



## THE APPLICATION OF THE DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS' ACHIEVEMENT IN LISTENING COMPREHENSION

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**Abstract:** Listening comprehension plays the most crucial role in building communication skills. However, students always think it is challenging to listening lessons. And the reason is that sometimes they are bored and not interested in the material. In addition, inappropriate methods and techniques may cause students to lack interest and motivation to learn. The author is interested in conducting research with the dictogloss technique to overcome the difficulties faced by students in learning activities. The purpose of this study was to determine the learning process of listening comprehension and to find out the advantages of the dictogloss technique in class X IPA 1 at MAN Pegasing. This study uses classroom action research, data collection techniques using pre-test and post-test, and questionnaires to determine the advantages of the dictogloss technique. The results of this study indicate that the dictogloss technique effectively improves student achievement in listening comprehension at MAN Pegasing. Furthermore, the students agreed that the dictogloss technique is one of the exciting techniques and can improve student achievement in listening.

**Keywords:** Dictogloss Technique, Comprehension, Listening

**Abstrak:** Pemahaman mendengarkan memainkan peran paling penting dalam membangun keterampilan berkomunikasi. Namun, para siswa selalu berpikir sulit untuk pelajaran mendengar, alasannya terkadang mereka bosan dan tidak tertarik pada materinya. Kurangnya minat dan motivasi siswa untuk belajar mungkin disebabkan oleh metode dan teknik yang tidak sesuai. Penulis tertarik untuk melakukan penelitian dengan teknik *dictogloss* untuk mengatasi kesulitan yang dihadapi oleh siswa dalam kegiatan belajar. Tujuan dari penelitian ini adalah untuk mengetahui proses pembelajaran pemahaman mendengarkan dan juga untuk mengetahui keuntungan dari teknik *dictogloss* pada kelas X IPA 1 di MAN Pegasing. Metodologi dalam penelitian ini menggunakan penelitian tindakan kelas. Teknik pengumpulan data dengan menggunakan pre test dan post test, dan kuesioner untuk mengetahui keuntungan dari teknik *dictogloss*. Hasil penelitian ini menunjukkan bahwa teknik *dictogloss* efektif untuk meningkatkan prestasi siswa dalam pemahaman mendengarkan di MAN Pegasing. Para siswa setuju bahwa teknik *dictogloss* adalah salah satu teknik yang menarik dan dapat meningkatkan prestasi siswa dalam mendengarkan.

**Kata Kunci:** Teknik Dictogloss, Pemahaman, Mendengarkan

## INTRODUCTION

Language is a tool for all humans to communicate. Language has become a rich and complex system of some sort, with specific properties determined by the nature of the brain. English is one of the languages used for international purposes. And Indonesia is a country aware of the importance of English in the educational affair. At present, Indonesia puts English as one subject even from primary grade. As a result, many Indonesian schools apply serious attention to English. In learning English, learners should achieve four language skills: listening, speaking, reading, and writing. All skills that are required to understand control and be accountable. Listening is one of these four fundamental skills in learning a language. There is no doubt that listening is the most challenging skill for language learners.

Listening is one of the most important language skills before students learn to speak, read, and write (Modi, 1991; Nation & Newton, 2009; Kianiparsa & Vali, 2010; Tyagi & Misra, 2011; cited in Marashi and Khaksar, 2013). In addition, listening

comprehension plays a vital role in building communication skills. Therefore, listening is essential in foreign language classes (Nunan, 2003). Nunan further argues that listening is an active process that aims to understand what we hear. However, in reality, students always find it difficult to listen well because sometimes they feel bored and not interested in the lesson. This lack of interest and motivation of students to learn to listen may be caused by teaching methods and techniques that are not suitable for students. Of course, it can be a severe problem for students. As a result, they are not enthusiastic about learning English, thus affecting their achievement, such as listening comprehension.

The learning process is an activity in which there is a learning design system that causes an interaction between the speaker (educator) and the recipient of the material (students) (Hasnah., Ginting., and Dewi, 2020). In the teaching process, a teacher ought to be able to supply a strategy for teaching English which can trigger students to explore their skills and construct students' understanding and experience (Saragih and Utami, 2020). As a teacher, it is vital to choose some techniques to answer students' problems. Looking at the existing conditions, linguists never stop digging into some approaches or methods suitable for teaching English. One way to glance at students' attention in English learning, especially listening, is with a dictogloss technique approach. Applying dictogloss as a technique in listening teaching will help students become active listeners. Active listening makes students listen with active minds to understand and know its meaning. Using dictogloss in the classroom will make students interested and enjoy learning the language because it is a classroom dictation activity where students listen to a passage, note keywords, and then work together to create a reconstructed version of the text.

Dictogloss activities are a helpful way to present new factual information to students and encourage them to listen to key points and understand listening. According to Jacob and Small (2003), dictogloss is a new way of dictation developed by Ruth Wajnryb. Dictogloss, in terms of goals and procedures, is indifferent to dictation. Dictogloss has been the subject of many studies and commentaries, which have, for the most part, supported the use of the technique (Swain & Miccoli, 1994; Swain & Lapkin, 1998; Storch, 1998; Nabei, 1996; Lim & Jacobs, 2001 in Vasiljevic, 2010). Based on the statement, the learner's use dictogloss technique helps them listen and learn about his ability to monitor students inside and outside the classroom. And learners listen to a section, note a keyword or phrase, and then encourage comparisons. Listening comprehension is the concentration of this research because it is necessary to understand people in speaking, and it is necessary to communicate in English. Students can speak English but get into trouble listening to them. Low listening ability will make it difficult for students to understand or interpret the message conveyed by the speaker.

Based on the explanation above, the writer is interested in researching dictogloss techniques to overcome the difficulties faced by students in learning activities. Dealing with the problems, the writer takes research under the application of the dictogloss technique to improve students' achievement in listening comprehension at MAN Pegasing.

## **LITERATURE REVIEW**

Several terms related to this study are necessary to clarify to avoid misunderstanding and misinterpretation by the reader.

### **Dictogloss**

Dictogloss is a classroom dictation activity where learners listen to a text, note down keywords, and work together to create a reconstructed text version (Vasiljevic, 2010). Students collaborate using their knowledge of grammar, vocabulary, context, and style to reconstruct a text that has been read to them by their instructor (Thornburry, 1997; Swain & Lapkin, 2001; cited in Husseinali, 2013). The dictogloss has been proposed as a procedure that encourages students to reflect on their output (Wajnryb, 1986; 1990; 1995). From the quotations above, it can be concluded that the dictogloss technique is used in listening in a way dictating a text to the students, and students work together in small groups to reconstruct the text based on the keywords they understand.

### **Listening Comprehension**

Listening is a process entailing hearing, attending to understanding, evaluating and responding to spoken messages (Floyed, 1985; Mendelsohn, 1994; Rubin, 1994; Brown, 2001). Listening comprehension is the traditional way of thinking about the nature of listening (Wajnryb, 1990; Richards, 2008). Listening is a receptive process where the student derives meaning from oral presentation (Brown & Yule, 1983; John, 1984; Agarwal, 2008; Hargie, 2010; Page & Page, 2011; Verderber & Sellnow, 2011; Shamshiri & Ismail, 2012; Rost, 1994; cited in Elahifar., Ebrahimi., and Aziz, 2022). Listening is vital in the language classroom because it provides input for the learner. Based on the definition above, it can be concluded that listening is a process that includes capturing activities, understanding the message in the material, and interpreting the meaning in the learning material.

## **RESEARCH METHODOLOGY**

In this research, the researcher used the classroom action research design. According to Gall, Action research in education is a form of applied research whose primary purpose is to improve an educational professional's practice (Gall, 2003). Taggart action research is cyclic planning, observation, and reflection processes. (Kemmis & Taggart, 1988). From the definition above can take keywords that are reflective action research means is evidence beginning of the process of reflection on the impact of the actions that have been done related to teacher learning tasks in class. Consideration will be known whether the measure that has been done has positively impacted the achievement of learning objectives. In this, action research is defined as the research focused on improving students' achievement in listening comprehension through the dictogloss technique.

### **Source of Data**

The sample in this research is taken from X IPA 1 grade students of MAN Pegasing. The total number of students that took as the sample in this research was 25. It

means that in this research, the implementation of teaching was only concerned for one class.

### **Techniques of Data Collection**

Generally, the writer collects data through observation, tests, and questionnaires in this research. It will be explained: Observation is the first way to collect the data. Observation is used to know the students in listening skills. Preparation for material that is taught to the students, to ask the students to make groups in teaching listening, dictate a text for students with a natural speed, and discuss the topic of the text. The test is an instrument or a tool to collect data on the ability of the subject of research by measurement (Sanjaya, 2013). In this research, the test was used to know the students' achievement in listening comprehension by using the dictogloss technique. The researcher gives the students two kinds of tests: pre-test and post-test. These tests are intended to investigate the students' improvement in listening comprehension, development during the process, and achievement in the final cycle. A questionnaire is a means of collecting information by submitting several written questions to answer in writing and also by the respondent (Margosono, 2013). In this research, the questionnaire was used to know students' advantages of the dictogloss technique.

### **Instrument of Data Collection**

In collecting the data needed in this study, the researcher developed some research instruments: an observation sheet, test, and questionnaire.

### **Data Analysis**

After the research, some steps will be applied to analyze the data. They are: To know the students' mean score, the writer used the following formula to calculate the score:

$$\bar{X} = \frac{\sum X}{N}$$

Explanation:

$\bar{X}$  = Mean of class

$\sum X$  = Total of students' score

$N$  = Total of students

Furthermore, the data collected through questionnaires were analyzed descriptively in percentage form, with the result being the accurate data and as support for success (Sudijono, 2007).

$$P = \frac{F}{N} \times 100\%$$

Explanation:

$P$  = Percentage

$F$  = Frequency of the total number of students choosing the item

$N$  = Total of the respondent.

## FINDINGS AND DISCUSSION

### The Result of the Test

The test is one of the instruments of the research to measure whether students' achievement in listening using the dictogloss technique can improve or not. In this research, the researcher did pre-test and post-test. Where the form pre-test and post-test are filled in the blank, there are ten questions, and the highest score is 100 if the students can answer all the questions.

Table 1. The students' scores in cycle 1

No	Name	Pre-test		Post-test	
		Vocabulary	Grammar	Vocabulary	Grammar
1	Akbar Cibro	10	10	40	10
2	Al-Munawarah	30	10	60	20
3	Arini Miara	20	-	40	10
4	Ayu Lestari	10	10	40	-
5	Bahgie Mahara	20	20	30	20
6	Elisa Fitri	10	10	30	10
7	Fahmi Munte	30	10	50	30
8	Fera May	20	10	60	-
9	Mustike	10	20	40	10
10	Fitri Agustina	20	-	40	20
11	Hardi Rezeki	20	10	50	-
12	Hairul Bahgie	20	20	70	10
13	Hinda Winsyah	20	-	40	20
14	Indah Sari	30	10	60	20
15	Insan Khamil	40	-	50	10
16	Ilaini	30	20	70	10
17	Jusraini	30	10	60	-
18	Kamalia Sari	10	20	60	20
19	Mahligay Alfatihah	20	10	50	10
20	Nadia Ayu Lestari	20	10	50	10
21	Rahmat S	20	20	40	30
22	Rahmayani	40	10	50	20
23	Rapidah	30	10	50	10
24	Ratna Sari	20	-	40	20
25	Sari Rezeki Ulva	30	10	60	20
Total		830		1580	
Average		33,2		63,8	
The lower score		20		40	
The highest score		50		80	

After finding out the students' scores in this cycle, as seen in the table above, to know how many students have been finished mastering listening comprehension, the researcher then analyzes them.

After the teaching, observation, and evaluation in cycle 1, the researcher found that the student's ability in listening comprehension at the first-grade students IPA1 of MAN

Negeri Pegasing is still in category low. However, based on the evaluation result in this cycle, 8 (eight) students scored 80. Besides, those 17 students were not got that score yet.

Table 2. The student's scores on tests in cycles I and II

No	Name	Pre-Test	Post-Test Cycle I	Post-Test Cycle II
1	Akbar Cibro	20	50	80
2	Al-Munawarah	40	80	80
3	Arini Miara	20	50	70
4	Ayu Lestari	20	40	80
5	Bahgie Mahara	40	50	80
6	Elisa Fitri	20	40	70
7	Fahmi Munte	40	80	90
8	Fera May	30	60	80
9	Mustike	30	50	80
10	Fitri Agustina	20	60	80
11	Hardi Rezeki	40	50	60
12	Hairul Bahgie	40	80	90
13	Hinda Winsyah	20	60	80
14	Indah Sari	40	80	90
15	Insan Khamil	40	60	80
16	Ilaini	50	80	90
17	Jusraini	40	60	80
18	Kamalia Sari	30	80	80
19	Mahligay Alfatihah	30	60	90
20	Nadia Ayu Lestari	30	60	80
21	Rahmat S	40	70	80
22	Rahmayani	50	80	80
23	Rapidah	50	60	80
24	Ratna Sari	20	60	80
25	Sari Rezeki Ulva	40	80	90
Total		830	1580	2020
Average		33,2	63,2	80,8
The Low Score		20	40	60
The Highest Score		50	80	90

From the table above, it can be seen that the result of post-test cycle 2 was improved from the consequence of post-test cycle 1. The total score of post-test cycle 1 is 1580, and the mean score is 63,2, but the total score of post-test cycle 2 is 2020, and the mean score is 80,8. It was shown that the students' scores reached the success criteria that the English teacher had conducted in X IPA1. The criteria for success is 75.

In cycle two, the text read by the researcher is different from the text in cycle one. So in cycle two, students were more interested in following the learning process with Gayo coffee's text which the researcher reads. So that students are more active and more focused on listening.

### The Result of the Questionnaire

The research used a questionnaire to complete the data. The questionnaire given to the students in grade X IPA1 MAN Pegasing was to know students' responses about the

advantages of the dictogloss technique for grade X IPA 1. The questionnaire consists of ten statements and four choices "strongly agree, agree, less agree, or disagree". The following is the questionnaire result that describes the students' responses about the advantages of dictogloss as a technique.

1. Listening to discussions is interesting for me

The statement above showed that almost all students agreed that listening by discussion interests them. It can be delivered from the table that students who chose the option "*agree*" were higher than those who chose "*disagree*". There were 92% of the students decided "*agree*".

2. Through discussion one feel enjoys studying listening

From the statement above, the discussion made it for the students easy to study listening. It was proved by the result of the questionnaire that almost all of the students had the option "*agree*". It is 84%.

3. By the distraction, I can understand the context of the text

The table above shows that there are 80% of students percentage that choose "*agree*". It means that almost all students agree with the statement that by dictation, the students can comprehend the context of the text. But there are, 12% of students choose "*disagree*".

4. By studying listening, I am interested in using normal speed dictation

The table above showed that the students were interested in using normal speed dictates to study listening. In this case, the number of students who agree with the statement is 88%. And there are 8% of students disagree with this statement.

5. By using dictation, I can write the vocabulary taken from the text

The statement above is about the students' opinion that they can write the vocabulary taken from the text by using dictation. The result of students' percentage about this statement is that almost all students feel that using dictation is 76%, and only 24% or some students do not feel that they can write vocabulary.

6. I can get more vocabulary by discussing and sharing with other groups

From the table above, we can see that 84% of students feel that they can get more vocabulary after discussing and sharing with other groups. It means that almost all students agree with the statement. But, some students do not agree with the statement, or they do not feel that they can get more vocabulary is 16%.

7. Study about listening by constructing the keywords with groups and get more information from the text

Statement number seven of the questionnaire contains students' opinions about study listening by constructing the keywords with groups, and they can get more information from the text. The number of students who agree with the statement is almost all of the students with a percentage is 72%, and there are 8% less agree and 20 % students who do not agree with the statement.

8. After the teacher dictate the text of Gayo coffee, I can analyze the keyword in the text

Opinion number eight is about students' opinion that they can analyze the keyword in the text after the teacher dictate the text of Gayo coffee. This statement got 76% of the

students who chose to agree with the statement. Unfortunately, these statements also got 8% less agree and 24% the number of students who did not agree.

9. After the teacher dictates at a normal speed, I feel easy to find vocabulary correctly  
 The opinion is about students' opinion that they feel easy to find vocabulary after the teacher dictates with normal speed. This statement got 80% of the students who chose or agreed with the statement. But unfortunately, these statements also got 4% less agree and 16% the number of students who did not agree.

10. Overall, do you feel the activity given by the teacher makes you easier to get more information about the text

It is the last opinion of the questionnaire. There are 88% the number of the students agree with this opinion, and there are 12% the number of students do not agree. It means that most of the students feel that they are easy to get more information from the text.

### **Data Analysis**

In this research, the researcher used two instruments: a test and a questionnaire. The data that has been collected will be analyzed with a formula.

1. The Data Analysis of the Test

The data collected by the researcher through post-test in cycle one and post-test in cycle two will be analyzed with the Mean of data. The following formula will be explained clearly.

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  = The Mean of students

$\sum X$  = The Total students' score

$N$  = The Total of students

- a. In the mean post-test cycle I

$$\bar{X} = \frac{\sum X}{N}$$

$$X = 1580$$

$$X = 63,2$$

- b. Mean of post-test cycle 2

$$\bar{X} = \frac{\sum X}{N}$$

$$X = \frac{2020}{25}$$

$$X = 80,8$$

From the result of the success indicator above, students' ability increased, and their scores have gotten of success indicator. That is, the researcher can conclude that dictogloss is one technique suitable for improving students' listening comprehension achievement. However, from that result, the researcher did not continue the research to the next cycle because the students' scores reached the success indicator in two processes.



### Data Analysis of Questionnaire

This research also uses a questionnaire to make the data more complete. To analyze the questionnaire, the researcher used the formula below:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = Percentage of the students' options to answer

F = Many respondents answered the optional

N = Total of respondents

The following is an example of how the researcher analyzes the data of the questionnaire in the first statements. From the first statement, the students who choose the option "agree" are 23, and those who prefer the alternative "disagree" are 2. Below is the formula to analyze the first statement.

a. The students chose option "agree"

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{23}{25} \times 100\%$$

$$P = 92\%$$

b. The students chose option "disagree"

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{25} \times 100\%$$

$$P = 8\%$$

### Discussion

The dictogloss technique effectively teaches English listening in senior high school or MAN, especially in first grade. By dictating the text at normal speed and discussing and sharing it with other groups, the students can analyze the keyword in the text. It was proven by the researcher that did research at MAN Pegasing in the X IPA 1. When the researcher entered the X IPA 1 and did a pre-test on them, the mean score of the students was 32. Meanwhile, in the post-test, the result of post-test cycle 1 was 63,2, and post-test cycle 2 was 80,8. In this research, the researcher only did two cycles because, in two processes, the researcher completed the success indicator in that school. The success indicator that teacher gave was 75.

The response of the students was good. The result of the questionnaire proved it. Almost all students responded well to dictogloss as their technique to improve their listening comprehensions, like in the first statement in the questionnaire and the last statement in the questionnaire. The first statement is, *Listening to discussions is interesting for me*. Almost all of the students agree with this statement. The Total of the students who chose option agree is 92%. It means that dictogloss is a technique that can be implemented in first grade at MAN Pegasing. And the last statement, the students choose option agree is 88% with the report *overall, do you feel the activity given by the teacher makes your easier to get more text information*. Most students feel it is easy to get more text information.

Although the dictogloss technique is suitable for students in the first grade and has a good response from the students, some students couldn't improve their listening by dictogloss through a text. For example, it was proved in the statement in questionnaire number seven that the students that choose "Disagree" is 20%, with a comment about listening by constructing the keywords with groups and getting *more information from the text*.

The researcher used a dictogloss technique in this research, and the result was increased. The increase was seen from cycle 1 to cycle 2. Listening comprehension of students can be increased by using the dictogloss technique. Learning to listen using the dictogloss method can improve students' achievement in listening. From the result above, it can be concluded that the dictogloss method can be applied in the classroom because it can enhance students' listening skills.

Dictate activities in the classroom can make students interested in following the learning process to listen and discuss with friends of their groups. First, students listen and write the text's vocabulary dictated by the teacher. Then, with discussions with the group, they can add to the vocabulary and share with other groups. Then, by doing a keyword construction of the text with the group, they can get information from a text dictated by the teacher and analyze the keywords they get. Slowly dictating activities in the classroom can make students easy to listen and find vocabulary. It is consistent with the dictogloss theory, which explains that the dictogloss technique is a classroom dictation activity where learners listen to a passage, note down keywords, and then work together to create a reconstructed version of the text.

By applying of dictogloss technique, a discussion will take place in small groups. A student will perform an integration of knowledge in the brain, prediction activities, making inferences that are not in the text dictated by the teacher, and introducing the theme or topic of the text with a friend group. This technique can be said to have a principle that two heads will be better than one head. With the cooperation, students can get the vocabulary and share it with a friend group.

## CONCLUSIONS

Based on research findings in this research concluded that. Based on this finding, the researcher concluded that teaching listening comprehension by the applicant of the dictogloss technique improved students' achievement in listening comprehension at MAN Pegasing. It was proved by the results of post-test cycles 1 and 2. The students' mean score post-test cycle 1 is 63,2, while the students' mean score post-test cycle 2 is 80,8. This research was done in only two-cycle because, in this research, the students' scores reached the success criteria. Furthermore, the student's response to the dictogloss technique was good, proved by the result of the questionnaire experience of the researcher. Through the questionnaire, almost all of the students gave good responses.

Although the dictogloss can be implied in the first grade of senior high school and got good responses from the students, some students' listening did not improve by dictogloss. The scores are 50 and 60, which can be seen in the result of post-test cycle 1 and post-test cycle 2. And from the questionnaire, 20% of students gave an inadequate

response. Therefore, it is shown that the students' response to dictogloss as a technique to improve listening was low.

Based on the result of the research before, There are some suggestions that the researcher gave to the students and teacher. First, the researcher hopes the students can use the dictogloss technique in teaching-learning to improve their listening. In order, they can master English subjects. For the teacher, the researcher hopes in the teaching-learning can apply the dictogloss technique to simplify the teaching process in English.

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