

# CAKRAWALA PENDIDIKAN

## FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Ketaksaman pada Ruang Quasi Banach

Promoting Task-Based Instruction in Teaching Reading of Narrative Texts

Teaching Reading Report Text Using React Method to Senior High School Students

Promoting SVT in Teaching Reading of Exposition Text Acquiring Detailed  
Sentential Comprehension

Penggunaan Teknik Digtoglos dengan Perangkat Lunak Komputer  
untuk Meningkatkan Kemampuan Mendengarkan Siswa

The Application of SFA in Promoting Lexical Concept Mastery in Reading Text

Implementasi Life Skill Education pada Proses Belajar Mengajar  
Mata Kuliah Kewirausahaan untuk Mencapai Kecakapan Hidup Mahasiswa

Analisis Kebijakan Kurikulum Pendidikan Lingkungan Hidup  
sebagai Strategi Membangun Konsep Teoritis Green Moral pada Pendidikan Dasar

Implementasi SAT pada Materi Lembaga-lembaga Pendidikan

Meningkatkan Aktivitas dan Prestasi Mahasiswa dalam Mendiskripsikan Syarat-syarat  
Terbentuknya Negara melalui Penerapan Metode Problem Based Learning

Pengaruh Lingkungan Kerja terhadap Kinerja Karyawan pada Perusahaan HD Finance

Improving Students' Listening Comprehension for Sma Students  
through Metacognitive Strategy with Adobe Audition

Implementasi Langkah-langkah Polya pada Materi Validitas Pembuktian  
untuk Meningkatkan Pemahaman Mahasiswa

Penerapan Model Isu Kontroversial untuk Meningkatkan Kemampuan  
Berfikir Kreatif Mahasiswa

Improving Students' Speaking Skill through STAD with Audio Visual

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober

Terbit pertama kali April 1999

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Volume 16, Nomor 2, Oktober 2014

## Daftar Isi

Ketaksaman pada Ruang Quasi Banach .....	117
<i>Abdulloh Jaelani</i>	
Promoting Task-Based Instruction in Teaching Reading of Narrative Texts .....	121
<i>Andreas</i>	
Teaching Reading Report Text Using React Method to Senior High School Students .....	128
<i>Annisa Rahmasari</i>	
Promoting SVT in Teaching Reading of Exposition Text Acquiring Detailed Sentential Comprehension .....	134
<i>Dessy Ayu Ardini</i>	
Penggunaan Teknik Digloglos dengan Perangkat Lunak Komputer untuk Meningkatkan Kemampuan Mendengarkan Siswa .....	141
<i>M. Ali Mulhuda</i>	
The Application of SFA in Promoting Lexical Concept Mastery in Reading Text .....	146
<i>Ratna Kurnianingsih</i>	
Implementasi Life Skill Education pada Proses Belajar Mengajar Mata Kuliah Kewirausahaan untuk Mencapai Kecakapan Hidup Mahasiswa .....	152
<i>Linawati</i>	
Analisis Kebijakan Kurikulum Pendidikan Lingkungan Hidup sebagai Strategi Membangun Konsep Teoritis Green Moral pada Pendidikan Dasar .....	166
<i>M. Syahri</i>	
Implementasi SAT pada Materi Lembaga-lembaga Pendidikan .....	186
<i>Masruri</i>	
Meningkatkan Aktivitas dan Prestasi Mahasiswa dalam Mendiskripsikan Syarat-syarat Terbentuknya Negara melalui Penerapan Metode Problem Based Learning .....	190
<i>Miranu Triantoro</i>	
Pengaruh Lingkungan Kerja terhadap Kinerja Karyawan pada Perusahaan HD Finance .....	197
<i>Ninik Srijani</i>	
Improving Students' Listening Comprehension for Sma Students through Metacognitive Strategy with Adobe Audition .....	206
<i>Saiful Rifa'i</i>	
Implementasi Langkah-langkah Polya pada Materi Validitas Pembuktian untuk Meningkatkan Pemahaman Mahasiswa .....	217
<i>Sitta Khoirin Nisa</i>	
Penerapan Model Isu Kontroversial untuk Meningkatkan Kemampuan Berfikir Kreatif Mahasiswa .....	223
<i>Udin Erawanto</i>	
Improving Students' Speaking Skill through STAD with Audio Visual .....	233
<i>Varia Virdania Virdaus</i>	

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1. Naskah belum pernah diterbitkan dalam media cetak lain, diketik spasi rangkap pada kertas kuarto, panjang 10–20 halaman, dan diserahkan paling lambat 3 bulan sebelum penerbitan, dalam bentuk ketikan di atas kertas sebanyak 2 eksemplar dan pada disket komputer IBM PC atau kompatibel. Berkas naskah pada disket komputer diketik dengan menggunakan pengolah kata *Microsoft Word*.
2. Artikel yang dimuat dalam jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
3. Semua karangan ditulis dalam bentuk *esai*, disertai judul subbab (*heading*) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul subbab. Peringkat judul sub-bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut.

### **PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)**

#### **Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)**

#### ***Peringkat 3 (Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri)***

4. Artikel konseptual meliputi (a) judul, (b) nama penulis, (c) abstrak (50–75 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan (tanpa judul subbab) yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-subjudul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama (-nama) peneliti, (c) abstrak, (d) kata kunci, (e) identitas peneliti (tanpa gelar akademik) (f) pendahuluan (tanpa judul subbab) berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan, (j) kesimpulan dan saran, dan (k) daftar rujukan.
5. Daftar rujukan disajikan mengikuti tatacara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

# PENGGUNAAN TEKNIK DICTOGLOS DENGAN PERANGKAT LUNAK KOMPUTER UNTUK MENINGKATKAN KEMAMPUAN MENDENGARKAN SISWA

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**Abstrak:** Arikel ini berisi tentang pengajaran Listening untuk meningkatkan kemampuan guru dalam mengajar listening sehingga dapat memotivasi siswa dalam belajar. Teknik Dictoglos yang dipadukan dengan perangkat lunak komputer dalam pengajaran Listening seperti Adobe Audition, atau Windows Media Player, masih cukup efektif sebagai satu model pengajaran Listening. Memang, melatih siswa untuk dapat mendengarkan dengan seksama membutuhkan waktu, usaha dan proses yang lama. Untuk itu guru Listening bertanggungjawab dalam meningkatkan penguasaan berbagai strategi pengajaran yang efektif seperti Dictoglos.

**Kata Kunci:** Teknik Dictoglos, perangkat lunak computer, kemampuan listening

**Abstract:** This article is about teaching listening strategy to improve teacher ability to motivate students in learning. Dictogloss Technique with computer software like adobe audition or windows media player is quite effective as a model in teaching listening. In fact, a listening teacher needs to work harder as well as to spend more time to train students to listen attentively. Thus a teacher has responsibility to always improve some effective teaching strategies like Dictogloss

**Keywords:** Dictogloss, computer software, enhance, listening ability

## INTRODUCTION

To improve students' English ability, so far there are still few researchers who focus their attention in listening rather than speaking, reading or writing. Although philosophically, listening includes as one of four basic language components but this does not guarantee that both teachers and students will give proportional portion to listening. Listening is still viewed as passive skill (classical views) that is less interesting to learn. It doesn't have big contribution to develop students'

ability in learning. These views should be revised for listening is an active process. It works 40% (Burley and Allen, 1995: 4). In a classroom, students always do more listening than speaking (Brown, 2001: 247) Those two ideas indicate how important listening is. In human daily communication it holds significant process that helps them understand many communication purposes in any fields. Meanwhile students with better listening ability will have better understanding to what is teaching. An active listener will produce better understanding to interpret to what he/she is lis-

tening in which he finally can speak, write and read better. This really provides a vivid reason that listening is an active activity. However to learn listening for Indonesia learners is not an easy work due to some problems below:

There are four clusters of factors which can affect the difficulty of oral language tasks: they relate to the speaker (how many there are, how quickly they speak, what type of accent they have); the listener (the role of the listener, whether they are participant or eavesdropper, the level of response required, the individual interest in the subject) the content (grammar, vocabulary, information structure, background knowledge assumed); support (whether there are pictures, diagrams or other visual aids to support the text). Brown and Yule (1983b)

The speaker holds a very important role towards the success of listening for listener. The number of speaker will affect the listener in receiving the sound and to interpret the contents. For early level and those who use English as Foreign Language, it will be better to limit the number of speaker to avoid misunderstanding and confusion. However as their comprehension increases, gradually teacher should add the number of speaker in his listening materials based on the students understanding. The speaker speed in speaking also affects the listeners understanding especially for non English listeners. As other languages English also has some dialects and accent that can influence listener's understanding. Different dialect and accent will be able to create misperception and can be very difficult for listeners. The other factor that affects listening comprehension is listeners themselves. Their role in listening also becomes very important for their own understanding whether they are participants who listen to the materials actively or passive participants who do not have much interest to listen or eavesdroppers who listen attentively due to specific purposes. The level of response required and the individual interest in the subject are also helpful in listening. The students' level of understanding that the teacher hopes after listening and the students' level of response will be determined by the students' interest towards the

listening subjects. The ability to select listening materials should also become teacher consideration in making good atmosphere in listening classroom. Students will tend to listen better to any subjects which are familiar for them, up to date and more varieties in accordance with their need. The contents such as grammar, vocabulary, information structure, and background knowledge assumed are also very important factors for listener. Good mastery of grammar, vocabulary and information structure which are used in the listening materials will enable listener to create more appropriate listening. Besides listener background knowledge for the material provided will support him/her to get precise result to what he/she is listening to. Listener will feel easy to follow the content of listening because he/she has already been familiar with the terms, grammar, vocabulary and/or information structure that might be used in the recording. Support or teaching aids for teaching listening such as pictures, diagrams or visual aids like vcd, dvd player or computer will give positive effects for listener during listening process.

Based on the above idea I try to offer Dictogloss Technique with computer to develop students' skill in listening in the classroom. This model combines two previous well-known models, Bottom Up and Top Down.

## THEORETICAL BASIS

### Dictogloss Technique

There are two approaches of teaching listening so far. They are Bottom Up and Top Down. These two views have long dominating the teaching of listening in any level of students in many schools or universities. According to bottom up view, they segment the stream of speech into its constituent sounds, link these together to form words, chain the words together to form clauses and sentences and so on. (Nunan, 1991; 17). In this approach the teacher's focus in teaching listening to help the students build their ability or understanding in vocabulary, grammar, sound and the like that they are hearing. Students will study from very beginning and do not use their back background knowledge to understand what they

listen. This model probably will be good for the beginner English learners to be familiar with some grammatical structures that the speakers use in conversation, to increase vocabulary mastery and imitate sound for drilling.

In top down approach, successful listeners and readers are those who can utilize both inside the head's knowledge and outside the head's knowledge to interpret what they hear and see. The use of the inside knowledge, that is, knowledge which is not directly encoded in words, is known as the top-down view of listening. (Nunan, 1991; 18). Listeners with better understanding of vocabulary, grammar, sound and alike will feel bored to use bottom-up model as their ability has come to a level of taking information, receiving, interpreting or responding to what they already listen. Such students have seen that in listening practice they do not only need to learn how to decode but also to encode sound in which it needs to utilize both inside the head's knowledge and outside the head's knowledge of them.

Another technique, this time one which encourages learners to utilize both bottom-up and top-down listening strategies is the "dictogloss". (Nunan; 1991: 28). Dictogloss offers teachers and students to work in both models, bottom-up and top-down. Learners with low ability of vocabulary, grammar, sound and the like can better learn how to decode sound and those who have better understanding can encode with the help of their inside and outside knowledge. This will be more effective when the students interact in small groups as to work in co-operative ways.

According to Nunan (1991: 28), There are four main stages in dictogloss:

1. Preparation. At this stage, teachers prepare students for the text they will be hearing by asking questions and discussing a stimulus picture, by discussing vocabulary, by ensuring that students know what they are supposed to do, and by ensuring that the students are in the appropriate groups,
2. Dictation. Learners hear the dictation twice. The first time, they listen only and get a general feeling for the text. The second time they take down notes, being encouraged to listen for content words which will assist them in re-

constructing the text. For reasons of consistency, it is preferable that students listen to a cassette recording rather than a teacher-read text,- 3. Reconstruction. At the conclusion of the dictation, learners pool notes and produce their version of the text. During this stage it is important that the teacher does not provide any language input,
- 4. Analysis and correction. There are various ways of dealing with this stage. The small group versions can be reproduced on the board or overhead projector, the texts can be photocopied and distributed, or the students can compare their version with the original, sentence by sentence.

### Computer Software

Nowadays, the use of technologies cannot be avoided in almost all sectors including education. A professional teacher may not be illiterate to their development especially to those that can help improve teaching activities. The advance technologies such as computer, multimedia, cell phone, ipad, etc should encourage teachers as well as the students to enhance their language competence especially listening. In the past the teaching of listening ran so complicated that really far different from present time. And teaching learning activities tended very teacher oriented. As the growth of Information and Technology (IT) changes so rapidly, the teachers and students have to adapt as well as to re-plan the ways of teaching listening to create better outcomes. The existence of old strategies has professionally combined with appropriate technology to develop listening classroom. Technology plays a major role in the daily lives of the population. ... it is a perfect environment for helping learners learn via technology. (Flowerdew and Miller, 2005: 129-130)

In this modern era, teachers can use some computer software in listening classroom. Software like Windows Media Player, Winamp, GOM Player, Media Player Classic, Jet Audio, Adobe Audition etc are really helpful. Computer software, or simply software, refers to the non-tangible components of computers, known as computer programs. (<http://en.wikipedia.org/wiki/Software>). Software is often divided into two categories. Systems software includes the oper-

ating system and all the utilities that enable the computer to function. Applications software includes programs that do real work for users. For example, word processors, spreadsheets, and database management systems fall under the category of applications software. (<http://www.webopedia.com/TERM/S/software.html>). Most importantly, a listening teacher can actually use the one or more altogether as long as he can operate them well. Be based on the listening purposes, teachers should be selective to choose software which is really effective for their learning activities.

### **Listening**

Listening is a method of taking in information... (Burley & Allen, 1995: 3). Listening is an active process of receiving, interpreting and responding to messages. (Opitz and Zbaracki, 2004: 1-2). Listening is an active process of receiving, interpreting and or responding to messages that someone does to get particular information needed for different proposes. Listeners' understanding depends on many factors. Vocabulary, syntactic rules are very important in listening. In addition, sound quality, learners' inside and outside knowledge will also be significant understand to what the speakers are saying. There are also some filters such as memories, values, interest, strong feelings, assumptions, belief, images past and future, expectation, attitudes, past experience, physical environment and prejudice that can affect students' understanding. Thus, it is important that students have to develop the ability to become conscious of those filters. On the other hand, a listening teacher should use them as consideration to choose appropriate listening materials based on the students' need and latest topics.

### **Teaching Procedure**

Here is an example of teaching procedures by using Dictogloss with Windows Media Player which is based on Nunan's but with some modification.

### ***Pre-Teaching***

1. At this stage, teachers (Ts) prepare teaching media (laptop or computer and LCD Projector).
2. Ts turn on the laptop, open Windows Media Player and Ms Word without turning on the LCD projector first.
3. Ts prepare students for a selected text (a topic).
4. Ts can brain storm the students by proposing some questions relate to topic in not very details.
5. Ts can use a stimulus picture, students try to predict some vocabularies that might appear in the recording
6. Ts ensure that students know what they are supposed to do.
7. Ts may ask the students to stay in the appropriate groups,

### ***Whilst Teaching***

1. Learners hear the dictation three times. The first time, they listen only and get a general feeling for the text. For reasons of consistency, it is preferable that students listen to recording rather than a teacher-read text.
2. The second time they take down notes, in this phase Ts turn on the recording with some pauses.
3. Ts encourage the students to listen for content words which will assist them in reconstructing the text.
4. Ts give chance to students to compare or share what they have written with their friends within the group for some minutes.
5. The third time, Ts turn on the recording once again without any pauses, meanwhile the students check their note again.
6. Ts turn on the LCD projector, open Ms Word and Windows Media Player.
7. Before showing the answer on the screen part by part, Ts listen to some students' opinion about the answers (three to five). Ts turn on the recording again and together with the students discuss the content of the recording part by part by showing the answer in screen.
8. In this phase, Ts can play the recording as many as possible based on the need



### ***Post-Teaching***

1. To show all the texts
2. Ask the students to read aloud
3. At the end, ask students to close their notes and point out some of them randomly to retell the content of listening.
4. As a home assignment ask the students to find listening materials (can be taken from internet), download it and save it in their laptop or other electronic devices. Ask them to do the same thing as they have done in the classroom and the students can perform their learning practice in the following meeting.

### **CONCLUSION**

Teaching listening is really challenging. It needs teachers-students good interaction. In listening class, a teacher has to use various strategies to deliver the lesson more effectively and better to develop their listening ability. At present, teachers are demanded to be capable in using appropriate strategies when teaching. It is due to each different class has different characters. Teaching listening by using Dictogloss with the help

of computer software will provide more interesting class, alive and effectiveness that enable a teacher to reach the goal better. The procedures may vary depend on classroom situation so that he/she can do any improvisation in a real listening class.

#### Suggested sites for Listening Materials

1. <http://www.eslfast.com/>
2. <http://www.manythings.org/voa/scripts/>
3. MAGIC ENGLISH <http://www.youtube.com/watch?v=XNaFjM6seoA>
4. <http://www.manythings.org/pp/>
5. <http://iteslj.org/links/search.cgi?query=minimal+pairs>

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