

USING DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS' LISTENING ABILITY

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ABSTRACT

The research paper entitled "Using dictogloss technique to improve students' listening ability". The aim of the research paper is to find out the effectiveness of dictogloss technique to improve students' listening ability of and also to know students' responses towards the use of dictogloss technique at the second grade of MTs Miftahul Khoer. The research method is a pre-experimental using 28 students as sample from 53 students of population. To obtain the data, the researcher uses pre-test, post-test and questionnaire. The sample is given the pre-test before the treatment and post-test afterwards. The post-test and the questionnaire are given in order to find out the improvement of the sample after the treatment using dictogloss technique. The data result of the test is analyzed by using t-test. The finding of this research shows that dictogloss technique is effective to improve students' listening ability. It can be seen from the t-observed is higher than t-table ($6.117 > 2.052$) at $p = 0.5$. That means H_a is accepted and H_o is rejected. Other than that, from the questionnaire result dictogloss technique get the positive responses from the participant and can motivate them in learning English listening.

Key words: Listening Ability, Dictogloss Technique.

INTRODUCTION

Language is a tool to communicate among human, either speaking or writing, consisting of the use words and sounds, the human can not communicate without Language, and language is important to learn. Language is system of arbitrary vocal symbols which permit all people in a given to other people, who have learned the system of the culture, to communicate or to interact (Brown: 2001, p.1).

Speaking about foreign language, English has four skills that should be mastered by the learner including reading, speaking, listening and writing. From four aspects of skill, listening is naturally considered as the primary skill in the acquisition of the native (first) language (Cahyono & Widiati, 2009, p.194). Hsu, et al. (2013, p.403) among these aspects, listening is an important capability of social interactions, and it has been found that people receive new messages more efficiently via listening than reading.

Furthermore, the importance of listening also is acknowledged by Brown (2001, p.247), listening is the major component in language teaching and learning, because in the classroom, learners do more listening than speaking. Listening skill is essential for learning since they enable students to acquire information and knowledge, and to achieve success in communicating with others.

Based on the statement above, teachers must be able to organize the process of teaching activities. They have to master the materials, method and also techniques or strategy to make the student understand and interested in learning listening. A good technique can help the students' in listening skills. One of the problems in teaching is caused by an unsuitable method or technique. There are a lot of methods and techniques to get the English teaching effectively. For this case, the writer would like to propose an

alternative technique that is the one which is commonly known as “Dictogloss Technique”.

The dictogloss technique is one of alternatives in teaching listening in which students work in groups to reconstruct a text that has been listen aloud to the class (Jennings and Shepperd, 1996 cited in Furi, 2007).

To get accurate result about the effect of dictogloss technique on the student’s listening ability, the researcher chose the title **“Using Dictogloss Technique to Improve Students’ Listening Ability”** for the second grade of MTs Miftahul Khoer to see if the students’ listening ability will effect using dictogloss technique. And the writer can formulate the research questions: Is using dictogloss effective to improve students’ listening ability? And what are the students’ responses towards the use of dictogloss technique?

LITERARY REVIEW

Definition of Listening Skill

Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking. As Rivers (1986, p.160) listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we creative a significance. Listeners must cope with the sender’s choice of vocabulary, structure, and rate of delivery and “Listening is an active, purposeful process of making sense of what we hear.” It means that, we should interpret the meaning from what we hear. (Nunan, 2003, p.24).Based on the explanation above, it can be concluded that listening is an active process, a complex of interpretation in which listeners match what they have heard with what they have already known. Listening is determining the meaning and the message of the sound.

Listening Problems

There are some problems in listening such as, acuity of hearing, discrimination and auditory perception, attention, concentration and comprehension. According to Ur (1996, p.111-112) identifies the learner’s problems and the solution as follows:

Tabel 1

Listening Problems and Solution

No	Problems	Solution
1	Students hard to hear the sound.	Students should more focus to the sound perception compared to the context for comprehension
2	Students feel worried and stressed when they miss some words of the text.	The teacher needs to give the students practice in selective ignoring of heard information/ something, they do naturally in their mother tongue.
3	Students cannot understand fast, natural native- sounding speech.	The teacher has to expose the students to as much spontaneous informal talk as possible.
4	Students need more than once	teacher can try to use texts that

	to hear the text	include “redundant” passage and within which the essential information is presented more than once and not too intensively.
5	Students feel overloaded with incoming information	Teacher should create the students relax, stop trying to understand everything, learn to pick out what is essential and allow them to ignore the rest.

Process of Listening

Several models have been developed to explain how the listening process functions in adults. According to John Flowerdew and Lindsay Miller (2005, p.24-26) those models divide into three categories, they are the bottom up model, the top down model, and interactive model.

1. Bottom up model

According to the bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them.

2. Top down model

Top-down models emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds and words. The top-down model was developed when researchers considered the fact that experimental subjects are unable to identify truncated sounds in isolation from the words they form a part of, whereas subjects are quite able to identify truncated words so long as they are presented with the surrounding context.

3. Interactive model

If listening involves both bottom-up and top-down processing, it follows that some sort of model that synthesizes the two is required. This we have in the so-called interactive model, as developed, most notably, by Rumelhart (1975). According to Rumelhart, whose theory was developed within the context of reading, but which applies equally well to listening, language is processed simultaneously at different levels. In this parallel processing, phonological, syntactic, semantic, and pragmatic information interact, although it is not clear exactly how.

Definition of Dictogloss

Dictogloss is comes from the English language, and composed of words, namely dictation or dictate and gloss, which means interpretation. This technique is a combination of two techniques, dictation and interpretation.

Wajnryb in Vasiljevic (2010, p.41) defines Dictogloss as a classroom dictation activity where learners listen to a passage, not down key words and then work together to create a reconstructed version of the text. This technique is very helpful in listening and learning about their ability to monitor students both in the classroom and outside

the classroom. In other book, Wajnryb in Cardona et. al (2013, p.23) also explain that dictogloss is a relatively recent procedure in language teaching, and different from dictation. The author emphasizes on making the differentiation because in dictogloss learners are exposed to listen to a short text read to them at normal speed, and reconstruct it, first individually, then in small groups, until it has the same meaning as the original text.

Based on definition above, it can be concluded 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.

The Advantages of Dictogloss Technique

There are some advantages of the using of dictogloss technique in learning listening skill that are stated by Thornton in Vasiljevic (2010, p.46):

1. The reconstruction task gives students focus and a clear objective, which is a pre-condition for effective group work.
2. The dictogloss procedure facilitates the development of the learners' communicative competence.
3. The reconstruction stage helps students try out their hypotheses and subsequently to identify their strengths and weaknesses.
4. The reconstruction stage also promotes the acquisition of L2 vocabulary.
5. Working in small groups reduce learners anxiety's they have to perform only in front of "a small audience."

Teaching Listening Using Dictogloss Technique

Dictogloss activities are a useful way of presenting new factual information to students, and encourage them to listen for key points and understand the listening. According to Wajnryb in Vasiljevic (2010, p.) there are four stages in the dictogloss approach, as follows :

- a) Preparation, the teachers prepare students for the text they will be hearing by discussing vocabulary. The teacher give students the target of vocabulary and ask the students to discussing the meaning of the target of vocabulary. The teacher give explanation about the procedure using dictogloss technique.
- b) Dictation, learners hear the dictation twice. First, they listen only and get a general feeling for the text. Second, they take down notes, being encouraged to listen for content words which will assist them in reconstructing the text. For the reasons of consistency, it is preferable that students listen a cassette recording rather than teacher-read text.
- c) 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
- d) 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.

RESEARCH METHODOLOGY

The Research Design

In this research, the writer used pre-experimental design in the form of one-group pre-test and post-test. In which, the group is given a pretest before the treatment. After, the treatment is finished the post test is administered to see the achievement. The effectiveness of the instructional treatment is measured by comparing average score of the pre test and post test.

Population And Sample

The populations of this research is second grade of MTs Miftahul Khoer in Academic Year 2021/2022. It consist of 53 students divided into 2 classes. And the sample of this research is 28 students, consisting of 20 female and 8 male the sample is gotten by the academic result.

The Research Procedure

In the data collection, two instruments are used; those are pre-test and post-test. The following procedures are taken in this research to analyses the collected data. The research procedures are as follows:

- 1) Giving the students a pre-test.
- 2) Analyzing the score of pre-test.
- 3) Giving the treatment using dictogloss technique in teaching listening, from the first meeting until last meeting.
- 4) Giving the students a post-test.
- 5) Analyzing the score of post-test using t-test for dependent group.
- 6) Interpreting the result of the t-test.
- 7) Giving questionnaire to the students in order to know what their responses in learning dictogloss.
- 8) Analyzing the result of the questionnaire, it is done to know students responses toward of dictogloss technique.
- 9) Answering the research questions and testing the hypotheses
- 10) Drawing conclusion.

The Data Analysis

In this study the data obtained from t-test and questionnaire, there are the techniques for analyzing data using formula as follow:

• The Test

The data are analyzed using the following of t-test adapted from Hatch and Farhady, (1982, p.19) as follows:

The formula for the Dependent t Test :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N - (N - 1)}}$$

Which:

\bar{X}_1 : the mean of the pre-test

\bar{X}_2 : the mean of the post-test

$\sum D^2$: the sum of the squares of the differences between the pretest and posttest Scores

N : Number of pairs of scores

DF : the degree of freedom

DF : N-1

After collecting the data, the procedure to calculate the data based on Hatch & Farhady, 1982 cited in Nuraeni (2017, p.36) are as follow:

Step 1 : subtract the pairs of scores from each other in the following manner

Step 2 : calculate the mean of the pre test scores (X_1)

Step 3 : calculate the mean of the post test scores (X_2)

Step 4 : enter the values obtained from step 1-3 into the formula for the dependent t-test.

Step 5 : interpret the result of the computation

• Questionnaire

The questionnaire is given after the treatment based on the research question. Questionnaire are just one of a range of ways are getting information from people (or answer to our research questions), usually by posing direct or indirect questions.

The data analysis on questionnaire in this study is using percentage formula based on Sudjana (2001, p.129) as follow:

$$x = \frac{Y}{Z} 100$$

Which:

X = Percentage (quality of the answer)

Y = Give amount (total of the respondents' answer)

Z = Total amount (total the respondents)

Tabel 2.2

Criteria of Percentage

Percentage of Respondent	Criteria
1 – 25 %	Small number of the students
26 – 49 %	Nearly half of the students
50 %	Half of the students
51 – 75 %	More than half of the students
76 – 99 %	Almost all of the students
100 %	All of the students

Sudjana (2001, p.129)

Thus, there is the formulas and steps of the test and questionnaire of analyzing the data in this research.

FINDINGS AND DISCUSSIONS

Research Findings

This research was conducted in the second grade of MTs Miftahul Khoer. The total sample was 28 students. It was begun from August 10th 2021 to 31st August 2021. This research used pre-test, post-test and questionnaire to get the data. The pre-experimental research was used as research methodology. The results of pre-test and post-test are discussed in the following section.

The Computation of Pre-test and Post-test Score

The data of pre-test and post-test were shown in the following table:

Tabel 4.3
The Computation T-test

No	Students	X ₁	X ₂	D	D ²
1	Student 1	40	74	-34	1156
2	Student 2	53	77	-24	576
3	Student 3	73	73	0	0
4	Student 4	65	86	-21	441
5	Student 5	58	76	-18	324
6	Student 6	49	90	-41	1681
7	Student 7	39	25	14	196
8	Student 8	70	78	-8	64
9	Student 9	53	86	-33	1089
10	Student 10	53	74	-21	441
11	Student 11	58	71	-13	169
12	Student 12	54	79	-25	625
13	Student 13	72	72	0	0
14	Student 14	46	65	-19	361
15	Student 15	31	30	1	1
16	Student 16	76	70	6	36
17	Student 17	56	67	-11	121
18	Student 18	42	72	-30	900
19	Student 19	50	59	-9	81
20	Student 20	53	86	-33	1089
21	Student 21	33	72	-39	1521
22	Student 22	73	67	6	36
23	Student 23	50	85	-35	1225
24	Student 24	59	86	-27	729
25	Student 25	62	67	-5	25
26	Student 26	30	64	-34	1156
27	Student 27	55	67	-12	144
28	Student 28	58	88	-30	900
	Total	$\sum X_1 = 1511$	$\sum X_2 = 2006$	$\sum D = -495$	$\sum D^2 = 15087$
				$(\sum D)^2 = 245025$	

The steps of computation t-test were firstly calculating the mean of the pre-test score, and the post-test score. Then calculating the sum of the squares of the differences

between the pre-test scores and the post-test scores. Continued by the calculating the sum of the differences between pre-test scores and post-test scores. And then enter the steps above into the formula dependent t-test. For further explanation about computation of dependent t-test can be seen as follows:

➤ Step 1 : Calculate The mean of the pre-test (\bar{X}_1)

$$\bar{X}_1 = \frac{\sum K1}{n} = \frac{1511}{28} = 53,96$$

➤ Step 2 : Calculate the mean of the post-test (\bar{X}_2)

$$\bar{X}_2 = \frac{\sum K2}{n} = \frac{2006}{28} = 71,64$$

➤ Step 3: Calculate the sum of the squares of the differences between the pre-test scores and post-test score

$$(\sum D)^2 = 245025$$

➤ Step 4: Calculate the sum of the differences between the pre-test scores and post-test scores.

$$\sum D^2 = 15087$$

➤ Step 5 : Enter the values obtained from step 1-4 into the formula for the dependent t-test

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{\frac{\sum D^2 - \frac{(\sum D)^2}{N(N-1)}}{28(28-1)}} \\
 &= \frac{53,96 - 71,64}{\frac{15087 - \frac{245025}{28(27)}}{28(27)}} = \frac{-17,68}{\frac{\sqrt{15087 - 8750,89}}{28(27)}} \\
 &= \frac{-17,68}{\frac{\sqrt{6336,11}}{756}} = \frac{-17,68}{\sqrt{8,38}} \\
 &= \frac{-17,68}{2,89} = -6.117
 \end{aligned}$$

➤ Step 6 :

Thus from the computation, the writer obtained the t-test is 6,117. Where the t-table value for N = 28 with df = N-1(28 - 1 = 27) at the level of significant of 05 for two tailed test is 2.052. And the t-test is higher than t-table (6.117 > 2.052). Therefore, Ho is rejected, and Ha is accepted, stating that using dictogloss technique is significantly improve students' listening ability in the second grade of Junior high school.

The Result of Questionnaire

The questionnaire is given after students do the post-test. Each student asked to fill 10 questions. These are the result of the questionnaire:

Tabel 4.4

Table of the Questionnaire Result

NO	Questions	Responses	
		Yes	No
1	Have you ever listened English story ? (<i>pernahkah anda mendengarkan cerita bahasa Inggris?</i>)	28 (100%)	- (0%)
2	Do you know about dictogloss technique? (<i>Apakah anda tahu tentang teknik dictogloss?</i>)	27 (96.4%)	1 (3.5%)
3	Have you ever learned English by using dictogloss technique before? (<i>Apakah anda pernah belajar bahasa Inggris dengan menggunakan teknik dictogloss sebelumnya?</i>)	1 (3.5%)	27 (96.4%)
4	After studying listening by using dictogloss technique, Do you enjoy studying English by using dictogloss technique? (<i>Setelah belajar listening dengan menggunakan teknik dictogloss, apakah anda senang belajar bahasa aianggris dengan menggunakan teknik dictogloss?</i>)	26 (92.8%)	2 (7.1%)
5	Is learning listening using dictogloss technique fun? (<i>Apakah belajar mendengarkan menggunakan teknik dictogloss menyenangkan?</i>)	18 (64.2%)	10 (35.7%)
6	Is learning listening using dictogloss technique very interesting? (<i>Apakah belajar mendengarkan menggunakan teknik dictogloss sangat menarik?</i>)	20 (71.4%)	8 (28.5%)
7	Is there any difficulties in learning throught dictogloss technique? (<i>Apakah ada kesulitan dalam mempelajari teknik dictogloss?</i>)	27 (96.4%)	1 (3.5%)
8	Does learning to use the dictogloss technique make listening easier? (<i>Apakah belajar menggunakan teknik dictogloss membuat mendengarkan lebih mudah?</i>)	16 (57.1%)	12 (42.8%)
9	After studying listening by using dictogloss technique, does your listening ability improve? (<i>Setelah mempelajari listening dengan teknik dictogloss, apakah kemampuan listening anda meningkat?</i>)	11 (39,2%)	17 (60.7%)
10	Does the dictogloss technique need to be applied in learning English? (<i>Apakah teknik dictogloss perlu diterapkan dalam pembelajaran bahasa Inggris?</i>)	24 (85.7%)	4 (14.2%)

From the table of questionnaire above, the writer concluded that students gave the positive responses toward dictogloss technique. The positive responses include the students ever listening stories and enjoy studying English by using dictogloss technique.

The Discussion of Finding

The research concludes the significant difference between the students score before and after the treatments by using dictogloss technique to improve students' listening ability.

Thus from the computation, the writer obtained the t-test is 6,117. Where the t-table value for $N = 28$ with $df = N-1 (28 - 1 = 27)$ at the level of significant of 05 for two tailed test is 2.052. And the t-test is higher than t-table ($6.117 > 2.052$). Therefore, H_0 is rejected, and H_a is accepted, stating that using dictogloss technique is significantly improve students' listening ability in the second grade of Junior high school. This means that there is significant difference in the student's scores before and after the treatment using dictogloss technique. This is in line what Thornton in Vasiljevic (2010, p.46) there are some advantages of the effective using of dictogloss technique in learning listening ability: The reconstruction task gives students focus and a clear objective, the dictogloss procedure facilitates the development of the learners' communicative competence, the reconstruction stage helps students try out their hypotheses and subsequently to identify their strengths and weaknesses, the reconstruction stage also promotes the acquisition of L2 vocabulary and working in small groups reduce learners anxiety's they have to perform only in front of "a small audience".

Then, the conclusion of students responses according to the questionnaire result above is there all of students give positive responses toward teaching using dictogloss technique to improve students' listening ability. The result of the data shows that almost all of students have ever listened English story, but they never learn English using dictogloss before. More than half of the students said that learning using dictogloss technique is fun and interesting. They enjoyed while learning listening using dictogloss technique. Although, the researcher found that the students have some problems and difficulties in learning through dictogloss technique. This is in line with what Ur (1996, p.111-112) there are some problem as follows; Students hard to hear the sound, students feel worried and stressed when they miss some words of the text, students cannot understand fast, natural native- sounding speech, students need more than once to hear the text and Students feel overloaded with incoming information. And the last, the dictogloss technique need to applied in learning English because this is in line with what Jacob in Cardona et. al (2013, p.23) the use dictogloss involves students' attention to all four language skills (i.e. listening, speaking, reading and writing), and encourages learner's autonomy, cooperation, curricular integration, diversity, thinking skills, and alternative assessment techniques.

CONCLUSION

The problem of the study as stated in Chapter I is "Is using dictogloss effective to improve students' listening ability?" at the second grade of MTs Miftahul Khoer. Based on the result of data analysis from listening ability score obtained by students before and

after conducting treatment, there were significant improvements. It means that the use of dictogloss technique in teaching to improve listening ability is effective.

This indicated that the alternative hypothesis stated that There is no significant effects of using dictogloss technique to improve students' listening ability in the second grade of MTs Miftahul Khoer was rejected. Meanwhile, the null hypothesis stated that there was significant effect of using dictogloss technique to improve students' listening ability in the second grade of MTs Miftahul Khoer was accepted. It implicated that teaching using dictogloss technique to improve students listening ability give impact towards the second grade students' scores at MTs Miftahul Khoer.

From the questionnaire, the researcher concludes that students give positive responses toward teaching using dictogloss technique to improve students' listening ability. The result of the data shows that almost all of students have ever listened English story, but they never learn English using dictogloss before. More than half of the students said that learning using dictogloss technique is fun and interesting. They enjoyed while learning listening using dictogloss technique. Although, the researcher found that the students have some problems and difficulties in learning through dictogloss technique. This is in line with what Ur (1996, p.111-112) there are some problem in learned listening.

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