

THE USE OF DICTOGLOSS TECHNIQUE IN TEACHING STUDENT'S LISTENING SKILL

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Abstrak: Tujuan penelitian ini adalah untuk mengetahui efektifitas penggunaan tehnik dictogloss dalam pengajaran kemampuan mendengarkan siswa. Penelitian ini menggunakan metode penelitian eksperimen quasi. Penulis membandingkan antara siswa yang mendapatkan tritmen dan siswa yang tidak mendapatkan tritmen. Tipe dari penelitian ini menggunakan perbandingan atau grup control untuk menginvestigasi permasalahan. Data penelitian ini dikumpulkan dengan memberikan dikteksi mendengarkan kepada siswa. Kemudian data dianalisa dengan menggunakan t-tes (sampel paired) untuk menghitung hasil pre-tes dan pos tes. T-tes adalah tes statistic yang digunakan untuk mencari tau signifikan dari dua sampel mean pada dua variable yang di bandingkan. Respondensi dari penelitian ini adalah siswa kelas dua SMPN 13 Selama periode 2015. Berdasarkan data yang telah dikumpulkan dan dianalisis, bisa disimpulkan bahwa tehnik dictogloss efektif untuk digunakan dalam mengajarkan kemampuan mendengarkan. Hal ini bisa dilihat dari rata-rata skor yang diperoleh dari kelas eksperimen. Rata-rata dari skor yang didapatkan dari kelas eksperimen lebih tinggi dari kelas kontrol. Hal ini juga di buktikan dari hasil t-tes yang menunjukkan bahwa nilai dari t_0 (5,48) lebih tinggi dari nilai t_t dari df nya (54) dalam derajat signifikan 5% (2,02) dan 1% (2,7) atau $2,02 < 5,48 > 2,7$. Ini mengindikasikan bahwa Hepotisis Nul (H_0) tertolak dan hipotesis alternative (H_a) diterima. Oleh sebab itu, bisa disimpulkan bahwa tehnik dictogloss efektif untuk pengajaran kemampuan mendengarkan siswa.

Key Words: *Dictogloss technique and listening skill*

A. BACKGROUND

Nowadays, English as an international language has an important role in communication. People who are from different countries use it to understand one another easily. For instance, businessmen when they would like to develop their networking into international one they have to consider English as a tool for communication. Even, when people have the same root of language they will still find it difficult to understand each other. In this case, Indonesia and Malaysia are the example. They speak the same root of language, but they still misunderstand in common. They prefer English as a lingua franca to communicate. It is certainly that English should be mastered by English learners.

If English learners want to be master in English, they have to know four skills in English such as speaking, writing, reading, and listening.

Among all of those skills listening seems to be one of the most difficult to be mastered by student. Moreover, Listening is one of the most important language skills. Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking¹. Listening is an active, purposeful process of making sense of what we hear². It shows that listening is the basic for understanding and for development of other language skills. Thus, it is equally or rather more important than other skills and must be taken into account by the teachers. It also play a significant role in communication and in language learning as well as cultural information which is necessary for a full understanding of the people and the language they are researching³.

In the simple word why listening is more important than other skills is when we were child, we didn't speak any words after we learn it by hearing or listening people around us say some words and we imitate theIn the teaching and learning process, Teacher as the center focus of the class has important role to manage the class. Teacher should structure their lesson in order to facilitate their students' learning process so that their student understands and the goal of learning process is gained. But in reality, especially in listening class, the students prefer to be passive during the listening process, they fell bored to follow the lesson, even difficult to understand listening section. And also teacher have wrong assumption with their focus only on practicing listening and cause the student's low competence in listening skill. However, the students' low competence in listening skill has received attention both in research and teaching. Therefore, teachers need a method or useful way to present new factual information to students and encourage them to listen and understand the key points to listen.

¹Brown. H. Douglas, *Language Assessment: Principle and Classroom Practices*, (New York: Longman), 2004, h. 247.

²Nunan, *Listening in Language Learning*, *The language teacher Online*. Retrieved on Desember 15, 2014 from <http://jalt-publications.org/tlt/files/97/sep/nunan.html>. (2003), 2004.

³Fayza Saleh Hammadi, *The Effectiveness of Using a Multi-media Software in Developing Some Listening Skills Among Saudi Secondary School Students*. Damascus University Journal, Vol.27. (2011).

One of useful way to solve that problem is Dictogloss Method. It can present new factual information to students and encourage them to listen for key points and understand the listening. Dictogloss is a new way of dictation. This was developed by ruth wajnryb. Dictogloss, in term of objective and procedures, in different from dictation. It means, dictogloss learner technique is very helpful in listening and learning about their ability to monitor students both in the classroom and outside classroom.

Dictogloss is kind of classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. Jacob and Small gave their opinion about dictogloss, "Dictogloss is an integrated skills technique in learning a language in which students work together to reconstruct version of text read to them by their teacher".⁴ This method also has several potential advantages over other models of teaching listening comprehension such as an effective way of combining individual and group activities, its procedure facilitates the development of the learners' communicative competence and other kind of advantages.

Based on the interview with the English teacher who teaches English subject at the second grade student of SMP 13 Seluma, Students have the problems in listening skill; they are good in grammar and writing but not really good in listening. For example, when the teacher speaks English in the classroom, most of the students do not understand what the teacher says and it also hard for them to get the key points. As the result, they feel bored, sleepy and not really interested to listen to what the teachers teach. In addition, the average score of the students' are still under the standard score of English subject (KKM); <70.

Based on the problems above, the teacher assumes that it is good to use one of the listening methods to solve the problem namely the Dictogloss method. And to investigate the use of dictogloss effect the students' listening skill, the researcher is interested to conduct the research about listening skill with formulated research

⁴George Jacob and John Small, Combining Dictogloss and Cooperative Learning to Promote Language Learning, *The Reading Matrix* 3, No. 1, 2003, p.1.

questions as follow: “Is Dictogloss Technique effective in increasing students’ listening skill?”.

LITERATURE REVIEW

A. LISTENING

1. Definition of Listening skill

Listening is one of important skills among four skills in English that requires the listener to hear, understand, and interpret the information sent by the speaker. Listening is an active, purposeful process of making sense of what we hear⁵. Listening is ability recognize paralinguistic clues such as intonation in order to understand mood, meaning, specific information and general understanding⁶.

The importance of listening is also acknowledged as the major component in language learning and teaching because in the classroom learners do more listening than speaking⁷. It means listening can provide much of the input and data that learners receive in language learning, listening becomes an information acquirement activity to learn language especially foreign language.

Based on Oxford Advanced Learner’s Dictionary, listening is to pay attention to somebody says to you so that you follow their advice or believe them. “The important of listening in language teaching can hardly be over estimated. Through reception, we internalize linguistic information without which we could not produce language. In classroom, students always do more listening than speaking. Listening competence is universally “larger” than speaking competence. Is it way wonder, then, that is recent years the language teaching profession has placed a contort emphasis on listening comprehension?”⁸

The opinion above explains that Listening is frequently used in teaching and learning process. Listening skill is activity to identify and understand what others are

⁵Nunan, D, *Listening in Language Learning, The language teacher Online*, Retrieved on Desember 15, 2014 from <http://jalt-publications.org/tlt/files/97/sep/nunan>, 24.

⁶Harmer, Jeremy, *How to teach English* (England: Person Education Limited), 2007, 135

⁷Brown. H. Douglas, *Language Assessment: Principle and Classroom Practices*, (New York: Longman), 2004, p. 247.

⁸Brown. H. Douglas, *Language Assessment: Principle and Classroom Practices*. (New York: Longman), 2004, 233

saying. The importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classroom, students always do more listening than speaking⁹.

Based on the theories on listening stated by some experts above it can be concluded that listening is the ability to pay attention or to hear something. However listening is not similar to hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn't hear something. However listening is not similar to hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process.

2. The goal of listening

Teaching listening is that listening courses must make use of students' prior knowledge in order to improve listening comprehension. The teaching of listening plays an important role in language teaching. Since listening can provide much of the input and data that learners receive in language learning, listening become an information acquirement activity to learn language especially foreign language. The goal of teaching listening can be categorized into some types: (1) to gain Information, (2) to distinguish between the fact and the opinion, (3). to identify main idea, (4) to summarize idea, and (5) to gratify the listener's sense.

B. DICTOGLOSS

1. Definition of Dictogloss Technique

Dictogloss was originally introduced by Ruth Wajnryb as an alternative method of teaching grammar. Dictogloss is a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text.¹⁰ It can be said that Dictogloss is a technique in which the teacher reads a short text and the learners make brief notes and then try to reconstruct the text in groups. Unlike traditional dictation, there is a gap between the listening and writing phases, giving learners time to think and discuss how best to

⁹*Ibid*, *Teaching by Principles: An interactive approach to language pedagogy (second edition)*. (San Fransisco. Pearson Education Company.), 2001, 247

¹⁰VasilJevic, Zorana, *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 learners*, English Language Teaching Vol 3 [Online Journal], Retrieved on December 15, 2014 from <http://www.ccsenet.org/elt.html>

express the ideas. The aim is not to reproduce the text word for word, but to convey the meaning and style of the text as closely as possible. Dictogloss is really useful for teaching listening activity. It can help presenting the factual information to the students and encourage them to listen for the key points and understanding the listening.

2. Dictogloss Procedure

The basic steps in teaching listening by using dictogloss in the classroom consists of some stages: Preparation, listening, reconstruction, and analysis and correction.¹⁴ Each stage will now be described in more detail, they are as follows:

a. *Preparation stages*

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

1) Topical warm-up

The researcher give the students topical warm-up. She gives some questions for discussing it with their friends. The researcher also show some visual aids which is relevant to the topic and have the students predicted what be the listening may be about, which may be about to help them develop their top-down processing skills. The aim of this activity is to enables the students to activate their background knowledge and to predict the topic of the listening text that they would listen. Knowledge of the content helps students interpret the message correctly.

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

2) Listening stage

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

3) Reconstruction

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

4) Analysis and correction

The last stage is the analysis and correction of the learners’ texts. In a dictogloss technique, the main purpose of the analysis and correction stage is to identify the problems students have with text comprehension. Therefore, although the reconstruction task requires writing ability, spelling mistakes should be less of a concern. In this case, the researcher gives students a reconstruction checklist. In the list, the students are asked to check whether all target words have been used and whether all ideas have been included in the reconstruction. For each idea students are given an option of *fully included*, *partially included* or *not included at all* carrying 1 point, 0.5

points and 0 points respectively. Students ask to check their reconstruction (self-assessment) or the reconstruction of another group (peer-assessment). Students can be assigned parts of the text to check, or one student can be appointed as a “checker” for the whole passage. The advantage of using a reconstruction checklist is that students get immediate feedback on their performance. Feedback is essential for language learning. Immediate feedback enables students to understand their mistakes and to learn from them. They can clearly see which vocabulary items or ideas are missing and group work provide assistance to members who have difficulty in comprehending the content. The teacher’s job is to make sure that feedback is correct and to provide additional linguistic guidance if necessary. By circulating among the groups, the teacher can observe and interact with a greater number of students and assist them with the problems they might encounter with the language of the content. In addition to linguistic feedback, the teacher can also discuss with the students how interaction among group members can be modified to make it more effective.

3. The Advantage of Dictogloss Technique.

The dictogloss has some advantages for teaching listening.¹⁵ They are as follows:

- a. This Technique offers several potential advantages over models of teaching listening comprehension. First, Dictogloss is an effective way of combining individual and group activities. Students listen and take notes individually and then work together to reconstruct the texts. The reconstruction task gives students focus and a clear objective, which is a pre-condition for effective group work. Students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching. After the teacher provides a framework for understanding the passage by explaining the background information, cooperative groups can develop more appropriate comparisons or examples that will assist learners with their comprehension.¹¹

¹¹VasilJevic, Zorana, *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 learners*, English Language Teaching Vol 3 [Online Journal]. Retrieved on December 15, 2014 from <http://www.ccsenet.org/elt.html>

- b. The procedure of the Dictogloss facilitates the development of the learners' communicative competence. Furthermore, unlike in a typical discussion class where students are prepared with a list of topics or discussion questions and communication activities often have a simple question and answer format, in a dictogloss class, students' interaction is much more natural. A collaborative reconstruction task gives learners the opportunities to practice and use all modes of language and to become engaged in authentic communication. There is more turn-taking and students are more likely to use confirmation and clarification strategies. The variety of interaction was found to be more productive in terms of language development than the actual linguistic forms used¹². People learn languages best not by treating them as an object of study, but by experiencing them as a medium of communication (Long and Robinson in Vasiljevic: 2010).
- c. The reconstruction stage helps students to try out their hypotheses and subsequently to identify their strengths and weaknesses. A reconstruction task encourages students to consider the input more closely. Noticing is known to be one of the crucial elements of the languages learning process¹³. The reconstruction and correction stages help the students to compare input their own representation of the text and to identify the possible gaps. It is through this process of cognitive comparison that new forms are incorporated, students' language competence improves and students' interlanguage is restructured.
- d. The Dictogloss procedure also promotes learners' autonomy. Students are expected to help each other recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enables the students to see where they have done well and where they need to improve. Students gain insights into their linguistic shortcomings and also develop strategies for solving the problems they have encountered.
- e. Finally, the Dictogloss Technique can build students' motivation to study in "coopetisi" (cooperative and competition) activity. Students will be familiar with

¹²Wills & Wills in Vasiljevic Zorana, *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 learners*, English Language Teaching Vol 3 [Online Journal]. Retrieved on December 15, 2014 from <http://www.ccsenet.org/elt.html>

¹³Ellis in Vasiljevic Zorana., *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 learners*, English Language Teaching Vol 3 [Online Journal]. Retrieved on December 15, 2014 from <http://www.ccsenet.org/elt.html>

working in a group. It can build sense of togetherness so that they will feel comfortable to do the activity. In the closing activity, students work individually, it can build their self-confidence and responsibility. Competition in the closing activity gives the students chance to show their ability. It also asks the students to prove and show their ability.

RESEARCH METHOD

This research was kind of quasi-experiment research, the researcher compared between subjects who had not have treatment and subjects who had experienced in different situation. A typical of experimental study usually uses comparison or control group to investigate research question¹⁴. In this research, the dictogloss as the teaching technique is independent variable and becomes the major variable to be investigated while the variable that is influenced by the independent variable in the research was the listening skill as dependent variable.

The treatment in experimental group was given by Dictogloss Technique, in order to figure out the effect on the students' Listening Skill, and control group-still in conventional method. But, before giving the treatment, a pretest for each group was given by the researcher in order to see the level of students' qualifications. After the treatment, a post-test was given to both groups in order to know the students' speaking achievement.

The population of this research was all students of eight grades (second year students) of SMP 13 Seluma which consists of five classes, namely class VIII A, VIII B, VIII C, and VIII D. In this research the researcher used *purposive sampling* which is when a researcher chooses specific people within the population to use for a particular study or research project. Husaini Usman and R. Purnomo Setiady said the researcher only take the sample which is suitable with the purpose of the research and also caused by the limited time, cost, and energy. The sample that was taken by the researcher was two classes of five classes of SMP 13 namely class VIII A and class VIII B as the samples because according to the English teacher in that school, those

¹⁴Kaplan in Valjevic Zorana, *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 learners*, English Language Teaching Vol 3 [Online Journal], Retrieved on December 15, 2014 from <http://www.ccsenet.org/elt.html>

classes were appropriate to become the samples of this study. Both of those classes consisted of 27 students.

FINDING AND DISCUSSION

A. FINDING

1. The Data of Experimental Class

Based on the data that the researcher got from the experimental class (see appendix 1), the data shows that the highest score of pre-test in the experimental class is 67 and the lowest score of pre-test is 33. Besides that, the mean score of pre-test in experimental class is 52.78. It can be seen that from 27 students in experimental class, there are 2 students got score between 30 – 38, 3 student got score between 39 – 44, 6 students got score between 45 – 50, 3 student got score between 51 – 56, 9 students got score between 57 – 62 and 4 students got score between 63 – 67. Furthermore, the mean score of post-test in experimental class is 72.30 with 90 as the highest score and 57 as the lowest score (see appendix 3). Then, the frequency distribution table of post-test result also shows that there are 6 student got score between 57 – 62, 4 students got score between 63 – 68, 4 students got score between 69 – 74, 10 students got score between 75 – 80, 0 students got score between 81– 86, and 3 students got score between 87 – 90 (see appendix 3). Meanwhile, the calculation also shows that the mean of gained score of pre-test and post-test in experimental class is 19.52, with the highest student's gained score is 27 and the lowest student's gained score is 10.

2. The Data of Controlled Class

The data of pre-test result from controlled class shows that the lowest score that the student got is 37 and the highest score is 77. Based on the calculation, the mean score of pre-test in controlled class is 53.28 (see appendix 4). From 27 students in controlled class, 5 students got score between 37 – 43 in pre-test, 10 students got score between 44 – 50, 5 student got score between 51 – 58, 2 students got score between 59 – 65, 4 students got score between 66 – 72 and 1 student got score between 73– 77 (see appendix 2).

For the post-test result, the highest score of post-test in controlled class is 87 and the lowest score is 47. In post-test, there are 6 students got score between 47 – 53, 8

students got score between 54 –60, 4 students got score between 61 – 67, 4 students got score 68 – 74, 3 students got score between 75 – 81 and 2 students got score 82 – 87 (see appendix 2). In addition, based on the result of data calculation, the mean of gained score in controlled class 10.74, with the lowest gained score is 0 and the highest gained score is 23.

Based on the data description from experimental class and controlled class above, it shows that the mean score of pre-test in experimental class (52.78) is lower than in controlled class (53.03). However, the mean score of post-test in experimental class (72.230) is higher than in controlled class (63.77). Moreover, the data also shows that the mean of gained score in experimental class (19.52) is higher than in controlled class (10.74).

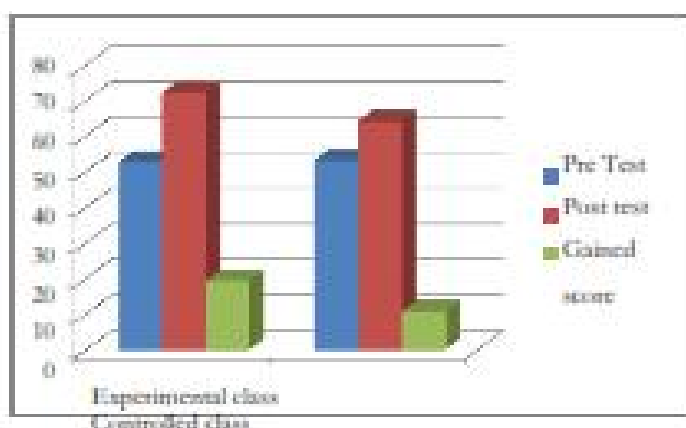


Figure 4.1 Mean score of Pre –test, post-test, and gained score of experimental and controlled class

2. Data Analysis

The data of students' score of pre-test and post-test from both experimental and controlled class was analyzed by using t-test formula to test the hypotheses that the writer proposed before. In other word, the data was analyzed to prove whether there was any significant difference between students' listening skill in the experimental class as the X variable and controlled class as the Y variable and to prove whether or not dictogloss is effective in teaching listening skill.

Before calculating the value of t-test, the researcher do normality test to know whether the data are normally distributed or not. Then, the researcher do

homogeneity test to know whether both groups, experimental and controlled groups, are homogeneous or not. Based on the output from One-Sample Kolmogorov-Smirnov Test in SPSS 16.0 at table 1.6 and 1.7 above, it is known that the significance value from the score distributed is 0.763. As stated earlier, the hypotheses for normality testing say that the data is in normal distribution if H_0 is accepted and on the contrary, the data is not in normal distribution if H_a is accepted. In this case, the H_0 is rejected when the significance value is lower than 0.05 ($\alpha = 5\%$), while H_0 is accepted when the significance value is higher than 0.05 ($\alpha = 5\%$). Based on the data above, the significance value of pretest is 0.763 and it is higher than 0.05 ($0.763 > 0.05$). It means that H_0 is accepted and H_a is rejected. It can be interpreted that the data is in normal distribution.

The calculation shows the result of F_{max} is 0.98. Furthermore, the homogeneity is fulfilled if F_{max} calculation is lower than F table. The value of F table in 5% level and $df_1 = df_2 = 26$ is 1,93. It can be said that the result of F_{max} calculation is lower than F table or $F_{table} > F_{calculation}$ ($1,93 > 0.98$). It means that the variance value in the class sample based on pre-test and post-test score is homogeneous.

B. DISCUSSION

From the explanation above, the researcher could see the improvement made by experimental group after they were taught by using Dictogloss Technique. The researcher gave pre test to see the Listening score of both group. Before the researcher gave Dictogloss method as the treatment to the experimental group. The result of pre test showed that there is no significant difference between two groups. In other word, both groups have the same ability where both of them could be used as the sample of this research.

The treatment was given to the experimental group after getting the score of groups and the researcher divided the class into small group. Then the researcher observed that Dictogloss Made them interest to listen the material. In the end of meeting the researcher gave the post test to find out the difference score between two groups after treatment by analyzing the data.

Based on the analysis in the findings above, it can be said that the teaching English speaking trough Dictogloss Technique can improve students' listening skill. It

could be seen from the scores of the students taught by using Dictogloss Technique that were higher than the scores of the students who were taught in the control class.

The result of the data can be seen that there is improvement made by experimental group after they were taught by using Dictogloss. It shows that the average or mean of gained score in experimental class is 19.52 Meanwhile, the average or mean of gained score in controlled class who were taught without dictogloss technique is 10.74 It means that the students' gained score in experimental class who were taught by dictogloss technique is higher than the students' gained score in controlled class who were taught without dictogloss technique. Hence, it can be said that after being treated by dictogloss technique, the students from experimental class perform better than those from controlled class.

CONCLUSION AND SUGGESTION

A. CONCLUSION

One of English skill that the students should learn and master is listening skill. In fact, Listening skill is still considered difficult by students. The technique that the teacher uses to teach listening is often considered not varied and not interesting. Theoretically, dictogloss technique is one of techniques that can be used in teaching and learning English, especially in listening skill. This study was conducted to get the empirical evidence for its effectiveness in teaching Listening skill at the classroom.

Based on the data that had been collected and analyzed, it can be inferred that dictogloss technique is effective to use in teaching listening skill. It can be seen from the mean of gained score from experimental class, which is taught by dictogloss technique. The mean of gained score from experimental class is higher than that of the controlled class. It is also proved from the result of t-test which showed that the value of t_o (5.48) is higher than the value of t_t from the df (54) in significance degree 5% (2.02) and 1% (2.7) or $2.02 < 5.48 > 2.7$.

It indicates that the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that dictogloss technique is effective towards students' listening skill. Furthermore, Dictogloss is a good technique in improving English listening skill of Students SMP 13 Seluma.

B. SUGGESTION

From the conclusion above, the writer would like to give some suggestions as follows:

1. For English Teachers.
 - a. English teachers should always seek and try to apply various techniques to make teaching and learning English, especially in learning listening skill, more interesting and enjoyable for students. It is because listening is often considered difficult for students. It is expected for teachers to motivate students to practice listening skill.
 - b. The teachers are suggested to apply dictogloss technique as an alternative technique in teaching listening, since it has been proven that dictogloss technique is effective towards students' listening skill.
 - c. To apply dictogloss technique, the teachers should ensure that the students understand what they have to do during learning. The teachers should also make sure that the students will not be distracted by many unfamiliar words when listening to the text dictated.
 - d. To make the learning using dictogloss technique more interesting for students, the teachers can make some variations, which are suitable with the students' condition, towards the basic steps of dictogloss technique which have been proposed by some experts.
2. For Students: The students should have high motivation to practice their writing whether in the class or at their home. The students should form a habit of listening by trying to make listening in English become familiar. It is because the more they practice, the better their listening will be.
3. For Other Researchers: It is suggested for other researchers to conduct further research by using same independent variable as in the present study, dictogloss technique. However, other researchers should try to research dictogloss technique in relation to other English skills or sub skills in order to prove whether or not dictogloss technique is suitable and effective to be applied for teaching other English skills and sub skills.

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