

II. FRAME OF THEORIES

There are some concepts that related with this research. In frame of theories, the concepts, such as; concept of listening, concept of dictogloss, kind of dictogloss, advantages of using dictogloss, procedure of dictogloss technique, and classroom action research are analyzed. In addition theoretical assumption is also presented.

2.1 Concept of Listening

Listening is an active process requiring participation on the part of listener. Margaret (1988:19) states that listening is an active process in which the listener plays a very active part in Constructing the overall message that is actually exchanged between the listener and speaker.

The idea above indicates that the listeners are actually playing an active role because they should have ability to digest the message of the speaker. Therefore, the listener should listen to the speaker carefully.

According to Wood (1985:56), the essence of listening is the listener; the listener should be encouraged to engage in active process of listening for meaning. Further he

states that an active essence means the listener must be active by communicative research.

There are two skills required in listening process, they are; macro and micro skills. Macro skills would be directly related to candidates needs or to course objectives, and might include: (1) listening for specific information, (2) obtaining gist of what is being said, (3) following directions, (4) following instructions. Micro skills might include: (1) interpretation of intonation patterns (*recognition of sarcasm, etc*), (2) recognition of function of structures (*such as interrogative as request, for example, Could you pass the salt?*). The study is focused on the macro skills since the writer used dictogloss that measured the specific information and the gist of the text that the students should get from the text (Hughes, 1991, 52).

Referring to the explanation above it reveals that listening in main skills is not easy since the listener should seriously pay attention, interpret, and able to understand what the speaker said. Listening effectively to others can be the most fundamental and powerful communication tool of all. When someone is willing to stop talking or thinking and begin truly listening to others, all of their interactions become easier, and communication problems can be eliminated.

2.2 Listening Strategies

There are two kinds' strategies of listening according to Azies et. al. They can be classified by viewing how the listener processes the input. First of all; top-down strategies denote the listener tap 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 helps the listener to interpret what is heard and anticipate what will come next. Top-down strategies include, (1) listening for the main idea. Here, the listener should listen well in order to get the topic or main idea after teacher read the text. For example;

teacher read:

Often depicted as vicious animals. Moorey Eels are quite shy and will usually only bite when like the grey nurse, they are provoked. Their small teeth are razor sharp and slightly curved inward, to prevent their prey from pulling away. When treat with caution, Moreys are magnificent creatures to watch and hand feet but watch those fingers.

While teacher read aloud the text, students are listening carefully and try to find the main idea, (2) predicting which requires the listener the story of the text before teacher read it, for example; when teacher said that he or she will read a text with the title Romeo and Julliet, students predict the story based on the title, (3) drawing inferences. The listener should write down the inferences of the text after teacher read the text, for example; events in Romeo and Julliet story, and (4) summarizing. Here the listener should summarize what they have listened from the teacher. They

should get the gist of the text to summarize well. Bottom Up strategies are text based; 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. The listener should listen to the text and get specific details in order to make the text easier to be understood, for example; listener listen a specific sound and words in a text and try to creates a meaning (2) recognizing word-order patterns. The listeners are able to recognize word-order patterns in a text, for example; the listener tries to find the pattern of grammar in a text.

Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening ability. These strategies enforce the students (1) to plan by deciding which listening strategies will serve best in a particular situation. For example, students can review before the class begins. This makes students know which strategies will serve best, (2) to monitor their comprehension and the effectiveness of the selected strategies. For example, students checking one's students sheet with another, and (3) to evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one. For example, students can check how well one's is doing against one's own standard (O'Malley & Chamot in Puspita Sari, 2002; 11).

This research deals mainly with listening comprehension through teacher's dictation. Certainly, the students need to use their background knowledge and corporate with their friends, so that the teacher may know whether or not the learners understood what the teacher has said. And this research using top down

listening strategies because naturally, this research focuses on getting the gist of the text and reconstruct the text.

2.3 Notion of Dictogloss

Dictogloss is a technique where the learner receives some spoken input, hold this in their memory for a short time; and then write what they heard (Ruth Wajnryb 1988;43).

Dictogloss can be defined as two words, “dicto” and “glossary” means that a technique in teaching listening process by dictate the students and ask the students to make a sentences and rewrite the text by giving them glossary that related by the text.

Dictogloss can develop student's listening skill, because they listen what teacher dictates in a short piece of text. It also highlights student's grammatical competence through reconstruction, paraphrase and analysis of the texts. In addition, it also uses as both a diagnostic tool, to find out what students do and do not know about the specific topic, as well as a tool to build knowledge of a topic, through communicative strategies.

When implemented conscientiously, dictogloss embodies sound principles of language teaching which include: learner autonomy, cooperation among learners, curricular integration, and focus on meaning, diversity, thinking skills, alternative

assessment, and teachers as co learners. These principles flow from an overall paradigm shift that has occurred in second language education (Jacobs & Farrell, 2001). The principles can be described like the followings;

2.3.1 Learner Autonomy

This principle involves learners having some choice as to what and how of the curriculum and, at the same time, feeling responsible for and understanding their own learning and for the learning of classmates (Van Lier, 1996).

2.3.2 Cooperation Among Learners

This makes students cooperate among others to get the full sentences or text. This is because they can full fill each other to get meaningful text.

2.3.3 Curricular Integration

From the perspective of language teachers; Curricular integration involves combining the teaching of content, such as social studies or science, with the teaching of language, such as writing skills or grammar.

2.3.4 Focus on Meaning

In literacy education, the focus used to lie mostly on matters of form, such as grammar and spelling. In the current paradigm; while form still matters, the view is that language learning takes place best when the focus is mainly on ideas (Littlewood, 1981). Dictogloss seeks to combine a focus on meaning with a focus on form (Brown, 2001). As Swain (1999) puts it, "When students focus on form, they must be engaged in the act of meaning-making ..." (page 125-126).

2.3.5 Diversity

In this way, those students whose illustration skills are currently better than their literacy skills have a chance to shine. This is because they use their illustration skill to illustrate the situation of the story from the text. It makes them easy to re write or re tell about the story from the text.

2.3.6 Alternative Assessment

Dictogloss offers a context-rich method of assessing how much students know about writing and about the topic of the text. The text reconstruction task provides learners with opportunities to display both their knowledge of the content of the text as well as of the organizational structure and language features of the text (Derewianka, 1990; 80). As students discuss with each other during Steps 4 and 5, teachers can listen in and observe students' thinking as the teachers thinking about a task. This real-time observation of learners' thinking process offers greater insight than does looking at the product after they have finished. In this way, dictogloss supplies a process -based complement to traditional product-based modes of assessment. Furthermore, students are involved in self assessment and peer assessment.

2.3.7 Teachers as Co-Learners

The current view in education sees teachers not as all-knowing sages but instead as fellow learners who join with their students in the quest for knowledge, because teacher also learn about the knowledge and which strategies are the best for the students. So teachers are joining with the students to know the difficulty for the students in learning the knowledge.

2.4 Kinds of Dictogloss

The following types of dictogloss are based on theories exposed by Sariëva (2004), they are:

2.4.1 Variation A: Dictogloss Negotiation

In Dictogloss Negotiation, rather than group members discussing what they heard when the teacher has finished reading, students discuss after each section of text has been read. Sections can be one sentence long or longer, depending on the difficulty of the text relative to students' proficiency level.

1. Students sit with a partner, desks face-to-face rather than side-by-side. This encourages discussion. After reading the text once while students listen, during the second reading, the teacher stops after each sentence or two, or paragraph. During this pause, students discuss but do not write what they think they heard. As with standard dictogloss, the students' reconstruction should be faithful to the meaning and form of the original but does not employ the identical wording.
2. One member of each pair writes the pair's reconstruction of the text section. This role rotates with each section of the text.
3. Students compare their reconstruction with the original as in Step 5 of the standard procedure.

2.4.2 Variation B: Student -Controlled Dictation

In Student -Controlled Dictation, students use the teacher as they would use a tape recorder. In other words, they can ask the teacher to stop, go back, i.e., rewind, and skip ahead, i.e., fast-forward. However, students bear in mind that the aim of dictogloss is the creation of an appropriate reconstruction, not a photocopy.

1. After reading the text once at normal speed with students listening but not taking notes, the teacher reads the text again at natural speed and continues reading until the end if no student says “stop” even if it is clear that students are having difficulty. Students are responsible for saying “stop, please” when they cannot keep up and “please go back to (the last word or phrase they have written”. If students seem reluctant to exercise their power to stop us, we start reading very fast. We encourage students to be persistent; they can “rewind” the teacher as many times as necessary. The class might want to have a rule that each student can only say “please stop” one time. Without this rule, the same few students – almost invariably the highest level students - may completely control the pace.

The lower proficiency students might be lost, but be too shy to speak. After each member of the class has controlled the teacher once, anyone can again control one time, until all have taken a turn. Once the class comprehends that everyone can and should control the teacher if they need help, this rule need not be followed absolutely.
2. Partner conferencing (Step 4 in standard dictogloss) can be done for this variation as well. Student-Controlled Dictation can be a fun variation, because students enjoy explicitly controlling the teacher.
3. Another way of increasing student control of dictation is to ask them to bring in texts to use for dictation or to nominate topics.

2.4.3 Variation C: Student-Student Dictation

Rather than the teacher being the one to read the text, students take turns to read to

each other. Student-Student Dictation works best after students have become familiar with the standard dictogloss procedure. This dictogloss variation involves key elements of cooperative learning, in particular equal participation from all group members, individual accountability (each member takes turns controlling the activity) and positive interdependence as group members explore meaning and correctness together.

1. A text - probably a longer than usual one - is divided into four or five sections. Each student is given a different section. Thus, with a class of 32 students and a text divided into four sections, eight students would have the first section, eight the second, etc. Students each read the section they have been given and try to understand it. If the text is challenging, students with the same section can initially meet in groups of three or four to read and discuss the meaning.
2. In their original groups, students take turns reading their section of the text as the teacher would for standard dictation while their group mates take notes.
3. Students work with their partners to reconstruct the text, with the students taking the role of silent observer when the section they read is being reconstructed.
4. For the analysis, Step 5 of the standard procedure, each student plays the role of the teacher when the section they read is being discussed. Every group member eventually plays the role of teacher.

Student-Student Dictation can also be done by students bringing in the own texts rather than using a text supplied by the teacher.

2.4.4 Variation D: Dictogloss Summaries

While in the standard dictogloss procedure students attempt to create a reconstruction of approximately the same length as the original, in Dictogloss Summaries, students focus only on the key ideas of the original text.

1. Steps 1, 2, and 3 are the same as in standard dictogloss, although to encourage summarizing rather than using the words of the original text, the teacher might ask students not to take any notes.
2. Students work with a partner to summarize the key points of the text. Here, as well as in other dictogloss variations, we can provide visual cues (sketch, flow chart, photo, mind map) that represents some elements of the story. This aids comprehension and may help students structure their reconstruction. Additionally, students can create visuals to accompany their reconstructions, as another means to demonstrate comprehension and to promote unique reconstructions.

2.4.5 Variation E: Scrambled Sentence Dictogloss

Scrambled Sentences is a popular technique for teaching a number of language skills. Scrambled Sentences Dictogloss employs this technique to raise the difficulty level of dictogloss and to focus students' attention on how texts fit together.

1. The teacher jumbles the sentences of the text before reading it to students.
2. When students reconstruct the text, they first have to recreate what they heard and then put it into a logical order.
3. When analyzing students' reconstructions, the class may decide that there is more than one possible correct order. This fits with the overall spirit of dictogloss, i.e., that there

is no one correct way to achieve a communicative purpose, although there are certain conventions that should be understood and considered.

2.4.6 Variation F: Elaboration Dictogloss (Airey, 2002)

In Elaboration Dictogloss, students go beyond what they hear to not just recreate a text but also to improve it. This elaboration is exposed as below:

1. This dictogloss method may be preceded by a review of ways to elaborate, such as adding adjectives and adverbs, examples, facts, personal experiences, and causes and effects.
2. After taking notes on the text read by the teacher, as in Step 3 of the standard procedure, students reconstruct the text. Then, they add elaborations. These can be factual, based on what students know about the topic of the text or research they do, or students can invent elaborations.

For instance, part of the text read by the teacher might be:

Today, many students use bicycles.

Students could simply elaborate by adding a word or two:

Today, many Japanese college students use bicycles.

Or, a sentence or two could be added:

Today, many students use bicycles. This reduces air pollution and helps students stay fit.

However, bicycle riding in a crowded city can be dangerous.

2.4.7 Variation G: Dictogloss Opinion

In Dictogloss Opinion, after students reconstruct the text, they give their opinion on the writers' ideas. These opinions can be inserted at various points in the text or can be

written at the end of the text. If student commentary is inserted throughout the text, it promotes a kind of dialogue with the original authors of the text.

The writer used Dictogloss in cycle 1 Negotiation because students can discuss after each section of text has been read, it would be change if the result is unsustifactory.

2.5 Advantages of Using Dictogloss

There are certainly advantages in using dictogloss.

2.5.1 For Teacher

1. Dictogloss involves the whole class, no matter how large it is. Since teacher read the text automatically students in the class Involves themselves to listen the text carefully. It is because dictogloss need more concentration in listening. Students are forced to listen because in dictogloss they reconstruct the text with their own word. For example; teacher read the text loudly and clearly, while teacher read the text, students write down the inferences. So it can involve the whole class.
2. Correction can be done by the students, because all students have the same topic about the text, so they can correction each other. For example, students change their answer sheet each other. Then they read their friend answer sheet. Each of them have already got same topic from the teacher dictation. So they can check their friend answer sheet whether or not they have relevant with the topic.

3. Dictogloss can be prepared for mixed ability groups, for example in reconstruct the text; they divided into some groups without any discrimination. It is to avoid in one group all the member have a good students and in contrast in one group all of the member are not quite good students. If it is mixed, they can learn each other.
4. Teacher can move about, giving individual attention. Therefore he or she may know the weaknesses and strongest each individual.
5. Dictogloss can provide access to interesting texts, by introducing a topic, for example, or summarizing it.

2.5.2 For Students

These strategies also have advantages for the students, among others, are;

- 1.Dictogloss can help develop all four language skills in an integrative way. In dictogloss students are forced to listen. Then they write down inferences in the text and reconstruct it become meaningful in a form of writing. Later they read their text. In this event, students learn to read and speak.
- 2.Students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar. For example; students reconstruct the text based on what they have been listened. Here students try to get the relationship among segment of language.

- 3.Dictogloss helps to develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down.
- 4.Learners can practice in careful listening to dictogloss will be useful later on in note taking exercises.
- 5.Correcting dictogloss can lead to oral communication.
- 6.During and after the dictogloss, all the students are active if the students do well, dictogloss is motivating.
- 7.Sentence dictogloss forces the student to correct the sentences if they make some errors.

2.6 Procedure of Using Dictogloss

According to Jacob (1990), the process of teaching listening through dictogloss can be cited as follows:

1. The class engages in some discussion on the topic of the upcoming text. This topic is one on which students have some background knowledge and, hopefully, interest. The class may also discuss the text type of the text, example, narrative, procedure, or explanation, and the purpose, organizational structure, and language features of that text type.
2. The teacher reads the text aloud once at normal speed as students listen but do not write. The text can be selected by teachers from newspapers, textbooks, etc, or teachers can write their own or modify an existing text. The text should be at or

below students' current overall proficiency level, although there maybe some new vocabulary. It may even be a text that students have seen before. The length of the text depends on students' proficiency level. For example:

Dengue fever is one of the most dangerous diseases in the world. Dengue fever is endemic in most tropical countries of the South Pacific, Asia, the Caribbean, and Africa. This disease rapidly spreads in most tropical urban areas of the world. It means people in this areas have a risk of infection of this diseases. Dengue fever is caused by a virus. The virus is transmitted to the human boody by the bite of infected mosquitos, ussually *Aedes Aegypti*. In other words, the diseases can not spreads directly from person to person. The diseases is characterized by the high fever, severe headache, backache, and muscle pains. Sometimes many patient get nausea, vomitting, and rash on arms, face and leg.

3. The teacher reads the test again at normal speed. Students are not trying to write down every word spoken; they could not even if they tried, because teacher is reading at normal speed. In this case, they only listens teacher dictation and try to get the gist of the text. Later teacher read again the text. Here students can take a note and write down important word.
4. Students work in groups of two-four to reconstruct the text in full sentences; not in point form (also known as bullet points). This reconstruction seeks to retain the meaning and form of the original text but is not a word-for-word copy of the text read by the teacher. Instead, students are working together to create a cohesive text with correct grammar and other features of the relevant text type,

example, procedure, or rhetorical framework, e.g., cause and effect, that approximates the meaning of the original.

5. Students, with the teacher's help, identify similarities and differences in terms of meaning and form between their text reconstructions and the original, which is displayed on an overhead projector or shown to students in another way.

2.7 Notion of Classroom Action Research

Action research is a form of self-selective enquiry undertaken by participants (teacher, students, or participants for example) in social (including educational) situation in order to improve rationality and justice of (1) their own social and educational practices, (2) their understanding of practices, and (3) the situations (and institution) in which this practices are carry out (Carr and Kemmis, 1986).

In this sense, action research is seen as a way of characterizing a lose set of activities that are designed to improve the quality of education; it is an essentially eclectic way into a self-reflective program aimed at such educational improvement that is an anticipated outcome of the self-reflective program. So, the term action research is a term used to described methods and technique.

Applied to classroom, Action Research is an approach of improving education through change, by encouraging teachers to be aware of their own practice, to be critical to be practice, and to be prepared to change in. It is participatory, in that it involves the teacher in his own enquiry, and collaborative, in that it involves other

people as part of a shared enquiry. For the example, the teacher ask questions about his practice. Why was he dissatisfied with the present situation?, what was going to change?, how would he change his practice to accommodate his findings?.

It is the question of educational research that is important, the question a teacher is prepared to ask him self about what is going on in his class, and his preparation to answer them honestly and with due regard to the possible consequences. The consequences will almost certainly imply a change, but it is a change that is going to lead to an improvement. That improvement would not have come about if he had not come to the First place been aware or sensitive to his own professional standards. Action research is an instrument used willfully by good teachers to improve their practice.

In addition action research teacher not only works alone, he makes collaboration. Collaboration means that entangling other people in the research. There are many involvements in Action Research; such as partnership with the other teachers or relationship between teacher and students.

Kemmis and Mc. Taggart (1982: 3) state that action research is deliberate, solution-oriented investigation that is group as personally owned and conducted. It is characterized by spiralling cycle of the problem identification, systematic data collection, reflection analysis, data-driven, action taken and finally, problem definition. The linking term of "action" and "research" highlights the essentials features of this method; trying out ideas in practice as a mean of increasing knowledge about or improving curriculum, teaching, and learning.

Kemmis' model follows the cycle of: plan, act, observe, and reflect. "Planning" involves the determination of the question that needs answering and the strategy to be used in answering it. For example: I need to make communication in the office more effective. I shall issue weekly information sheets to the staff. During the "action" stage, the practitioner tries out the strategy. For the example, issue the sheets. The "observation" stages including recording data the result of the strategy and also keeping a journal on him practitioner's thoughts and reactions to the entire experience, example, and conversation with the staff indicate that they are more aware of overall issue. Finally, during the "reflection" stage, it can conclude and a new cycle can begin. In summary, it is clear that classroom action research is good to treated the students in teaching learning process, in order to make them more understand.

2.8 Theoretical Assumption

A teacher may make the instructional goal success if he/she can choose an appropriate technique in teaching, so that students can reach the target.

By using dictogloss as a way in developing students listening ability, students may be able to develop all four language skills in integrative way, because they learn to listen a simple and use their background knowledge before learning the other skill. More over they can learn to concentrate because teacher dictates it and dictogloss need more concentration.

Finally, it can be assumed that by using dictogloss students can develop their ability in listening skills appropriately.