THE EFFECTIVENESS OF USING DICTOGLOSS TO INCREASE STUDENTS’ LISTENING COMPREHENSION ABILITY

A Thesis Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By: INDAH DWI LESTARI
NPM. 1611040023

Advisor : Prof. Dr. Idham Kholid, M.Ag
Co-Advisor : Dewi Kurniawati, S.S., M.Pd

Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2021/2022
ABSTRACT
THE EFFECTIVENESS OF USING DICTOGLOSS TO INCREASE STUDENTS, LISTENING COMPREHENSION ABILITY
BY
INDAH DWI LESTARI

Students need to develop listening skill and are expected to be able to use English early. Listening is used for a variety of purposes. The purpose of each can be to obtain information, promote understanding between the listener and the speaker, or to confirm the message. Although, there are many difficulties that students face in learning listening. Those difficulties are students have lack of vocabulary, lack of vocabulary and grammar. From those difficulties, researcher suggested using a technique. The technique that researcher suggested in listening comprehension is dictogloss technique. The objective of this research is to find out whether there is Effectiveness of using Dictogloss to increase students’ listening comprehension ability.

The research methodology was experimental method. The researcher deal with only one class. It was experimental class. The population of this research was the eleventh grade of the second semester od SMA 3 Bandar Lampung. The samples of this research was one class that was XI IPA 4 as experimental class. The treatment, dictogloss was held in 3 meetings which 1 x 45 minute for each class by zoom meeting and Google classroom because of covid-19. Before conducting the treatments, the students were given pre-test. After conducting the treatments, the students were given post-test. After giving post-test, the researcher analyzed the data by using spss with Mann-Whitney test because the data distribution are not normal.

From the data analysis, the result can be seen from sig.(2-tailed) of the equal variance assumed in the independent sample test table where the sig.(2-tailed) is 0.00. It is lower than \( \alpha = 0.05 \) and it means that \( H_0 \) is rejected and \( H_a \) is accepted. Based on the result of data analysis, the researcher concluded that, it was effective to teach listening using Dictogloss to increase the students’ listening comprehension ability.

Key words: Dictogloss, Listening Comprehension, Quantitative Research.
APPROVAL

Title: THE EFFECTIVENESS OF USING DICTOGLOSS TO INCREASE STUDENTS' LISTENING COMPREHENSION ABILITY

Student’s Name: INDAH DWI LESTARI
Student’s Number: 1611040023
Study Program: English Education
Faculty: Tarbiyah and Teacher Training Faculty

APPROVED

Have been tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung

Advisor,
Prof. Dr. A. Kholid, M.Ag.
NIP: 196010201983031005

Co-Advisor,
Dewi Kurniawati, S.S., M.Pd.
NIP: 198006012006042047

The Chairperson of English Education Study Program

M. Nuri, M.Pd
NIP: 198005152003122004
ADMISSION

A thesis entitled: "THE EFFECTIVENESS OF USING DICTOGLOSS TO INCREASE STUDENTS' LISTENING COMPREHENSION ABILITY" by:
INDAH DWI LESTARI, NPM: 1611040023, Study Program: English Education, was tested and defended in the thesis examination held on: Thursday, November 4 2021.

Board of Examiners:

The Moderator : Dr. Melinda Roza, M.Pd
The Secretary : Dr. Nur Syamsiah, M.Pd
The First Examiner : M. Sayid Wijaya, M.Pd
The Second Examiner : Prof. Dr. Idham Kholid, M. Ag
Advisor : Dewi Kurnawati, S.S., M.Pd

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. H. Nirva Diana, M.Pd
NIP: 196408281988032002
"Allah will raise (degrees) those who believe and have knowledge among you by several degrees. And Allah is All-Aware of what you do.” (Q.S Al-Mujadillah:11)
DEDICATION

I dedicate this thesis to:

1. My beloved parents, Mr. Karsono and Mrs. Sri Karyawati who keep on praying for my life and success then always given me support.
2. My beloved sister Yuliana Eka Purwati S.Kom. and my brother Farisi Ahmad Dzaki who always support me.
3. My beloved bestfriends Putri Indriyani, Nopita Nadia, Sheila Syahnaz, Ery Febiana who always company and supporting me.
4. My beloved friends who always support me and all members of PBI A 2016.
5. My beloved lecturer who made me grows up and has contributed much for my self-development.
CURRICULUM VITAE

Indah Dwi Lestari was born in Qurnia Mataram on July 24th, 1998. She is one of the three children of Mr. Karsono and Alm. Mrs. Kholifah. She has one sister her name is Yuliana Eka Purwati and one brother his name is Farisi Ahmad Dzaki.

She began her study at TK Nurul Hidayah Qurnia Mataram and graduated in 2004. She continued her study at SDN 1 Qurnia Mataram in 2004 and graduated in 2010. Then, she studied at SMP N 2 Seputih Mataram and finished in 2013. After that, continued her studied in SMA N 1 Seputih Mataram in 2013 and completed in 2016. Furthermore, in 2016, she decided to study in English Education Study Program of Tarbiyah and Teacher Training Faculty Raden Intan Lampung.
ACKNOWLEDGMENT

Praise to be Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation is upon our prophet Muhammad Saw, with his family and followers. This thesis entitled “The Effectiveness of Using Dictogloss to Increase Students’ Listening Ability” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Hj. Nirva Diana, M. Pd. the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personnel, who has given an opportunity and forbearance to the writer when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Prof. Dr. Idham Kholid, M.Pd, the advisor, who has patiently guided and directed the researcher until the completion of this thesis as well.
4. Dewi Kurniawati, S. the co-advisor, who has always patiently guided, helped supervision especially in correcting and given countless time for the research to finish this thesis as well.
5. All lecturers of English Department of UIN Raden Intan Lampung who have taught the researcher since the first of her study.
6. Supanto, S. Pd, the Headmaster of SMA 3 Bandar Lampung for allowing the researcher conducting the research; to English teacher of SMA 3 Bandar Lampung, Tati Lestari,
S.Pd. for being helpful during the research process and giving suggestion during the research.

Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar
Lampung, July 2021

The
Researcher,

Indah Dwi Lesatri
NPM. 1611040027
TABLE OF CONTENTS

COVER ..............................................................................................................i
ABSTRACT .....................................................................................................ii
APPROVAL LETTER .......................................................................................iii
ADMISSION LETTER ...................................................................................iv
FREE PLAGIARISM LETTER ..........................................................................v
MOTTO ...........................................................................................................vi
DEDICATION ...................................................................................................vii
CURRICULUM VITAE ......................................................................................viii
ACKNOWLEDGMENT .....................................................................................ix
TABLE PF CONTENTS ....................................................................................x
LIST OF TABLES ..........................................................................................xii
LIST OF APPENDICES ..................................................................................xiii

CHAPTER I INTRODUCTION
A. Title Affirmation ......................................................................................1
B. Background of the problem ..................................................................2
C. Identification of the Problem ................................................................7
D. Limitation of the Problem ......................................................................7
E. Formulation of the Problem ....................................................................7
F. The Objective of Research .....................................................................7
G. Use of the Research ...............................................................................7
H. Scope of the Research ..........................................................................8
I. Organization of the paper ......................................................................9

CHAPTER II FRAMES OF THEORY AND HYPOTHESIS
A. Frames of Theory ................................................................................11
   1. Concept of Listening .........................................................................11
   2. Types of Listening ...........................................................................13
   3. Listening Process ............................................................................15
   4. Concept of Ditogloss .......................................................................15
   5. Procedure Using Dictogloss ............................................................17
   6. Advantage and disadvantage of Dictogloss ...................................18
B. Hypothesis ............................................................................................20
CHAPTER III RESEARCH METHODOLOGY
A. Research Design.................................................................21
B. Variable of the Research ..................................................22
C. The Operational Definition of Variable ..................................22
D. Population and Sample of the Research ...............................23
E. Sampling Technique .........................................................24
F. Data Collecting Technique ..................................................24
G. Instrument of the Research ...............................................25
H. Research Procedure ..........................................................27
I. Validity and Reliability .......................................................29
J. Data Analysis .....................................................................30

CHAPTER IV RESULT AND DISCUSSION
A. Data Description ..............................................................33
B. Result of Research ............................................................34
   1. Result of Pre-Test in Experimental class ..........................34
   2. Result of Post-Test in Experimental Class .......................35
C. Data Analysis ....................................................................36
   1. The Result of Normality Test .........................................36
   2. The Result of Homogeneity Test ....................................37
   3. Result of Hypothetical ..................................................38
D. Discussion ........................................................................39

CHAPTER V CONCLUSION AND SUGGESTION
A. Conclusion .......................................................................43
B. Suggestion ........................................................................43

REFERENCE
APPENDICES
LIST OF TABLES

Table 3.1 Pre-Experimental design table

Table 3.2 Population of the students of SMA 3 Bandar Lampung

Table 3.3 The Result of Normality Test of Experimental Class

Table 3.4 The Result of Homogeneity Test of Experimental Pre-test and Post-test

Table 3.5 The Result of Hypothetical Test
LIST OF APPENDICES

Appendix 1 The Preliminary Research Data

Appendix 2 syllabus

Appendix 3 Lesson Plan

Appendix 4 Instrument of Pre-Test

Appendix 5 Instrument of Post-Test

Appendix 6 the score of Pre-test

Appendix 7 the score of Post-test

Appendix 8 Result of Pre-test

Appendix 9 Result of Post-test

Appendix 10 the Result of Normality Test

Appendix 11 the Result of Homogeneity Test

Appendix 12 the Result Independent Samples T-Test

Appendix 13 Documentation
CHAPTER I
INTRODUCTION

A. Title Affirmation

As the first step to understanding the title of this thesis, and to avoid misunderstandings, the researcher need to explain some of the words that make up the title of this thesis. As for the title of the thesis that is meant is THE EFFECTIVENESS OF USING DICTOGLOSS TO INCREASE STUDENTS’ LISTENING COMPREHENSION ABILITY. As for the explanation of the meaning some of terms contained in the title of this thesis as follow:

Effectiveness is an output of specific review/analyses that measure the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements. Whereas, in this research, effectiveness is an output that measure the achievement of a specific method/technique towards students’ listening comprehension ability.

Nation stated that, In the dictogloss activity, learners listen to a short text read twice to them while they take notes. In small groups they reconstruct a written form of the text from these notes. In Dictogloss, teacher read a short text while students listen and write down familiar words. After that Students work on small group and gather their resource to reconstruct the version of the original text. The final stage of this activity, students compare what they have reconstruct to another student.

---

2 I. S. P. Nation and J Newton, Teaching ESL/EFL Listening and Speaking (London: Taylor and Francis e-Library, 2008 ), P. 68
Increase is the act of becoming larger or greater or of making something larger or greater. While in this research, increase means act of becoming greater of students’ listening comprehension ability.

Listening comprehension is an active process. Listeners analyze what they hear and interpret it on basis of their linguistic knowledge and their knowledge of topic. Students should understand about all of the message from speaker said that was their hearing. Thus listening comprehension is the ability in listening then understanding the meaning but not only in general but in specific details like pay attention about meaning of word, syntaxes of sentence, accent, and etc. based on their background knowledge and their understanding linguistic knowledge.

Thus, what does the author mean by the title of the thesis about THE EFFECTIVENESS OF USING DICTOGLOSS TO INCREASE STUDENTS’ LISTENING ABILITY is to know achievement of students’ listening comprehension if treated by Dictogloss.

B. Background of the Problem

English is an international language considered an important language to learn. It requires the learners receive and to understand incoming information or input. It is very important to master other skills such as speaking, writing and reading. In this era, many people focus on their mastering on speaking skill but after their master their speaking it is important to learned listening skills first. This is because students simply learning words, phrases and grammatical features are not enough if they want to improve their skills. These realities lead teachers to believe that their students need to improve and master their listening skills.

---

Students need to develop listening skills and are expected to be able to use English early. Listening is used for a variety of purposes. The purpose of each can be to obtain information, promote understanding between the listener and the speaker, or to confirm the message.

Listening is the process of connecting sounds and forms of meaning. It has helped us understand one of the parts we need to succeed in communicating with the world around us. It has always been a crucial part of interaction. Listening is not just hearing but about reaching an agreement through information or giving correct answer with the help of grammatical knowledge. Whereas listening understanding the speakers emphasize or pronunciation, his language structure and his vocabulary, and getting a handle on his meaning. When we listen, we get information about pronunciation, intonation, rhythm, pitch and pitch, as well as information about vocabulary and grammar to understand the meaning.

According to Harmer, One of the main reason for getting students to listen to spoken English is to let them hear different varieties and accent-rather than just the voice of their teacher with its own idiosyncrasies. Idiosyncrasy is a person’s specific way of behaving and thinking especially when it is unusual or usual feature. In this era, we need to be able to speak not only one variety of English (eg. US English), but also other types of English like British English and Australian English.

Researcher has discovered the pact that it is difficult to remember what they hear because the students who listen to the lesson they listen to based on interview in the second grade of senior high school have a limited vocabulary. They also miss a few of words when they heard because the speaker pronounce the words quickly. Students difficult to find the

---

message of the text they heard cause they have limited vocabulary and their grammar is less. Besides that, English teacher at this school use the monotonous teaching method to teach listening class. Thus, the difficulties that students’ face are lack vocabulary, grammar, and difficult to find the massage of the text. In Senior High School 3 Bandar Lampung, teacher teaches the students using Teacher-Centered Teaching which is ignored students’ participation in classroom. Therefore, this technique does not provide students who are not effective in teaching listening, monotonous learning with the opportunity to use language as a means of communication.

To solve the problems students face, researcher has suggested using a technique. The technique that researcher suggest in Listening Comprehension is Dictogloss Technique. Dictogloss technique is a spelling activity that requires students to reconstruct a text by listen and then noting down what they heard. This technique also help students more active in the classroom because this technique not only focus on Listening, but also practice students’ writing ability. This technique effective because students learn to discuss what they have been heard with their friends. Thus if they difficult to figure out what they heard, they can ask and change their ideas to other friends. Based on problem above that students difficult to find the message of the they heard, the researcher believe that applying this technique might solve the problems that faced by students in Listening Comprehension. There are several previous research using this technique and their result as follows.

First, in Jibir-Daurathis journal with the title Using Dictogloss As An Interactive Method of Teaching Listening Comprehension on students of Ahmadu Bello University, the result of this research is that it is an effective way of teaching listening comprehension to second language learners. Dictogloss helps students in cooperative learning. Students
can get used to working with peers without restriction. Therefore, learning becomes fun. Knowing that one’s classmates are not better than him can be a persuading figure in trying so hard to achieve better grades. If used effectively in the classroom, dictogloss can help the students to become independent learners.  

Second, in Vasiljevic’s journal with the title Dictogloss As An Interactive Method of Teaching Listening Comprehension to L2 Learners, the result of this research is A dictogloss listening class embodies several important principles of language learning such as learner autonomy, cooperation among learners, focus on meaning and self and peer-assessment. Process is equally as important as product. The procedure entails both language decoding (dictation) and its encoding reconstruction) and, as a result, enhances both students’ listening and communication skills. It pushes learners to produce a meaningful and accurate text and to reflect on their choices. if implement correctly, the dictogloss approach results in active involvement of the students and offers a challenging and rewarding learning experience.  

Third, in Puspita’s journal with the title Enhancing Students’ Listening Skill Through Dictogloss in English Department IAIN Raden Intan Lampung, there are two results of this research; Dictogloss can improve students’ listening skill. This improvement encompasses; (1) student can grasp the ideas from audio, (2) students can reconstruct the ideas by using their own word, (3) students can cooperatively do discussion with their friends. And the net result; Teaching listening skill by implementing dictogloss technique in the class could provide better atmosphere, it was indicated by the

---

followings; (1) the condition of teaching and learning process become more alive and attractive; (2) dictogloss can manage students thinking skill, thus they can focus on the audio. They also engaged in free discussion actively. In conclusion, that there is an improvement of the students’ listening skill after being taught using Dictogloss.  

Based on the previous research, the researcher could conclude that the use of Dictogloss showed good results with students listening to all the comprehension abilities of the previous study. By using Dictogloss, students not only improve their listening comprehension, but their writing skill by reconstruct their idea and also speaking skill by they read what they reconstruct before, and those activity can make the condition of learning process more alive and attractive.

There are some differences between the previous research and the current research. The previous research was conducted at Ahmadu Bello University and IAIN Raden Intan Lampung, whereas the current research conducts at SMA N 3 Bandar Lampung. And all previous research uses action research as a research method and the current research also uses experimental research design as a research method. Thus between the previous and current research there are two differences.

In this case, it is interesting for the researcher to study and analyze the teaching process with the help of Dictogloss in 2nd grade at the SMA N 3 Bandar Lampung school because in this school the students have a low listening skills in English and are less enthusiastic about learning English, especially listening. Because the class is monotonous.

---

Based on the above background explanation, the researcher proposes a study titled “The Effectiveness of Using Dictogloss to Increase Students’ Listening Comprehension Ability” in second grade of SMA N 3 Bandar Lampung in the academic year of 2021/2022.

C. Identification of the Problem
   Based on what the researcher wrote in the context above, the researcher defines the problem as follows:
   1. The students difficult to remember and find the message of the text they have been heard.
   2. They lack their vocabulary and grammar
   3. Teacher using the monotonous teaching method

D. Limitation of the Problem
   Based on the identification above, the researcher use Dictogloss to focus on the effect of improving students’ Listening Ability.

E. Formulation of the Problem
   On the basis of the above identification and limitations, the researcher formulates the following problem: Is using Dictogloss in teaching Listening effective to improve students’ listening comprehension ability?

F. Objective of the Research
   Based on the above problem formula, the objective of the research was to know whether there is effectiveness of using Dictogloss to increase students’ listening ability.

G. Significant of the research
   The researcher expects that there are some benefits the research as follow:
   1. Theoretically, the research can enhance or add theories about the students’ listening comprehension ability using Dictogloss.
2. Practically, the result of the research will provide new information for teacher and students, including:
   a. For the teacher
      The result of this research can help the teacher to easier present the material about listening comprehension.
   b. For the students
      The results of this research can be used as a reference to improve the ability of students’ in listening comprehension about teaching listening using dictogloss.
   c. Other researchers
      To give additional information for other researcher who wants to conduct further research on the related field.

H. Scope of the Research

The scope of researcher was:
1. Subject of the research
   Subject of the research was the first semester of the 11th grade of SMA N 3 Bandar Lampung in the academic year 2021/2022.
2. Object of the research
   Object of the research was to find out whether there is effectiveness of using Dictogloss to Increase students’ listening ability in 11th grade of SMA N 3 Bandar Lampung in the academic year 2021/2022.
3. Place of the research
   The research was conducted at SMA N 3 Bandar Lampung in academic year 2021/2022.
4. Time of the Research
   The research was conducted at the first semester in the academic year 2021/2022.
I. Organization of the Paper

To make it easier to see and find out the discussion that is in this thesis as a whole, it is necessary to put forward a systematic which is a framework and guidelines for writing a thesis. These followings are how the research organized:

CHAPTER I INTRODUCTION

This chapter presents the research foundation including title affirmation, background, identification, limitation, formulation and objective of the problem, significance of the research, scope of the research and organization of the thesis.

CHAPTER II LITERATURE REVIEW

To keep both research’s validity and reliability, the researcher provides knowledge related to the topic. This chapter contains of frames of theory which contains the discussion definition of dictogloss and listening comprehension and hypothesis.

CHAPTER III RESEARCH METHODOLOGY

In this chapter the author explained the data and put forward the research method conducted by the author in information development. In this session, there would be research design, variable of the research, the operational definition of variable, population and samples of the research, sampling technique, data collection, instrument of the research, research procedure, validity and reliability and data analysis. Many data that needed by the researcher are collected and analyzed in this part. Contribution of the samples give a lot of objective views in gaining the data required.

CHAPTER IV RESULT AND DISCUSSION

It is the essence of the paper. The result display all results of data analysis. The research questions meet the answer in this
chapter. To make it clearer for the readers, the researcher conveys the discussions of the results. This chapter contains Result of the research and Discussion.

CHAPTER V CONCLUSION AND SUGGESTION

What can be taken form this research is shortly described in this chapter. This chapter contains conclusion and suggestion from all research which has been done. Conclusion can be drawn from problems that exist in the research and the results of completion of research and the results of completion of research that is objective analysis. While the suggestion contains problem solving. This suggestion is intended for the scope of the research. This is the end of the paper.
CHAPTER II
FRAMES OF THEORY AND HYPOTHESIS

A. Frames of Theory

1. Concept of Listening Skill

According to Nation, Listening is the natural precursor to speaking; the early stages of language development in a person’s first language (and in naturalistic acquisition of other languages) are dependent on listening\(^8\). Listening is not only to establish communication, but also to develop learning, understanding and mental skills. Listening is a series of psychological activities to understand what is heard. It is not just the process of hearing sounds correctly. It means making decisions based on what you hear, organizing them, combining the content delivered by the speaker with prior knowledge and psychologically structuring it. Listening is not as it were understanding, getting informed and appreciating, but it is additionally a behavior.

According to Mandelson, listening is widely acknowledged as a neglected skill due to insufficient pedagogical development and perhaps even teacher training\(^9\). Listening is not as it were understanding, getting informed and appreciating, but it is additionally a behavior. Both in daily life and working life and social life, establishing a healthy and good environment depends on the presence of people knowing how to listen. Listening training from early ages is a process that constitutes all stages of individual learning. Listening in propensity which a student obtained amid preschool and elementary school years should be improve more through assistance of new information to be given at high school level.


and a good listening habit should be one of his/her distinct personality characteristics.

According Rost, listening is defined as one of the process of communication which includes four types of orientation, which are receptive, constructive, collaborative, and transformative orientation. The term “receptive orientation” means receiving what the speaker actually says while the terms “constructive orientation” means constructing and representing meaning. Meanwhile the term “collaborative” means negotiating meaning with the speaker and responding while the term “Transformative” means creating meaning through involvement, imagination and empathy\(^\text{10}\).

Listening skill is key to receiving messages effectively. It is a combination of hearing what another individual says and psychological inclusion with the individual who is talking. Listening is a skill of Language. It requires a crave to understand another human being, an demeanor of regard and acknowledgement, and a readiness to open one's mind to undertake and see things from another's point of view. It requires a high degree of attention and energy. It request that we set aside our own thoughts and motivation, put ourselves in another's shoes and attempt to see the world through that person's eyes. Listening is the capacity to precisely receive and interpret messages in the communication process. Listening is key to all effective communication. Without the capability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily gotten to be disappointed and bothered.

\(^{10}\) Michael Rost, *Teaching and Researching Listening*, (London: Pearson Education Limited, 2011 ), 2\textsuperscript{nd} edition, pp. 2-4
2. Types of Listening

According to Field\(^{11}\), there are types of listening determined by listener’s goal.

<table>
<thead>
<tr>
<th>No.</th>
<th>Global</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shallow Attentional Focus</td>
<td><strong>Skimming</strong> (listening generally) to establish discourse topic and main ideas. ‘What is it about?’ e.g. TV channel hopping, TV advertisements, eavesdropping</td>
<td><strong>Unfocused scanning</strong> to locate information relevant to the listener. ‘Does the speaker mention anything of interest to me?’ e.g. news headlines</td>
</tr>
<tr>
<td>2. Medium Attentional Focus</td>
<td><strong>Listening for plot:</strong> listening to commentary ‘What happened next?’ e.g. film/TV drama, TV/radio interview <strong>Conversational listening</strong> ‘What is the speaker’s message?’ e.g. everyday chat <strong>Information exchange</strong></td>
<td><strong>Focused scanning</strong> to locate one area of information needed by the listener. ‘When will the speaker mention X?’ e.g. airport announcement, weather forecast <strong>Search listening</strong> to locate and understand</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>'How much do I need to know?' e.g. tour guide</th>
<th>information relevant to predetermined needs. ‘What is the answer to these questions?’ e.g. hotel/travel information</th>
</tr>
</thead>
</table>

**Message listening**

‘How many details do I need to retain?’ e.g. answerphone

<table>
<thead>
<tr>
<th>Deep Attentional Focus</th>
<th><strong>Close listening</strong> to establish the speaker’s main points and to trace connections between them. ‘What is important?’ e.g. lecture listening</th>
</tr>
</thead>
</table>

**Listening to check critical facts**

‘Is this consistent?’ e.g. witness evidence

<table>
<thead>
<tr>
<th>4. Very Deep Attentional Focus</th>
<th><strong>Close listening</strong> to record in depth the speaker’s main points and supporting detail. ‘I assume that everything is relevant.’ e.g. negotiation</th>
</tr>
</thead>
</table>

**Listening to vital instructions**

‘I assume that everything is important.’ e.g. street directions

**Listening to the form of words**

‘What precisely did he say?’ e.g. listening to quote somebody
3. Listening Process

Two distinctive sorts of forms are included in understanding spoken discourse. These are often referred to as bottom-up and top-down processing\textsuperscript{12}.

a. Bottom-up processing

Bottom-up processing refers to using the incoming input as the basis to understand the message. Comprehension begins with received data being analyzed into successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is inferred. Comprehension is seen as a decoding process. The listener’s lexical and grammatical competence in a language from the basis of bottom-up processing. The input is scanned for familiar words, and grammatical information is used to establish relationships between the components of sentences.

b. Top-down processing

On the other hand, top-down processing refers to the use of basic knowledge to make sense of a message. While bottom-up processing moves to meaning in the language, top-down processing moves to meaning in the language. The foundation information requires for to-down process may be past information approximately the subject of discourse, situational or contextual knowledge, or information within the shape of “schemata” or “scripts”- plans almost overall structure of occasion and the connection between them.

4. Concept of Dictogloss

According to Nation, in the dictogloss activity, learners listen to a short text read twice to them while they take notes. In small groups they reconstruct a written form of the text.

\textsuperscript{12} Jack C. Richards, \textit{Teaching Listening and Speaking From Theory to Practice}(Cambridge: Cambridge University Press, 2009), P. 4-8.
from these notes.\footnote{13} It means that Dictogloss is activity that requires students to listen and after that taking notes what they heard. In this activity, teacher make some group of students and then ask them to taking down the keywords and have to understand the passage what they heard and use their knowledge of grammar in order to reconstruct. Thus, Dictogloss activity design to help students increase their listening ability. In Dictogloss learners not only listen to the teacher for understanding the text but are also obliged to listen to other learners while working in groups to reconstruct the text in addition to practicing taking notes. When learners work on small groups to reconstruct the text, they tend to feel less intimidating and together they nature individual responsibility and positive collaboration.

According to Wajnryb, objectives in dictogloss, a short text is read at normal speed to a class of learners who jot down familiar words they listen.\footnote{14} In Dictogloss, teacher read a short text while students listen and write down familiar words. Students are not allowed to write every word appeared in the text, but only take notes key words and have to understand the meaning and reconstruct the text use their knowledge of vocabulary and grammar. Students work on small group and gather their resource to reconstruct the version of the original text. The final stage of this activity, students compare what they have reconstruct to another student. Thus, dictogloss is a technique which have a multiple skills and systems activity. Learners practice not only listening but also writing and speaking by working in groups and use vocabulary, grammar an discourse systems in order to complete the task.

\footnote{13} I. S. P. Nation and J Newton, *Teaching ESL/EFL Listening and Speaking* (London: Taylor and Francis e-Library, 2008 ), P. 68

Thornbury stated “Dictogloss is a form of dictation, but one in which the students hear and reconstruct the whole text, rather than doing line by line. Dictogloss also involves the students collaboratively reconstructing them text from memory and then comparing it with the original”\textsuperscript{15}. Dictogloss give opportunities to the students to comprehend what they have heard in form of notes, discuss with their friends and teacher after that compare their text with the original one. This practice useful because the talk during reconstruction, students discuss the forms and rules they need to include to make meaning, students also try out new language forms and structures.

5. **Procedure of Using Dictogloss**

Procedure of the activity in using Dictation in class is outlined in table bellow\textsuperscript{16}.

<table>
<thead>
<tr>
<th>No</th>
<th>Steps</th>
<th>Students</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparation</td>
<td>Vocabulary study activities to prepare</td>
<td>Teacher give the students some</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for the text.</td>
<td>questions about “smoking”. After that</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher give some vocabularies about “smoking”</td>
<td>Then, teacher make some group of 4-5 students.</td>
</tr>
<tr>
<td>2</td>
<td>Listening For</td>
<td>Students listen to the record that given by</td>
<td>Teacher play theaudio to the students.</td>
</tr>
<tr>
<td></td>
<td>Meaning</td>
<td>the teacher, the students just listen but do not write.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Listening and</td>
<td>Students listen again to the record, but this time they take a</td>
<td>Teacher play again the audio.</td>
</tr>
<tr>
<td></td>
<td>Note Taking</td>
<td>notes.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Text</td>
<td>Students work in</td>
<td>Teacher conduct</td>
</tr>
</tbody>
</table>

\textsuperscript{15} Scott, Thornbury, *How to teach Grammar*, (Pearson Education Limited, 1999), P. 82.

\textsuperscript{16} I. S. P. Nation and J Newton, *Teaching ESL/EFL Listening and Speaking* (London: Taylor and Francis e-Library, 2008), P. 68
<table>
<thead>
<tr>
<th></th>
<th>groups to reconstruct a text from their notes (one learner acts as the writer).</th>
<th>the discussion each group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Text reconstruction in groups</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students compare their text with other group. Then analyze whether there are any topics that do not match with the recorder.</td>
<td>Teacher correct the mistake of their written</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **Advantage and Disadvantage of Dictogloss**

According Vasiljevic, Dictogloss offer several advantage over other models to teaching Listening Comprehension\(^{17}\).

1. The reconstruction task gives students focus and a clear objective, which is a pre-condition for effective groupwork. Students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching.

2. The dictogloss procedure facilitates the development of the learners’ communicative competence. In a dictogloss class, students’ interaction is much more natural.

3. The dictogloss procedure also promotes learners’ autonomy. Students are expected to help each other recreate the text rather than depend on the teacher to provide the information.

4. Dictogloss also offers a unique blending of teaching listening comprehension and the assessment of students’ listening ability.

---

\(^{17}\) Zorana Vasiljevic(2010), “Dictogloss As An Interactive Method of Teaching Listening Comprehension to L2 Learners”, *English Language Teaching*, 3(1), 45-46.
According to Wajnryb, there are several value of Using Dictogloss.

1. Dictogloss offers a unique blending of the twin functions of testing and teaching.
2. In dictogloss, a pivotal balance exists between the role of memory and the role of creativity.
3. Dictogloss is grammar in response to visible needs - not dry, remote, and removed as so much grammar teaching tends to be.
4. Dictogloss caters for learners both as individuals and as members of a group. The learner as an individual is catered for because the working groups are small enough to allow for individual contributions to be incorporated into the group effort.

Disadvantage of using Dictogloss.

Besides the advantages of Dictogloss above, there are also some disadvantages as follows:

1. Dictogloss takes a lot of time to apply well in the teaching learning process.
2. It may not be so effective with lower level learners.
3. If the dictation is not recorded in tape, the test will be less reliable, as there will be differences in speed of delivery of the text by different readers.
4. The dictation is in fact written passages that are read out aloud so dictogloss does not help students to understand the difference between oral and written language.
5. The exercise can be unrealistic if the text used was created to be read aloud rather than spoken in dialogue.  

---

B. **Hypothesis**

Based on the rational above, the researcher formulated the hypothesis as follow:

Ha : There is an effectiveness of Using Dictogloss to Increase students’ Listening ability in 11th grade of SMA N 3 Bandar Lampung in academic year 2020/2021.

Ho : There is no effectiveness of Using Dictogloss to Increase students’ Listening ability in 11th grade of SMA N 3 Bandar Lampung in academic year 2020/2021.
REFERENCES

Ary, Donald, at.al.. Introduction to Research in Education. (8th edition). (Belmont:Wadsworth Cengage Learning, 2002)


Field, John.” Listening in the Language Classroom”(Cambridge University Press, 2009)


Jibir-Daurathis, Ramlatu (2013), “Using Dictogloss As An Interactive Method of Teaching Listening Comprehension”, Advances in Language and Literacy Studies, 4(2)


Richards, Jack C. Teaching Listening and Speaking From Theory to Practice(Cambridge: Cambridge University Press,2009).


Vasiljevic, Zorana (2010), “Dictogloss As An Interactive Method of Teaching Listening Comprehension to L2 Learners”, *English Language Teaching*, 3(1)