own text and corrected it by themselves. This should be done with the teacher's help by comparing their versions to the other groups' and then with the original. What the teacher has done was also in line with the stages proposed by Wajnryb. After giving all of the questions, the teacher asked one of the groups to come in front of the class to read their text.

Group 2 was willing to be a volunteer. The teacher then instructed the other group to pay attention and compare their text to group 2's text. When group 2 read the text, the teacher also looked at the original text. Once they had done, she gave feedback to group 2 and ask the other groups whether they had different opinion. Eventually, all groups read their text and also correct their mistakes with the help of the teacher. While correcting the students' work, the teacher also read the text once again as the comparison.

The discussion then continued. The teacher asked each group to answer the questions, question number one for group 1, and question number 2 for group 2, and so on. This was fair because all group got a chance to speak up although not all members got that chance because the number of questions was limited. There were only eight groups, but the questions were 10 numbers, so the teacher asked for 2 volunteers to answer it, and 2 students directly raised their hands without any force from the

teacher. When it came to number 9, there was no group who answer it correctly.

#### Questions

1. When did they go to Banyumas?
2. How did they go there?
3. Was the writer sad on the way?
4. What did the writer do on the first day?
5. What was the popular place in Purwokerto? <sup>3rd</sup>
6. What is the meaning of "private activities" on 2<sup>nd</sup> paragraph?
7. What did they call the ceremony to say thanks to God?
8. Why was the writer scare with "Ebeg"?
9. When did the writer take the last foto?
10. Did the writer enjoy the holiday in the village?

Picture 4.1 List of questions

1. They went to Banyumas Last month.
2. They go there by car.
3. No, the writer enjoyed his journey
4. On the first day, the writer met his sibling and his friends.
5. The popular place in Purwokerto is Batu Raden.
6. Private activities is something activities that we did and nobody know that, because its very particular
7. Nazar traditional ceremony
8. Because a traditional ceremony looked scared and mistic.
9. On the last day
10. Yes, the writer enjoy his holiday in the village because he has a lot of experience.

Picture 4.2 sample of students' work (group 1)

- 1.) Last month
- 2.) By drove a car
- 3.) No, she not sad
- 4.) She played with her friends and visited her sibling.
- 5.) It is Batu Raden
- 6.) Daily activity each people
- 7.) It called nazar
- 8.) Because ebeg is spiritual dance.
- 9.) Before went to home in city.
- 10.) Yes, she enjoyed the holiday

Picture 4.3 sample of students' work (group 4)

The question was "When did the writer take the last photo?" All groups answered that the writer took the last photo on the last day before the writer going home. They were so sure that their answer was correct, but apparently it was wrong. The teacher asked the students to listen carefully and the teacher read the second last paragraph of the text, "Time run so fast because the next day was our last day in the village." Then the teacher said that it meant the writer said it one day before they went home, so the right answer to number 9 was "one day before the writer left the village". This is a good question because it

can test the students' comprehension, whether they really understand the or not

The last step was the teacher asked the students to submit those worksheets. They also didn't forget to submit the homework that was given in the previous meeting. As the post-teaching, the teacher asked the students about how they feel after they were taught using this technique. They said it was fun yet difficult, because they had to listen carefully and they also had to write something while they were listening. Then, they prayed together and the class was ended.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the result of the study and discussion on the previous chapter, it can be concluded that, first, in the preparation stage, the teacher's preparation wasn't good enough. There were some basic things that needed to be considered more by the teacher, for example the text she used and the instruction she gave to the students.

Second, in the dictation stage, the different result was found. The teacher did a great job in this stage. She dictated the text really well. She read it in a normal speed and with the right intonation, which made it sounded good and easy to understand. One thing was that should be improved in this stage was that the teacher's voice should be louder.

Third, in reconstruction stage, just like the previous stage, the teacher also did a good job. The teacher didn't point it out directly when she corrected students' mistake. She also didn't correct it, but she let the students corrected it themselves after they were reminded by the teacher.

Lastly, in the analysis and correction stage, the teacher didn't forget to give questions to assess the students' comprehension because the main focus is listening skill. She also made a tricky question which was succeed in deceiving the students.

All in all, the teacher implemented this Dictogloss technique well and respectively, although there were still some things that should be improved and paid attention on more.

### Suggestion

After the result of the study, discussion and conclusion was showed, the researcher would gave some suggestions to the teacher and the further researchers in order to have better understanding in practicing and implementing Dictogloss in teaching listening skill.

#### 1. For teacher

The Dictogloss technique should be implemented thoroughly and the steps should be followed properly in order to be successful in implementing Dictogloss in

teaching listening. The teacher also should improve her knowledge about Dictogloss and teaching listening, to know what should and shouldn't do in the teaching the students. The basic thing such as choosing the appropriate material shouldn't be neglected, because material also takes important and vital role in teaching-learning activity.

#### 2. For further researcher

Basically, Dictogloss is a technique that can be used in teaching listening and writing, so the researcher suggests the further researcher to use this technique for both skills mentioned. In line with this, the researcher also suggests to implement this technique by the further researcher himself, so the further researcher not only describe how the teacher implement this technique, but also teaching the students using Dictogloss by himself.

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