

## CHAPTER IV

### RESULT AND DISCUSSION OF RESEARCH

This chapter present the result and discussion of the research. The data collection from the observation, interview and documentation, which are discussed based on theory and concept from the previous chapter. This chapter is presented based on the research problem that stated in the first chapter.

#### **A. Research Finding**

In this research, the researcher discuss some data that the researcher got from observation at the eighth grade of MTs Negeri 1 Pamekasan.

To get the data related to the use of dictogloss technique in teaching listening at the eighth grade of MTs Negeri 1 Pamekasan, the researcher observed the teaching process of listening at the eighth grade of MTs Negeri 1 Pamekasan. The data that the researcher describe are about how does the teacher use Dictogloss technique to teach listening, what are the difficulties in using dictogloss technique in teaching listening, and also what are the advantages of using dictogloss technique to teach listening at the eighth grade of MTs. Negeri 1 Pamekasan.

#### **1. The use of Dictogloss Technique to Teach Listening at the 2019/2020 Eighth Grade of MTs Negeri 1 Pamekasan**

The researcher conducted the research for two meetings. The first was January 09<sup>th</sup> 2020. The second was January 14<sup>th</sup> 2020. The researcher took this data by observing the use of dictogloss technique to teach listening at the eighth

grade of MTs Negeri 1 Pamekasan. In this case the teacher divided it into three steps in each meeting. They are pre-teaching, whilst-teaching, and post teaching of listening by using dictogloss technique.

**a. The first meeting.**

The first observation was conducted on Thursday, 9<sup>th</sup> January 2020. the researcher meet the English teacher at the Eight grade of MTs Negeri 1 Pamekasan ten minutes before she entered the class room. The teacher asked the researcher to wait around five minutes to enter the class. Then the teacher began to teach listening using dictogloss, while the researcher began to observe the activity of the use dictogloss technique to teach listening. In this case the researcher was as passive participant in English teaching learning process.

**1) Pre Teaching**

The first the teacher came to the class and started the class by saying salam, after that the teacher great the student by asking condition, and checking the attendance list.

Teacher : Assalamu'alikum Wr. Wb

Students : Waalaikumussalam Wr.Wb

Teacher : Good morning students

Students : Good morning mom

Teacher : How are you today?

Students : I'm fine and you?

Teacher : I'm fine too, thank you. Oke, now I will check your name list first.

Next, the teacher continued the opening session by giving the students' motivation to learn English, after that the teacher explained that the material about degree comparison. The teacher also explained that this meeting the teacher would teach listening used Dictogloss technique which the text that would she read still related with degree comparison.

## 2) Whilst Teaching

It is about main point in English teaching learning process in the classroom. The teacher started the lesson by explaining the procedure of Dictogloss and the students paid attention to her and some of the students asked some question related to her explanation.

In this session she mentioned four steps in the dictogloss those are preparation, listening procedure, Reconstruction, analysis and correction.

This activity is also explained by the teacher in the interview, she confirmed:

“I use dictogloss technique in teaching listening, where in the dictogloss here there are four steps. The first step is preparation, in this stage I and all of my students prepare all of things that we need, and also I write some of vocabulary in the white board. The second step is listening procedure, in this stage I will read the text three times, which is in the first listening the student must focus to listened and not to write anything, and then in the second listening they can take note and write everything, and for the last listening procedure the student confirm the information and revise their notes if necessary. The third step is reconstruction, in this stage I defined the students to be some of group which consist of four members in one group. Here they work together with their group to reconstruction and complete their task. When

student's doing the task, I am monitoring the activity with walk around the class. The last step is analysis and correction. In this stage I asked one of student to write their task in the white board, and we discussed the student task, so that the student can know if there is mistake in their task.”<sup>1</sup>

Based on the interview above, the teacher used dictogloss technique which consists of four steps. The first step is preparation. In preparation step, the teacher wrote some vocabularies in white board, while the student prepared all things that they needed. The second step is listening procedure, in this case the teacher read the text three times, which the first time the student focus to listen and do not do anything, the second time the student can make notice what they heard, and the last time, the student can revise their notice. The third step is reconstruction, where the teacher divided the student into some groups, and student do the task or reconstruction the text with their group, while the teacher monitored the activity. The last step is analysis and correction, where the teacher asked one of student wrote the result of their work in the white board. And then they discussed it. The fourth step which used by the teacher is suitable with the dictogloss step. According to Vasseljevic the dictogloss steps are preparation, listening procedure, reconstruction, analysis and correction.

The answer of interview by the teacher about the use of dictogloss to teach listening, it was same with the researcher's observation in the first meeting on Thursday, 9<sup>th</sup> January 2020 it is around 12.00 until 13.15 am, which in the dictogloss technique there are four steps and the teacher used all of the steps.

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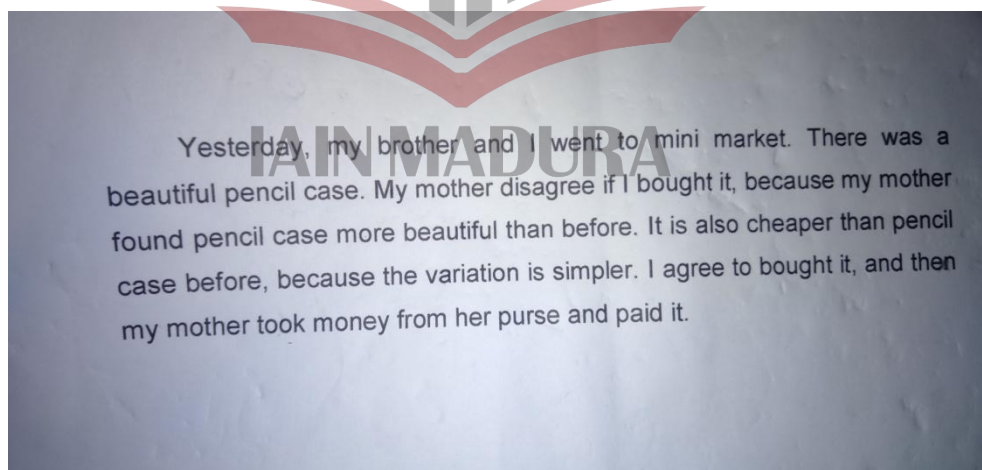
<sup>1</sup> Direct interview with Zainab, the English teacher at the Eight Grade of MTs Negeri 1 Pamekasan 9<sup>th</sup> January 2020

### a. Preparation

The teacher and students prepared all of things that they needed. After that the teacher wrote some vocabularies with the meaning existed in the text by writing in the white board. The teacher wrote four vocabularies only, they are; pencil case: tempat pensil, purse: dompet, cheaper: lebih murah, simpler: lebih sederhana (see in appendix III). The teacher asked students to pay attention to the teacher because the teacher wanted to read the vocabulary. After the teacher read the vocabulary, the teacher asked the student to read and remember about the vocabulary.

### b. Listening Procedure

In listening procedure, the teacher read the text three times. In the first time the teacher started to read the text about degree of comparison, because the material that time is about degree comparison.



The teacher controlled and reminded the student not to write anything they just hear or listen to get a general idea about the text. In the first time here the teacher read the text slowly and gave intonation in every sentence. The student

began listening to the teacher in the first listening procedure, all of students concentrate listening to the teacher. They do not do or write anything. They just focus listened the teacher. After the first listening procedure was done, the teacher asked students to take some object that they need in the next listening procedure to write their note, as like not book, paper, and pen.

In the second time the teacher read the text more quickly than the first time. In this stage the students can take notes and try to write down everything, the teacher emphasize that they should focus on key words only that will help them with the reconstruction of the text. In the second listening procedure, the student began to write what they heard. The students' more focus listening to the teacher, because in the second listening procedure they were not only listened but they must write what their heard. There were some of students' lose their concentration, and they chatting with the other students' who less concentration too.

The last time the teacher read the text at normal speed, while the students' more focused listening to the teacher, and also the student confirmed the information and revised their notes. The students tried to complete their writing from what they heard in the last listening procedure. The students who did not concentrate in the second listening procedure, they tried to focus again because it is the last stage in the listening procedure, (see in appendix III).

### **c. Reconstruction**

After listening procedure had finished the teacher divided the student in to 8 groups, every group consisted of four students. In this stage the teacher asked

every group to reconstruct or complete the text that they had just heard in listening procedure.

The students began to reconstruct or complete their task together, they shared their idea or the knowledge and information that they got, they also discussed or checked their notes with their group about what information was missing. The teacher monitored the student group's discussion. She walked around the class, to check or control the student's work and sometime asked the student to do the task together. The students' who did not understand or confused asked to the teacher, the teacher come close to the students and explained it to the student clearly. While the student who understand the material, work together with their friend smoothly. The time was up then teacher asked the students to submit the work. (see appendix III)

#### **d. Analysis and correction**

In this stage the teacher and student analyzed and corrected their task. The teacher asked one of the students' to write their task in the white board, while the teacher exchanged the student's work to another group. After that they discussed it together. The teacher invited the student to analyze their friend's work. Here the student became more active because they can discuss with other students and teacher. They also can know if there was missing vocabulary or mistake in their task. During the discussion, all of groups do correction the other work which the teacher given. After they have corrected the work, they submitted again to the teacher, (see appendix III).

There are some new vocabularies for the students. Than the teacher asked the students to write unfamiliar vocabularies for them in their book. The teachers hope the new vocabularies can increase the student's vocabulary mastery

### **3) Post Teaching**

The last, the teacher gave feedback to the students. The teacher said "oke, we have discussed about your task, and you all are very good, because you can correct and share your knowledge with your friend". And the teacher gave some suggestion to minimize students' difficulties in listening to make the student's listening ability will be better in the future. The teacher said "you must be focused in listening, and do not do anything else which is not related with our topic, because in listening we need concentration especially in listening procedure". Before the teacher closed the lesson, teacher said "Ok I think enough for today, because time is over, see you next week" then the teacher close the class by ordering the students to close by using English and said Assalamualaikum Warahmatullahi Wabarokatuh.

#### **b. The Second Meeting**

It is the second meeting of this research, it was conducted by the researcher on Tuesday 14<sup>th</sup> January 2020. The material still about listening same with the first meeting. The researcher came to the class five minutes before the class began. In a view minute the teacher came to the class and invited the teacher to entered the class.



## 1) Pre Teaching

Before the teacher start the learning, the teachers said Assalamualaikum and good afternoon, after that asked the students' condition, and checking the attendance list. After opening section, the teacher started the lesson in that day. The teacher said that she would apply dictogloss again as like the previous meeting.

## 2) Whilst Teaching

### (1) Preparation

The teacher and students began to prepare all of things that they need. After that the teacher wrote some vocabularies in the text by writing in the white board. The teacher wrote four vocabulary only, they are; bought, accompany, expensive, bigger, (see appendix III). After that the teacher invited the students' to read together the vocabularies, and the teacher asked the students' to remember the vocabularies.

### (2) Listening Procedure

Before the teacher going to read the text the teacher reminded the students about the rules by asking them to make sure that they still remembered and understood about the rules. In the listening procedure, the teacher read the text three times. The teacher read the text about degree of comparison, because the material that time was still about degree comparison, but in the second meeting here the teacher read the different text than the first time.

My sister bought new bag last week, because her bag was broken. My sister bought it near from my house, because my mother can not accompany my sister to buy her new bag. The bag is more expensive than before, because the bag is more beautiful and also the bag is bigger than before. In my opinion my sister was very happy because she has new bag.

The teacher began to read the text and remanded the students' not to write anything, the teacher read the text slowly. While the students began listen to the teacher. All of students' concentration and focus listening to the teacher. After the first listening procedure done, the teacher asked students to take some object that they need in the next listening procedure to write their note as like note book, paper, and pen.

In the second time, the teacher read the text more quickly than the first time. In this stage the students' write everything that they heard in the listening procedure. All of students' focus listening to the teacher, the class also still calm because all of students' more focus and concentration then the first meeting. After the second listening procedure was done, the teacher read the text for the last time.

In the last listening procedure, the teacher read the text at normal speed. While the students' more focus listening to the teacher and tried to complete their writing from what they heard in the last listening procedure.

### (3) Reconstruction

After listening procedure had finished, the teacher divided the students' into 8 groups, every group consisted of four students'. The teacher asked every groups' to reconstruction or complete the text that they had just heard in listening procedure.

The students' began to reconstruction or complete their task together. They shared their idea or the knowledge and information. They also checked their notes with their group about what information was missing. The teacher monitored the student's group discussion. She walked around the class to check or control the student's work. All of students' work together in their group. Time was up than the teacher asked the students' to submit the work.

### (4) Analysis and correction

In this stage the teacher asked one of the students' to write their task in the white board. While the teacher exchanged the student's work to another groups. After that the teacher invited the students' to analyze their friends work. The student became more active and participate, they discussed with other students' and the teacher. During the discussion, all of groups correction the other work which they teacher were given. After they have corrected the work, they submit again the work to the teacher.

### 3) Post Teaching

The last, the teacher gave feed back to the student. The teacher said "your task is better than before, remember that we must concentrated when teaching

learning process, especially in listening subject, because listening need the highest concentration to understand the text". The teacher also give motivation to make student spirit to get the science and knowledge, because the generation today is the expectation for the future. The teacher said "please be spirit to study because knowledge is very important in your life". The last, the teacher said "Assalamualaikum Warohmatullahi Wabarokatuh".

In the second meeting the students are more interested, active and enthusiast. all of student more seriously and concentration in listening procedure, every students did not disturb or chatting with the other student. Actually the teacher had been used dictogloss technique for long time science the teacher teach an English teacher in MTs Negeri 1 Pamekasan. It show that result of this research about using dictogloss to teach listening is more successful than the first meeting. It can be proven with the result of the student's task also, (see appendix V).

## **2. What are the Advantages of using Dictogloss Technique to Teach Listening at the 2019/2020 Eighth grade of MTs Negeri 1 Pamekasan?**

The student said that they got easy in listening by using Dictogloss technique, and also the student consider that Dictogloss can increase their solidarity with the other student.

It is proven by the researcher when she was doing interview with the students at the Eighth grade.

“Dictogloss technique is useful because it can motivate me to learn English and I can do my task with my friends which it can Reduce the task because we can do the task together not individual.”<sup>2</sup>

It is same with Fida said :

“I can work together with my group, I can discuss and sharing with my group and also in the reconstruction steps, all of my friend participate to finish of our task”<sup>3</sup>

Muallim also said:

“I like work together in one group because all of my friend in my group participate when doing our task. All of my friends are very cohesive when doing the task.”<sup>4</sup>

Based on the student’s statement above, In reconstruction process do help the student to reconstruct or correct their task especially their hearing, they can discuss with their group to complete their task after do listening process. They feel more comfortable because all off members in each group participate and cohesive when they do the task. It is same with the observed by the researcher, in the reconstruction process they discuss and shared their knowledge with their group. It is also can proved with the teacher’s note, that when the reconstruction steps, the student are cooperative when do the task in a group. (see Appendix IV)

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<sup>2</sup> Direct interview with Indri Eka Wulandari, B class student at the Eighth Grade of MTs Negeri 1 Pamekasan 14<sup>th</sup> January 2020

<sup>3</sup> Direct interview with Mustafidatul Aini, B class student at the Eight Grade of MTs Negeri 1 Pamekasan 14<sup>th</sup> January 2020

<sup>4</sup> Direct interview with Muallim maafi ahmad, A class student at the Eight Grade of MTs Negeri 1 Pamekasan 23<sup>th</sup> January 2020

While Sophia said:

“ I feel fun to learn English especially listening because the technique make me more understand about pronunciation or vocabulary which my teacher read than using native speaker recording in listening.”<sup>5</sup>

Devi also add the statement:

“When my teacher using dictogloss technique I think it is easier than using native speaker recording. Because in dictogloss technique my teacher read the text clearly than native speaker recording.”<sup>6</sup>

It is same with the teacher said :

“Using dictogloss technique is more effective when using native speaker recording in teaching listening, because when I using my voice it is controllable with my student’s. and also students of junior high school that is still standards, so I’m as a teacher should know their standard to use my voice in teaching listening as like in the dictogloss technique than using native speaker recording.”<sup>7</sup>

Based on students and the teacher statement, In this case the student feel fun and more understand in listening using dictogloss, because they are easy to understand what the teacher read than using native speaker recording, Because the teacher read the text clearly. It same with the researcher observed, when using dictogloss technique the students’ more active, they can more understand the word than listening using native speaker. And also they can write more vocabularies or sentences when using dictogloss technique. Besides that, the students’ joined the teaching learning process more active, so that the teacher can teach and used the

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<sup>5</sup> Direct interview with Filien Sophia Yulianti Rahman, B class student at the Eighth Grade of MTs Negeri 1 Pamekasan 14<sup>th</sup> January 2020

<sup>6</sup> Direct Interview with Deviana Rahmanda, A class student at the Eight Grade of MTs Negeri 1 Pamekasan 23<sup>th</sup> January 2020

<sup>7</sup> Direct interview with Zainab, the English Teacher at the Eighth Grade of MTs Negeri 1 Pamekasan 14<sup>th</sup> January 2020

dictogloss technique run well. It is also can proved with the students' result that they can write more vocabularies or sentences. (see Appendix V)

While the other student said:

“dictogloss technique is useful because I can easy to understand the vocabulary that my teacher read, I can discuss and complete my listening result with my friend, and also in the last step of dictogloss I can know the correct or wrong and less of the word that I listened.”<sup>8</sup>

Rifqi Rosyid also said :

“Dictogloss technique have profit to me, from the stage 1 until step four. In step four I can know the something wrong my task, not also that, I can active because in the forth step I can discuss with the other my friends not only in a group”<sup>9</sup>

The teacher also add statement :

“In fourth step the all of student can know the something wrong in their task, such as the missing word and other. In fourth step the student and I discussed about the task, so it can increase their knowledge”<sup>10</sup>

From the statement of students and the teacher, the student think that the dictogloss is useful because in every step it give motivation or positive effect to the student such us they can complete their listening result with their group. In the last step they can active or get knowledge because they can discussed with all of

<sup>8</sup> Direct interview with Mohammad Rifqi, B class student at the Eighth Grade of MTs Negeri 1 Pamekasan 14<sup>th</sup> January 2020

<sup>9</sup> Direct interview with Rifqi Rosyid, A class Student at the Eight Grade of MTs Negeri 1 Pamekasan 23<sup>th</sup> January 2020

<sup>10</sup> Direct interview with Zainab the English Teacher at the Eighth Grade of MTs Negeri 1 Pamekasan 14<sup>th</sup> January 2020

student not only in group. The students also can know which one the wrong or less vocabulary that they less in listening process because during they discussed about the student's task, they also correct the other group's task. So that each group can know how much the something wrong in their task. When the researcher observed in the classroom, the students' active discussion and analyze they task. They shared knowledge with their friend's and the teacher. It is also can proved by the result of student's task that they can know the something wrong in their task, after they discussed and analysis their task. (see Appendix III and V)

So, it can be concluded that the advantages of using dictogloss in teaching listening as follow: in reconstruction stage, the students can do or discuss their task together, and also they can share their knowledge with their group to complete their task. The second one is, using dictogloss technique make the students feel fun and understand more in listening, because they are easy to understand the vocabularies which the teacher read than using native speaker recording. The third is, the students can get knowledge especially in the last stage. They can share their knowledge with their friends, and also the students can know the something wrong in their task because in the last step of dictogloss they analyze and correct their task together.



### 3. The Difficulties in Using Dictogloss Technique in Teaching Listening at the 2019/2020 Eighth Grade of MTs Negeri 1 Pamekasan

In this section, the researcher would explain about the result of interview with teacher and some student at Eighth grade of MTs Negeri 1 Pamakasan difficulties of using dictogloss technique. The researcher conducted the interview at Tuesday 14<sup>th</sup> January 2020 at 13.20 after the class done.

The answer of the question what are the difficulties in using dictogloss technique in teaching listening at the eighth grade of MTs Negeri 1 Pamekasan are as follow:

“in teaching English of MTs Negeri 1 Pamekasan all of runs smoothly and well as what hoped, but there are some obstacles in the implementation of teaching by using dictogloss technique. The difficulties is to make the condition of class room still calm, because there one of students are panic when they lost concentration in listening procedure, usually she or he chatting and disturb to the other student, so that it make the classroom noisy. Beside that the difficulties to make all of students participate in cooperative work, usually there one of student did not partecipate in cooperative work..”<sup>11</sup>

Based on the teacher’s statement above, the difficulties of using dictogloss technique is to make the classroom still conducive, because the technique make the classroom crowded when the students lost their concentration and they do chatting with other students who did not concentrate too. It is same as the condition when the researcher observed in the class. The class felt crowded when some of the studenst lost concentration, they felt panic and some time they chatting with the other student who also lost contrentation. (See in Appendix III)

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<sup>11</sup> Direct interview with Zainab, the English Teacher at the Eighth Grade of MTs Negeri 1 Pamekasan 14<sup>th</sup> January 2020

Beside that, the difficulties of using dictogloss technique according to the teacher, is to make all of students participate in cooperative work. There was student who did not participate to work their task. They only sit and chat with the other student without helps their friends. It same as the researcher observation, in teaching learning process in the class room, especially when the student work in group, there where students' who did not help their friend to reconstruction or complete their task, they just sit and chatting with the other students, (see Appendix III).

As one student at the eighth grade of MTs Negeri 1 Pamekasan namely Mustafidatul Aini said:

“ There is difficult thing that I feel when my teacher using dictogloss in teaching listening, I did not focus or less concentration when my teacher read the text, because some time my friends very noisy, so that it make me difficult to concentration to listen my teacher when my teacher read the text. ”<sup>12</sup>

It same with fifi said:

“ I feel difficult to concentration because in the dictogloss my teacher read the text with normal speed not slowly, and also some time my friends are noisy when they less concentration too. ”<sup>13</sup>

Based on both students' statement, they felt difficult to concentrate in the listening process, because they felt disturbed by their friends who is noisy and chatting with other students. It is same as the condition when the researcher

<sup>12</sup> Direct interview with Mustafidatul Aini, B class student at the Eighth Grade of MTs Negeri 1 Pamekasan 14<sup>th</sup> January 2020

<sup>13</sup> Direct Interview with Ana Sofiatul Maulinda, B class Student at the Eight Grade of MTs Negeri 1 Pamekasan 14<sup>th</sup> January 2020

observed in the class. There are the students are chatting with the other students when they did not focus in listening procedure. (see Appendix III)

While Eva said:

“I feel difficult to write the text which my teacher read, although it’s only the key point”.<sup>14</sup>

It is same with Abror said:

“When my teacher using dictogloss technique, I feel some of difficulties. The first one is I feel difficult to focus or listen my teacher when my teacher read the text. And also I feel difficult to write the vocabulary what my teacher read because I difficult to focus in listening”.<sup>15</sup>

The teacher said:

“ When I used dictogloss technique in teaching listening, my students also feel difficult to focus so that it make the student difficult to write what their heard.”<sup>16</sup>

Both of the student and the teacher’s statement above, the students are difficult to focus in listening procedure, so that they difficult to write what they heard from the listening procedure. It is same as the teacher’s note, in teacher’s note there are three students who did not write vocabulary completely or text from the listening procedure, (see Appendix IV).

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<sup>14</sup> Direct interview with Musyarafah, A class Student Eight Grade of MTs Negeri 1 Pamekasan 23<sup>th</sup> January 2020

<sup>15</sup> Direct interview with Abror Riski Arif Budiman, A class Student Student Eight Grade of MTs Negeri 1 Pamekasan 23<sup>th</sup> January 2020

<sup>16</sup> Direct interview with Zainab, the English Teacher at the Eighth Grade of MTs Negeri 1 Pamekasan 14<sup>th</sup> January 2020

The other difficulties of listening as follow

**a. They have problem with sound**

Since most listeners rely mostly on context for comprehension, they are often themselves unaware of inaccurate sound perception. As one student at eight grade of MTs Negeri 1 Pamekasan namely Indri felt difficult in listening procedure stage. She said that:

“I feel difficult when listening stage, because when I listened my teacher sound when read the text some time I feel inaccurate sound perception, because there are many of sound vocabulary that not clearly when I listened, so that some time I feel inaccurate sound perception”<sup>17</sup>

It is similar with Minnie problem:

“When my teacher using dictogloss, I feel difficult to listen my teacher voice with clearly, because I always wrong in hearing the vocabulary or sentence that my teacher read”<sup>18</sup>

The teacher said :

“ My student also feel difficulties in listening process, because some time they did not listen my voice clearly, so that they can wrong when write down text which I read ”<sup>19</sup>

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<sup>17</sup> Direct interview with Indri Eka Wulandari, B class Student Eighth Grade of MTs Negeri 1 Pamekasan 14<sup>th</sup> January 2020

<sup>18</sup> Direct interview with Fadail Adabina Minnie, A class Student Eight Grade of MTs Negeri 1 Pamekasan 23<sup>th</sup> January 2020

<sup>19</sup> Direct interview with Zainab, the English Teacher at the Eighth Grade of MTs Negeri 1 Pamekasan 14<sup>th</sup> January 2020

Both of the student and the teacher's statement above, the student feel difficult with sound (teacher voice) in listening procedure, because they did not hear clearly in every sound. So that she heard inaccurate sound perception. It can be proven with students work that they feel inaccurate perception, as like the teacher said " and I" the student write "anday" , and the teacher read "disagree" the students write "this agree", and also the teacher read "mother" the students write "brother". (see Appendix V)

**b. They need to understand every single word in the text**

Understanding every word in listening is difficult because the learner must know the meaning in every word.

As one of student namely Mohammad Rifqi said that:

" I feel difficult in listening procedure because I must understand every word to understand about the text that my teacher read, but in fact some time I did not understand some of word and I focus to the next word to make understand about the text"<sup>20</sup>

It is same with Riski said :

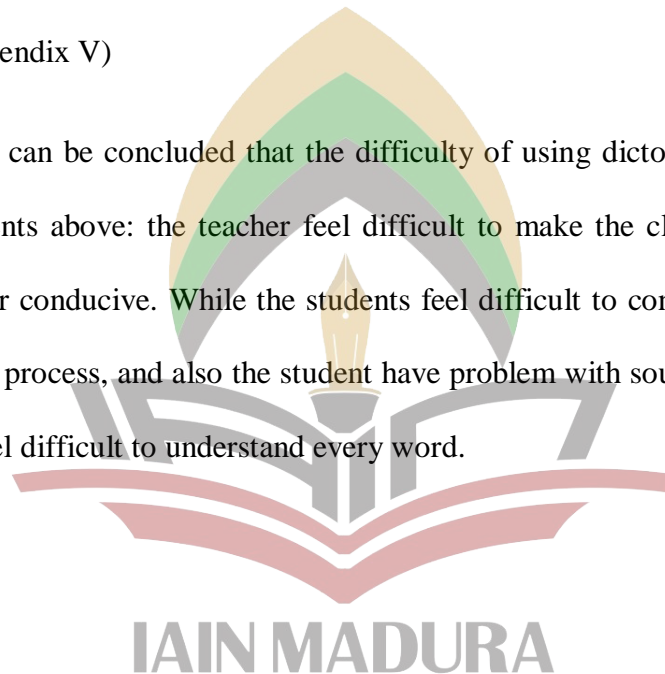
" In listening process, I must listen seriously my teacher, but during the listening process, I feel difficult to understand in every word. When I did not understand in every word, usually I pass the word. "<sup>21</sup>

<sup>20</sup> Direct interview with Mohammad Rifqi, B Class student at the Eighth Grade of MTs Negeri 1 Pamekasan 14<sup>th</sup> January 2020

<sup>21</sup> Direct Interview with Riski Maulani Syafi'I, A class student at the Eight Grade of MTs Negeri 1 Pamekasan 23<sup>th</sup> January 2020

From the statement above the learners feel difficult to understand every word in listening procedure, so that the learners feel difficult because some time student ignored some of word because they did not understand or did not know the meaning. It same as when the researcher observed in the class room. The students' felt difficult to understand the single word of the text, some of students' asked to the other students' what is the meaning of the single word which they did not understand. It is also can proved in student's task, that there are some of words which they did not understand, and they missed or did not write the word, (see in Appendix V)

So, it can be concluded that the difficulty of using dictogloss technique by the statements above: the teacher feel difficult to make the classroom condition still calm or conducive. While the students feel difficult to concentrate and focus in listening process, and also the student have problem with sound, beside that the students feel difficult to understand every word.



## B. Discussion

In this section after the researcher knew the research finding, the researcher can answer the research focuses, there are three research focus in this research they are How does the teacher use Dictogloss technique to teach listening at the eighth grade of MTs. Negeri 1 Pamekasan, What are the difficulties in using dictogloss technique in teaching listening at the eighth grade of MTs Negeri 1 Pamekasan, What are the advantages and disadvantage of using dictogloss technique to teach listening at the eighth grade of MTs. Negeri 1 Pamekasan.

### 1. The use of Dictogloss technique to teach listening at the 2019/2020 Eighth grade of MTs. Negeri 1 Pamekasan

The researcher did twice observation in the class room at the Eight grade of MTs Negeri 1 Pamekasan. The researcher found problems in teaching learning process at the first meeting the teacher use Dictogloss technique in teaching listening.

Dictogloss technique is a technique that used by the English teacher at eighth Grade of MTs Negeri 1 Pamekasan. The teacher's reason in using dictogloss technique is because this way is suitable with the learning level of students there, Dictogloss technique is the teacher's way that focused on student listening skill.

In the first meeting of the observation about the use of Dictogloss technique at MTs Negeri 1 Pamekasan was done quite successfully. When the technique was used by the teacher, there are some students who did not concentrate which made them miss one of vocabulary and they cannot understand about the text, they also

have noisy chatting with other students who did not concentrate too, so that the class room is noisy or crowded. In a few minutes the student started to complete their task and they doing the task with their group, because one student in one group had concentration in listening procedure than the student share the ideas to complete their task with their group. In this case the student can find the easiness in learning and they can solve their problem with talking and sharing to each other.

Robert says that student will more easily discover and comprehend difficult concept if they can talk with each other, again the emphasis on the social nature of learning and use of groups of peers to model appropriate ways of thinking and expose and challenge each other.<sup>22</sup> It notices that study together in a group is important for them to add their knowledge and to solve their problem in learning with their group where the student do not always ask or share with the teacher because some time the student feel shy when they want to ask about the lesson to the teacher while with their feel freedom to ask anything about the lesson, if in one group cannot answer about the difficulty in the lesson, they can ask to the teacher.

The result of the students listening in the first meeting was satisfying enough because there are students did not concentrate that it make they lost vocabulary so that it makes they cannot understand about the text. Besides that, they also have noisy chatting with others student who did not concentrate too.

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<sup>22</sup> Robert E.Salvin, Theory and practice Tenth Edition ( new York : Prentice Hall,2012) p.220



In the second observation the teacher implement the technique is more success than the first time. The students more interest, active and enthusiast than the previous meeting. The student joined the class seriously. They concentrate listened the teacher in the listening procedure. All of students participate when doing they task in the reconstruction stage, they active sharing they knowledge in their group.

According to Ruth Wajnryb Dictogloss requires the learner in the classroom to interact with each other in small group to reconstruct the text as a cooperative endeavor, working in this way learners are actively engaged in the learning process trough the active learner involvement, student come to confront their own strengths and weaknesses in English language use. In so doing, they find out what they do not know then find out what they need to know. It is through this process that they improve language skills.<sup>23</sup> The researcher found, that in reconstruction stage the students do together and share the knowledge with their friends. The student can get knowledge or know about something that they do not know before. In this case, the technique increases the student knowledge and they get the progress in learning than before from the use of the technique like what Alan said in his book.

To know how the teachers use dictogloss technique in teaching process in the class room with the following:

In preparation stage the teacher and students prepare all of things that they need. After that the teacher introduced some vocabularies and the meaning existed

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<sup>23</sup> Ruth Wajnryb, *Grammar dictation*, p.10

in the text by writing in the white board. After that they read together the vocabularies.

This step is same as Zorana Vasiljevic said that preparation become the first step of dictogloss technique in listening. In the preparation stage the teacher and students prepare all of things that they need, and the teacher must introduce some of vocabularies to the students.<sup>24</sup>

Listening Procedure stage, The teacher read the text three times. In the first time the teacher started to read the text, the teacher controlled and reminded the student not to write anything they just hear or listening to the teacher. The second time the students can take notes and try to write down everything. The third the teacher read again the text, while the students tried to complete their writing from what they heard in the last listening procedure.

This step is related with Zorana Vasiljevic said that listening procedure become the second step of dictogloss technique in listening. The first time the students are not permitted to take notes or write anything. They only listen to get general idea about the text. The second time of listening procedure the students should take down notes. The students are encouraged to listen and write content words or key words which will assist or help them in reconstructing the text. The third listening gives learners a chance to confirm the information and revise their notes if necessary.<sup>25</sup>

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<sup>24</sup> Zorana Vasiljevic, "Dictogloss is an Interactive Method of Teaching Listening Comprehension to L2 Learners" 3 (2010): 43

<sup>25</sup> Ibid, p. 44

In the Reconstruction stage, After listening procedure had finished the teacher divided the student in to eight groups, every group consisted of four students. Then the teacher asked every group to reconstruct or complete the text that they had just heard in listening procedure. The teacher monitored the student group's discussion. She walked around the class and some time asked the student to do the task together. The time was up then teacher asked the students to submit it.

It is as same as Zorana Vasiljevic said that reconstruction procedure become the second step of dictogloss technique in listening. in reconstruction step, the students work in small groups (3-4 people), the students discuss and pool their notes or information they have written down in the listening procedure step. During reconstruction, the teacher monitors the activity.<sup>26</sup>

In the analysis and correction stage, In this stage the teacher and student analysis and correction their task. The teacher ask one of the student write their task in white board, after that they discuss together.

This step is related with Zorana Vasiljevic said that reconstruction procedure become the second step of dictogloss technique in listening. In analysis and correction step one of students should write they task in the white board, after that the teacher and students discussed about the student's task.<sup>27</sup>

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<sup>26</sup> Ibid, 44-45

<sup>27</sup> Ibid, 45

## **2. What are the Advantages of using Dictogloss Technique to Teach Listening at the 2019/2020 Eighth grade of MTs Negeri 1 Pamekasan?**

Based on the theory dictogloss technique in the review of related literature, dictogloss technique has some advantages. From the interview result with the students about the advantages use dictogloss technique above have similarities with the theoretical advantages of dictogloss technique.

In the discussion here explain the advantages use dictogloss technique are: Dictogloss technique is an effective way of combining individual and group activities. Students listen and take notes individually and then work together the texts. The reconstruction task gives students focus and a clear objective which is preconditioned for effective group work. Students are effectively involved in the learning process and there are multiple opportunities for peer learning and peer teaching. In reconstruction step, the students can add they knowledge because they share and discuss to solve any problem with their group.

It is related with Syaiful Bahri statement that the discussion can make the students more respect to other opinion, and also it can be expand the student's perception, beside that in discussion can develop by used discussion to solve a problem<sup>28</sup>. It means that in reconstruction steps, the student can get knowledge and solve their task easily, because they discuss and share with their group.

The Dictogloss technique is helpful because it involves learners actively in the learning process and the technique also enjoyable because the student can communicate, and share each other to do their task. It also develops the student's

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<sup>28</sup> Ibid. 88

knowledge because the student can get a deep understanding of the knowledge they get in the four stage of the technique.

It is similar with Ruth Wajnryb, that dictogloss through active learner that helpful for student because Dictogloss is an ideal vehicle for active learning through enjoyable activity because in a small group of learners cooperates as a team by sharing their resources to carry out the task<sup>29</sup>. Beside that dictogloss technique through developing the student's knowledge because in the first stage of preparation provides many vocabularies input. The second stage is the comprehension if the text that is read it is the listening procedure. The third is stage reconstruction or complete their task. The last stage of analysis and correction provide to compare the various version of what they discuss the language choice made and they also know their false during correction from the teacher about their listening. It is also related with Vasiljevic statement that, in the analysis and correction stage enables the students to see where they have done well and where they need to improve.<sup>30</sup> Its mean that in analysis and correction stage the students can improve their lack, because the students know which is their mistake after doing correction and discuss with the teacher and other students.

Students are more understand and fun when using dictogloss technique in listening. Because dictogloss technique the teacher read the text and it is make they are more understand about the text that the teacher read than using native speaker recording.

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<sup>29</sup> Ruth Wajnryb, Grammar dictation, p.16

<sup>30</sup> Vasiljevic, p.45

It is similar with JJ Wilson statement that listening to the teacher is the most frequent and valuable form of input during lessons. Teacher talk is also interactive in that it responds to student's needs and can be very motivating.<sup>31</sup> Its mean that the student more comfortable and understand using teachers talk (voice) because the students more easy to understand about the teacher talk or read.

Students are more comfortable in teaching learning process using the technique because the teacher guide the student well and if there is mistake of the student result from their listening, the teacher discuss it together with the students. So, students know what they do not know previously, in this case student get what they need in teaching learning process.

It is suitable with Kusnandar statement that professional teacher is those who knows themselves that is called to guide their student in learning. Teacher is demanded to find out continuously how should learners learn then if there is a failure of learners not silence and even blame them.<sup>32</sup> So, in the using of dictogloss technique the teacher guided the student well and she really feel responsibility to guide her student so that the student do not feel confused in learning and they can resolve their mistake in their listening.

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<sup>31</sup> JJ Wilson How to teach listening. p.41

<sup>32</sup> Kusnandar, guru profesional ( Jakarta : PT Raja grafindo perseda,2011) p.48

### 3. What are Difficulties in Using Dictogloss Technique in Teaching Listening at the 2019/2020 Eighth Grade of MTs Negeri 1 Pamekasan?

Process of shorting and production of media or technique that have suitable with the material, Dictogloss technique also still become the general problem. English teacher sometimes get the obstacles in using dictogloss technique.

In this research the teacher find difficulties in using dictogloss technique in teaching listening, she feel difficult to make the condition of class room still conducive and calm. It is because one of students are panic when they lost concentration in listening procedure, usually she or he chat and disturb the other students, so that it make the classroom noisy. When the student less concentration, they will not understand of every word or the text mean.

The students respond the difficulties of listening as follow: they feel difficult to concentrate in listening procedure, they have problem with sound, and also they need to understand every single word in the text. It is supported by Penny Ur, about the difficulties of listening in Course Language said that Teaching Practice and Theory that the difficulties of listening is understand in every word. To make the listeners understand about something that they heard they must know or understand in every word, but to understand every word it is so difficult to the listeners. Beside that the difficulties of listening is trouble with sound. The listeners rely mostly on context for comprehension. They are often themselves unaware of inaccurate sound perception.<sup>33</sup>

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<sup>33</sup> Penny Ur, *A Course in Language Teaching Practice and Theory*, p. 111-112.

The teacher's respond difficulties in teaching listening using dictogloss technique is to make the condition of class room conducive. It is to make the students more focus or concentrate joined the teaching learning. The class room condition is very important in teaching learning, because it can make the students more concentrate than crowded condition. It is related with Syaiful Bahri statement that the classroom condition is very important in teaching learning process. The condition of learning efficiency can be achieved if the teacher is able to set and controls the situation. The class room situation that conducive can support the learning process efficiency, so that the teaching learning process can happen smoothly. When the class is crowded the teacher must try to make the condition become conducive to make the teaching learning process happen smoothly.<sup>34</sup>

It means that make the condition of the classroom still conducive is very important to make the teaching learning process happen smoothly, because if the condition feel crowded, some of students feel difficult to join the class.

Richard also says that another important aspect of a lesson concern to the management of learner during the lesson. This includes eliciting student's attention, maintaining their engagement in the lesson and organizing them into pairs or group and if these aspects of a lesson are not well handled by the teacher, much of time available for teaching can be lost in nonproductive activity it is affect the student in learning.<sup>35</sup> So in this case the teacher should need to keep the

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<sup>34</sup> Syaiful Bachri Djamarah & Aswan Zein, *Strategi Belajar Mengajar*, (Jakarta: PT. Rineka Cipta 2013). P.174

<sup>35</sup> Jack Richard, *Methodology in language teaching an anthology of current practice*, ( New York: Cambridge university press,2007),p.28



class room management because it refer to the way in which teachers manage the class in order to make it maximally productive for language learning.

Dictogloss is a technique that the student work in group but the student who is passive will not get a development to learn. Some of student said that they felt bad mood to do the task and they like individually to do the task, because one of her friend in her group did not give idea or work together to complete their work text. So that the student who are passive or lazy only silent with do not anything and they give the task to their group. Also the passive students chat with the other members of group. To make all students work in group the teacher should monitor the student as like walk around in the class, so that it makes the student feel afraid and they have responsibility to do the exercise with their group.

It is same as Zorana Vasiljevic that the teacher must monitor and observe the nature of group interaction to ensure that all students participate and that the more advanced students do not dominate the group.<sup>36</sup> Its mean that, the teacher's monitor is so important in teaching learning, especially in groups. So all of students will be more participate when do their task in their group.

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<sup>36</sup> Vasiljevic, 45