

I. INTRODUCTION

1.1 Background of the Problem

According to the standard competence of 2004 English curriculum of Senior High School, students are able to communicate in English both oral and written forms and to use suitable vocabulary fluently and accurately in interactional text and/or short monolog, especially in narrative, descriptive and recount text based on students ability in linguistic level.

To that end, students should appropriately master four language skills; namely; listening, speaking, reading, and writing. But in fact it is difficult to achieve because students are often discouraged and lose of interest when they find that foreign language study is just like other complicated subject. This is probably due to most of learning activities are only focused on cognitive study or learning from text books without any varieties of practice. In the other words, teacher only focused on the listening test result, without considering the process of teaching learning activity.

To make learning English more interesting for students, teacher should know the step of learning foreign language. Margaret (1988:13) states that listening can be considered as the first step in learning a language. It means that language learning depends on listening. Listening provides aural input that serves as the basis for

language acquisition and enables learners to interact in spoken communication and continue to the next skill. So, students should mastery in listening to develop their ability in English. More practice in listening make them know new vocabulary and able to send a message to others. By developing their ability to listen well, they become independent learners and are able to listen accurately i.e. they are much more likely to be able to reproduce accurately, refine their understanding of grammar and develop their own vocabulary.

It is based on the writer's experience when doing PPL, some students were sleeping while listening, because they feel like their teacher or cassette telling them a story or it make they feel bored. When the teacher asked them to answer, they only guessed the answer. They were not concentrating with what they listened about. Writer also found that listening has lack of hours in SMA, most of English teacher usually focused on reading and grammar. As a result students find insufficient times to practice in listening. Rias Tusianah's study (2000) indicates that most of students have difficulties in achieving listening skill, especially in the case of getting the gist of information.

Listening is also very important for students to learn since it is one of productive skills, which is frequently used to convey the ideas in communicating with others. It is also supported by the writer's experience when doing the preliminary test. On 2007, teacher in class X4 used tape recorder in teaching listening process. She only gave them multiple choice questions then asked the students to answer it, while students listened, teacher around the class and observe his/her students. This activity make the students did not know what they listened about because their focused only for answer the question and got

the best score. Most of teaching listening process was done in the classroom, only when the students have final examination teaching listening process done in language laboratory. The teacher used cassette by a native speaker and in a form of conversation and short text. In fact, the achievement of listening tests is unsatisfactory.

Referring to the result of preliminary test (for the details see Appendix 6) in SMA NEGERI I KOTA GAJAH, it was found that many students could not listen well especially when getting the information of the text. Obviously they had difficulties in getting the information even though they knew what to be listened. This also means that there should be an appropriate technique to be applied for students to develop their listening ability in getting the gist of information and reconstruct the text.

Actually, both teacher and students understand that listening skill is very important to understand information shared by the speaker, how they become good interlocutor if they cannot properly acquire aspect of listening skill. This serious problem certainly requires the effective teaching technique in order to train the students to master this particular language skill.

Some researchers such as Brown, (2001); Cheong, (1993); Kowal & Swain, (1994) in their study, have found that the use of dictogloss technique is able to encourage the students to focus on listening skill because students are pushed to listen to the text that the teacher dictates to them. Thus reveals that dictogloss is an appropriate way to develop listening achievement for Senior High School students. It stands to reason, they can open their background knowledge related with text and then listen

what the teacher dictates and write the key words. This will not make them bored for them because: they can corporate with their friends.

To develop students' ability in listening through dictogloss, the writer conducted a classroom action research to increase students' ability in listening. Classroom Action Research is a continual process of search of a formal organization for devising solution for the everyday difficulties of classroom life (Mc Niff, 1995). It means that action research is used to solve the problems in daily classroom activities in order to make teaching learning process effective. Classroom Action Research helps to provide insight into teaching that result in continual improvement. Hopefully, teacher and students are able to explore and improve their capability in teaching learning process maximally. And the class action research was used to know whether by applying the dictogloss in teaching learning process can develop students' achievement in listening.

By developing listening skill, it will be easier for the learners to learn the other skills because this skill will support other language skill that the student should mastery. In line with the issues discussed above, "dictogloss" in this research, especially in the process of developing students' listening achievement will accordingly be developed. This study was conducted in SMA Negeri I Kota Gajah and it took one class of the first grade in first semester.

1.2 Formulation of the Problem

In accordance to the background of problem, research problem may be formulated as follows:

1. Can dictogloss improve students listening achievement in terms of (1) getting the gist of the text (2) reconstruct the text?"
2. Can dictogloss improve students listening activity in teaching learning process?

1.3 Objective of the Research

In relation to the formulation of the problems above, the objective of the classroom action research is to find out whether dictogloss can improve student's listening achievement.

1.4 Uses of the Research

Practically, this study can be useful to the following addressed persons and institution; they are:

1.4.1 The teacher

The teacher can make of some variations of listening achievement practice use dictogloss as a technique in teaching listening.

1.4.2 The students

Hopefully, the treatment given in the classroom action research can improve the students' achievement in listening.

1.4.3 The School

Hopefully, the result of the research can be used as the consideration in making policy related to the development of teaching learning English subject especially listening skill.

Theoretically, the result of this study to support and extend the theories about dictogloss.

1.5 Scope of the Research

The subject of this study is the first year students of SMA N I Kota Ga jah. They were chosen because they actively have already learned about vocabulary, grammar, pronunciation in the previous year. This research focused on the implementation of developing students listening achievement through dictogloss. The materials used are based on 2004 English Curriculum for SMA. The class was given some treatments by giving the students some text that suitable with the curriculum and dictating the sentences to the students. Narrative and descriptive text with high frequency words based on the students' level were used. Top down listening strategies will be applied in this study. Top-down processing is very important in listening comprehension. Using top-down activities can quickly help the students to transfer their mother tongue listening strategies into English listening. Activating prior knowledge is crucial in top-down processing. This listening test use students listening comprehension in getting the gist from the text. Students' listening achievement was measured by student's construction

about the text. Writer also stimulated their schemata before dictating the text. The tests should be familiar with the students so they know the situation of the text.