

**Using The Dictogloss as a Strategy for Teaching Listening
In Narrative Text For Senior High School Student**

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PAPER



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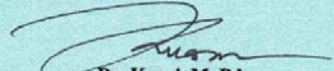
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
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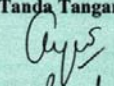



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ABSTRAK

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Kemampuan berbahasa meliputi 4 hal, yaitu: *Listening, Speaking, Reading, and Writing*. Dalam pengajaran bahasa Inggris, *Listening* atau menyimak merupakan kemampuan berbahasa yang paling dasar diantara tiga kemampuan lainnya. Namun dalam proses pembelajarannya, khususnya di tingkat SMA, pengajaran menyimak kurang mendapat perhatian. Sehingga siswa kurang dalam kemampuan menyimak. Hal ini dikarenakan oleh beberapa hal, diantaranya guru menggunakan strategi yang kurang tepat dalam pengajaran menyimak dan beberapa sekolah di Indonesia tidak memiliki fasilitas seperti Labor Bahasa untuk menunjang kegiatan menyimak ini.

Oleh sebab itu makalah ini membahas tentang salah satu strategi pengajaran menyimak yang dapat membantu meningkatkan kemampuan menyimak siswa khususnya dalam pemahaman teks *narrative* dengan menggunakan strategi *Dictogloss*. *Dictogloss* merupakan strategi pembelajaran menyimak yang menuntut siswa dan guru untuk berperan secara aktif saat proses pembelajaran berlangsung. Guru harus memiliki persiapan yang baik sebelum membacakan teks di depan kelas secara aktif dengan menggunakan intonasi, pelafalan dan gerak tubuh yang tepat. Selain itu siswa aktif mendengarkan teks sebanyak tiga kali dan melakukan *jot down key words* dan *phrase*, setelah itu siswa diminta bekerja sama untuk menulis kembali teks yang di dengarnya berdasarkan daftar *phrase* atau *key words* yang mereka lakukan sebelumnya berdasarkan pemahaman mereka pada saat mendengar. Strategi ini dapat membantu siswa untuk meningkatkan kemampuan siswa dalam menyimak karena siswa berulang kali diminta untuk konsentrasi mendengarkan. Pertama, saat guru membacakan teks asli pertama kali siswa diminta hanya mendengarkan dan menyimak tanpa melakukan kegiatan apa pun. Kedua, saat guru membacakan teks untuk kedua kalinya siswa diminta untuk kembali menyimak dan melakukan *jot down key words* dan *phrase*. Terakhir, saat kelompok lain membacakan hasil diskusi berdasarkan cerita yang telah di tulis ulang menurut pemahaman siswa.

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TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	iv
CHAPTER I. INTRODUCTION	
A. Background of the Problem	1
B. Formulation of the Problem	4
C. Purpose of the Paper	5
CHAPTER II. REVIEW OF RELATED LITERATURE	
A. The Nature of Listening	6
B. Teaching Listening at Senior High School.....	8
C. Dictation.....	11
D. The Concept of Dictogloss.....	13
E. The Concept of Narrative Text	19
CHAPTER III. DISCUSSIONS	
A. Teaching Listening of a Narrative Text	
by Using Dictogloss Strategy.....	22
B. Classroom Implementation.....	25

CHAPTER IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions	36
B. Suggestions	37

BIBLIOGRAPHY

APPENDIX

CHAPTER I

INTRODUCTION

A. Background of the problem

People use language as a media for communication, whether it is in oral or written form. By using a language, people can express their thought, wishes and ideas to others. A language can be mastered in two ways. First, it can be acquired naturally like native language. Second, it can be learned by studying at school (for second language such as English).

English as a foreign language is necessary in our lives. Moreover, the ability to use English internationally is a way to gain success in many aspects of lives. For instance English is one of the requirements in getting a new job and English as a tool for communication to compete in globalization era. In addition In national education system English also one of the compulsory subject that is learned since kindergarten until university levels.

In learning English, there are four basic skills that should be mastered by the students. They are listening, speaking, reading and writing. Yagang (1993) said that listening is the first skills in understanding a language. It means listening plays a significant role in learning English, because Listening is the first skills that students learn before learning language as whole. Listening is also one of skills that should be taught in the classroom. As Nicholas (1988) asserts that there are some reasons why listening should be taught in the classroom. First, listening comprehension is one of the items in

some English language examination. Second, listening is mostly used for all communicative activities and many enjoyable activities that learner may indulge in the target language. Third, there is also the fact that some students use English as their second language and instructional media at their school, for that reason they need to be good listeners in order to succeed in their learning.

In teaching English in Senior High School, students will learn kinds of text that have been regulated based on the *Kurikulum Tingkat Satuan Pendidikan 2006*, there are twelve texts that should be taught in Senior High School from the first grade until the third grade. They are recount, report, discussion, explanation, exposition (analytical), hortatory, news item, anecdote, narrative, procedure, description and review. Narrative is one of the texts that is learned by the students in Senior high school. Narrative text is a kind of text that have purposes to entertain, to gain, and hold the reader's interest to story. Like the other text, there are four skills that have to be mastered by the student. They are listening skill, speaking skill, reading skills and writing.

For listening skills the students learn how to understand several meaning in text like interpersonal, transactional and textual in narrative text. Listening is a skill that is difficult to be mastered because it needs more attention and concentration to comprehend the listening material, so students asked not only hearing but also listening, because of listening is not just hearing the sound, it needs listeners comprehension. As Southworth (2007)

says that hearing is not listening. He says listening needs comprehension to transfer the message, on the other hand hearing does not need comprehension, and even the learners spend most of their time to listening since they are hearing not listening.

There are some problems faced by the students in comprehend the listening material. First, the teacher present listening material by using common strategy that makes the students are not interested in learning listening. As the consequence they are not able to comprehend the listening material, because they are not interested in the listening material. For example : teacher ask students directly to listen a cassette about several conversations or text and then ask them to answer the questions based on the material in cassette recorder. Therefore, students only focus on the answer in the question sheet but do not to understand the whole listening material.

Second, some schools in Indonesia have no language laboratory. As we know that language laboratory can help the students to practice their listening ability. The students can strengthen the concentration and attention by practicing listening the native speaker recording. Some schools solve this problem by using tape recorder to teach listening, but it is not effective for the students, because makes students have low their interest to the listening material. In other hand, some school in Indonesia, has no language laboratory, tape recorder even they have no electricity supplies to use some media to teaching listening. So that, the teacher in those schools directly read a listening material for students. However, it has problem for teacher how to

read in a good pronunciation, using appropriate gesture and good intonation, that makes students interest in listening activity. On the other hand, for the school with laboratory, most of the laboratory equipments do not work properly. Based on the writer experience when she did practice teaching in SMK Negeri 2 Pariaman, the school has a language laboratory on the second floor but students are not using the tools because most of the equipments are broken.

The next problem is most of the students are not familiar with the topic and listening material of the text, therefore it makes students less of background knowledge about the topic are going to discuss. Teacher directly ask student to listen a conversation or text without activate the students background knowledge about the topic.

In overcoming the students problem in listening , the teachers are supposed to find several strategy that must be able to stimulate, to build and to developed students' listening skill. One of the strategy is using Dictogloss for teaching listening skills in narrative text.

This strategy can be implemented in teaching listening in a narrative text is learned at first year for Senior High School students.

B. The Formulation of the Problem

The problem of this paper is how to use the Dictoglos as a strategy for teaching listening in narrative text for Senior High school Student ?

C. The Purpose of the paper

The purpose of this paper is to expose how to use the dictoglos as a strategy for teaching listening in narrative text for Senior High School Student