

ABSTRACT

The goal of this research were: 1) To find out why students get difficulties in communicative activity; 2) How to apply Dictogloss method to remedy students' difficulties in learning English; 3) To evaluate whether the teacher and students accept the process of using Dictogloss or not. The data were collected from library research and field research by observing two pre-intermediate classes at Harvard English Course, West-Jakarta. The class consists of nineteen students and one teacher. Findings based on the application of Dictogloss method to two pre-intermediate classes showed that there was still existed rejection in some children attitudes to the Dictogloss procedure in the beginning. This kind of rejection caused some students could not focus on the study during the lessons. The research result indicates that there is a development of interaction between teacher-students and students-students. It can be concluded that: 1) The students get difficulties because they are not confident and there is no good interaction in the class; 2) So that, as a problem solving, the teacher applies Dictogloss method in the class by explaining stage-by-stage the procedure of Dictogloss method, such as: Pre-dictation, Dictation, Reconstruction, and Analysis and Correction, then practicing the procedure during the lessons; 3) At the end, the application of Dictogloss is going well and the situation in the class is also going better. Therefore, it can be concluded that almost all students accept this method well- (CC).

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