IMPROVING STUDENTS’ LISTENING ABILITY USING SPOT THE DICTOGLOSS TECHNIQUE

(A Classroom Action Research at Eighth Year Students of SMPN III Ngargoyoso in the Academic Year of 2010/2011)

A THESIS

BY

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CHAPTER I
INTRODUCTION

A. Background of Study

Based on the content standard of KTSP (2006), English lesson covers four basic skills: listening, speaking, reading, and writing. The objective of English lesson for Junior High School is the students are able to develop communication ability orally and in a written form to reach functional literal level that is able to use language in fulfilling their daily needs such as reading newspaper and reading to the direction.

To master speaking and writing, listening comes as the bridge of those productive skills because listening is an activity to get information which is has an important role to understand foreign language and as input to learn speaking. Listening is the Cinderella skill in second language learning. It became fashionable again in the 1980s when Krashen’s (in Fang, 2008) ideas about comprehensible input gained prominence. By stressing the role of comprehensible input, second language acquisition research has given a major boost to listening. In fact, listening is the most frequently used language skill in everyday life. Researchers (for example, Rivers & Morley in Fang, 2008: 21) propose that we listen twice as much as we speak, four times as much as we read, and five times as much as we write. Listening is a highly integrative skill and research has demonstrated its crucial role in language acquisition (for example, Rost, Feyten, Mendelsohn & Rubin in Fang, 2008).
Wipf (in Vandergrif: 2000) states that listening is more than just perception of sounds, although perception is the foundation. Listening also includes comprehension of meaning bearing-words, phrases, clues, sentences, and connected discourse. Furthermore, Wipf in Vandergrift (2000) states that listening is an invisible mental process, making it difficult to be described. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance.

Listening activities are designed to give the learner practice in identifying correctly different sounds, sound-combinations and intonation patterns. As the learners’ proficiency increases, meaning based activities become more important. Meanwhile, meaning based activities can be divided into two broad categories, they are as follows: (1) activities that assess direct meaning comprehension and (2) those that measure inferred meaning comprehension. Direct meaning comprehension means the understanding of surface information and facts that are explicitly stated in the input text. Some examples are listening for gist, listening for main points, and listening for specific information. Inferred meaning comprehension includes implicit understanding and drawing inferences from input texts. The information required is not clearly stated, and the listener must go beyond the surface information to see other meanings which are not explicitly stated in the text. Some examples of this type of listening are inferring a speaker’s intention or attitude towards a topic, relating utterances to their social and cultural context.
situational contexts, recognising the communicative function of utterances, and so on (Mewald, Gassner & Sigott, in Vasiljevic: 2010).

To apply a good listening activity is not easy, because there are some problems that are found by the students. Based on the questionnaire result in the pre-research, the writer found that the students at class VIIIC of SMPN 03 Ngargoyoso, thought that listening was a difficult skill. It made them did not have motivation to learn English. The questions that were given by researcher in the questionnaire sheet can be seen in the table 1 below.

Table 1
The questionnaire of the pre-research

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>STS</th>
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<tbody>
<tr>
<td>1</td>
<td>Listening adalah pelajaran yang sulit.</td>
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<td>2</td>
<td>Memahami descriptive text dalam listening adalah kegiatan yang sulit.</td>
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<td>3</td>
<td>Memahami recount text dalam listening adalah kegiatan yang sulit.</td>
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<td>4</td>
<td>Menemukan ide pokok dari sebuah teks listening adalah kegiatan yang sulit.</td>
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<td>5</td>
<td>Menemukan arti kata atau frase yang terdapat dalam teks listening adalah kegiatan yang sulit.</td>
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<td>6</td>
<td>Mengidentifikasi tujuan komunikatif dari teks listening adalah kegiatan yang sulit.</td>
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<td>7</td>
<td>Menemukan informasi khusus yang terdapat dalam teks listening adalah kegiatan yang sulit.</td>
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<td>8</td>
<td>Teknik belajar listening yang telah diterapkan tidak membantu menagatasi masalah-masalah saya dalam belajar listening.</td>
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<td>9</td>
<td>Sebuah teknik alternatif dalam belajar listening sangat dibutuhkan.</td>
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</table>
The result of the questioner shows:

1) 27 of 30 students say that finding meaning of the words and phrases of the listening text is difficult.

2) 24 of 30 students say that identifying communicative purposes of the listening text is difficult.

3) 22 of 30 students say that finding main idea of the listening text is difficult.

4) 20 of 30 students say that finding specific information of the listening text is difficult.

Based on the result of the interview in pre-research, the researcher found that the students at the Eighth year of SMPN 03 Ngargoyoso say that they did not like English. They felt that listening was a difficult skill. It can be seen from the interview script below:

**Interview 1**

Researcher : “Hello (H), how are you?”

Student 1(H) : “I’m fine thank you”

Researcher : “(H) suka gak pelajaran bahasa Inggris?”

Student 1(H) : “Lumayan suka”.

Researcher : “Selama ini belajar bahasa Inggris susah gak menurut (H)?”

Student 1(H) : “Susah”

Researcher : “Susahnya dimana?”

Student 1(H) : “Ya kata-katanya kan susah dipahami”

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Researcher : “Selain kosakata apalagi yang dirasa sulit dalam belajar bahasa Inggris?”

Student 1(H) : “Memahaminya kan menggunakan bahasa Inggris, biasanya kan sehari-hari menggunakan bahasa Indonesia jadinya susah”

Researcher : “Maksudnya memahami isi dari text yang (H) baca?”

Student 1(H) : “Iya”

Researcher : “Kegiatan dalam belajar bahasa Inggris kan ada beberapa skill ya, ada listening, speaking, reading dan writing, dari empat ini yang paling (H) suka kegiatan yang mana?”

Student 1(H) : “Writing”

Researcher : “Kalau listening?”

Student 1(H) : “Ngak suka”

Researcher : “Kenapa?”

Student 1(H) : “Ngak bisa”

Researcher : “Gak bisa nya pada bagian yang mana dari kegiatan listening?”

Student 1(H) : “Ucapanya”

Researcher : “(H) mengalami kesultian tidak dalam menemukan arti dari kosakata yang ada dalam teks listening berbahasa Inggris?”

Student 1(H) : “Mengalami”
Researcher : “Kalau dalam mencari inti atau ide pokok dari teks listening berbahasa Inggris yang didengar menagai mengalami kesulitan tidak?”

Student 1(H) : “Kadang bisa kadang tidak”

Researcher : “Kalau mencari informasi khusus dalam sebuah teks listening berbahasa Inggris yang didengar mengalami kesulitan tidak?”

Student 1(H) : “Ya mengalami”

Researcher : “Kemudian kalau dalam mencari tujuan dari sebuah teks listening disampaikan atau communicative purposes dari sebuah teks listening mengalami kesulitan tidak?”

Student 1(H) : “Ya susah”

Researcher : “Oke (H), terima kasih ya”

Interview 2

Researcher : “Hello, (D) how are you?”

Student 2 (D) : “I’m fine”

Researcher : “(D) suka tidak dengan pelajaran bahasa Inggris?”

Student 2 (D) : “Lumayan suka”

Researcher : “Kalau dibandingkan dengan mata pelajaran yang lain lebih suka pelajaran bahasa Inggris atau pelajaran selain bahasa Inggris?”

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Student 2 (D) : “Masih labih suka mata pelajaran yang lain”

Researcher : “Apa sih yang membuat (D) merasa sulit dalam belajar bahasa Inggris terutama listening?”

Student 2 (D) : “Mengartikan kata”

Researcher : “Selain mengartikan kata aplalagi kesulitan yang dialami dalam belajar bahasa Inggris terutama ketika sedang mengerjakan latihan atau ulangan listening?”

Student 2 (D) : “Mencari ide pokok dari teksnya”

Researcher : “Kalau mencari informasi khusus dari teks yang didengar susah tidak?”

Student 2 (D) : “Susah”

Researcher : “Mengidentifikasi tujuan komunikatif dari teks listening yang (D) dengar susah tidak?”

Student 2 (D) : “Susah”
Interview 3

Researcher : “Hello, (B) how are you?”

Student 3 (B) : “Fine, thank you”

Researcher : “(B) suka tidak dengan pelajaran bahasa Inggris?”

Student 3 (B) : “Kurang suka”

Researcher : “Dari empat skill yang dipelajari dalam pelajaran bahasa Inggris reading, writing, speaking dan listening mana yang paling suka?”

Student 3 (B) : “Reading”

Researcher : “Kenapa tidak suka listening?”

Student 3 (B) : “Karena susah”

Researcher : “Susahnya seperti apa?

Student 3 (B) : “Mengartikan kosakata, terus memahami isi teksnya”

Researcher : “Kalau mencari informasi khusus yang ada dalam sebuah teks listening susah tidak?

Student 3 (B) : “cukup susah”

Researcher : “Dalam menemukan tujuan dari sebuah teks listening disampaikan mengalami kesulitan tidak?”

Student 3 (B) : “Mengalami”

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The problem of the students in listening was also indicated by the low score of the listening test result that was in the students’ report and in the pre-test result was given by the researcher. The result of the pre-test of the listening comprehension shows that:

1) The students were difficult to find the meaning of the words and phrases from its context. The pre-test result showed that the ability of the students in finding meaning of the word and phrases from the listening text was only 14,28%.

2) The students had difficulty in identifying the communicative purposes in the listening text. The pre-test result showed that the ability of the students in finding communicative purposes of the listening text was only 25,83%.

3) The students were difficult to find the main idea in the listening text. The pre-test result showed that the ability of the students in finding main idea from the listening text was only 28,09%.

4) The students were difficult to find the specific information in the listening text. The pre-test result showed that the ability of the students in finding specific information from the listening text was only 35,41%.
Based on the data above, the researcher concluded the problems of the students in listening, they are as follows:

1) finding meaning of the words and phrases

2) finding communicative purposes of the text

3) finding main idea of the text

4) finding specific information of the text.

Based on the problems above, the writer could predict the possible causes of the problems. It may be caused by the internal factor that is from the students themselves and from the external factors such as the differences between English as foreign language and Indonesia as students’ second language. The difficulty was because the structure of English and Indonesia is different. The other external factors came from the teacher and the teaching technique that she used. They can be explained as follows:

1) The internal factors

a) The students’ vocabulary and grammar knowledge were poor, so that it was difficult for them to comprehend meaning words and phrases and the content of the text that they have listened.

b) The students had low motivation in learning English especially learning listening.
2) The external factors

a) The teaching and learning process of listening isn’t conducted effectively because the inappropriate teaching technique applied by the teacher. Generally, the teacher only measures the student’s listening skill but did not teach it. For example, the teacher gave some questions, and then, performed the material. After that, she did not explain more about how to comprehend the appropriate information. She never gave the listening activity that could help the students in comprehending the content of the listening text that they have listened.

b) The limited equipment and material of listening. The teacher had difficulties in finding the English materials from CD or cassette that was suitable for teaching the students in the Junior High School.

c) Other external factor was the numerous distractions in a typical classroom. SMPN 03 Ngargoyoso has not language laboratory yet, so the teacher had to conduct the listening activity in the classroom. It was so ineffective because the students would be disturbed by the noise out of the class.

Based on the problems and causes above the writer proposes the solution by using Spot the Dictogloss technique to improve the students listening ability. This technique combines two listening activity’s concepts which are ever submitted by some experts. The first concept is Spot the different. It is developed by Cross (1991: 249). In this activity the class looks at a passage as teacher reads it, but with changes of words, phrases, or fact. As the students listen they try to remember the discrepancies. The students may not make
written notes. The teacher carries on with her normal lesson for a while and then come back to the reading passage, then asks the students to recall the different facts, words or phrases.

The second is the Dictogloss. In Dictogloss, a short text is read at normal speed to a class of learners who jot down familiar words as they listen. At the end of the dictation stage, most learners have only a small number of isolated words (or fragments) which together make up a very incohesive ‘battered text’. In small groups, the students then pool their resources to reconstruct their versions that the students have produced are subjected to close analysis and comparison. Through both the task of reconstruction and following error analysis, students refine their understanding of the language they have used (Wajnryb, 1990: 5).

Based on the previous research, Spot the Dictogloss technique has many advantages and implicit goals. This listening activity can build students’ motivation to study by “coopetisi” (cooperative & competition) activity. The students can be trained to work together in a group, so that their sense of togetherness is built, and they can feel comfortable to do the activity. In the while and post activity, students work individually. It builds self-confidence and responsibility. Competition in the post activity gives chance for the students to show their ability. Besides that, both of top-down and bottom-up system are used in the Spot the Dictogloss technique.

Besides that, the reconstruction and correction stages help the students to compare input to their own representation of the text and to identify the possible gaps. It is through this process of cognitive comparison that new forms are
incorporated, students’ language competence improves and students’ interlanguage is restructured. The topical warm-up in the preparation stage helps the students to find the main idea and specific purposes of the text. And then, the vocabulary preparation in the preparation stage can help the students to find the word meaning. Meanwhile, in the reconstruction the students are asked to reconstruct the listening text in writing. This activity can help the students to maintain the informational content of the listening text. So that, the students can find the specific information of the listening text. In conclusion, *Spot the Dictogloss* technique is supposed to be effective not only to improve the student’s ability in listening but also the students motivation in learning English.

By considering the benefits of *Spot the Dictogloss* technique, the researcher would like to implement it in teaching listening in the hope of improving students’ listening ability of the Eighth Year Students of SMP Negeri 03 Ngargoyoso, Karanganyar. So that, 70% students of the Eighth Year Students of SMP Negeri 03 Ngargoyoso can reach *Kriteria Ketuntasan Minimal* (KKM) for listening, that is 63.

**B. Problem Statement**

From the description of the background of the study above, the problems of this research are:

1. Can *Spot the Dictogloss* technique improve the listening ability of students at class VIII C of SMPN 03 Ngargoyoso?
2. What are the strengths and weaknesses of *Spot the Dictogloss* technique when it is applied to teach listening?
C. Objective of the Study

Based on the problem statement above, the objectives of the study are:

1. To know whether Spot the Dictogloss technique can improve the students’ listening ability.

2. To know the strengths and weaknesses of Spot the Dictogloss technique when it is used to teach listening.

D. Benefit of the Study

Hopefully, the result of this study is useful to other teachers, students, and other researchers. For the other teachers, it will provide them with an alternative technique to improve the quality of language learning and teaching process, particularly in teaching listening. For the students, it can also be useful to facilitate them to improve their listening comprehension and cooperative with their friends because they are taught using the technique which is theoretically effective to improve the quality of the students’ listening achievement. Finally, it will become one of reference for the other research.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer will describe the concepts dealing with the research: the general concept of listening comprehension and the general concept of Spot the Dictogloss technique as the basic description in understanding the concepts used in this research.

A. General Concept of Listening Comprehension

1. The Nature of Listening

Listening is the first language mode that children acquire. It provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of learning and communication essential to productive participation in life. A study by Wilt (in Hyslop and Tone: 1998) which found that people listen 45 percent of the time they spend communicating, is still widely cited? Wilt found that 30 percent of communication time was spent speaking, 16 percent reading, and 9 percent writing. That finding confirmed what Rankin had found (in Hyslop and Tone: 1998) that people spent 70 percent of their waking time communicating and those three-fourths of this time were spent listening and speaking. Listening is one of the most important language skills. Feyten (in Vasiljevic: 2010) claims that more than 45% of communicating time is spent listening, which clearly shows how important this skill is in overall language ability.
Listening is often erroneously considered a passive skill. In fact, in order to decode the message that the speaker is delivering, the listener must actively contribute knowledge from both linguistic and non-linguistic sources. This view of listening would involve the learner in listening to the message, without paying attention to its component elements. Listening to a language can be defined as the ability to receive and decode oral communication by processing a language sample.

Meanwhile, Rost (1994: 2) states that listening involves both social and cognitive processes, that is, our relationships with people and the way we structure our internal knowledge. In order to discuss listening, we will need to take both of these aspects of listening into account.

2. Listening Process

With a greater understanding of language quality and the development of teaching theory, there has been a recognition of the process of listening comprehension as needing greater emphasis. Rost (in Guo, 2008: 4) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening, then, is a complex, active processes of interpretation in which listeners match what they hear with what they already know.
Listening is a two-way process, involving reception, or the decoding of input, and production, involving predicting and compensating. According to McKeating (in McErlain: 1999) the listener passes through certain processes in constructing a message out of a stream of sound in the LI situation, they are as follows:

1. Perception
2. Decoding
3. Prediction and selection - the prediction of select items, accompanied by selective listening with a specific purpose in mind.

Perception of sounds refers to the process of identifying speech sounds. The listener uses linguistic knowledge to identify these and makes sense of the sounds to which she/he is exposed by segmenting them into familiar units, recognising and using intonation to indicate word boundaries. Thus, the learner is able to segment the flow of speech into meaningful parts.

Decoding refers to the means by which the listener makes sense of the message by taking in chunks and not just sentences. This has implications for the teacher training the student to listen, not only for key words, but also for chunks of meaning. Each chunk should be recognised as meaningful and understood on reception and held in short term memory long enough for it to be related to what has gone before or what follows. Out of this process come pieces of information which can be stored in the long-term memory for later recall. The process depends on recognising lexical meaning, perceiving grammatical relationships signalled by word order, tense markers, structure words, cohesive
devices, etc. Speech perception and decoding do not proceed piecemeal, but form an integrative process. One cannot interpret speech at one level, without simultaneous knowledge on other levels. Perception requires understanding at the phrase level, as is evidenced by the experiments of Brever, et al. (in McErlain: 1999).

Prediction of specific items with a high degree of accuracy, helps the listener to listen without straining to catch every word. The prediction of unknown or unheard words reduces tension in the listener. Redundancy also helps the listener and has a role to play in ensuring the message is received. Selection refers to the process of sifting information and retrieving relevant information in a mass of data.

According to Vandergrift (2000:13) there are two distinct processes involved in listening comprehension. Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized). Listeners use content words and contextual clues to form hypotheses in an exploratory fashion.

On the other hand, listeners also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message. Listening
comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners use the one process or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening. For example, listening for gist involves primarily top-down processing, whereas listening for specific information, as in a weather broadcast, involves primarily bottom-up processing to comprehend all the desired details.

3. Listening Comprehension

Listening activities are designed to give the learner practice in identifying correctly different sounds, sound-combinations and intonation patterns. As the learners’ proficiency increases, meaning-based activities become more important. Meanwhile, meaning-based activities can be divided into two broad categories, they are as follows: (1) activities that assess direct meaning comprehension and (2) those that measure inferred meaning comprehension. 

Direct meaning comprehension means the understanding of surface information and facts that are explicitly stated in the input text. Some examples are listening for gist, listening for main points, and listening for specific information. Inferred meaning comprehension includes implicit understanding and drawing inferences from input texts. The information required is not clearly stated, and the listener must go beyond the surface information to see other meanings which are not explicitly stated in the text. Some examples of this type of listening are inferring a speaker’s intention or attitude towards a topic, relating utterances to their
social and situational contexts, recognising the communicative function of utterances, and so on (Mewald, Gassner & Sigott, in Vasiljevic, 2010: 34).

Wipf (in Vandergrif, 2000: 35) states that listening is more than just perception of sounds, although perception is the foundation. Listening also includes comprehension of meaning bearing-words, phrases, clues, sentences, and connected discourse.

According to Howatt and Dakin (in Guo, 2008: 2) listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

According to Rost (1991: 3) in order to define listening, we can ask two basic questions: What are the component skills in listening? And what does a listener do? In terms of the necessary components, we can list the following:

1) discriminating between sounds
2) recognizing words
3) identifying grammatical groupings of words
4) identifying ‘pragmatic units’ – expressions and sets of utterances which function as whole units to create meaning
5) connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situation) in order to construct meaning
6) using background knowledge (what we already know the content and the form) and context (what has already been said) to predict and then to confirm meaning

7) recalling important words and ideas.

Meanwhile, Richards (in Brown 2001: 255) identifies some lists which are very useful in helping us to break down what our learners need to do as they acquire effective interactive listening strategies. Through a checklist of micro skills, we can get a good idea of what our techniques need to cover in the domain of listening comprehension. As we plan a specific technique or listening module, such a list helps to focus on early conceptualized objectives. And in our evaluation of listening, these micro skills can become testing criteria.

a. Retain chunk of language of different lengths in short-term memory.

b. Discriminate among the distinctive sounds of English.

c. Recognize English stress, pattern, and words in stress, and unstressed position, rhythmic structure, intonation contours, and their role in signaling information

d. Recognize reduced form of words.

e. Distinguish word boundaries, recognize a core of words, and interpret word-order patterns and their significance.

f. Process speech at different rates of delivery.

g. Process speech containing pauses, errors, contraction, and other performance variables.
h. Recognize grammatical word classes (nouns, verbs, etc), system (tense, agreement, and pluralization), patterns, rules, and elliptical forms.

i. Detect sentences constituents and distinguish between major and minor constituents.

j. Recognize that a particular meaning may be expressed in different grammatical forms.

k. Recognize cohesive devices in spoken discourse.

l. Recognize the communicative function of utterance, according to situation, participation and goals.

m. Infer situation, participants and goals real world knowledge.

n. From events, ideas, etc described, predict outcomes, infer links and connections between events, deduce cause and effect such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification.

o. Use facial, kinesthetic, body language and other non-verbal clues to decipher meanings.

p. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of the words from context, appeal for help, and signaling comprehension.
According to Depdiknas (2006: 34) the indicators of the listening competence of the eighth year students of Junior High School are as follows: (1) the students are able to identify the information or meaning which contained in the descriptive and recount text; and (2) The students are able to identify functional and rhetorical steps of the descriptive and recount text.

Based on the previous theories and the indicators of listening competence of the eighth grade of junior high school, the writer concludes that listening comprehension is the ability to identify and understand what others are saying. This process involves some aspects: (1) finding meaning of the words and phrases (2) finding main idea; (3) finding specific information; and (4) identifying the communicative purpose of text. The indicators of the students’ listening ability in this research are as follows: the students are able to (1) find the meaning of the words and phrases; (2) find main idea; (3) find specific information; and (4) identify the communicative purpose of the descriptive and recount text.

4. Factors Affecting Listening Comprehension

Tarigan (In Vasiljevic: 2010) identifies three factors that affect the effectiveness and the quality of listening comprehension, they are as follows:

First is physical factor. Physical condition a person has plays an important role in listening. The defects in hearing, illness, hunger, etc., can affect listening effectiveness and quality since they can decrease the concentration of a person in listening activity. Physical condition of the
environment can also affect the success of listening. For instance, the weather which is too hot, too humid, or too cold, the room or place which smells bad, noises from outside and inside the room will result in ineffective listening.

Second is psychological factor. Psychologically listening is also determined by positive factors effectiveness such as feeling of sympathy toward the speaker or the topic being discussed, good attitude toward the speaker, etc., that will cause the listener to pay attention to what is listened to. It is also affected by negative factors such as bad attitude or bad impression toward the speaker, boring atmosphere, etc., that will make the listener not concentrate to what is being spoken.

The last is experiential factor. Experience plays a very important role in listening. Experience here may cover linguistic knowledge and the knowledge of the world. A listener may get more difficulties in listening when he finds too many unknown words or too many complex structures beyond his mind. On the other hand, background knowledge will also determine the success or the failure in listening.

In teaching English listening in class, the teacher, should consider the factors above in order that she can get the best condition of the students in learning listening. For example, when the teacher knows that most of her students are tired, or may be bored with the material and it seems useless to go on, the teacher can use jokes, etc.
5. The Factors Making Listening Difficult

According to Rost (1994: 133) learning to listen in our first language is by no means easy. It requires considerable cognitive development and constant attention to social and linguistic input over a period of several years. However, learning to listen in a second language seems to be even more difficult. While, it may not require more time to develop, second language listening is confounded by a number of difficulties, they are as follows:

a. Motive

The primary difficulty is developmental. We all learned our first language in order to express and comprehend new ideas and relationships. For example, we learned to understand the word *car* about the same time that we learned to understand the basic concepts of a *car*. L2 acquisition, whether in children or adults, always takes place at a more advanced level of cognitive and social development, and therefore for many learners, is less closely linked to cognitive and social motives to use language.

b. Transfer

Another difficulty is the psychological problem of transfer-the process of using knowledge from one concept to learn another concept. When we learn a second language, we tend to filter the concepts of the language through those we already know in our first language. The second language can thus never truly be learned fresh as an independent system, since it must be filtered through what we already know about how language works.
c. Input

Still another difficulty in L2 listening development is access to useful input. Every day we received caretaker language that catered directly for our own learning capabilities and interest. This language allowed us ongoing opportunities to develop our listening ability. Second language learners, particularly adults, seldom experience this same access to rich, understandable input. As result, they are deprived of a necessary condition for full language acquisition—access to understandable and engaging language. Since useful L2 input is not easily available for most learners, it seems to be that the most successful learners will often be those who develop the social strategy of making friends who will provide them with the right kind of language input.

d. Neurological development

Still another reason may be biological. After the age of twelve or so, certain processes are completed in the brain’s development and this often prevents learners from processing new linguistic sounds fully.

To summarize, the researcher has to know which factor dominates the students while she conducts the research. So that, she can uses the suitable technique to improve the students’ listening ability.
6. Types of Listening

According to Tarigan (Vasiljevic: 2010) listening activity can be divided into two types, they are as follows:

First is extensive listening. The activity in this type emphasizes on listening to general utterance in which a listener does not need to understand details deeply. The students are expected to hear for pleasure without being threatened of comprehension exercise after hearing the text. This could consist of short stories that can be done through in one – 10 to 15 minute’s session or of longer works either recorded or read by the teacher in class, radio plays, etc.

Second is Intensive listening. It is listening activity that demands the listener’s capability to understand deeply what the speaker has uttered. This type of listening comprehension involves: first, critical listening. Critical listening is a listening activity that requires the listener to judge what is uttered deciding whether or not it is valid and reliable. Second, Concentrative listening, which is usually called as a study-type listening, covers activities such as: (a) listening to directions or commands; (b) listening for finding specific information; (c) listening to get into understanding, etc. Third is creative listening. It involves activities such as: (a) relating or associating meaning with listening experience; (b) building or constructing visual imagination while listening; (c) adapting imagination with imaginative thinking to creative new works in writing, painting, etc.; (d) solving problems and verifying the result of the problem-solving. Forth is exploring listening. It asks the listener to focuses their attention to find new things which are interesting, additional information about a topic and
interesting issues. Fifth is integrative listening. It requires more concentration and attention to the listener because they are demanded to ask question after hearing to the text. The last is selective listening. It is taught to make the learners use with acoustic form of the language. In selective listening, a listener selects specific information he/she needs from an oral text for specific purposes such as finding names, numbers, etc.

In line in teaching listening of English instruction, the teacher should choose the type of listening she considers appropriate to her students’ need and level. It is hoped that the students will get appropriate exercises of listening which, in turn, will help them master the listening ability.

7. Materials for Listening Task

As we have seen, all effective listening activities need to target one or more useful listening skills and have a clear outcome. Clearly listening activities also need some kind of language input. This input may be pre-recorded, on audio or video tape, or it may be live, in the form of the teacher, an outside speaker, or learners themselves. Just as focused skill development is crucial in planning lessons and a larger curriculum, so too is selecting ‘the right stuff’ to listen to. Choice for listening input includes not only the mode (broadcast, taped or live), but also the content.
Rost (1994: 145) states if you a language teacher, consider a specific group of your pupils. If not, think of yourself as a learner of a foreign language. Select the kinds of input in the list below that would be of most interest to you or your pupils, the list are as follows: taped authentic conversations between native speakers, featuring functions such as ‘ordering food in a restaurant’

1) taped conversations that are simplified to allow for ease of comprehension
2) taped authentic broadcasts taken from television or radio, featuring news and documentaries, simplified for ease of comprehension
3) taped authentic films that are popular among native speakers
4) taped enacted films that are simplified for ease of comprehension

For each item, there is a choice between ‘authentic’ and ‘prepared’ input. This is critical choice in the teaching of listening. Many prefer prepared materials – with controlled vocabulary, usage and speed – in order to allow learners to comprehend more easily. Other prefers authentic material, arguing that it is better to acquaint learners at all levels with the ‘real thing’. Teachers using authentic materials often simplify the tasks or activities that learners do rather than the input. Of course, there is a middle ground. Simulated materials can keep many authentic features, but use shorter presentations or more structured topics. At the same time, the teachers can use pre-listening materials to help the learners for difficult input, and can use written or visual materials to help the learners understand the input more completely.

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According to Underwood (1989: 98) since the early 1970s, there has been much debate about what constitutes authentic speech and about the value of using authentic speech in listening work. In trying to establish a definition, phrases like ‘real speech’, ‘not specially designed for foreign learners’, ‘natural conversation’, ‘what people say in real life’, ‘what native speakers say when talking to each other’ have been used. Many examples of where it might be heard have been given, including ‘in the street’, ‘at home’, ‘on some radio programmes’, ‘at meetings’, ‘in school’, etc.

The strictest distinction between ‘authentic’ and ‘non-authentic’ is made clear by Forman (in Underwood, 1989: 98), who says:

Any text is ‘authentic’ if it was produced in response to real life communicative needs rather than as an imitation of real life communicative needs. The term can be applied to any sort of text, written or spoken, an in relation to any sort of text, written or spoken, and in relation to any kind of situation of language use. A text purporting to be a radio news bulletin is authentic if it really is a radio news bulletin and is not authentic if it was produced – however skillfully – for other purpose, e.g. as imitation of radio news bulletin for purposes of language teaching. The script of a play is authentic play script, but not authentic conversation.

In line with the description above, the researcher used the authentic material for her the teaching and learning process of listening.
8. Strategies of Listening Comprehension

Guo (2008: 4) states that Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:
1) listening for the main idea
2) predicting
3) drawing inferences
4) summarizing

Bottom-up strategies are text based in which the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:
1) listening for specific details
2) recognizing cognates
3) recognizing word-order patterns.

In order to develop a comprehensive image of ourselves as instructors of listening, we need a combined for building up essential skills and fostering successful strategies. For classroom teaching, it is important to have a model of instruction that incorporates useful learning principles. Most experienced
teachers seem to have a model of the ‘ideal’ sequence they will follow in class – although in practice they will usually skip back and forth between steps in response to what their students do.

To achieve the objectives of teaching, teacher may use several techniques suggested by Rost (1991: 8) in teaching listening that is listening in action. **Listening in action** is divided into four sections; each section helps the students develop a range of skills and strategies. The sections are as follows:

Section I: **attentive listening** is designed to give students practice with listening and with supplying short responses to the speaker, either verbally or non-verbally (through actions). Because this kind of ‘responsive’ listening involves immediate processing of information and quick decision about how to respond, the activities in section 1 provide a great deal of support to help the learners ‘process’ the information they hear. The support is of three types: linguistic, in the form of visual aids, photographs, tangible objects and music used in the activity, and interactional, in the form of repetitions, paraphrases and confirmation checks by the speaker.

Section II: **Intensive listening** will focus the students’ attention on language form. The aim of this section is to raise the learners’ awareness of how differences in sound, structure and lexical choice can affect meaning. Because this kind of listening involves an appreciation of how form affects meaning, all of the activities in this section are contextualized – placed in a real or easily imagined situation. In this way, all students – even beginners – can practice

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intensive listening in a context of language use, from which it is most likely to transfer to ‘real life’ listening situations.

Section III: Selective listening will help enable students to identify a purpose for listening. By providing focused information-based task, the activities in section III help direct the students’ attention on the key words, discourse sequence cues, or ‘information structures’ (exchanges in which factual information is given). By learning to attend to words, cues, and facts selectively at all levels come to handle short naturalistic texts (such as announcement) as well as longer and more complex text (such as authentic video programmes).

Section IV: Interactive listening is designed to help learners assume active role in shaping and controlling an interaction, even when they are in the ‘listener’s role’. Each activity in this section has built-in need for information or clarification questions by the listener.

B. General Concept of Spot the Dictogloss Technique

1. The Nature of Technique

When linguistics and language specialist sought to improve the quality of language teaching in the late nineteenth century, they often did so by referring to general principles and theories concerning how languages are learned, how knowledge of language is represented and organized in memory, or how language itself is structured. The early applied linguists, such as Henry Sweet (1845 – 1912), Otto Jespersen (1860 – 1943), and Harold Palmer (1877- 1949), elaborated principles and theoretically accountable approaches to the design of language teaching programs, courses, and materials, though many of specific
practical details were left to be worked out by others. They sought a rational answer to questions, such as those regarding principles for the selection and sequencing of vocabulary and grammar, though none of these applied linguists saw in any existing method the ideal embodiment of their ideas. In describing methods, the difference between a philosophy of language teaching at the level of theory and principles, and a set of derived procedure for teaching a language is central. In attempt to clarify this difference, a scheme was proposed by the American applied linguist Edward Anthony in 1963.

Anthony (in Richards and Rodgers, 1986: 15) identified three levels of conceptualization, which he termed approach, method, and technique. The arrangement is hierarchical. The organizational key is that the techniques carry out a method which is consistent with an approach. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Method is an overall plan from the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods. While, a technique is implementation - that which actually takes place in a classroom. It is particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well.
In different occasion, Richard and Rodgers (1986: 16) propose a formulation of these concepts, namely: approach, design, and procedure. An approach defines assumptions, beliefs, and theories about the nature of language and language learning. Designs specify the relationship of those theories to classroom materials and activities. Procedures are the techniques and practices that are divided from one’s approach and design.

Related to these different hierarchical notions about technique, the researcher concludes that technique is a key to effective instructional decision because it is the real implementation of approach, method, and design.

2. The Nature of Spot the Dictogloss Technique

Traditionally, listening skills have been taught in isolation or they were sometimes combined with speaking tasks. However, the nature of real-life interaction and the limited time most learners have at their disposal are strong arguments in favour of the integration of the four skills and for different modes of language practice. Spot the dictogloss offers a bridge between different language skills and promotes collaborative learning in the classroom (Vasiljevic, 2010: 41).

Spot the Dictogloss technique is a teaching technique which combines two listening activity’s concepts, they are: Spot the different and the Dictogloss. Spot the different is one kind of passage length listening activities which is introduced by David Cross (1991). In the Spot the Different, the class looks at a passage as teacher reads it, but with changes of words, phrases, or fact. As the
students listen they try to remember the discrepancies. The students may not make written notes. The teacher carries on with her normal lesson for a while and then comes back to the reading passage, asking the students to recall the different facts, words or phrases (Cross, 1991: 249).

Meanwhile, Dictogloss is relatively recent procedure in language teaching. It borrows a little from traditional dictation (hence part of its name) but in fact is quite distinct from dictation in both procedure and objectives. Dictogloss is a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. It was originally introduced by Ruth Wajnryb in 1990.

In dictogloss, a short text is read at normal speed to a class of learners who jot down familiar words as they listen. At the end of the dictation stage, most learners have only a small number of isolated words (or fragments) which together make up a very incohesive, "battered text". In small groups, the students then pool their resources to reconstruct their version of the original text. In the final stage the various versions that the students have produced are subjected to close analysis and comparison. Through both the task of reconstruction and following error analysis, students refine their understanding of the language they have used (Wajnryb, 1990: 5).

In conclusion, Spot the Dictogloss technique is a classroom dictation activity where the students listen to a passage, note down key words and then work together to create a reconstructed version of the text. The teaching & learning procedure consists of four basic steps: (1) Preparation stage when the
students find out about the topic and do some preparatory vocabulary work: (2) Listening stage when the students listen to the text which is read at normal speed by the teacher and take fragmentary notes. (3) Reconstruction stage when the learner work together in small groups to reconstruct a version of the text from their shared resources. (4) Correction and analysis stage when the students analyse and compare their text with reconstructions of other students and the original text and make necessary corrections.

3. Spot the Dictogloss Listening Procedure

The basic steps in Spot the dictogloss listening classes are the same as those outlined by Wajnryb (1990:7) for the purpose of grammar teaching. There are four stages: preparation, listening, reconstruction, and analysis and correction. Each stage will now be described in more detail, they are as follows:

1) Preparation stages

The purpose of the preparation stage is to make students more receptive to the listening passage. The purpose of the preparation stage is therefore twofold: it should give the learners a topical warm-up as well as familiarize them with vocabulary that will appear in the text.

a) Topical warm-up

The researcher give the students topical warm-up. She gives some questions for discussion. Then, she asks the students to answer the questions by discussing it with their friends. The researcher also show some visual aids (e.g. photos, pictures, graphs, objects) relevant to the topic and have the students predicted what the listening may be about, which may be about to
help them develop their top-down processing skills. The aim of this activity was to enable the students to activate their background knowledge and to predict the topic of the listening text that they would listen. Knowledge of the content helps students interpret the message correctly.

b) Vocabulary preparation

In this stage, the researcher also gives the students a list of the target words and its meaning. Vocabulary activities at the preparations stage, therefore, had three main objectives: (a) to familiarize the learners with the meaning and the form of new words, (b) to help learners recognize lexical items in the strings of connected speech, (c) to promote productive usage of the target words necessary for the reconstruction stage. In this case, the researcher asks the students to memory all the target words and their meanings. Then, she asks the students to complete the filling gap word where the clues are collocates that go with the target words.

2) Listening stage

In this stage, the teacher plays the recording of the listening text several times. The first time, the students are not permitted to take notes or write anything. They only listen to get a general idea about the text. The second time they can take notes. The researcher emphasizes the students that they should focus on key words only that will help them with the reconstruction of the text. (These are often the words that were introduced in the preparation stage). A third listening gives the students a chance to confirm the information and revise their notes if necessary. A short 5-minute break
between the second and the third listening give the students a chance to
discuss their notes and identify the points they need to focus on.

3) Reconstruction stage

In this stage, the researcher asks the students to make small groups (3-5
people). Then she asked the students to discuss what they have heard and to
attempt to produce a coherent text which is similar to the original version in
term of content and organization. The groups shall reconstruct the text in
writing. The purpose is not to replicate the original text, but to maintain its
informational content. One person is “the recorder” and the text is produced
from the pooled information of the group members. In order to enforce the
target vocabulary and ensure that the main points are included, students are
asked to use all the words from the preparation stage. No language input
should be provided during this stage. During reconstruction, the teacher’s role
is to monitor the activity and she also observe the nature of group interaction
to ensure that all students participate and that the more advanced students do
not dominate the group. They shall encourage silent students and adjust the
timing if necessary.

4) Analysis and correction

The last stage of Spot the dictogloss procedure is the analysis and correction
of the learners’ texts. In a Spot the dictogloss listening class, the main
purpose of the analysis and correction stage is to identify the problems
students have with text comprehension. Therefore, although the
reconstruction task requires writing ability, spelling mistakes should be less
of a concern. In this case, the researcher give students a reconstruction
checklist. In the list, the students are asked to check whether all target words have been used and whether all ideas have been included in the reconstruction. For each idea students are given an option of fully included, partially included or not included at all carrying 1 point, 0.5 points and 0 points respectively. Students ask to check their reconstruction (self-assessment) or the reconstruction of another group (peer-assessment). Students can be assigned parts of the text to check, or one student can be appointed as a “Checker” for the whole passage. The advantage of using a reconstruction checklist is that students get immediate feedback on their performance. Feedback is essential for language learning. Immediate feedback enables students to understand their mistakes and to learn from them. They can clearly see which vocabulary items or ideas are missing and group work provide assistance to members who have difficulty in comprehending the content. The teacher’s job is to make sure that peer feedback is correct and to provide additional linguistic guidance if necessary. By circulating among the groups, the teacher can observe and interact with a greater number of students and assist them with the problems they might encounter with the language or the content. In addition to linguistic feedback, the teacher can also discuss with the students how interaction among group members can be modified to make it more effective.
4. The Advantages and Disadvantages of Spot the Dictogloss Technique

a. The advantages of the spot the dictogloss

According to Vasiljevic (2010) Spot the Dictogloss has some advantages, they are as follows:

1) The Spot the Dictogloss model offers several potential advantages over other models of teaching listening comprehension. First, the spot the dictogloss method is an effective way of combining individual and group activities. Students listen and take notes individually and then work together to reconstruct the texts. 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. After the teacher provides a framework for understanding the passage by explaining the background information, cooperative groups can develop more appropriate comparisons or examples that will assist learners with their comprehension (Thornton in Vasiljevic: 2010).

2) Spot the Dictogloss procedure facilitates the development of the learners’ communicative competence. Furthermore, unlike in a typical discussion class where students are presented with a list of topics or discussion questions and communication activities often have a simple question-and-answer format, in a spot the dictogloss class, students’ interaction is much more natural. A collaborative reconstruction task gives learners the opportunities to practice and use all modes of language and to become
engaged in authentic communication. There is more turn-taking and students are more likely to use confirmation and clarification strategies. The variety of interaction was found to be more productive in terms of language development than the actual linguistic forms used (Wills & Wills in Vasiljevic: 2010). As Long and Robinson (in Vasiljevic: 2010) point out, people learn languages best not by treating them as an object of study, but by experiencing them as a medium of communication.

3) The reconstruction stage helps students to try out their hypotheses and subsequently to identify their strengths and weaknesses. A reconstruction task encourages students to consider the input more closely. Noticing is known to be one of the crucial elements of the language learning process (Ellis in Vasiljevic: 2010). The reconstruction and correction stages help the students to compare input to their own representation of the text and to identify the possible gaps. It is through this process of cognitive comparison that new forms are incorporated, students’ language competence improves and students’ interlanguage is restructured.

4) Spot 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. The analysis and correction stage enables the students to see where they have done well and where they need to improve. Students gain insights into their linguistic shortcomings and also develop strategies for solving the problems they have encountered.

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5) *Spot the Dictogloss* also offers a unique blending of teaching listening comprehension and the assessment of students’ listening ability. Traditional tests formats such as true or false items, multiple choice or open-ended questions are often not sensitive enough to capture the specific problems that learners may have at different levels of the meaning comprehension process. They typically allow only a relatively small number of selected items to be tested (e.g. main ideas, lexical items, and so on) while the rest of the text remains uncovered. If we look at a test as a diagnostic tool, then more detailed information about learners’ understanding at different stages of the comprehension process is necessary. For *Spot the Dictogloss* task, learners need phonemic identification, lexical recognition, syntactic analysis and semantic interpretation. The reconstruction task offers an insight into the students’ performance at all stages of the speech perception process. With the checklist that follows both teachers and learners can verify whether or not learning is taking place, and can identify the parts of the text and specific words or structures that cause miscomprehension. Furthermore, the nature of the reconstruction task forces students to listen carefully to other students’ input, providing additional opportunities for listening practice.

6) The reconstruction task also promotes the acquisition of L2 vocabulary. Students need to recall the meaning and the written form of vocabulary items introduced at the preparation stage. In addition, by asking students to use new words to form complex sentences, teachers can direct the learners’ attention to collocations and usage restriction in the target language.
7) Another advantage of Spot the Dictogloss technique is that reconstruction tasks can raise students’ awareness of rhetorical patterns in the target language. Generic and rhetorical patterns are often culture specific (Kaplan in Vasiljevic: 2010). Reconstruction tasks facilitate students’ ability to understand and manipulate the patterns of textual organization and make them more sensitive to discourse markers and other cohesive ties in the language they are trying to acquire.

8) Working in small groups reduces learners’ anxiety as they have to perform only in front of “a small audience.” This technique may be particularly suitable for those cultures in which students tend to be reticent and are not used to voicing their ideas in front of the whole class. In Japan, for example, students are often shy and group conscious. They feel insecure about their English ability and rarely volunteer their answers. They seldom initiate conversation, generally avoid bringing up new topics and rarely seek clarification (Burrows in Vasiljevic: 2010). When asked a direct question by a teacher, an individual student will often turn to her peers and seek advice before producing a response. Students feel more relaxed and confident when they share ideas that represent a group rather than themselves only. Group interaction is also important for the feedback stage. Peer feedback can either draw students’ attention to gaps in their language knowledge or provide confirming feedback which consolidates that knowledge (Storch in Vasiljevic: 2010), while eliminating the students' fear that they will be "punished" for the mistakes they have made.
9) Finally, According to Teachink7 (2009) *Spot the Dictogloss* technique can build students’ motivation to study in “coopetisi” (cooperative and competition) activity. Students will be familiar with working in a group. It can build sense of togetherness so that they will feel comfortable to do the activity. In the closing activity, students work individually, it can build their self-confidence and responsibility. Competition in the closing activity gives the students chance to show their ability. It also asks the students to prove and show their ability.

b. The disadvantage of the *spot the dictogloss*

Spot the dictogloss technique has too long procedure, so that it needs much time to apply perfectly in the teaching and learning process.

**B. Rationale**

At the initial stages of language learning, the primary goal of listening instruction is to help learners understand the acoustic input. Listening activities are designed to give the learner practice in identifying correctly different sounds, sound-combinations, and intonation patterns.

Based on the observation which was conducted by the writer at the Eighth year students of SMPN 03 Ngargoyoso, they still had some problems in studying listening, they are as follows: First, the students cannot find the main idea contains in the listening text. Another difficulty is the students cannot find the specific information in the listening text. Third, the students cannot find the meaning of the words and phrases from context. Fourth, the students cannot identify the communicative purposes contain in the listening text.
These problems appear because: first, the teaching and learning process of listening isn’t conducted effectively and the inappropriate teaching method is applied by the teacher. Generally, teacher only measures the student’s listening skill but does not teach it. For example, the teacher gives some questions, and then, performs the material. After that, she/he doesn’t explain more about how to comprehend the appropriate information. Second, the students have limited vocabulary and grammar. Third, the students are not able to concentrate. And the last is the numerous distractions in a typical classroom.

Based on the students problems and theoretical reviews of listening above the writer believes by using Spot the Dictogloss technique the student’s ability in listening will improve, because Spot the Dictogloss technique is supposed very effective, because: (1) the use of top-down system, asks the students to use the knowledge in the brain which is not always written in the text. Bottom-up system which asks the students to use prior knowledge about language system (such as grammar, vocabulary, etc.) can help the students in identifying what was said or what facts were stated in the text they listened; (2) the using of the combination of two listening activity concepts (spot the differences and the dictogloss) in this technique can build students’ motivation in studying listening by “coopetisi” (cooperative & competition) activity. The students can be trained to work together in a group, so that their sense of togetherness is built, and they can feel comfortable to do the activity; (3) the topical warm-up activity can help the students to find the main idea of the listening text; (4) the vocabulary preparation activity can help the students to
find the meaning of the words and phrases contain in the listening text; (5) the reconstruction stage can help the students to find the specific information and identify the communicative purposes of the listening text.

C. Action Hypothesis

Based on the rationale of the study, the hypothesis is formulated as follows: *Spot the Dictogloss* technique can improve students’ listening ability of the Eighth Year Students of SMPN 03 Ngargoyoso in the academic year of 2010/2011.
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method that is used in this study: setting and time of research, subject of the research, method of the research, research procedure, and data collection and analysis.

A. Research Method

The research method which is used in this study is a classroom action research. In this case, the researcher wants to improve students’ listening ability by using Spot the dictogloss technique.

According to Burns (2010: 2) action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. Action research involves taking a self-reflective critical and systematic approach to exploring your own teaching contexts. So, one of the main aims of action research is to identify a ‘problematic’ situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically.
There are four characteristics of the action research. They are:

1. Action research is contextual, small scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluating and reflecting as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation of team of colleagues, practitioners and researchers.
4. Changes in practice are based on the collection of information or data that is provides the impetus for change (Burns, 2010: 4).

From the definition above, it can be summarized that action research is the systematic study to overcome the education problems or to change things related to educational problem for improvement. Action research is conducted by practitioners or teacher to gather information about the ways that their particular schools operate how to teach, and how well the students learn.

In this study, the classroom action research that is conducted is an attempt to improve the students’ listening ability. This classroom action research is carried out through the collaboration of the writer and the teacher. The practical action is implemented by spot the dicogloss technique. The effects of the action can be known after using spot the dictolgloss in teaching listening. The reflection shows whether the spot the dictolgloss can improve the students’ listening ability or not to be higher than before.
B. Setting and Time of Research

In this study, the writer uses the eighth year students of SMPN 03 Ngargoyoso which is located on Jl. Sengonrejo, Ngargoyoso as the research. It is one of the states Junior High School in Kabupaten Karanganyar. It is a nice place to study because it is far away from noisy place. There are a lot of trees around classes so it looks comfortable.

There are nine classes. They consist of three classes for seventh year, three classes for eighth year, and three classes for ninth year. There are about thirty or thirty one students for each. To support and facilitate students’ learning activities, SMPN 03 Ngargoyoso has some laboratories such as Physic, Chemistry, Biology, and library. Because of the limited fund, it has not language laboratory yet.

This classroom action research was conducted for three months from November 15th, 2010 up to February 24th, 2011. Pre-research was done on November 15th, 2010 and December 15th, 2010. Designing research proposal and instruments was done on November up to December 2010. Giving treatment and collecting the data was done on January 3rd up to February 24th, 2011. Analyzing and discussing data was done in the end of February 2011 up to March 2011. And writing research report was done on January up to March 2011.
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Research Schedule

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C. Subject of the Research

The subject of this research is the students of class VIIIC of SMPN 03 Ngargoyoso in the academic year of 2010/2011. There are 30 students in this class. Most of their parents are farmers and they come from low and middle social status. In general, they are cheerful students, although they have low motivation in learning. The reasons for choosing this grade as research subjects – based on the preliminary research are: first, the eighth year is the appropriate time for preparing the students to face National Examination, so that they have enough knowledge when entering the next grade and more ready in facing National Examination.
Second, the students of this class had low motivation in learning, especially English subject. It could be seen from their English score in the final examination.

D. Research Procedure

The model of classroom action research used in this study is based on the model developed by Kemmis and McTaggart in Burns (2010: 7) who state that major authors in this field are: action research typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

Kemmis develops this model based on the Lewin’s original concept in Burns (2010: 9). Those steps can be illustrated as follow:

My inquiry questioning is disrupted by my need to keep control in ways the class expects.

Tape-record questions and responses for a couple of lessons to see what is happening. Keep notes on my impressions in diary.

Inquiry developing, but students are more unruly. How can I keep them on track? By listening to one another? By probing their questions? What lessons help?

Tape-record questioning and control statements. Note in diary effects on students behaviour.

My students think that science means recalling facts rather than a process of inquiry. How can I stimulate inquiry in my students? Change the curriculum? Change my questioning? Settle on my questioning strategies?

Shift questioning strategy to encourage students to explore answer to their own questions

Continuos general aim, but reduce number of control statements.

Shift questioning strategy to encourage students to explore answer to their own questions

Use fewer control statements for a couple of lesson.
The diagram can be explained as follows:

1. Identifying problem

The teacher identifies the problem before planning the action. The problem refers to the students’ difficulties in listening. In this study, the writer did the observation technique to find the problems. The writer observed the learning activities during the lesson.

2. Implementing the action

a. Planning

In this step the researcher develops a plan of critically informed action to improve what was already happening. In this step the researcher makes plan to teach by making lesson plan and preparing the materials, pre and post test.

b. Action

The researcher will implement the plans that have been made before. In this step the researcher implements her teaching by using spot the dictogloss technique.

c. Observing

The researcher observed the effects of the critically informed action in the context in which it occurs. The researcher also observed how the process of teaching runs, whether it is suitable with the plan or not. In this part the researcher noted everything during the teaching process. In this step, the researcher was also helped by the teacher as her collaborator. The teacher
noted events happening in the teaching learning process. The researcher also noted her perceptions dealing with critical events or issues occurring in the classroom. She will make reflection and interpretation of her teaching in her note.

d. Reflection

Reflection will be done to know the problems and an issue when the action is implemented. If the researcher finds some weaknesses of the activities that have been carried out in using the technique, the researcher will revise it in the next cycle. The researcher will reflect on these effects as the basis for further planning in the next cycle. If the progress has reached the standard expected, the cycle will be stopped. The indicator of the standard expectation is that if the students listening ability has improved.

3. Doing evaluation

In order to make sure whether there is an improvement of the students’ listening ability or not, the researcher will give the test.
D. Data and Data Sources

1. Data

In this study, there are two kinds of data. They are qualitative data and quantitative data. The qualitative data contain of the students’ problem in listening and the class situation before the action research using *spot the dictogloss* conducted, and also the activities during and after the teaching and learning process using *Spot the dictogloss* technique were given. The quantitative data contain of the result of teaching listening using *Spot the dictogloss* technique in the form of posttest.

2. The Sources of Data

a. Qualitative data

In this classroom action research, the sources of the qualitative data were taken from:

1) questionnaire and interview

   (a) before the action

   The questionnaire and interview were about the students’ difficulties in learning listening.

   (b) after the action

   The questionnaire and interview were about the teaching and learning process of listening using *spot the dictogloss* technique.

2) books

   The books that were observed were books used by the teacher and students in learning teaching and learning English.
3) Field note

The field note was made by the collaborator during the action. It was about the teaching and learning process of listening using *spot the dictogloss* in every meeting.

**b. Quantitative data**

The quantitative data were taken from the test result of teaching by using *Spot the dictogloss* technique. The data are in form of numbers. They were from the test that was carried out before and after the cycles were implemented. The test was scored by looking for the mean score.

The instrument for test was tried out before it was given to the students. The try out test was conducted in class VIIIIB of SMPN 03 Ngargoyoso on December 15th, 2010. It was done to find the validity and reliability of the instrument. The data were calculated by using the formula of internal validity and reliability. The formula is as follows:

1) Internal validity:

\[
S_t = \sqrt{\frac{\sum x^2}{n}}
\]

\[
r = \frac{X_i - X_T}{S_t} \sqrt{\frac{p_i}{q_i}}
\]
The item is valid if the result of observation is higher than the score of “r” product moment in the level of error 5%.

2) Internal reliability:

\[ r_{kk} = \frac{k}{k-1} \left( 1 - \frac{\sum pq}{s_t^2} \right) \]

The item is reliable if the result of observation is higher than the score of “r” product moment in the level of error 5%.

\[ r_o > r_t \]

Where

- \( s_t \): Standard deviation
- \( n \): Number of students
- \( r \): Coefficient of validity
- \( \overline{X}_i \): Mean of total correct answer of each item
- \( \overline{X}_t \): Mean of the total correct answer of each student
- \( p_i \): The proportion of students who answer each item correctly
- \( q_i \): The proportion of students who answer each item wrongly
- \( r_{kk} \): Coefficient of reliability
- \( k \): Number of valid item

Ngadiso (2009: 1-3)
E. Technique of Collecting Data

1. Qualitative data

To collect data accurately, some methods is used by researcher, they are:

a. Giving questionnaire and interview

The researcher asked the students to fulfill the questionnaire before and after the action research using spot the dictogloss was conducted. Before the action research using spot the dictogloss was conducted the researcher asked the students in class VIIIC of SMPN 03 Ngargoyoso to answer the questioner about the difficulties they found in studying listening.

After the action research was conducted using spot the dictogloss technique to teach listening, the researcher gave the questioner again to the students. The questions were about the teaching and learning process of listening using spot the dictogloss technique.

Besides giving the questionnaire, the researcher also conducted the interview to the students before and after the action research was conducted. Before the action research was conducted the researcher interviewed the students their difficulties they found in learning listening, the teacher’s teaching technique and the books that they used to learn English. The researcher also conducted the interview to the teacher (SN) about her teaching technique, the books that she was used to teach, and the difficulties she found in teaching listening.
b. Observation

In this research, the observation is used to collect the data. It was a technique of collecting the data by closely watching and noticing classroom events or happenings, or interaction, either as a participant in the classroom or as an observer of another teacher’s observation.

In this study, the researcher was a teacher who teaches listening by using Spot the Dictogloss technique and active participants as observers or collaborator. The function of collaborator here was to evaluate the teachers’ teaching, offer suggestion on the best way to teach, and help her to create students’ motivation in learning English. In other words, the collaborator was the active participant who will gave the big contribution for every step of the research.

The teacher observed the students’ activities while teaching listening learning process occurs. She wrote all the activities in the teaching and learning process every meeting in the field note.

2. Quantitative Data

In this study the writer used a written test to measure the students’ achievement in listening comprehension. She gave a pretest and posttest to know the students’ listening ability before and after teaching listening using Spot the Dictogloss technique. Its aim was to know whether the students’ listening ability is improving or not.
G. Technique of Analyzing Data

After collecting both qualitative and quantitative data, the next step of the research was analyzing the data. In this study, the techniques of analyzing data were as follows:

3. Qualitative data

The qualitative data were analyzed using Constant Comparative Method. According to Glaser and Strauss (1971: 103) the constant comparative method is designed to aid the analyst who possesses these abilities in generating a theory that is integrated, consistent, plausible, close to the data – and at the same time is in a form clear enough to be readily, if only partially, operationalized for testing in quantitative research. Glaser and Strauss (1971: 105) states that there are four stages in the constant comparative method, they are as follows:

1) Comparing incident applicable to each category.

The researcher started by coding each incident in her data into as many categories of analysis as possible as categories emerges or as data emerge that fit an existing category. It should keep track of the comparison group in which the incident occurs. After coding for a category perhaps three or four times, the researcher found conflicts in the emphases of her thinking. At this point, the...
second rule of the constant comparative method is: stop coding and record a memo on her ideas.

3) Integrating categories and their properties.

The researcher started out this process in a small way. She made memos and possible conferences were short. But as the coding continuous, she changed the constant comparative units from comparison of incidents with incident to comparison to incident with properties of the category that resulted from initial comparisons of incidents. If the data were collected by theoretical sampling at the same time that they were analyzed, then integration of the theory were more likely to emerge by itself.

4) Delimiting the theory

Delimiting occurs at two levels, they were as follows: the theory and the categories. First, the theory solidifies, in the sense that major modifications became fewer and fewer as the researcher compared the next incidents of a category to its properties. Later modifications were mainly on the order of clarifying the logic, taking out non-relevant properties, integrating elaborating details of properties into the major outline of interrelated categories and – most important – reduction. By reduction, the researcher discovered underlying uniformities in the original set of categories or their properties, then formulated the theory with a smaller set of higher level concepts. The second level for
delimiting theory was a reduction in the original list of categories for coding. As the theory grows, becomes reduced, and increasingly works the researcher ordered a mass of qualitative data. She became committed to it. Her commitment now allowed her to cut down the original list of categories for collecting and coding data, according to the present boundaries of her theory. In turn, her consideration, coding and analyzing of incidents could become more select and focused. She devoted more time to the constant comparison of incidents clearly applicable to this smaller set of categories. Another factor, which still further delimited was the list of categories, which will became theoretically saturated. After the researcher has coded incident for the same category a number of times, she learned to see quickly whether or not the next applicable incident point to a new aspect. If yes, then the incident was coded and compared. If no, the incident was not coded, since it only added bulk to the coded data and nothing to the theory.

4) Writing the theory

At this stage in the process of qualitative analysis, the researcher possessed to code data, a series of memos, and a theory. The discussions in her memos provided the content behind the categories which became the major themes of the theory later presented in papers or books. When the researcher was convinced that her analytic framework forms a systematic substantive theory, that it was reasonably accurate statement of the matters studied, and that it was couched in a
form that others going into the same field could use – then she published her result with confidence. The researcher brought together all memos on calculating social loss for summarizing and, perhaps, further analyzing before writing about it. One could return to the coded data when necessary to validate a suggested point, pinpoint data behind a hypothesis or gaps in the theory, and provide illustrations.

4. Quantitative data

The quantitative data were the result of the pre-test and post-test. The data were analyzed by:

1. Analyzing every answer in the students’ answer-sheets to determine whether it is true or false.

2. Computing the students’ correct answers.

3. Analyzing the test scores of the written test, first of all, the researcher will calculate the percentage of the correct answers of each student by using percentage correction. The percentage will be used to measure the students’ listening comprehension. To find out the percentage, the writer will use the percentage correction formula as follows:

\[ S = \frac{R}{N} \times SM \]
Where:

\[ S = \text{the students’ mastery in \%} \]
\[ R = \text{the students’ right answer} \]
\[ N = \text{the maximum score of the whole answer} \]
\[ SM = \text{standard mark (100)} \]  

(Arikunto, 1998: 38)

The writer then used the result of the percentage correction of the students’ answer to get the student’s intended scores. After that, she used the percentage correction formula to calculate the correct answer percentage of the whole students to measure the students’ listening mastery.

**The system of Score Category**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 – 100</td>
<td>Very Good</td>
</tr>
<tr>
<td>61 – 80</td>
<td>Good</td>
</tr>
<tr>
<td>41 – 60</td>
<td>Fair</td>
</tr>
<tr>
<td>21 – 40</td>
<td>Poor</td>
</tr>
<tr>
<td>0 - 20</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

From the percentage of the correct answer, then the students’ listening mastery found.
4. After analyzing the scores of the written test, the researcher used a statistical technique to compare the mean score of the students. The data from the written test were analyzed in order to know whether the technique used could overcome the students’ problem in understanding the listening or not.

The mean of pre-test and post-test calculated with the formula as follows:

\[
\bar{X} = \frac{\sum X}{N}
\]

\[
\bar{Y} = \frac{\sum Y}{N}
\]

Where

\( \bar{X} \) = mean of pretest scores

\( \bar{Y} \) = mean of posttest scores

\( N \) = the number of sample

(Ngadiso, 2009: 5)
CHAPTER IV

THE RESULT OF THE STUDY

In chapter IV, the writer describes the actions that have been done for two months. Those activities are used to show how Spot the dictogloss technique can improve the listening ability of the eight grade students of SMPN 03 Ngargoyoso.

The main objective of this research is to find whether spot the dictogloss influences the students’ listening ability. It will be used as evidence in answering the problem statements stated in chapter I. The findings of this research are divided into two sections. The first section is the process of the research and the second section is result. Each section will be described as follows.

A. Process of the Research

The research was conducted in SMPN 03 Ngargoyoso. It was done from the middle of December 2010 until February 2011. The research is action research. The procedure of action research is described in table 3.

<table>
<thead>
<tr>
<th>No</th>
<th>Procedure</th>
<th>Activity</th>
<th>Doer</th>
<th>Specific activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Pre-Research</td>
<td>a. Giving questionnaire and doing interview</td>
<td>FW and teacher SN</td>
<td>a. The questionnaire and interview is used to identify the problem in teacher SN’s classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Giving pre-test</td>
<td></td>
<td>b. The pre-test is used to identify the students’ problem in listening.</td>
</tr>
<tr>
<td>II</td>
<td>Research implementation</td>
<td>a. planning</td>
<td>FW</td>
<td>Planning the action for cycle 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. implementing</td>
<td>FW</td>
<td>Implementing the action in four meetings and one meeting for pos test</td>
</tr>
</tbody>
</table>
### Cycle 2

<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Teacher</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>revising plan</td>
<td>FW</td>
<td>Planning the action for cycle 2 based on the weaknesses found in cycle 1</td>
</tr>
<tr>
<td>b.</td>
<td>implementing</td>
<td>FW</td>
<td>Implementing the action in three meetings and one meeting for post test</td>
</tr>
<tr>
<td>c.</td>
<td>observing</td>
<td>Teacher SN &amp; FW</td>
<td>Observing the actions of cycle 2</td>
</tr>
<tr>
<td>d.</td>
<td>reflecting</td>
<td>Teacher SN &amp; FW</td>
<td>Reflecting the observation results</td>
</tr>
</tbody>
</table>

### III Result discussion

|   | Discussion | FW | Discussing the result of the research as a conclusion |

1. **Pre-Research**

Pre-research was held before conducting the research. The researcher gave questionnaire and conducted an interview to the students to identify the teacher’s technique in teaching listening, the students’ learning activity during the teaching learning process, and the problems occurring during the teaching learning process in relation with students’ listening comprehension ability. Besides that, the researcher also gave pre-test to the students to identify the students listening ability before using new method.

The researcher gave questionnaire and interview to the eight year students in class C of SMPN 03 Ngargoyoso on December 15th, 2010. The results of the questionnaire and interview show that the students were bored with the teaching and learning process that was implemented by the teacher. The teacher only gave the listening text without giving such kind of activity which helped the students to understand the content of the listening text, so they felt lazy to listen. The effect
was that they were lazy to learn English. They didn’t have any motivation to study. Furthermore, the students were bored with the materials in the textbooks (module/LKS) which they had. They never studied listening using interesting material and media such as recording material from native speaker on the CD. They never listened English texts except those found on their module/LKS.

Meanwhile, the pre-test was held on January 3rd, 2011. The result of pre-test shows the students got difficulties in understanding the listening text which is given by the teacher. The students had difficulties in finding meaning of the word and phrases, main idea, specific information and communicative purposes. The students’ listening ability in finding meaning of the words and phrases was 17.14%, main idea 28.6%, specific information 35%, and communicative purposes 26.25%. From the level 1-10, the mean score of students’ pre-test was 3.8. It indicated that the students had low mastery in comprehending the listening text since they got unsatisfying results in pre-test.

There were some cases causing those problems. The cases came from the teacher and the students. First, the teacher was less creative in delivering the material. She had difficulties in finding the material for teaching listening. So, she only focused on teaching reading and writing. The teacher used to ask the students to do the exercises in their module. Second, the students were not motivated or interested in teaching and learning process because the material and the learning activities which were conducted were not interesting.
Considering the problems the writer found in classroom, the writer decided to apply *spot the dictogloss* through classroom action research in order to improve students’ listening ability because *spot the dictogloss* is supposed very effective. It can be seen from: (1) the topical questions which are given in the topical warm-up activity can help the students to find the main idea of the listening text; (2) the target words which are given in the vocabulary preparation activity can help the students to find the meaning of the words and phrases in the listening text; (3) the activity of reconstructing the text in writing help the students to maintain the informational content of the listening text. This activity can help the students in finding the specific information and identifying the communicative purposes of the listening text.

2. **Research Implementation**

The implementation of teaching listening using *spot the dictogloss* technique through classroom action research included two cycles. The first cycle was held in six meetings including pre-test and post-test, while the second cycle was held in four meetings including post-test. Each meeting took 80 minutes. In the first cycle, the texts which were used were descriptive and recount text. The implementation of the first cycle was held on January, 6th until January 20th, 2011. The first cycle consisted of four steps. The steps were (1) planning the action; (2) implementing the action; (3) observing the action; and (4) reflecting the observation result.
A. Cycle 1

a) Planning the action

Based on the problems faced by the students that they had difficulty in comprehending listening text, the researcher decided the way to solve problem. She decided to use spot the dictogloss technique to teach listening.

The teaching and learning process was conducted in four stages, they were as follows:

1) Preparation stages

The researcher gave the students topical warm-up. She gave some questions for discussion. Then, she asked the students to answer the questions by discussing them with their friends. The researcher also showed some visual aids (e.g. photos, pictures, graphs, objects) relevant to the topic and had the students predict what the listening may be about. The aim of this activity was to enables the students to activate their background knowledge and to predict the topic of the listening text that they would listen. Knowledge of the content helps students interpret the message correctly. In this stage, the researcher also gave the students a list of the target words and their meanings. In this case, the researcher asked the students to memorize all the target words and their meanings. Then, she asked the students to complete the gap where the clues refer to the target words.

commit to user
2) **Listening stage**

In this stage, the teacher played the recording of the listening text several times. The first time, the students were not permitted to take notes or write anything. They only listened to get a general idea of the text. The second time they could take notes. The researcher emphasized the students that they should focus on key words only that will help them with the reconstruction of the text. (These are often the words that were introduced in the preparation stage). A third listening gave the students a chance to confirm the information and revise their notes if necessary. A short 5-minute break between the second and the third listening gave the students a chance to discuss their notes and identify the points they need to focus on.

3) **Reconstruction stage**

The researcher asked the students to make small groups (3-5 people). Then, she asked the students to discuss what they have heard and to attempt to produce a coherent text which is similar to the original version in term of content and organization. The groups reconstructed the text in writing. The purpose was not to replicate the original text, but to maintain its informational content. One person was “the recorder” and the text was produced from the pooled information of the group members. In order to enforce the target vocabulary and ensure that the main points are included, students are asked to use all the words from the preparation stage. No language input should be provided during this stage. During reconstruction, the teacher’s role was to monitor the activity and observe the nature of group interaction to ensure that all students...
participated and that the more advanced students did not dominate the group. They should encourage silent students and adjust the timing if necessary.

4) Correction and Analysis

The last stage of Spot the dictogloss procedure was the analysis and correction of the learners’ texts. In a Spot the dictogloss listening class, the main purpose of the analysis and correction stage was to identify the problems students had with text comprehension. Therefore, although the reconstruction task requires writing ability, spelling mistakes should be less of a concern. In this case, the researcher gave students a reconstruction checklist. In the list, the students are asked to check whether all target words have been used and whether all ideas have been included in the reconstruction. For each idea students are given an option of fully included, partially included or not included at all carrying 1 point, 0.5 points, and 0 points respectively. Students were asked to check their reconstruction (self-assessment) or the reconstruction of another group (peer-assessment). Students could be assigned parts of the text to check, or one student could be appointed as a “Checker” for the whole passage. The advantage of using a reconstruction checklist was that students got immediate feedback on their performance. Feedback is essential for language learning. Immediate feedback enables students to understand their mistakes and to learn from them. They could clearly see which vocabulary items or ideas were missing and group work provided assistance to members who had difficulty comprehending the content. The teacher’s job is to make sure that peer feedback is correct and to provide additional linguistic guidance if necessary. By circulating among the groups, the teacher could observe and interact with a greater number of students and assist them with the problems they might encounter with the language or the content. In addition to linguistic feedback, the teacher could also discuss with the students how interaction among group members could be modified to make it more effective.
b) Implementing the action

The action plan was implemented by the researcher (FW). In the first cycle, she used descriptive text and recount text as the listening text. The implementation of *spot the dictogloss* technique is described for each meeting as follows:

1) The first meeting

The first meeting was conducted on Thursday, January 6th, 2011. The lesson started at 11.10 a.m. The action was aimed to know whether *Spot the Dictogloss* technique can improve the students’ listening ability, and to know the strengths and weaknesses of *Spot the Dictogloss* technique when it is used to teach listening.

The researcher came to the class and greeted the students. In this meeting, the researcher has prepared the materials before she entered the class. Before the researcher started the lesson, she explained about *spot the dictogloss* and its teaching and learning procedure. The researcher also informed the students about the genre of the listening text that they would discuss. In the first meeting the researcher gave the students descriptive text. After that, the researcher divided the students into some groups. Each group contained of 3-5 students. Then, she distributed the students’ worksheet to the students. She asked the students to discuss some topical questions on the worksheet. After few minutes, she discussed about the topical question with the students.
At the first time, the students were ashamed to answer the questions because they were not confident to express their idea using English. Then, the researcher supported them by giving a chance to them to tell their idea by mixing in English and Indonesian language. The researcher pointed the delegate of the group to answer the questions. The questions given gradually drew the students’ attention to the specific topic of the listening extract. The students responded enthusiastically. The researcher found the students tried to discuss with their group to answer the topical questions. In this meeting, 2 of 5 groups could predict the topic of the listening text that they had listened correctly.

In the end of the discussion, the researcher asked the students to guess about the topic of the listening that they would listen from the CD. Having finished giving the students the topical warm-up, then the researcher gave vocabulary preparation for the students. The vocabularies were the target words that would help the students to comprehend the listening text that they would listen. She asked the students to pay attention to the vocabularies that were prepared on their worksheet. She asked the students to listen the pronunciation of the each vocabulary from the native speaker of the CALD (Cambridge Advanced Learner’s Dictionary), and then asked them to repeat it together. After that, she discussed the meaning of the vocabularies with the students and asked them to comprehend them. The students looked so happy while they pronounced the vocabularies because they could imitate the correct pronunciation from the native speaker. Then, the researcher asked the students to complete the gap-filling word
where the clues were collocates that go with the target words. After that, the researcher discussed the students’ answer together.

The next step was listening. The researcher asked the students to keep their concentration before she started to play the listening text from CD so that they could be more focused. At the first time, the students were not permitted to take notes or write anything. They only listened to get a general idea about the text. The second time they could take notes. As inexperienced learners tend to try to write down everything, the researcher emphasized that they should focus on key words only that would help them with the reconstruction of the text. (These were often the words that were introduced in the preparation stage). A third listening gave the students a chance to confirm the information and revise their notes if necessary. A short 5-minute break between the second and the third listening gave students a chance to discuss their notes and identify the points they needed to focus on. At the first playing, the students had difficulty to catch the content of the text. Then, the researcher suggested them not to be panic and to be more focused. She also repeated playing the listening text several times until the students could catch the content of the text. Gradually, the students could be more focused. They could record some sentences that they listened on their note.

After the listening stage, the researcher went on to the reconstruction stage. She asked the students to discuss what they have heard and to attempt to produce a coherent text which is similar to the original version of Thailand Life.Com in term of content and organization with their group. The researcher asked the students to reconstruct the text in writing using all the words from the
preparation stage in the reconstruction. The purpose was not to replicate the original text, but to maintain its informational content. Although the reconstruction task required writing ability, spelling mistakes was less of a concern. One well-recognised characteristic of language processing was that learners tend to remember the content of the message rather than the exact words. The students looked so busy in reconstructing the text. They discussed the result of their notes. Every group tried to reconstruct the result of their listening. They discussed with their group. While the students were busy discussing in their group, the researcher monitored all the students’ activities and observed the nature of group interaction to ensure that all students participated and that the more advanced students did not dominate the group. The researcher only gave 30 minutes for the students to reconstruct their notes. After that, they went on to the correction and analysis step.

The last stage was correction and analysis. In this step, the researcher gave the students reconstruction check list. She asked the students to check whether all target words had been used and whether all ideas had been included in the reconstruction. Then, she asked the students to do the peer assessment with another group. The students changed their reconstruction result with another group and let the other group check, calculate their points, and fill the progress on the check list. The students tried to tell the opinion to answer the researcher’s questions. After that, the researcher asked the students about the difficulties they found in every stages of the learning process and gave them the solution. The students said that they were enjoy and fun with the learning process. They
hoped the researcher taught them again using the same activities next day. After that, the researcher asked the students to come back to their seat.

In the end of the teaching and learning process, the researcher gave the students assessment to know the improvement of the students’ listening comprehension ability in the first meeting. She gave a listening comprehension exercise. She asked the students to answer five questions in the form of multiple choice based on the listening text in the CD. The topic of the text was different from the topic which had been discussed in the teaching and learning process. The title was “Rise and Shine!” The questions given in the assessment were about the topic, word meaning, specific information, and communicative purposes of the text.

The first meeting showed that 29% of the students could answer the question about word meaning correctly, 32% of the students could answer the question about the topic of the text correctly, 39% of the students could answer the question about specific information correctly, and 42% of the students could answer the question about communicative purposes correctly.

2) The second meeting

The second meeting lasted on Monday, January 10th, 2011. The lesson started at 10.10 a.m. The researcher greeted the students and checked the students’ attendance and condition of the class. The students had sat properly in their group when the researcher came into the class. It means that they had been ready to follow the teaching and learning process. Before she started the lesson, she informed the students about their score in the last meeting. The researcher also
informed them that she would give door prize for students who got the highest score till the end of the meeting as the reward. And also she did not forget to inform them about the genre of the listening text that they would discuss. In the second meeting the researcher still used a descriptive text as the listening material. The title of the text was “Morocan’s Meal Custom”.

The action was aimed to know whether Spot the Dictogloss technique can improve the students’ listening ability, and to know the strengths and weaknesses of Spot the Dictogloss technique when it is used to teach listening.

The researcher started the lesson with the preparation stage. She divided the students into some groups and distributed the students’ worksheet. Then, she asked the students to discuss the topical questions on preparation stage of their worksheet in five minutes. The students with the researcher guidance were active during the discussion. After that, the researcher asked each group to answer the questions one by one. It was so different with the last meeting. The researcher did not need to point the students to answer the question because they competed to answer the question. Almost every group raised their hand as the signal that they wanted to answer the question. The questions given gradually drew the students’ attention to the specific topic of the listening extract. In the end of the discussion, the researcher asked the students to guess about the topic of the listening that they would listen from the CD. Every group tried to guess the topic which would be discussed in the listening text. They had various answers. The researcher asked the students to keep their guess about the topic and tried to get the correct answer in the next step.
Having finished giving the topical warm-up, the researcher continued to the vocabulary preparation. She asked the students to pay attention to the vocabularies that were prepared on their worksheet. She asked the students to listen the pronunciation of the each vocabulary from the native speaker of the CALD (Cambridge Advanced Learner’s Dictionary), and then asked them to repeat it together. The students looked so serious to do it. After that, she discussed the meaning of the vocabularies with the students and asked them to comprehend them. Some students asked to the researcher to explain again the meaning of the vocabularies in Indonesian language to make them more understand. Then, the researcher translated the meaning of each vocabulary in Indonesian language. After that, the researcher asked the students to complete the gap-filling word where the clues were collocates that go with the target words. After that, the researcher discussed the students’ answer together.

The next step was listening. The researcher asked the students to keep their concentration before she started to play the listening text from CD so that they could be more focused. At the first time, the students were not permitted to take notes or write anything. They only listened to get a general idea about the text. The second time they could take notes. As inexperienced learners tend to try to write down everything, the researcher emphasized that they should focus on key words only that would help them with the reconstruction of the text. (These were often the words that were introduced in the preparation stage). A third listening gave the students a chance to confirm the information and revised their notes if necessary. A short 5-minute break between the second and the third
listening, the researcher gave the students a chance to discuss their notes and identify the points they needed to focus on. The students were more serious and focus in listening the text. Only some students still had difficulty to concentrate. Then, the researcher came to them and suggested them not to be panic and to be more focused. She also still repeated playing the listening text several times until the students could catch the content of the text. Gradually, the students could be more focused. They could record some sentences that they listened on their note.

After the listening stage, the researcher went on to the reconstruction stage. She asked the students to discuss what they had heard and to attempt to produce a coherent text which is similar to the original version of *Morrocan’s Meal Custom* in term of content and organization with their group. The researcher asked the students to reconstruct the text in writing using all the words from the preparation stage in the reconstruction. The purpose was not to replicate the original text, but to maintain its informational content. Although the reconstruction task required writing ability, spelling mistakes was less of a concern. One well-recognised characteristic of language processing was that learners tend to remember the content of the message rather than the exact words. The students looked so busy in reconstructing the text. They discussed the result of their notes. While the students were busy discussing in their group, the researcher monitored all the students’ activities and observed the nature of group interaction to ensure that all students participated and that the more advanced students did not dominate the group. The researcher only gave 30 minutes for the
students to reconstruct their notes. After that, they went on to the correction and analysis step.

In the correction and analysis step, the researcher gave the students reconstruction check list. She asked the students to check whether all target words had been used and whether all ideas had been included in the reconstruction. Then, she asked the students to do the peer assessment with another group. The students changed their reconstruction result with another group and let the other group check, calculate their points, and fill the progress on the check list. After finished, the researcher asked to the students which group got the highest score in the check list result. Then, she asked the class to give applause and say “congratulation” to them. The group who got applause from their friends and the researcher were so happy and proud. The students tried to tell the opinion to answer the researcher’s questions. After that, the researcher asked the students about the difficulties they found in every stages of the learning process and gave them the solution. After that, the researcher asked the students to come back to their seat.

In the end of the teaching and learning process, the researcher gave the students assessment to know the improvement of the students’ listening comprehension ability in the second meeting. She gave a listening comprehension exercise. She asked the students to answer six questions in the form of multiple choice based on the listening text in the CD. The topic of the text was different from the topic which had been discussed in the teaching and learning process. The title of the text was “Talented, Successful and Irish”. The questions given in the
assessment were about the topic, word meaning, specific information, and communicative purposes of the text.

In the second meeting increased 45% of the students could answer the question about word meaning correctly, 58% of the students could answer the question about the topic of the text correctly, 82% of the students could answer the question about specific information correctly, and 58% of the students could answer the question about communicative purposes correctly.

3) The third meeting

The third meeting lasted on Thursday, January 13th, 2011. The lesson started at 11.10 a.m. The researcher greeted the students and checked the students’ attendance and condition of the class. Before she started the lesson, the students asked the researcher to inform the score in the second meeting. They looked so impatient to know their score. So, the researcher informed to the students about their score of the assessment result in the second meeting. They were happy because most of their scores increased although it was not really significant. And also the researcher did not forget to inform them about the genre of the listening text that they would discuss. In the third meeting the researcher used a recount text as the listening material. The title of the text was “The Strange Story of the Marie Celeste”.

The action was aimed to know whether Spot the Dictogloss technique can improve the students’ listening ability, and to know the strengths and weaknesses of Spot the Dictogloss technique when it is used to teach listening.
The researcher started the lesson with the preparation stage. She divided the students into some groups and distributed the students’ worksheet. Then, she asked the students’ to discuss the topical questions on preparation stage of their worksheet in five minutes. After that, the researcher asked each group to answer the questions one by one. The students were still enthusiastic to answer the topical questions and complete the gap using the target words. The researcher did not need to point the students to answer the question because they competed to answer the question. Almost every group raised their hand as the signal that they wanted to answer the question. The questions given gradually drew the students’ attention to the specific topic of the listening extract. In the end of the discussion, the researcher asked the students to guess about the topic of the listening that they would listen from the CD. Every group tried to guess the topic would be discussed in the listening text. They had various answers. The researcher asked the students to write their guessing about the topic on a piece of paper and tried to get the correct answer in the next step.

After giving the topical warm-up, the researcher continued to the vocabulary preparation. As the same as the second meeting, she asked the students to pay attention to the vocabularies that were prepared on their worksheet. She asked the students to listen to the pronunciation of the each vocabulary from the native speaker of the Advanced Learner’s Dictionary), and then asked them to repeat it together. CALD (Cambridge After that, she discussed the meaning of the vocabularies with the students and asked them to comprehend them. The researcher explained the meaning of the vocabularies in Indonesian language to
make them more understand. Then, the researcher translated the meaning of each vocabulary in Indonesian language. After that, the researcher asked the students to complete the gap-filling word where the clues were collocates that go with the target words. The next, the researcher discussed the students’ answer together. Then, the researcher discussed the gap-filling word had been done by the students. The researcher asked the delegate of each group to tell their answer one by one. After they have understood all the meaning of the target words, the researcher then went on to the next step.

The next step was listening. The researcher asked the students to keep their concentration before she started playing the listening text from CD so that they could be more focused. At the first time, the students were not permitted to take notes or write anything. They only listened to get a general idea about the text. The second time they could take notes. As inexperienced learners tend to try to write down everything, the researcher emphasized that they should focus on key words only that would help them with the reconstruction of the text. (These were often the words that were introduced in the preparation stage). A third listening gave the students a chance to confirm the information and revised their notes if necessary. A short 5-minute break between the second and the third listening, the researcher gave the students a chance to discuss their notes and identify the points they needed to focus on. The students were more serious and focus in listening the text. There were only some students who were still difficult to concentrate. Then, the researcher came to them and suggested them not to be panic and to be more focused. She also still repeated playing the listening text
several times until the students could catch the content of the text. Gradually, the students could be more focused. They could record some sentences that they listened on their note.

After the listening stage, the researcher went on to the reconstruction stage. She asked the students to discuss what they have heard and to attempt to produce a coherent text which is similar to the original version of “The Strange Story of the Marie Celeste” in term of content and organization with their group. The researcher asked the students to reconstruct the text in writing using all the words from the preparation stage in the reconstruction. The purpose was not to replicate the original text, but to maintain its informational content. Although the reconstruction task required writing ability, spelling mistakes was less of a concern. One well-recognised characteristic of language processing was that learners tend to remember the content of the message rather than the exact words.

The students looked so busy in reconstructing the text. They discussed the result of their notes. While the students were busy discussing in their group, the researcher monitored all the students’ activities and observed the nature of group interaction to ensure that all students participated and that the more advanced students did not dominate the group. The researcher only gave 30 minutes for the students to reconstruct their notes. After that, they went on to the correction and analysis step.

In the correction and analysis step, the researcher gave the students reconstruction check list. She asked the students to check whether all target words had been used and whether all ideas had been included in the reconstruction.
Then, she asked the students to do the peer assessment with another group. The students changed their reconstruction result with another group and let the other group check, calculate their points, and fill the progress on the check list. After that, the researcher asked to the students which group got the highest score in the check list result. Then, she asked the class to give applause and say “congratulation” to them. The group who got applause from their friends and the researcher were so happy and proud. The next, the researcher gave feedback to the students by asking the topic of the text, specific information related to the text, and the communicative purpose of the text. The students tried to tell the opinion to answer the researcher’s questions. After that, the researcher asked the students about the difficulties they found in every stages of the learning process and gave them the solution. After that, the researcher asked the students to come back to their seat.

In the end of the teaching and learning process, the researcher gave the students assessment to know the improvement of the students’ listening comprehension ability in the second meeting. She gave the listening comprehension exercise. She asked the students to answer six questions in the form of multiple choice based on the listening text in the CD. The topic of the text was different from the topic which had been discussed in the teaching and learning process. The title of the text was “Taken for a Ride”. The questions given in the assessment were about the topic, word meaning, specific information, and communicative purposes of the text.
In the third meeting, the result of the assessment 19% of the students could answer the question about word meaning correctly, 29% of the students could answer the question about the topic of the text of the text correctly, 39% of the students could answer the question about specific information correctly, and 42% of the students could answer the question about communicative purposes correctly.

5) The Fourth Meeting

The fourth meeting lasted on Monday, January 17th, 2011. The lesson started at 10.10 a.m. The researcher greeted the students and checked the students’ attendance and condition of the class. The same as last meeting the students looked so enthusiastic to know their score. So, the researcher informed the students about their scores in the third meeting. They were happy because most of their scores increased although they were not really significant. And also the researcher did not forget to inform them about the genre of the listening text that they would discuss. In the fourth meeting the researcher used a recount text as the listening material. The title of the text was about “The End of a Dream”.

The action was aimed to know whether Spot the Dictogloss technique can improve the students’ listening ability, and to know the strengths and weaknesses of Spot the Dictogloss technique when it is used to teach listening.

The researcher started the lesson with the preparation stage. She divided the students into some groups and distributed the students’ worksheet. Then, she asked the students’ to discuss the topical questions on preparation stage of their
worksheet in five minutes. After that, the researcher asked each group to answer the questions one by one. The researcher did not need to point the students to the question. Almost every group raised their hand as the signal that they wanted to answer the question. The researcher reminded the students to give a chance for their friend who had not spoken at all to be the delegate of their group to answer the question. The questions given gradually drew the students’ attention to the specific topic of the listening extract. In the end of the discussion, the researcher asked the students to guess about the topic of the listening that they would listen from the CD. Every group tried to guess the topic would be discussed in the listening text. They had various answers. The researcher asked the students to write their guessing about the topic on a piece of paper and tried to get the correct answer in the next step.

After giving the topical warm-up, the researcher continued to the vocabulary preparation. As the same as the third meeting, she asked the students to pay attention to the vocabularies that were prepared on their worksheet. She asked the students to listen the pronunciation of the each vocabulary from the native speaker of the CALD (Cambridge Advanced Learner’s Dictionary), and then asked them to repeat it together. After that, she discussed the meaning of the vocabularies with the students and asked them to comprehend them. The researcher explained the meaning of the vocabularies in Indonesian language to make them more understands. After that, the researcher asked the students to complete the gap-filling word where the clues were collocates that go with the target words. After that, the researcher discussed the gap-filling word had been
done by the students together with the students. The researcher asked the delegate of each group to tell their answer one by one. After they have understood all the meaning of the target words, the researcher then went on to the next step.

The next step was listening. The researcher asked the students to keep their concentration before she started to play the listening text from CD so that they could be more focused. At the first time, the students were not permitted to take notes or write anything. They only listened to get a general idea about the text. The second time they could take notes. As inexperienced learners tend to try to write down everything, the researcher emphasized that they should focus on key words only that would help them with the reconstruction of the text. (These were often the words that were introduced in the preparation stage). A third listening gave the students a chance to confirm the information and revised their notes if necessary. A short 5-minute break between the second and the third listening, the researcher gave the students a chance to discuss their notes and identify the points they needed to focus on. The students were more serious and focus in listening the text. Only some students that was still difficult to concentrate. Then, the researcher came to them and suggested them not to be panic and to be more focused. She also still repeated playing the listening text several times until the students could catch the content of the text. Gradually, the students could be more focused. They could record some sentences that they listened on their note. The students looked more serious in doing the activity in every stages. They were not only enthusiastic in answering the questions but also enthusiastic in trying to comprehend the content of the listening text.
After the listening stage, the researcher went on to the reconstruction stage. She asked the students to discuss what they have heard and to attempt to produce a coherent text which is similar to the original version of “The End of a Dream” in term of content and organization with their group. The researcher asked the students to reconstruct the text in writing using all the words from the preparation stage in the reconstruction. The purpose was not to replicate the original text, but to maintain its informational content. Although the reconstruction task required writing ability, spelling mistakes was less of a concern. One well-recognised characteristic of language processing was that learners tend to remember the content of the message rather than the exact words. The students looked so busy in reconstructing the text. They discussed the result of their notes. While the students were busy discussing in their group, the researcher monitored all the students’ activities and observed the nature of group interaction to ensure that all students participated and that the more advanced students did not dominate the group. The researcher only gave 30 minutes for the students to reconstruct their notes. After that, they went on to the correction and analysis step.

In the correction and analysis step, the researcher gave the students reconstruction check list. She asked the students to check whether all target words had been used and whether all ideas had been included in the reconstruction. Then, she asked the students to do the peer assessment with another group. The students changed their reconstruction result with another group and let the other group check, calculate their points, and fill the progress on the check list.
After that, the researcher asked to the students which group got the highest score in the check list result. Then, she asked the class to give applause and say “congratulation” to them. The group who got applause from their friends and the researcher were so happy and proud. After finished, the researcher gave feedback to the students by asking the topic of the text, specific information related to the text, and the communicative purpose of the text. The students tried to tell the opinion to answer the researcher’s questions. After that the researcher asked the students about the difficulties they found in every stages of the learning process and gave them the solution. The next, the researcher asked the students to come back to their seat.

In the end of the teaching and learning process, the researcher gave the students assessment to know the improvement of the students’ listening comprehension ability in the third meeting. She gave a listening comprehension exercise. She asked the students to answer six questions in the form of multiple choice based on the listening text in the CD. The topic of the text was different from the topic which had been discussed in the teaching and learning process. The title of the text was “Reward for Virtue”. The questions given in the assessment were about the topic, word meaning, specific information, and communicative purposes of the text.

In the fourth meeting, the result of the assessment showed that 35% of the students could answer the question about the word meaning correctly, 55% of the students could answer the question about the topic of the text correctly, 55% of the students could answer the question about specific information correctly, and
52% of the students could answer the question about communicative purposes correctly.

5) The fifth meeting

In the fifth meeting, a post test 1 was conducted. It was conducted on Thursday, February 20th, 2011. This test was conducted to know the students’ achievement in comprehending a listening text especially in finding main idea, meaning of the word and phrases, specific information, and communicative purposes after she has implemented the action plan.

c) Observing the Action

When the researcher (FW) implemented spot the dictogloss technique in the teaching and learning process of listening comprehension, it had been observed and the result can be explained as follows:

1) The first meeting

In the first meeting, the teaching and learning process ran slowly. Some students were still busy with themselves. They seemed strange with the situation. At the preparation stage the students were still confused of the materials. But after the researcher gave explanation of everything they would do, the students responded enthusiastically. The researcher found the students tried to discuss with their group to answer the topical questions. Each group asked their delegation tells their discussion result. Some delegations of the group were ashamed to speak loudly because they were not confident to speak English. Although some of the students’ answers of the topical questions were not really proper, but 3 of 5 groups could predict the topic of the listening text that they had listened correctly.
At the vocabulary preparation, the students were more enthusiastic when the researcher asked them to listen and repeat the target word on their worksheet based on the CALD (Cambridge Advance Learner Dictionary). The students looked so happy to repeat the pronunciation of the vocabulary were in the target words. They said that they were very glad because they could study new vocabularies and pronounce them with good pronunciation. When the researcher asked them to fill the gap using the target words that had been discussed, each group competed to raise their hand as the signal that they were really enthusiastic to answer the questions.

At the reconstruction stage, the researcher found that every group tried to reconstruct the result of their listening. They discussed with their group. When the researcher asked them to change their reconstruction result with other group and let them check it using a reconstruction check list, the class condition became noisy because each delegation of the group had to move to take and give the reconstruction result. It was good because it indicated that the students’ motivation in learning built step by step.

At the correction and analysis stage, the class condition was more alive because the researcher informed the point of the reconstruction result. The group which got the highest point was really happy so that the member of the group yelled loudly. When the researcher asked them about their feeling as long as the learning process they said that they were enjoy and fun with the process, and they hoped the researcher taught them again using the same activities next day.
On the other hand, when the teaching and learning process went on, there were three students who asked permission to go to the rest room. But after five minutes they came back again to the classroom. Besides that, the researcher also found three students who really difficult to be focused. They often disturbed other students’ concentration with their behavior. The researcher had to remind them several times to make them focused. Furthermore, when the students almost finished doing the assessment, the bell rang. It broke the students’ concentration because the noise from bell and the students’ noise outside the class made the students could not listen to the text clearly.

The result of the first assessment in the first meeting showed that 29% of the students could answer the question about word meaning correctly, 32% of the students could answer the question about the topic of the text correctly, 39% of the students could answer the question about specific information correctly, and 42% of the students could answer the question about communicative purposes correctly. Although the score was still low, but it has progress.

2) The second meeting

In the second meeting, the teaching learning process ran better than the previous meeting. The students had sat properly in their group when the researcher came into the class. It made the researcher surprised because they had made their own group before getting an instruction from her. But it was awesome because it was a good start. It means that they had been ready to follow the teaching and learning process.
At the preparation stage, the students’ motivation looked so good. The discussion ran well. The students with the researcher’s guidance were active during the discussion. There was such kind of competition. The competition happened not only in each group but also among the students in one group. They competed to tell their opinion to answer the topical questions and predict the topic of the listening text. They were not ashamed anymore to tell their opinion although it used combine language, English and Indonesia.

The same condition also happened when the researcher asked them to complete the gap using the vocabulary in the target words. When the researcher asked the students to listen and repeat the target words using CALD (Cambridge Advance Learner Dictionary), the students looked so serious to do it. The class condition became so calm at that time. It also happened in the reconstruction stage. The students looked so serious in trying to record the content of the text on their note. They only whispered with their friend when they wanted say something in the middle of the listening stage. The students’ concentration was not really disturbed again with the ring of the bell. They asked the researcher to stop the playing for a moment and after the ring from the bell was off they asked the researcher to go on the playing of text again. In conclusion, the students could be more focused and more familiar with the listening text in this meeting.

There was only one student who asked for permission to go to the rest room as far as the teaching and learning process. And the number of the students who had difficulty in concentration decreased, because the collaborator helped the
researcher to monitor the students especially the three students who always disturbed their friend’s concentration in the last meeting.

In this meeting the researcher also found the trouble. The loud speaker which was used was off in the middle of the learning process. The cable of loud speaker which was connected to the researcher’s laptop was broken. It needed fifteen minutes for the researcher and the collaborator to repair it. The collaborator helped the researcher by looking for the other cable in the teacher’s office.

And the result of the second assessment in the second meeting increased 45% of the students could answer the question about word meaning correctly, 58% of the students could answer the question about the topic of the text correctly, 82% of the students could answer the question about specific information correctly, and 58% of the students could answer the question about communicative purposes correctly.

3) The third meeting

In this meeting, the students said that the text which was discussed was rather difficult to understand, because in the third meeting the researcher used different kinds of listening text to the first and second meeting. She used a recount text so the students needed an adaptation with the text that they listened. This condition made the class ran smoothly. But, after the researcher had explained about the recount text to students, step by step the students could understand about the concept of a recount text.
At the preparation stage, the students were still enthusiastic to answer the topical questions and complete the gap using the target words. And the class condition was still alive. Some students sometimes still used the present tense while they answered the topical questions and filled the gap. The researcher then revised their answer so that they could realize their mistake. This condition also happened at the reconstruction stage.

At the listening stage, students said that the sound of the native speaker was too fast. Then, the researcher had to make the playing of the listening slowly by pause every one or two sentences to make the students easier in comprehending the content of the text.

The class condition at the third meeting was under control. There was no one student who asked for permission to go to the rest room. Although the students’ concentration was a little bit disturbed by the sound of the bell they were still enthusiastic to continue doing the assessment until it had finished. They said “Tanggung kak, dilanjut aja sampai selesai gak papa”.

The results of the assessment in the third meeting were: 19% of the students could answer the question about word meaning correctly, 29% of the students could answer the question about the topic of the text of the text correctly, 39% of the students could answer the question about specific information correctly, and 42% of the students could answer the question about communicative purposes correctly.
4) The fourth meeting

In this meeting, the researcher reminded the students about a recount text. She reminded the students of how to find main idea, meaning word, specific information, and communicative purposes in the listening material which was in the form recount text, so that the students were more familiar with the text.

The researcher found that the students were more familiar with every procedure of the teaching technique. It can be seen from the question of the students to the researcher, “Kak hari ini tema listening kita tentang apa?” “Kita hari ini masih belajar pake CD room kan kak? And their motivation to study listening was getting better. The students looked more serious in doing the activity in every stage. In this meeting, the researcher found they were not only enthusiastic in answering the questions but also enthusiastic in trying to comprehend the content of the listening text.

The class condition was under control in this meeting. There were not any students who asked for permission to the rest room. Only the sound of the bell and the noisy outside the class in the end of the assessment activity made the researcher stopped the playing of the listening text for a moment.

And the result of the fourth assessment in the fourth meeting increased: 35% of the students could answer the question about the word meaning correctly, 55% of the students could answer the question about the topic of the text correctly, 55% of the students could answer the question about specific information correctly, and 52% of the students could answer the question about communicative purposes correctly.
5) The fifth meeting

In the fifth meeting, post test 1 was conducted. This test was held to know the students’ achievement in finding main idea, meaning of the words and phrases, specific information, and communicative purposes of the listening text after the action plan was implemented. The students looked so serious when doing the post test 1. The result of the post test 1 showed good improvement of students’ mean score. The mean score increased from 3.8 in pre-test to 5.5 in post test. The progress of the students’ listening ability in cycle 1 is described in table 4.

Table 4.

The Improvement of the Students’ Listening Ability in Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>The Indicators of the Listening Ability</th>
<th>The average score of Pre-test</th>
<th>%</th>
<th>The average score of Post-test 1</th>
<th>%</th>
<th>Max Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students are able to find the meaning of the words and phrases based on context.</td>
<td>1.2</td>
<td>17.14%</td>
<td>3</td>
<td>43%</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>The students are able to find the main idea of the text.</td>
<td>2</td>
<td>28.6%</td>
<td>3.7</td>
<td>53%</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>The students are able to find the specific information of the text.</td>
<td>2.8</td>
<td>35%</td>
<td>4.6</td>
<td>57.5%</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>The students are able to identify the communicative purposes of the text.</td>
<td>2.1</td>
<td>26.25%</td>
<td>4</td>
<td>50%</td>
<td>8</td>
</tr>
</tbody>
</table>
d) Reflecting the Observation Result

In reflecting the result of the implementation in the first cycle, there are some strengths and weaknesses and also the problems which must be solved in the second cycle. The strengths mean the successes of the implementation of the action, while the weaknesses are regarded as problems that need to be solved. The results of the implementation can be seen from table 5.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students’ listening ability</td>
<td>The students’ listening ability</td>
</tr>
<tr>
<td>1. Helping the students in finding main idea of the text. It can be seen that the students’ ability in finding main idea improved from 28.6% in the pre-test became 53% in the post-test 1 from the maximum score of 7.</td>
<td>1. The students’ listening ability in finding meaning of the words and phrases, main idea was still low and had not reached the target yet. The students ability in finding meaning of the words and phrases in the pre-test was 17.14% and in the post-test was 43% from the maximum score of 7.</td>
</tr>
<tr>
<td>2. Helping the students’ in finding specific information. It can be seen that the students’ ability in finding specific information of the text improved from 35% in the pre-test became 57.5% in the post-test 1 from the maximum score of 8.</td>
<td>2. The students’ listening ability in identifying the communicative purposes of the text was still low and had not reached the target yet. The students’ ability in identifying the communicative purposes of the text in the pre-test was 26.25% and in the post-test 1 was 50% from the maximum score of 8.</td>
</tr>
<tr>
<td>3. The students felt that the native speaker’s speaking on the CD was too fast so they were difficult to understand the content of the text.</td>
<td></td>
</tr>
</tbody>
</table>
e) **Revising the Action Plan**

Based on the problems in the first cycle, the researcher as the writer made some evaluations to solve it. She discussed with the collaborator to get the best solution to eliminate these problems in the next cycle. We agreed to make some revising of the action plans, they are as follows:

1) **Listening ability**

   a) To eliminate the problem of the students’ ability in finding meaning of the words and phrases of the listening text, at the vocabulary preparation activity the researcher would explain the meaning of the target words or phrases used Indonesian language. At the listening stage she would pause the playing of the CD at the sentences or words which referred to the meaning of the target words or phrases and asked the students to examine it. If the students had not gotten the meaning of the words or phrases yet, the researcher would repeat it until three times.
b) To eliminate the problem of the students in finding communicative purposes of the listening text, the researcher would guide the students to analyze the genre of the text that they listened, after that she would ask them to connect the characteristic of the text with main idea of the text.

c) To eliminate the problem of the speed of the native speaker speaking on the CD the researcher would paused the playing of the CD every one sentence and gave the students a chance to comprehend it. The researcher would ask them whether they had understood the content of the sentence or not, if the students had understood she would continue to the next sentence but if they had not understood yet she would repeated it again.

2) The class situation
a) To eliminate the problem of the noisy outside the class, the researcher and the collaborator agreed to move to the other room which was more silent. The researcher and the collaborator would asked for permission to the headmaster to use the science laboratory in doing the teaching and learning process in cycle 2 because this room was far enough from other rooms so it was comfortable for conducting listening activity.

b) To eliminate the students who were difficult to be focused the researcher would ask the student to join with the group which had active members to enlist him as active task participation.
c) To eliminate the problem of the long time that was needed to apply *Spot the Dictogloss* technique, the researcher would manage the time for each stage and prepare all of the teaching materials carefully before she comes to the class.

**B. Cycle 2**

**a) Implementing of the Revising Action Plan**

The action plan was implemented by the researcher (FW). In the second cycle, she still used *Spot the Dictogloss* teaching procedure. The teaching procedure was as follows: (1) preparation stage which consists of topical warm-up and vocabulary preparation; (2) listening stage; (3) reconstruction stage; and (4) correction and analysis stage.

The second cycle was conducted in three meetings. Each meeting took 80 minutes. In the first and second meeting the researcher used a recount text as the listening material and in the third meeting she used a descriptive text. The researcher implemented the revising action plan had been made in the end of the first cycle.

**1) The first meeting**

The first meeting was conducted on Monday, February 14th, 2011. The lesson started at 10.10 a.m. In the second cycle the teaching and learning process was conducted at the science laboratory, because this room was far enough from other rooms. The purpose was to eliminate the noisy outside the class. Before the students entered to the class, the researcher had checked the
condition of the class. She checked the condition of the electricity in this room. She also prepared all equipments needed to teach. She checked to play the CD, laptop, cable, loud speaker, worksheet, etc. It was one of efforts to eliminate the trouble in the teaching and learning process and to make the time more effective.

The researcher greeted the students and checked the students’ attendance and condition of the class. Then, the researcher informed to the students about their score of the post-test result in the first cycle. She gave door prize for the student who got the highest score in the first cycle. The students looked so happy because most of their scores increased although it was not really significant and had not reached KKM yet.

The researcher did not forget to inform them about the genre of the listening text that they would discuss. In the first meeting the researcher used a recount text as the listening material. The title of the text was “The Future”. The researcher gave the students a general explanation about a recount text to help them understand the content of the text.

The action was aimed to know whether Spot the Dictogloss technique can improve the students’ listening ability, and to know the strengths and weaknesses of Spot the Dictogloss technique when it is used to teach listening.

The researcher started the lesson with the preparation stage. She divided the students into some groups and distributed the students’ worksheet. Then, she asked the students to discuss the topical questions in their worksheet in five minutes. After that, the researcher asked each group to answer the questions one by one. The researcher did not need to point the students to answer the question
because almost every group raised their hand as the signal that they wanted to answer the question. The researcher reminded the students to give a chance for their friends who had not spoken at all to be the delegation of their group to answer the question. The questions which were given gradually drew the students’ attention to the specific topic of the listening extract. In thoup stage, group one, three four, and five could predict the topic of the text correctly based on the topical questions. Only group two who failed in predicting the topic of the text.

After that, she asked the students to guess the topic of the listening that they would listen from the CD based on the topical questions. Every group tried to guess the topic. They had various answers. The researcher asked the students to write their guess about the topic on their worksheet and try to get the correct answer in the next step. The students followed the teaching and learning process enthusiastically.

After giving the topical warm-up, the researcher continued to the vocabulary preparation. She asked the students to pay attention to the vocabularies prepared on their worksheet. She asked the students to listen to the pronunciation of each vocabulary from the native speaker of the CALD (Cambridge Advanced Learner’s Dictionary), and to repeat it together. After that, she discussed the meaning of the vocabularies with the students and asked them to comprehend them. The researcher explained the meaning of the vocabularies in Indonesian language to make them more understand. After that, the researcher asked the students to complete the gap where the clues referred to the target words. Having finished, the researcher discussed the answer together with the students. The
researcher asked the delegation of each group to tell their answer one by one. The result of the students exercise in completing the gap using the target words showed a good improvement. Group one could complete five of eight gaps, group two could complete five gaps, and group three could complete six gaps, group four could complete eighth gaps, groups five could complete seven gaps.

The next step was listening. The researcher asked the students to concentrate before starting to play the listening text from CD so that they could be more focused. At the first time, the students were not permitted to take notes or write anything. They only listened to get a general idea about the text. The researcher paused the playing of the CD every one sentence to help the students in finding the general idea and the specific information in the text easily. She also paused the playing of the CD at the words which referred to the target words or phrases to help the students in comprehending the meaning of the words or phrases based on the context. The second time they could take notes. The researcher asked the students to focus on the key words only that would help them with the reconstruction of the text. A third listening gave the students a chance to confirm the information and revise their notes if necessary. A short 5-minute break between the second and the third listening, the researcher gave the students a chance to discuss their notes and identify the points they needed to focus on. The students were more serious and focused on listening to the text. The researcher still repeated the playing of the listening text several times until the students could catch the content of the text. Gradually, the students could be more focused. They could record some sentences that they listened on their note.
After giving the listening stage, the researcher went on to the reconstruction stage. She asked the students to discuss what they have heard and to attempt to produce a coherent text which is similar to the original version of “The Future” in term of content and organization with their group. The researcher asked the students to reconstruct the text in writing using all the words from the preparation stage in the reconstruction. The purpose was not to replicate the original text, but to maintain its informational content. Although the reconstruction task required writing ability, spelling mistakes was less of a concern. One well-recognised characteristic of language processing was that learners tend to remember the content of the message rather than the exact words. The students looked so busy in reconstructing the text. They discussed the result of their notes seriously. While the students were busy discussing with their group, the researcher monitored all the students’ activities and observed the nature of group interaction to ensure that all students participated and that the more advanced students did not dominate the group. The researcher only gave 30 minutes for the students to reconstruct their notes. After that, they went on to the correction and analysis step.

In the correction and analysis step, the researcher gave the students reconstruction check list. She asked the students to check whether all target words had been used and whether all ideas had been included in the reconstruction. Then, she asked the students to change their reconstruction result with another group and let the other group check, calculate their points and fill the progress on the check list. Then, she asked the class to give applause and say “congratulation”
to the group who got the highest point in the check list. The group who got applause from their friends and the researcher was so happy and proud. All of students said that they enjoyed and felt happy with the activity given by the researcher.

Having finished, the researcher discussed with the students about specific information related to the text, the topic of the text, and the communicative purpose of the text to make sure whether they have understood all the content of the text or not. Firstly, she asked about specific information. Every group tried to tell their answers one by one. After that, she asked about the topic of the text, and the last she asked about the communicative purposes of the text. When the researcher asked about the communicative purposes of the text, she reminded the students to connect the characteristic of the text that they listened with main idea of the text to help the students in identifying of the text. The students then discussed with their group to identify the communicative purpose of the text. Every group told their opinion enthusiastically, they used various statements to identify the communicative purpose of the text. The researcher guided the students’ answer so that they could know which answer was correct. After that, the researcher asked the students about the difficulties they found in every stage of the learning process and gave them the solution. Then, the researcher asked the students come back to their seat.

In the end of the teaching and learning process, the researcher gave the students assessment to know the improvement of the students’ listening comprehension ability in this meeting. She gave the listening comprehension
exercise. She asked the students to answer five questions in the form of multiple choice based on the listening text in the CD. The title of the text was different from the topic which had been discussed in the teaching and learning process. It was "In or out". The question given in the assessment was about the main idea, word meaning, specific information, and communicative purposes of the text.

The result of the assessment showed that the students had good progress. It can be seen that 40% students could answer the question about word meaning correctly, 61% could answer the question about main idea correctly, 60% students could answer the question about specific information correctly, and 58% of the students could answer the question about communicative purposes correctly. But there were some students who still had difficulties in finding meaning of the word from context.

2) The second meeting

The second meeting conducted on Thursday, February 17th, 2011. The lesson started at 11.10 a.m. Before the students entering to the class, the researcher had checked the condition of the class. She checked the condition of the electricity in the science laboratory. She also prepared all equipments needed to teach. She checked the CD, laptop, cable, loud speaker, worksheet, etc. It was one of efforts to eliminate the trouble in the teaching and learning process and to make the time to be more effective. All equipments in this meeting were in good condition.

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After all students entered to the class, the researcher greeted the students and checked the students’ attendance and condition of the class. The researcher did not forget to inform them about the genre of the listening text that they would discuss. In the second meeting the researcher still used a recount text as the listening material. The title of the text was “Faster than Sound”. She still reminded the students about the characteristics of recount text.

The action was aimed to know whether Spot the Dictogloss technique can improve the students’ listening ability, and to know the strengths and weaknesses of Spot the Dictogloss technique when it is used to teach listening.

The researcher started the lesson with the preparation stage. She divided the students into some groups and distributed the students’ worksheet. Then, she asked the students to discuss the topical questions on their worksheet in five minutes. After that, the researcher asked each group to answer the questions one by one. The researcher did not need to point the students to the question. Almost every group raised their hand as the signal that they wanted to answer the question. The questions which were given gradually drew the students’ attention to the specific topic of the listening extract.

After that, she asked them to guess about the topic of the listening that they would listen from the CD based on the topical questions. Every group tried to guess the topic. They had various answers. In this meeting all of groups could predict the topic of the text correctly. The researcher asked the students to write their guess about the topic on their worksheet and try to get the correct answer in the next step.
After giving the topical warm-up, the researcher continued to the vocabulary preparation. She asked the students to pay attention to the vocabularies that were prepared on their worksheet. She asked the students to listen to the pronunciation of the each vocabulary from the native speaker of the CALD (Cambridge Advanced Learner’s Dictionary), and to repeat it together. After that, she discussed the meaning of the vocabularies with the students and asked them to comprehend them. The researcher explained the meaning of the vocabularies in Indonesian language to make them more understand. After that, the researcher asked the students to complete the gap where the clues referred to the target words. The next, the researcher discussed the answer had been done by the students together with the students. The researcher asked the delegation of each group to tell their answer one by one. In this stage, group one got two mistakes and group two got three mistakes in completing 10 gaps, while group three, four, and five were successful in completing 10 gaps.

The next step was listening. The researcher asked the students to concentrate before starting to play the listening text from CD so that they could be more focused. At the first time, the students were not permitted to take notes or write anything. They only listened to get a general idea about the text. The researcher paused the playing of the CD every one sentence to help the students in finding the general idea and the specific information in the text easily. She also paused the playing of the CD at the words which refered to the target words or phrases to help the students in comprehending the meaning of the words or phrases based on the context. The second time they could take notes. The
researcher asked the students to focus on the key words only that would help them with the reconstruction of the text. A third listening gave the students a chance to confirm the information and revise their notes if necessary. A short 5-minute break between the second and the third listening, the researcher gave the students a chance to discuss their notes and identify the points they needed to focus on. The students were more serious and focused on listening to the text. The researcher still repeated the playing of the listening text several times until the students could catch the content of the text. Gradually, the students could be more focused. They could record some sentences that they listened on their note.

After finishing the listening stage, the researcher went on to the reconstruction stage. She asked the students to discuss what they have heard and to attempt to produce a coherent text which is similar to the original version of “Faster than sound” in term of content and organization with their group. The researcher asked the students to reconstruct the text in writing using all the words from the preparation stage in the reconstruction. The purpose was not to replicate the original text, but to maintain its informational content. Although the reconstruction task required writing ability, spelling mistakes was less of a concern. One well-recognised characteristic of language processing was that learners tend to remember the content of the message rather than the exact words. The students looked so busy in reconstructing the text. They discussed the result of their notes. While the students were busy discussing with their group, the researcher monitored all the students’ activities and observed the nature of group interaction to ensure that all students participated and that the more advanced
students did not dominate the group. The researcher only gave 30 minutes for the students reconstructed their notes. After that, they went on to the correction and analysis step.

In the correction and analysis step, the researcher gave the students reconstruction check list. She asked the students to check whether all the target words had been used and whether all ideas had been included in the reconstruction. Then, she asked the students to change their reconstruction result with another group and let the other group check, calculate their points, and fill the progress on the check list. The researcher asked the class to give applause and say “congratulation” to the group who got the highest score. The group who got applause from their friends and the researcher was so happy and proud.

Having finished, the researcher discussed with the students about specific information related to the text, the topic of the text, and the communicative purpose of the text to make sure whether they have understood all the content of the text or not. Firstly, she asked about specific information. Every group tried to tell their answers one by one. After that, she asked about the topic of the text, and the last she asked about the communicative purposes of the text. When the researcher asked about the communicative purposes of the text, she reminded the students to connect the characteristic of the text that they listened with main idea of the text to help the students in identifying the communicative purpose of the text. The students then discussed with their group to identify. Every group told their opinion enthusiastically, they used various statements to identify the communicative purpose of the text. The researcher guided the students’ answer so
that they could know which answer was correct. After that, the researcher asked the students about the difficulties they found in every stage of the learning process and gave them the solution. Then, the researcher asked the students come back to their seat.

In the end of the teaching and learning process, the researcher gave the students assessment to know the improvement of the students’ listening comprehension ability in this meeting. She gave the listening comprehension exercise. She asked the students to answer five questions in the form of multiple choice based on the listening text in the CD. The title of the text was different to the topic which had been discussed in the teaching and learning process. It was “Can I help you madam?” The question given in the assessment was about the topic, word meaning, specific information, and communicative purposes of the text.

The result of the assessment showed that the students had good progress of their listening ability. It can be seen that 45% of the students could answer the question about word meaning and phrase correctly, 68% of the students could answer the questions about main idea correctly, 66% of the students could answer the questions about specific information correctly, and 61% of the students could answer the questions about communicative purposes correctly.
3) The third meeting

The third meeting conducted on Monday, February 21\textsuperscript{st}, 2011. The lesson started at 10.10 a.m. The researcher greeted the students and checked the students’ attendance and condition of the class. The researcher did not forget to inform them about the genre of the listening text that they would discuss. In the third meeting the researcher used a descriptive text as the listening material. The title of the text was “Talented, Successful and Irish”.

The action was aimed to know whether Spot the Dictogloss technique can improve the students’ listening ability, and to know the strengths and weaknesses of Spot the Dictogloss technique when it is used to teach listening.

The researcher started the lesson with the preparation stage. She divided the students into some groups and distributed the students’ worksheet. Then, she asked the students’ to discuss the topical questions on their worksheet in five minutes. After that, the researcher asked each group to answer the questions one by one. Almost every group raised their hand as the signal that they wanted to answer the question. The class became so alive because the competition was getting hotter in this last meeting. The researcher reminded the students to give a chance for their friends who had not spoken at all to be the delegation of their group to answer the question. The questions which were given gradually drew the students’ attention to the specific topic of the listening extract. After that, she asked them to guess about the topic of the listening that they would listen from the CD based on the picture and the topical questions that they have discussed. Every group tried to guess the topic. And they had various answers. All of groups could
predict the topic correctly. The researcher asked the students to write their guess about the topic on a piece of paper and try to get the correct answer in the next step. Having finished giving the topical warm-up, the researcher continued to the vocabulary preparation. She asked the students to pay attention to the vocabularies that prepared on their worksheet.

She asked the students to listen to the pronunciation of the each vocabulary from the native speaker of the CALD (Cambridge Advanced Learner’s Dictionary), and to repeat it together. After that, she discussed the meaning of the vocabularies with the students and asked them to comprehend them. The researcher explained the meaning of the vocabularies in Indonesian language to make them more understand. After that, the researcher asked the students to complete the gap where the clues referred to the target words. The next, the researcher discussed the answer had been done by the students together with them. The researcher asked the delegation of each group to tell their answer one by one. In this stage, group one and two got one mistake in completing six gaps, while group three, four, and five were successful in completing six gaps.

The next step was listening. The researcher asked the students to concentrate before starting to play the listening text from CD so that they could be more focused. At the first time, the students were not permitted to take notes or write anything. They only listened to get a general idea about the text. The researcher paused the playing of the CD every one sentence to help the students in finding the general idea and the specific information in the text easily. She also paused the playing of the CD at the words which referred to the target words or
phrases to help the students in comprehending the meaning of the words or phrases based on the context. The second time they could take notes. The researcher asked the students to focus on the key words only that would help them with the reconstruction of the text. A third listening gave the students a chance to confirm the information and revise their notes if necessary. A short 5-minute break between the second and the third listening, the researcher gave the students a chance to discuss their notes and identify the points they needed to focus on. The students were more serious and focused on listening to the text. The researcher still repeated the playing of the listening text several times until the students could catch the content of the text. Gradually, the students could be more focused. They could record some sentences that they listened on their note.

Having finished the listening stage, the researcher went on to the reconstruction stage. She asked the students to discuss what they have heard and to attempt to produce a coherent text which is similar to the original version of “Talented, successful and Irish” in term of content and organization with their group. The researcher asked the students to reconstruct the text in writing using all the target words from the preparation stage in the reconstruction. The purpose was not to replicate the original text, but to maintain its informational content. Although the reconstruction task required writing ability, spelling mistakes was less of a concern. One well-recognised characteristic of language processing was that learners tend to remember the content of the message rather than the exact words. The students looked so busy in reconstructing the text. They discussed the result of their notes. While the students were busy discussing with their group, the
researcher monitored all the students’ activities and observed the nature of group interaction to ensure that all students participated and that the more advanced students did not dominate the group. The researcher only gave 30 minutes for the students reconstructed their notes. After that, they went on to the correction and analysis step.

In the correction and analysis step, the researcher gave the students reconstruction check list. She asked the students to check whether all target words had been used and whether all ideas had been included in the reconstruction. Then, she asked the students to change their reconstruction result with another group and let the other group check, calculate their points, and fill the progress on the check list. After that, the researcher asked to the students which group got the highest score in the check list result. Then, she asked the class to give applause and say “congratulation” to them. The group who got applause from their friends and the researcher was so happy and proud.

Having finished, the researcher discussed with the students about specific information related to the text, the topic of the text, and the communicative purpose of the text to make sure whether they have understood all the content of the text or not. Firstly, she asked about specific information. Every group tried to tell their answers one by one. After that, she asked about the topic of the text, and the last she asked about the communicative purposes of the text. When the researcher asked about the communicative purposes of the text, she reminded the students to connect the characteristic of the text that they listened with main idea of the text to help the students in identifying the communicative purpose of the
text. The students then discussed with their group to identify. Every group told their opinion enthusiastically, they used various statements to identify the communicative purpose of the text. The researcher guided the students’ answer so that they could know which answer was correct. After that, the researcher asked the students about the difficulties they found in every stage of the learning process and gave them the solution. Then, the researcher asked the students come back to their seat. The class condition in this meeting was under control. The competition among the groups looked so high. The researcher could see some students who were silent step by step tried to be more active to participate in the discussion with their group.

In the end of the teaching and learning process, the researcher gave the students assessment to know the improvement of the students’ listening comprehension ability in this meeting. She gave the listening comprehension exercise. She asked the students to answer five questions in the form of multiple choice based on the listening text in the CD. The title of the text was different to the topic which had been discussed in the teaching and learning process. It was “Behind the scenes with Mel Gibson”. The question given in the assessment were about the topic, word meaning, specific information, and communicative purposes of the text. And the result of the first assessment in the cycle two was satisfaction enough.
4) The fourth meeting

In this fourth meeting, the post test 2 was conducted. It was conducted on Thursday, February 24th, 2011. It was conducted to identify the improvement after the action of cycle 1 had been revised.

b) Observing the Action

The result of the observation can be explained as follows:

1) The first meeting

In this first meeting, the teaching learning process ran well. The students followed the teaching and learning process enthusiastically. In this meeting, the result of the students exercise in completing the gap using the target words showed a good improvement. Group one could complete five of eight gaps, group two could complete five gaps, group three could complete six gaps, group four could complete eighth gaps, and group five could complete seven gaps. The result of the students of the exercise in the topical warm-up showed a good improvement. Group one, three, four, and five could predict the topic of the text correctly based on the topical questions. Only group two who failed in predicting the topic of the text based on the topical questions.

At the listening stage, the researcher asked the students not to write anything at the first playing. They only listened to get a general idea about the text. Then, she paused the playing of the CD every one sentence to help the students in finding the general idea and the specific information in the text easily. She also paused the playing of the CD at the words which refered to the target
words or phrases to help the students in comprehending the meaning of the words or phrases based on the context. The second time they could take notes. The researcher asked the students to focus on the key words only that would help them with the reconstruction of the text. A third listening gave the students a chance to confirm the information and revise their notes if necessary. A short 5-minute break between the second and the third listening, the researcher gave the students a chance to discuss their notes and identify the points they needed to focus on their reconstruction result.

The reconstruction check list result of each group increased. It means that the student’s ability in comprehending the general idea and specific information of the text was getting better. The result of the reconstruction check list showed that the ability of the students to comprehend the content of the text was group one could record 58.3%, group two 40.9%, group three 59.5%, group four 60.9% and group five 62.5%. When the researchers asked the students to identify the communicative purposes of the text based on the reconstruction check list, only group one and group two who failed to identify the communicative purpose of a recount text correctly. It was good improvement if the researcher compared the students’ ability in identifying the communicative purposes in the first cycle. In the end of the first cycle only group four and five who were successful in identifying the communicative purposes of a recount text. In this meeting group three, four and five were successful in identifying the communicative purposes of a recount text. Only group one and two were not successful in identifying the communicative purposes of a recount text.
In the correction and analysis stage, when the researcher asked the students about their feeling in joining the learning process, almost all of students said that they enjoyed and felt happy with the activity given by the researcher. And when the researcher asked about the difficulty they found in the learning process, the students from group one and two said that they were still confused to identify the communicative purposes of a recount text. Then, the researcher suggested them to correlate the main idea of text and the characteristics of a recount text that had been explained by the researcher before they started the lesson. And they said that they had gotten the solution of their problem.

The class condition in this meeting was really alive. The competition among the groups looked so high. They were not ashamed anymore in telling their answer of the questions in every stage. The students looked so focused in following the activity. It could be seen that no student who asked for permission to go to the rest room. And they were not disturbed by the noise outside the class anymore because the researcher had moved to the science laboratory which was far enough from other rooms. These conditions were really helpful for the researcher in managing the time. The researcher could spend the time suitable with the action plan which had been made.

In the end of the teaching and learning process, the researcher gave the assessment. The result of the assessment showed that the students had good progress. It can be seen that 40% students could answer the question about word meaning correctly, 61% could answer the question about main idea correctly, 60% students could answer the question about specific information correctly, and 58%
of the students could answer the question about communicative purposes correctly. But there were some students who still had difficulties in finding meaning of the word from context.

2) The second meeting

In this second meeting, the teaching learning process ran well. The students were more familiar and enjoyed with the teaching and learning process using Spot the Dictogloss. It could be seen from the students’ behavior when the researcher came into the class, the students had made the group by themselves before they were asked by the researcher. It surprised her, but she was happy with it.

At the vocabulary preparation, only group one and group two who got two mistakes in completing the gap. And the other groups were successful in completing 10 gaps correctly. It was really satisfying.

At the listening stage, the researcher asked the students not to write anything at the first playing. They only listened to get a general idea about the text. Then, she paused the playing of the CD every one sentence to help the students in finding the general idea and the specific information in the text easily. She also paused the playing of the CD at the words which were around the target words or phrases to help the students in comprehending the meaning of the words or phrases based on the context. The second time they could take notes. The researcher asked the students to focus on the key words only that would help them with the reconstruction of the text. A third listening gave the students a chance to
confirm the information and revise their notes if necessary. A short 5-minute break between the second and the third listening, the researcher gave the students a chance to discuss their notes and identify the points they needed to focus on. And the result construction check list showed that the ability of the students in finding specific information of the text had a good improvement, group one 63.6%, group two 50%, group three 55%, group four 70%, and group five 70%. The students also could identify the communicative purpose of the text although the idea which they used was not complete.

When the researcher asked the students about the difficulty that they found in this meeting from group one and two said that they were not confused anymore to identify the communicative purposes of a recount text, and they also said that by making the playing slower and paused the playing every sentence really helped them in comprehending the listening text. They felt the vocabularies that they listened from the listening text in the CD were not strange again compared with last meeting in the first cycle.

The class condition in this meeting was still alive. The competition among the groups got hotter and hotter. They were not disturbed by the noise outside the class. But there was a student (G) who broke other students’ concentration in the listening stage with his bad habit. He put his head on the table and often hit the table with his pen. The researcher had reminded him several times but he repeated it again and again. Then, the researcher asked him to move to her chair in front of the class to keep his concentration.
In the end of the teaching and learning process, the researcher gave the assessment to the students. The result of the assessment showed that the students had good progress of their listening ability. It can be seen that 45% of the students could answer the question about word meaning and phrase correctly, 68% of the students could answer the questions about main idea correctly, 66% of the students could answer the questions about specific information correctly, and 61% of the students could answer the questions about communicative purposes correctly.

3) The third meeting

In this third meeting, the teaching learning process ran well. The students followed the teaching and learning process enthusiastically. The students looked so familiar and enjoyed with the teaching and learning process using Spot the Dictogloss. In this meeting, the students had made the group by themselves before they were asked by the researcher.

At the vocabulary preparation, only group one who did one mistake in completing the gap. The other groups were successful in completing 6 gaps correctly. It was really satisfying.

The researcher also made the playing of the CD slower and paused the text every one sentence to make the students easier in finding the specific information of the text. And the result was the ability of the students in finding the specific information of the text increased. Group one got 70%, group two 59.1%,
group three got 66.3%, group four got 68.8% and group five got 70.6%. All of the groups could identify the communicative purpose of the descriptive text correctly.

When the researcher asked the students about the difficulty they found in this meeting they said that they did not get confused anymore to identify the communicative purposes of a descriptive text, and they also said that by making the playing slower and pausing the playing every sentence really helped them in finding the specific information. When the researcher played the listening text from CD the students say the vocabularies that they listened from the CD were not too strange again in their ear if it compared with last meeting in the first cycle.

The class condition in this meeting was under control. The competition among the groups looked so high. The researcher could see some students who were silent step by step tried to be more active to participate in the discussion with their group. The student (G) also had progress in his concentration, although he was not active to participate in the discussion but at least he did not disturb other students’ concentration. When the researcher told to the students that next Thursday would be the last meeting for them, the students looked sad. They said, “Ya berarti kita nggak belajar listening lagi dong kak”, “Tapi nanti kakak masih kesini lagi kan kak?”
4) The fourth meeting

In the end of the teaching and learning process, the researcher gave assessment. The result of the assessment showed that the students had satisfying progress of their listening ability. It could be seen that 50% of the students could answer the questions about meaning of word correctly, 77% of the students could answer the questions about mean idea correctly, 82% of the students could answer the questions about specific information correctly, and 68% of the students could answer the questions about communicative purposes correctly. Almost all indicators increased up to 70%.

The improvement of the four indicators of the listening ability was satisfying. The students’ ability in finding main idea, specific information and communicative purposes had been reached the target. Meanwhile, the students’ ability in finding meaning of the words and phrases had not been reached the target although it increased if it compared with the result in the post test 1. The improvement of four indicators of the listening from pre test up to post test 2 can be seen from table 6, 7, and 8.
Table 6.

The improvement of the students’ listening ability based on the *Spot the Dictogloss* learning activities

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Table 7.

The highest and lowest score of the students’ listening ability in pre test, post test 1 and 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Listening Ability</th>
<th>Highest Score</th>
<th>Lowest Score</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-test</td>
<td>Post-test 1</td>
<td>Post-test 2</td>
</tr>
<tr>
<td>1</td>
<td>Finding the meaning of the words and phrases based on context.</td>
<td>2</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Finding the main idea of the text.</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Finding the specific information of the text.</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Identifying the communicative purposes of the text.</td>
<td>4</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that there is an improvement of the students’ listening ability. The improvements were as follows: (1) for finding meaning of the words and phrases, the students could reach the highest score 6 and the lowest score 3 from the maximum score of 7 in post test 2; (2) for finding main idea of the text, the students could reach the highest score 7 and the lowest score 4 from the maximum score of 7 in post test 2; (3) for finding specific information, the students could reach the highest score 7 and the lowest score 5.
from the maximum score of 8 in the post test 2; (4) for identifying communicative purposes of the text, the students could reach the highest score 7 and the lowest score 4 from the maximum score of 8 in post test 2.

Table 8.

The improvement of the average score of the students’ listening ability

<table>
<thead>
<tr>
<th>No</th>
<th>Ability</th>
<th>The average of the pre-test result</th>
<th>%</th>
<th>The average of the post-test result</th>
<th>%</th>
<th>The average of the post-test 2 result</th>
<th>%</th>
<th>Max Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students are able to find the meaning of the words and phrases based on context.</td>
<td>1.2</td>
<td>17.14%</td>
<td>3</td>
<td>43%</td>
<td>4.3</td>
<td>61.43%</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>The students are able to find the main idea of the text.</td>
<td>2</td>
<td>28.6%</td>
<td>3.7</td>
<td>53%</td>
<td>4.9</td>
<td>70%</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>The students are able to find the specific information of the text.</td>
<td>2.8</td>
<td>35%</td>
<td>4.6</td>
<td>57.5%</td>
<td>6.2</td>
<td>77.5%</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>The students are able to identify the communicative purposes of the text.</td>
<td>2.1</td>
<td>26.25%</td>
<td>4</td>
<td>50%</td>
<td>5.6</td>
<td>70%</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Based on the table above, the improvement of the students’ ability in listening was good. It can be seen that in the average score of the students’ ability in finding meaning of the words and phrases in pre-test was 1.2, in post-test 1 increased up to 3, and in post-test 2 increased up to 4.3 from the maximum score of 7. The average score of the students’ ability in finding main idea in pre-test was 2,
in post-test 1 increased up to 3.7, and in post-test 2 increased up to 4.6 from the maximum score of 7. The average score of the students’ ability in finding specific information in pre-test was 2.8, in post-test 1 increased up to 4.6, and in post-test 2 increased up to 6.2 from the maximum score of 8. The average score of the students’ ability in identifying the specification information of the text in the pre-test was 2.1, in post-test 1 was 4, and in post-test 2 increased up to 5.6 from the maximum score of 8.

Table 9.
The improvement of mean score of the students’ listening ability in pre-test, post-test 1, and post-test 2

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The highest score</td>
<td>5.5</td>
<td>7.3</td>
<td>8.3</td>
</tr>
<tr>
<td>The lowest score</td>
<td>1.8</td>
<td>3.3</td>
<td>5.0</td>
</tr>
<tr>
<td>The mean score</td>
<td>3.8</td>
<td>5.5</td>
<td>6.5</td>
</tr>
</tbody>
</table>

In general, the result of post-test 2 was satisfying enough. The mean score of the students’ listening comprehension from pre-test up to post-test 2 showed a good improvement. In the pre-test the student’s mean score was 3.8, in post-test 1 it increased up to 5.5, and in the post-test 2 it reached 6.5. It means that the students’ listening ability reached the target of KKM that is 6.3. It can be seen from the table 9 below.
c) Reflecting the Action

1) Research Findings

Generally, the class condition in every meeting of cycle 2 was better than in the cycle 1. It was more alive because the competition among the groups got hotter and hotter. Every group wanted to show their discussion result especially at the preparation, correction, and analysis stage. The students’ participation also increased in this cycle. It could be seen that every group had different delegation to answer the question from the researcher. Some students were brave to tell their opinion in the correction and analysis stage.

Based on the observation results which were gathered in field notes, questionnaire, interview, and reconstruction check list result, the researcher found several findings to answer the problem of the research: (1) Can Spot the Dictogloss technique improve the students’ listening ability? ; (2) What are the strengths and weaknesses of Spot the Dictogloss technique when it is applied to teach listening?

a) The improvement of the students’ listening ability

Before the study the researcher found that the eighth year students of SMPN 03 Ngargoyoso had difficulties in learning listening, especially in finding meaning of the words and phrases, finding main idea, finding specific information, and identifying the communicative purposes of the descriptive and recount text. The average score of the students’ ability in finding meaning of the words and phrases in pre-test was only 1.2 from the maximum score of 7, finding main idea of the text was 2 from the maximum score of 7, finding specific information was 2.8
from the maximum score of 8, and identifying communicative purposes of the text was 2.1 from the maximum score of 8.

The researcher found some improvements of the average score of the students’ listening ability after the study using Spot the Dictogloss technique. It could be seen that the average score of the students’ ability in finding meaning of the words and phrases increased in the post test 1 from 1.2 became 3 from the maximum score of 7, finding main idea from 2 became 3.7 from the maximum score of 7, finding specific information from 2.8 became 4.6 from the maximum score of 8, and identifying communicative purposes from 2.1 became 4 from the maximum score of 8.

The average score of post test two showed an improvement too, although it was not really significant. The students’ ability in finding meaning of the words and phrases increased from 3 became 4.3 from the maximum score of 7, finding main idea from 3.7 became 4.9 from the maximum score of 7, finding specific information from 4.6 became 6.2 from the maximum score of 8, and identifying communicative purposes from 4 became 5.6 from the maximum score of 8. It can be seen from the table 10 below.
Table 10.

The improvement of the average score of the students’ listening ability

<table>
<thead>
<tr>
<th>No</th>
<th>Ability</th>
<th>The average of the pre-test result</th>
<th>%</th>
<th>The average of the post-test 1 result</th>
<th>%</th>
<th>The average of the post-test 2 result</th>
<th>%</th>
<th>Max Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>1.2</td>
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<td>3</td>
<td>43%</td>
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<td>2</td>
<td>The students are able to find the main idea of the text.</td>
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<td>70%</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>The students are able to find the specific information of the text.</td>
<td>2.8</td>
<td>35%</td>
<td>4.6</td>
<td>57.5%</td>
<td>6.2</td>
<td>77.5%</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>The students are able to identify the communicative purposes of the text.</td>
<td>2.1</td>
<td>26.25%</td>
<td>4</td>
<td>50%</td>
<td>5.6</td>
<td>70%</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

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b) The strengths and weaknesses when *Spot the Dictogloss* was applied in teaching listening.

Table 11.

<table>
<thead>
<tr>
<th></th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The listening ability</strong></td>
<td><strong>Strengths</strong></td>
<td><strong>Weaknesses</strong></td>
</tr>
<tr>
<td>1. Helping the students in finding main idea of the text. It can be seen that the students’ ability in finding main idea improved from 28.6% in the pre-test became 53% in the post-test 1 from the maximum score of 7.</td>
<td>1. The students’ listening ability in finding meaning of the words and phrases, main idea was still low and had not reached the target yet. The students’ ability in finding meaning of the words and phrases in the pre-test was 17.14% and in the post-test was 43% from the maximum score of 7.</td>
<td>1. Helping the students in finding main idea of the text. It can be seen that the students’ ability in finding main idea improved from 53% in the post-test 1 became 70% in the post-test 2 from the maximum score of 7.</td>
</tr>
<tr>
<td>2. Helping the students’ in finding specific information. It can be seen that the students’ ability in finding specific information of the text improved from 35% in the pre-test became 57.5% in the post-test 1 from the maximum score of 8.</td>
<td>2. The students’ listening ability in identifying the communicative purposes of the text was still low and had not reached the target yet. The students’ ability in identifying the communicative purposes of the text in the pre-test was 26.25% and in the post-test 1 was 50%.</td>
<td>2. Helping the students’ in finding specific information. It can be seen that the students’ ability in finding specific information of the text improved from 57.5% in the post-test 1 became 77.5% in the post-test 1 from the maximum score of 8.</td>
</tr>
</tbody>
</table>
2) Result Discussion

The last step in the action research process was discussing the results of the research as a final reflection and getting conclusion. In this process, the researcher described why *Spot the Dictogloss* could increase the students’ listening ability and what is the strengths and weaknesses of *Spot the Dictogloss* technique when it is applied to teach listening comprehension.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The class situation was fun and alive. 2. The students became active individually and in group.</td>
<td>1. The noisy outside the class often disturbed the student’s concentration. 2. There was one student who made so much noise. 3. <em>Spot the Dictogloss</em> technique has long procedures for its teaching and learning process, so that it needs much time to apply perfectly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Helping the students’ in identifying the communicative purposes of the text. It can be seen that the students’ ability in identifying the communicative purposes of the text improved from 50% in the post-test 1 became 70% in the post-test 2 from the maximum score of 8.</td>
<td>1. The class situation was more fun and alive. 2. The students became more active individually and in group. 3. Facilitating the development of the learners’ communicative competence.</td>
</tr>
</tbody>
</table>

---

*Spot the Dictogloss* technique has long procedures for its teaching and learning process, so that it needs much time to apply perfectly.
a) The improvement of the students’ listening ability

The improvement of the students’ listening ability in post test 2 was good enough. The student’s ability in finding main idea, specific information, and communicative purposes of the listening text reached the target, while the students’ ability in finding meaning of the words and phrases improved too although it had not reached the target yet. It is because the effectiveness of the preparation and reconstruction stage of the Spot the Dictogloss.

The topical warm-up in the preparation stage helped the students in finding main idea of the listening text. From the questions and picture given in the preparation stage, the students could predict the general idea of the listening text. The students activate their background knowledge through the topical questions given in this stage. Kintsch in Vasiljevic (2010: 43) says that knowledge of the content helps listeners interpret the message correctly. This is because understanding presupposes an interaction between the knowledge stored in the semantic memory and perceptual experience.

The students’ ability in finding specific information was helped through the reconstruction stage. In this stage, the students learned to reconstruct what they have heard in the listening stage in the form of a coherent text which is similar to the original version in term of content and organization. Through this activity the students could remember the informational content of the text. Wajnryb (1990: 9) says that in reconstruction stage, a group of learners should have in mind two immediate goals or objective: (a) to maintain as much
information as possible from the original text, and (b) to produce a sound English text.

The reconstruction stage also helped the students to identify communicative purposes of the text. Kaplan in Vasiljevic (2010: 46) says that another advantage of *Spot the Dictogloss* technique is that reconstruction tasks can raise students’ awareness of rhetorical patterns in the target language. Generic and rhetorical patterns are often culture specific. Reconstruction tasks facilitate students’ ability to understand and manipulate the patterns of textual organization and make them more sensitive to discourse markers and other cohesive ties in the language they are trying to acquire.

The students’ ability in finding meaning of the words and phrases increased too, but it had not reached the target yet. It is because the students’ basic ability in finding meaning of the words and phrases were too low. In this case, the students only needed to regularly engage in listening activity using *Spot the Dictogloss* to improve their ability in finding meaning of the words and phrases. Wajnryb (1990: 7) he says that learners who regularly engage in *Spot the dictogloss* lessons will gradually see a refinement in their global aural comprehension and note-taking skills.
b) The strengths and weaknesses of the *Spot the Dictogloss* technique

When the researcher conducted the action researched used *Spot the Dictogloss* technique to teach listening, she found some strengths and weaknesses.

1) The Strengths of the *Spot the Dictogloss* technique are as follows:

a) The class situation was more fun and alive.

   It is because *Spot the dictogloss* technique is an effective way of combining individual and group activities. Students listen and take notes individually and then work together to reconstruct the texts. The reconstruction task gives students focused 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. Dornyei (2001: 101) says that if learners are allowed to cooperate with each other towards a certain goal, their expectancy of success is likely to be higher than if they work individually. Cooperation is also motivating because the knowledge that one’s unique contribution is required for group to increase one’s efforts.

b) Increasing the students’ communicative competence.

   Students’ speaking time is significantly longer than in a traditional teacher-centered classroom. At the same time, the pressure to reconstruct the text within the time limit also means that students are more likely to use time effectively. Furthermore, unlike in a typical discussion class where students are presented with a list of topics or discussion questions and communication activities often have a simple question-and-answer format, in spot the
dictogloss class, students’ interaction is much more natural. In line with Wills & Wills, in Vasiljevic (2010: 46) they state that a collaborative reconstruction task gives learners the opportunities to practice and use all modes of language and to become engaged in authentic communication. There is more turn-taking and students are more likely to use confirmation and clarification strategies. The variety of interaction was found to be more productive in terms of language development than the actual linguistic forms used. Long and Robinson in Vasiljevic (2010: 47) point out, people learn languages best not by treating them as an object of study, but by experiencing them as a medium of communication.

2) The weaknesses of the Spot the Dictogloss are as follows:

a) Spot the Dictogloss technique in cannot improve the students’ ability in finding meaning of the words and phrases in a short time. It needs longer time than the time which is needed to improve the students’ ability in finding main idea, specific information, and identifying communicative purposes. Moreover, if the ability of the students in finding meaning of the words and phrases was too low. Wajnryb (2001: 22) says that the amount of time spent depends partly on how familiar students are with the method. They become more familiar with it, it involves less time. The primary factor, however, in determining the length of time to be spent is how much attention you and the students wish to devote to the analysis and correction stage.
b) The weaknesses of the *Spot the Dictogloss* in improving the class situation

The weaknesses of the *Spot the Dictogloss* in improving the class situation is takes time. *Spot the Dictogloss* technique has long procedures for its teaching and learning process, so that it needs much time to apply perfectly. Wajnryb (2001: 22) says that the amount of time spent depends partly on how familiar students are with the method. They become more familiar with it, it involves less time. The primary factor, however, in determining the length of time to be spent is how much attention you and the students wish to devote to the analysis and correction stage.
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CHAPTER V
CONCLUSION, IMPLICATION, SUGGESTION

A. Conclusion

In conclusion, there are several findings which are revealed during the research. Before the research is done, the students get difficulties in understanding the listening text which is given by the teacher. They do not have any motivation to study. For the result, they get low achievement in comprehending listening text. The students are bored with teaching and learning activity given by their teacher.

After the researcher conducts a research by applying the teaching and learning procedure of the Spot the Dictogloss technique in listening, she finds some improvements of the students’ listening ability and the strengths and weaknesses of the Spot the Dictogloss technique, they are as follows:

1. The improvements of the students’ listening ability
a) The improvements of the students’ listening ability based on the Spot the Dictogloss learning activities.

The Improvement of the students’ listening ability based on the Spot the Dictogloss learning activities showed a good progress. In the cycle 1 the ability of the students in group one and two in finding meaning of the words and phrases was not really significant, they were only able to complete 1 until 3 gaps from 5 or 6 gaps at the vocabulary preparation in each meetings. The ability of the students in group three in finding meaning of the words and phrases was not really good, they were only able to complete 3 gaps from 5 or 6 gaps at the preparation
stage in each meetings. And the ability of group four, and five in finding meaning of the words and phrases was satisfying enough, they were able to complete 3 until 4 the gaps from 5 or 6 gaps at the preparation stage in each meetings.

The ability of the students in finding main idea of the text based on the Spot the Dictogloss learning activities in cycle 1 had a good progress in each meetings. In the first meeting only group four and five who succeeded to predict the main idea of the text based on the topical questions at the preparation stage. Group one, two, three, and five failed to predict the main idea of the text. But in meeting two all of the groups could predict the main idea of the text based on the topical questions at the preparation stage. In the third meeting only group three and five who succeeded in predicting the main idea of the text based on the topical questions at the preparation stage, while group one, two, and four failed in predicting the main idea of the text based on the topical questions. In the fourth meeting group one, three, and four who succeeded in predicting the main idea of the text based on the topical questions at the preparation stage, while group two, and five were failed in predicting the main idea of the text based on the topical questions.

The ability of the students in finding specific information based on the Spot the Dictogloss learning activities in cycle 1 showed a good improvement. The ability of the students in group one in finding the specific information of the text was 22% in the first meeting, 35.29% in the second meeting, 50% in the third meeting and 59% in the fourth meeting. The ability of the students in group two in finding the specific information of the text was 13.63% in the first meeting, 18.2%
in the second meeting, 27.3% in the third meeting and 31.8% in the fourth meeting. The ability of the students in group three in finding the specific information of the text was 31.8% in the first meeting, 42.3% in the second meeting, 48% in the third meeting and 57.1% in the fourth meeting. The ability of the students in group four in finding the specific information of the text was 37% in the first meeting, 46.3% in the second meeting, 52.4% in the third meeting and 58.8% in the fourth meeting.

The ability of the students in identifying the communicative purposes of the text based on the Spot the Dictogloss learning activities in cycle 1 was still low. In the first meeting, all of groups were not able to identify the communicative purposes of the text in their reconstruction result. In the second meeting, all of groups were able to identify the communicative purposes of the text but the idea was not complete yet. In the third meeting, group one, two, three, and four were not able to identify the communicative purposes of the text, while group five was able to identify the communicative purposes of the text but the idea was not complete yet. In the fourth meeting, group one and two were not able to identify the communicative purposes of the text, while group three, four, and five were able to identify the communicative purposes of the text but the idea was not complete yet.

The Improvement of the students’ listening ability based on the Spot the Dictogloss learning activities in cycle 2 showed a satisfying progress. The students’ ability in finding meaning of the words and phrases increased. It can be seen that group one could complete 5 until 8 gaps from 6 until 10 gaps in each
meetings. Group two could complete 5 until 7 gaps from 6 until 10 gaps in each meetings. Group three, four, and five could complete 6 until 10 gaps from 6 until 10 gaps in each meetings.

The students’ ability in finding main idea of the text in cycle 2 increased. It can be seen that group one, three, four, and five could predict the main idea of the text correctly in the first, second, and third meeting based on the topical questions. Meanwhile, group two failed to predict the main idea of the text in the first meeting but they succeeded to predict the main idea of the text based on the topical questions in the second and third meeting.

The ability of the students in finding specific information based on the text in cycle 2 was significant enough. The ability of the students in group one in finding specific information in their reconstruction result was 58.3% in the first meeting, 63.6% in the second meeting, and 70% in the third meeting. The ability of the students in group two in finding specific information in their reconstruction result was 40.9% in the first meeting, 50% in the second meeting, and 59.1% in the third meeting. The ability of the students in group three in finding specific information in their reconstruction result was 59.5% in the first meeting, 55% in the second meeting, and 66.3% in the third meeting. The ability of the students in group four in finding specific information in their reconstruction result was 60.9% in the first meeting, 70% in the second meeting, and 68.8% in the third meeting. The ability of the students in group five in finding specific information in their reconstruction result was 62.5% in the first meeting, 70% in the second meeting, and 70.6% in the third meeting.
The ability of the students in identifying the communicative purposes of the text in cycle 2 was significant enough. It can be seen that all of groups could identify the communicative purposes of the text although the idea was not complete yet in meeting one and two, but in meeting four group one, three, four, and five could identifying the communicative purposes of the text completely.

Based on the explanations above, it can be summerized that Spot the Dictogloss learning procedures can improve the students listening ability especially in finding meaning of the words and phrases, main idea, specific information, and identifying the communicative purposes of the text.

b) The improvement of the students listening ability based on the pre-test, post-test 1 and post-test 2 result.

The average score of the students’ ability in finding meaning of the words and phrases in pre-test was 1.2, in post-test 1 it increased up to 3, and in pot-test 2 increased up to 4.3 from the maximum score of 7. The average score of the students’ ability in finding main idea in pre-test was 2, in post-test 1 increased up to 3.7, and in post-test 2 increased up to 4.6 from the maximum score of 7. The average score of the students’ ability in finding specific information in pre-test was 2.8, in post-test 1 increased up to 4.6, and in post-test 2 increased up to 6.2 from the maximum score of 8. The average score of the students’ ability in identifying the specific information of the text in the pre-test was 2.1, in post-test 1 was 4, and in post-test 2 increased up to 5.6 from the maximum score of 8.
The students’ ability in finding meaning of the words and phrases increased too, although it has not reached the target yet. It is because the students’ basic ability in finding meaning of the words and phrases were too low. The students only needed to regularly engage in listening activity using *Spot the Dictogloss* to improve their ability in finding meaning of the words and phrases. The result of the test is satisfying. The means of the score from pretest and posttest from cycle one to cycle two improve. It indicates that using *Spot the Dictogloss* technique can improve the students’ listening ability.

2. The strengths and weaknesses of the *Spot the Dictogloss* technique

a. The strengths of the *Spot the Dictogloss* technique when it was applied to teach listening are as follows:

1) *Spot the Dictogloss* technique makes the class situation more fun and alive because it combines individual and group activities. Students listen and take notes individually and then work together to reconstruct the texts. Students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching.

2) The students’ communicative competence increases because the students’ speaking time is significantly longer than in a traditional teacher-centered classroom.

b. The weakness of the *Spot the Dictogloss* technique when it was applied to teach listening is:

*Spot the dictogloss* technique has long procedures for its teaching and learning process, so that it needs much time to apply perfectly. The amount
of time spent depends partly on how familiar students are with the method.

As they become more familiar with it, it involves less time. The primary factor, however, in determining the length of time to be spent is how much attention the researcher and the students wish to devote to the analysis and correction stage.

Based on the discussion in the previous chapter which is summarized above, the writer concludes that teaching listening using Spot the Dictogloss technique can improve the students’ listening ability.

B. Implication

In language teaching and learning, it is important to implement an appropriate technique. The result of the research shows that using Spot the Dictogloss technique can improve their motivation in comprehending the listening text. It can also improve the students’ motivation in learning listening and activism individually or in group during the lesson.

Spot the Dictogloss method combines conventional teaching procedures such as topical warm-up, explicit vocabulary instruction and possibly grammar correction with a new type of meaning-based listening activity and cooperative learning. Spot the 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.
Based on this result, if implemented correctly, *Spot the Dictogloss* technique results in active involvement of the students and offers a challenging and rewarding learning experience. Teaching English especially teaching listening using *Spot the Dictogloss* is an exact choice. It has been proved by the researcher. Because of their enjoyable learning, the students have high motivation to study. The students’ motivation which is combined with a certain technique of teaching from the teacher will give a good result so the students’ listening ability improves.

**C. Suggestion**

Having concluded the result of the research which is using *spot the Dictogloss* technique in teaching listening, the writer would like to propose some suggestions. Hopefully, her suggestions are useful for teachers, students, and other researchers.

1. **To the teacher**
   
a. The teacher must be able to choose a suitable technique of teaching. A suitable technique can influence the students’ achievement in reaching the goal. *Spot the dictogloss* technique can be used by the teacher in teaching listening. The teacher must give the learning activity that can help the students in comprehending the text that they listened so the students will be motivated to learn.

   b. The teacher should also give a chance to the students to work cooperatively. By cooperative learning, the students don’t mind to do the exercise. They can share their difficulties to their friends.

2. **To the students**
Learning English as a foreign language particularly listening is not difficult if the students have motivation to learn it. The students should be aware that listening is one of the skills that must be mastered. All of the students also should be familiar with the use of *Spot the Dictogloss* technique. *Spot the Dictogloss* technique provides many interesting activities that can be used to learn listening.

3. **To the researcher**

For other researchers, this study can be an additional reference for them in conducting further action research. This is not the end of the problems being studied. The writer hopes that the finding of this study will be used as a starting point of the future research in similar problems.
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