

USING DICTOGLOSS TECHNIQUE FOR IMPROVING LISTENING COMPREHENSION OF EIGHTH GRADERS IN SMP TRI DHARMA PALEMBANG

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Abstract

Listening is one of the skills that needed to be integrated in an effective way for the teaching and learning of English to be successful. A technique called Dictogloss was used in this research to find out the significant improvement on listening comprehension and perception of students' toward dictogloss technique in SMP Tri Dharma Palembang of eighth graders in academic year 2021/2022. Quantitative method was used by the researcher namely pre-experimental design which only used one class. As data source, test and questionnaire were used in this research. The pre-test and post-test was taken from experimental group to find out whether Dictogloss Technique effective to improve the eighth grade student's at SMP Tri Dharma Palembang. And questionnaire to determine the students' perceptions on Dictogloss technique in teaching listening. The results showed the experimental class students' listening improved as indicated by the pre-test and post-test scores. It means t_{obtain} is bigger than t_{table} ($25.789 > 2.024$) and the value of Sig. (2-tailed) was $0.000 < 0.05$, means that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted so there was any significant improvement of students' listening who taught by Dictogloss. Meanwhile the mean score of questionnaire is 73,44 which showed a positive perception because the result showed the mean score is higher than 60. In short, the use of Dictogloss as the technique to improve students' listening skill is suggested for teachers in teaching listening.

Keywords: Dictogloss technique, teaching, listening.

INTRODUCTION

Listening, speaking, reading, and writing are the four skills that required to mastering English. These skills should be addressed in a way that allows students to meet the expectations teacher for the students while also going to develop students' communicative competence. Hence, combining listening, speaking, reading, and writing will help students become better speakers, listeners, writers, readers and allow them to communicate more effectively. However, the researcher would only focus on listening skills. Sari (2013, p. 2) stated that listening is not a simple thing because it is an important medium of information gathering in daily life and used most frequently. In short, listening is one of the skills that needed to be integrated in an effective way for the teaching and learning of English to be successful.

Mostly, students are uninterested in listening to a lot of audio and bored, and they also lack material reference for listening, such as videos, films, and songs, which is one of the challenges that English teachers have faced. In the other hand, According to Goh (2012, p. 67), the most common listening problems encountered by students in Indonesia are quickly forgetting what is heard, not recognizing the words they know, understanding the message but not the intended message, neglecting the next part while thinking about meaning, and being unable to form a mental image. Aside from that, Goh (2012, p. 64) emphasizes the issue of concentration and missing the start of the text. Goh (2012, p. 73) also suggests conducting additional research on learners' attitudes toward listening problems, as well as how they deal with them. As a teacher of SMP Tri Dharma, Mrs. Neni found it difficult when teaching listening in SMP Tri Dharma especially in eighth grade students, the students rarely got listening lessons due to inadequate facilities, students also had a low level of vocabulary understanding so that students often get a score of less than 60 during listening lessons. Neni (2022, February 25). Personal Interview.

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By seeing the problems above, the researcher found a way to help students improve their listening ability. In increasing students' listening ability, there must be teaching innovation or applying the methods in teaching process to increase students' listening ability. Using techniques was one of the methods for learners can become actively involved in listening. Seeing this condition, the technique of teaching listening must be applied for the students. Nowadays, there are so many teaching methods and technique to facilitate teachers in improving students' listening ability. One of those techniques is Dictogloss. According to Vasiljevic (2010, p. 48), Dictogloss technique is a blend of styles teaching methods like topical warm-ups, explicit vocabulary instruction, and, in some cases, grammar correction. It also includes a new type of meaning-based listening activity and cooperative learning. The process is just as important as the end result. This improved both students' listening and speaking skills. Beside, Widhiasih (2019, p. 61) stated Dictogloss is one of the technique that encourages learners to use both bottom-up and top- down listening strategies. It is used by high school students, but it can be used by anyone. Through the Dictogloss process, students learn how to read a variety of texts in a certain subject area. In short, Dictogloss is an interactive method that encourages cooperation and can help both the teacher and the students improve their listening skills.

Dictogloss was an interactive way to teach. Students listen to a passage, then write keywords and then work together to make a new version of the text. The use of Dictogloss involves students paying attention to all four language skills (i.e. listening, speaking, reading, and writing) and motivate students' creativity, co-operation, critical thinking skills and alternative assessment technique (Jacobs & Small, 2003, p. 2-4). Therefore, Dictogloss Technique was interesting method to apply in learning process. Students will be asked to reconstruct a text by listening and noting down keywords in Dictogloss approaches. Dictogloss also encourages active participation in problem solving and critical thinking, which encourages students to be more active while also raising their self-esteem, allowing them to utilize English communicatively and understand the contents being taught more easily.

Definition of Listening Comprehension

As defined by Abdin & Kanzharova (2021), listening is an active, deliberate process of comprehending what we hear. According to this definition, listening is an active skill because it is how people interpret the meaning of what people hear. In the other hand, Lee & Jacobs (2001, p. 16) stated listening comprehension is an attempt to listen to something to pay attention to spoken language. This is different from hearing which is a physiological process of the ear to absorb sound waves and transfer them along the nervous system to parts of the brain. The purpose of the Listening Comprehension section is to assess students' ability to comprehend spoken language. In short, to understand spoken English, students must learning to listen to spoken English, have an adequate mastery of the language.

Meanwhile Hamouda (2013, p. 117) defined listening comprehension as an interactive process in which listeners participate in the process of meaning construction. Listeners make sense of what they hear by paying attention to the sounds. Clues about how to say things like stress and intonation, as well as other grammatical and non-grammatical structures and clues. Therefore, Gilakjani & Sabouri (2016, p. 124) stated Listening comprehension is the process of understanding what people say. These include knowing speech sounds, understanding the meaning of individual words, and knowing how sentences are put together.

From the explanations above, it can be concluded that listening comprehension is the process of conveying information from one speaker to another. It is necessary to show an active, human interest in what is being stated in order to be considered as listening. Additionally, students must have an adequate command of the English language in order to learn to listen to it being spoken to the students. Unlike readers, listeners are unable to adjust the speed at which they process information from one piece of information to the next. They are also unable to go back in time to ensure that they have understood correctly. This is why speakers frequently repeat or restate portions of their message in order to facilitate comprehension. This term is used in language teaching to describe a complex process that allows students to comprehend the language that is being communicated to them.

Definition of Dictogloss Technique

Dictogloss is a term that comes from the English language and is made up of two words: dictation or dictate, and gloss, which is another word for interpretation. In 1990, Ruth Wanjryb was the first person to use Dictogloss to teach listening. It was used for a variety of teaching purposes, such as listening comprehension, text reconstruction, and integrated abilities, in order to help students work together and learn on their own. On the other hand, Jibir-Daura (2013, p. 115) stated Dictogloss is a way to learn together that can help both the teacher and the students improve their listening skills.

According to expert Jibir-Daura (2013, p. 112), Dictogloss is a teaching tool that helps students and teachers work together to improve their listening skills. It can be used for a variety of teaching purposes, such as

text reconstruction, and integrated abilities, in order to help students work together and learn on their own. Meanwhile British Council defined Dictogloss as a dictation activity in which students listen to a short text and write down key words, which are then used as a base for reconstructing the text from start to end.

From the definition above, the researcher conclude that Dictogloss is a technique that use in classroom exercise which students listen to a paragraph, take notes on significant words, and then collaborate to produce a reconstructed version of the text. It will involve several processes. Students receive a warm-up, dictation, analysis/correction, and reconstruction for the first. The audio will help students grasp the text's central message. They can then take notes some important words. Finally, they are capable of recreating the text using their own words.

The Concept of Dictogloss Technique

Wanjryb (1990) was the first to introduce Dictogloss a different approach to teaching listening. He stated In the Dictogloss technique, students hear a long passage, perhaps two minutes long, about a story or exposition. The text intentionally includes complicated facts, hard words and structures, and more information than can be remembered. Student listened and wrote down as many words as they could as the teacher read. Students listen to the paragraph while teacher reads it at a normal speed. Then, if student need to, the teacher can read it again, but this time with longer pauses in between sentences. Listeners are then asked to try and remember as much as they can of what they heard. In this type of dictation, the students should pay more attention to the meaning of the paragraph than to the sentences that make up the paragraph itself. Then they work together in small groups to figure out how to put together the text because they have written down fragments. The passage can be read again after each group has written their own passage. Indeed, the whole thing can be repeated. This type of dictation starts with ideas and then moves on to more specific details.

There are five main stages in the teaching-learning process that can be used with Dictogloss: listening, noticing, activity, checking, and writing. These stages can be used in the same way in the following examples:

1. Listening stage: This is when the teacher tells stories, listens for the first time, and talks with the whole class about the Dictogloss text.
2. Noticing stage: Learners take notes while and after they listen to the text again at the same speed they would read it aloud.
3. Activity stage: this is when learners work together in small groups to construct texts based on what they recall of what they heard.
4. Checking stage: this is used to examine and compare the various written versions in a full class setting, and to check if they are on the right track.
5. Writing stage: this is uniquely implemented to provide the learners opportunity to generate a similar text separately and demonstrate what they have understood about the reading.

Wajnryb (1990, p. 7-9) on the other hand, has written about in great detail four stages of Dictogloss that are used the most in listening lessons. Preparation, dictation, reconstruction and analysis and correction are some of the steps in the process. Wajnryb (1990, p. 7-9) has defined the four stages of Dictogloss that are most frequently used in listening teaching. Preparation, dictation, reconstruction, and analysis and correction are the processes involved.

The preparation stage is utilized to apply the Dictogloss instructions by the teacher. Before the dictation stage begins, teachers must communicate clearly to students the duties they must complete and organize them into groups. The primary objective of this stage is to familiarize learners with both known and unfamiliar language associated with the text they will be listening to through the use of warm-up activities included in each lesson. This form of vocabulary-based warm-up prepares learners for the next stage of listening.

The dictation stage requires learners to listen twice to a text read aloud. They are not expected to take notes the first time; nevertheless, Kondo et al. (2010) assert that during the first reading, learners are instructed to understand the gist of the material but are not required to take notes. They should take notes on the content and topic during the second listening as important tools to assist them in putting the text together in the next stage, the reconstruction stage.

The reconstruction stage involves collaboration between the learners and their teacher. In this sense, while learners collect notes in groups and work on their own version of the text to assist them in checking the grammar, textual cohesion, and logical sense, the teacher monitors the activities and points out some possible grammatical errors without providing any actual language inputs.

The teacher leads the analysis and correction session stage in their own way to make it easier for students to compare different versions and talk about the language choices they made. This step is called "analysis and correction." Some examples of how this can be done: on the black/white board, with an overhead projector, or with a copy of the original Using Dictogloss to Improve Listening Comprehension text to show the whole class,

are some examples. It is important to make clear that the original text should not be read by the students until they have looked over their own versions.

Teaching Procedure of Dictogloss

Teaching Listening needs more attention because hearing isn't the only thing you can do when you're listening to someone. Teachers need to think carefully about how to make the activities and the content interesting so that they work well. It's important for the teacher to know what technique and strategies he or she uses to help students understand when they're listening. The teacher should also know about the students' situation and what they need. Dictogloss activities are a good way to show students new information and encourage them to listen for important points and understand what they're hearing. As Wajnryb in Vasiljevic (2010, p. 41) says, there are four stages in the dictogloss approach, which are:

1. Preparation

By discussing vocabulary, teachers prepare students for the text they will hear. The teacher assigns students a vocabulary goal and encourages them to discuss the target's meaning. The teacher uses the Dictogloss technique to explain the procedure.

2. Dictation

The dictation is repeated twice for the students. They begin by listening just and gaining a general sense of the text. Second, kids take notes and are urged to listen for key terms that will aid them in reconstructing the text. For consistency's sake, students should listen to a tape recording rather than teacher-read text.

3. Reconstruction

After the dictation is complete, learners pool their notes and create their own version of the text. It is critical that the teacher refrains from providing any words during this stage.

4. Analysis and Correction

There are numerous approaches to this step. 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 versions phrase by sentence to the original.

Research Hypothesis

According to Creswell (2012, p. 111), hypotheses are assertions made by researchers in quantitative research in which they make a prediction or hypothesis regarding the outcome of a relationship between attributes or characteristics. The following two sorts of hypotheses can be stated in this research:

a) H01 (Null Hypotheses): There is no significant improvement on students' listening comprehension achievement after being taught by using Dictogloss technique at eight grade students of SMP Tri Dharma Palembang

b) Ha1 (Alternative Hypotheses): There is any significant improvement on students' listening comprehension achievement after being taught by using Dictogloss technique at eight grade students of SMP Tri Dharma Palembang

c) H02 (Null Hypotheses): The students have positive perception on Dictogloss technique in listening comprehension

d) Ha2 (Alternative Hypotheses): The students have negative perception on Dictogloss technique in listening comprehension

METHOD

Research Design and Method

The research method in this study would use quantitative research. According to Creswell (2012), quantitative research is a subcategory of educational research in which the researcher determines what to study, formulates specific, narrow questions, collects quantifiable data from participants, analyzes these numbers using statistical data, and conducts the inquiry objectively.

This research would carry out as part of pre-experimental design to determine the effect of Dictogloss technique to improve students' listening comprehension at VIII.A grade students of SMP Tri Dharma Palembang academic years 2021/2022. A pre-experimental design is used in this study, with one group pre-test and post-test design. Salkind (2010) said that the experimental designs are a way for researchers to do a lot of research in a short amount of time. Only a few factors are looked at so that researchers can get through the whole process of experimentation quickly.

Researcher who do research usually start with pre-experiment, which is the simplest way to do it. A certain procedure that is thought to be a trigger for a change might do a pre-experiment to see if there are only one group or many groups. There are a few different types of pre-test and post-test designs, but this is one of them. It's just one case that was looked at twice, before and after treatment. The results of the procedure or treatment are thought to improve the outcome of the thing of interest. Neither a control group nor a comparison group is used in this study. As a result, this research employs a pre-experimental design with pre- and post- test sample groups. The experimental design consists of three stages: pre- test, treatment, and post-test.

Table 1 Pre Experimental Design

PRE-TEST	TREATMENT	POST-TEST
O1	X	O2

Where:

O1 : Pre-Test
 X : Treatment
 O2 : Post-Test

Therefore, the researcher would use questionnaire to see how the students react to the Dictogloss Technique. Sugiyono (2013, p. 230) defined questionnaire as a data collection technique that is carried out by giving questions or written statements to respondents to be answered. The researcher would give 5 items of questionnaire for students to fill to know students' perception of the use of Dictogloss technique.

Population, Sample, and Sampling

The population of this research will conduct in SMP Tri Dharma Palembang. The population of this research is the students of grade eight that consist of 2 classes in academic year 2021/2022 with total of 83 students. The quantity of students in each class of the population as follows:

Table 1. Population

CLASS	(TOTAL OF STUDENTS)
VIII.A	39
VIII.B	45

The sample of this research are VIII A grade students at SMP Tri Dharma academic year 2021/2022 consist of 39 students, 20 male and 19 female. The researcher decided to chose VIII.A because based on the informal interview with English teacher of eighth grade in SMP Tri Dharma Palembang, VIII.A has average knowledge in listening for English subject and the researcher want to improve their listening skills.

Instruments

In order to obtain better data, the researcher must use an instrument. The research instrument is a tool or facility used by researchers to collect data in order to obtain better results, or in other words, it can be complete and systematic. The researcher employs a test instrument. In this study, the test instrument is an objective test that made by the researcher and questionnaire that already made by Gibran (2021, p. 46). There are two tests that will give to students by the researcher. The first test called "pre-test." the test would give to students before they get treatment by using Dictogloss technique. It aims to know students skill of listening achievement before taught by using Dictogloss. The second test would give to the students after get treatment by teaching listening using Dictogloss technique. It aims to know students skills achievement after taught by using Dictogloss.

The researcher would also use questionnaire to see how the students react to the Dictogloss Technique. Sugiyono (2015, p. 199) defined questionnaire as a data collection technique that is carried out by giving questions or written statements to respondents to be answered. The researcher would give 5 items of questionnaire for students to fill. The questionnaire adopted from Gibran (2021, p. 46).

Data analysis

Students take a test and questionnaire as part of the research. The results will analyzed quantitatively. Statistical analysis will use to do quantitative analysis, which is also called statistical analysis. This method will

use to find out how well students could listen before and after they are learn with Dictogloss. The data is based on how well the students did on the pre-test and the post-test. The researcher in this study will use paired sample T-tests to see if there is a big difference in the students' listening skills before and after they are learn with Dictogloss. SPSS 25 for Windows will use by the researcher.

FINDINGS AND DISCUSSION

FINDINGS

Description of the Data

The following table describes the results of descriptive analysis of pre-test and post-test in the experimental group in detail.

Table 2. Pre-test of Experimental Group

SCORE RANGE	CATEGORY	EXPERIMENTAL GROUP (PRE-TEST)		
		FREQUENCY	PERCENTAGE	MEAN
88-100	Very Good	0	0,00	28,33
74-87	Good	0	0,00	
60-73	Fair	1	2,56	
< 59	Poor	38	97,44	

Table 2 showed pre-test scores analysis in experimental group. There was 1 student in fair category, and 38 students were in poor category. In other words, there were 2,56% student in fair category, and 97,44% were in poor category. The mean of pre-test was 28,33. In short, before the treatment was given most of the students were in poor category.

Table 3. Post-test score of Experimental Group

SCORE RANGE	CATEGORY	EXPERIMENTAL GROUP (POST-TEST)		
		FREQUENCY	PERCENTAGE	MEAN
88-100	Very Good	13	33,33	66,41
74-87	Good	10	25,64	
60-73	Fair	12	30,77	
< 59	Poor	4	10,26	

Table 3 showed post-test scores analysis in experimental group. There were 13 students in very good category, 10 students in good category, 12 students in fair category, and 4 students in poor category. The mean of post-test was 66,41. In short, after the treatment was given most of the students were in very good category.

Based on explanations above, the mean of post-test in experimental group (66,41) was higher than the mean of pre-test in experimental group (28,33). The mean difference between pre-test and post-test in experimental group were 38,08. It means that there was a significant improvement toward students' listening comprehension achievement after being taught by using dictogloss technique.

Normality of the Data

Table 4. Normality Test

TEST	SHAPIRO-WILK		
	STATISTIC	DF	SIG.
PRE-TEST	.946	39	.060
POST-TEST	.976	39	.570

From table 4, it can be seen that the significance level of pre-test score in experimental group based on Shapiro-Wilk was .060. It can be concluded that the data was normally distributed because 0,060 was higher than 0,05 (0,060>0,05). Further, the significance level of post-test score in experimental group based on Shapiro-Wilk was 0,060. Further, the significance level of post-test score based on Shapiro-Wilk was .570. It can be concluded that the data was normally distributed because 0,570 was higher than 0,05 (0,570>0,05).

Paired Sample T-Test

Table 5. Paired Sample T-test

Variable	Experimental Group		Mean Difference Pre-post and Post-test	T-value and sig. within
	Pre-test	Post-test		
Listening	28,33	66,41	38,08	-25.789 (.000)

From table 4.5 showed that $t_{\text{obtain}} = -25.789 > t_{\text{table}} (df=38) 2,024$ at the significant level of 0,05 and sig. (2-tailed) was $0,000 < 0,05$. It can be said that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It could be stated there was a significant improvement toward students' listening comprehension achievement after being taught by using dictogloss technique.

Hypotheses Testing

Based on the result of paired sample t-test in experimental group showed that $t_{\text{obtain}} = 25.789 > t_{\text{table}} (df=38) 2,024$ at the significant level of 0,05 and sig. (2-tailed) was $0,000 < 0,05$. It can be said that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. In short, the first answer of research question in this research is there was significant improvement toward students' listening comprehension achievement after being taught by using dictogloss technique at the eighth grade students of SMP Tri Dharma Palembang in the academic year of 2021/2022. As Azmi (2017) said that to enhance listening ability, Dictogloss technique is proven effective in improved students' ability in listening comprehension. On the other hand, based on the result of questionnaires in experimental group showed that the mean of the total score from the questionnaires was 73. it can be said that students' perceptions on Dictogloss technique was positive. In short, the second answer of research question in this research is the students of eighth grade in SMP Tri Dharma had positive on Dictogloss technique.

DISCUSSION

The researcher made some interpretations related to the findings of the research. In this research, the researcher conducted one meeting for pre-test, ten meetings for the treatment, and one meeting for post-test at the end of the last meeting. It means that pre-test was given before the treatment and post-test was given after the treatment.

The researcher gave ten treatments where dictogloss technique was applied. During the teaching and learning process, the researcher gave a handout to students. The handout consisted of listening task, which have ten blank words that will be answered by the students. During the task, the researcher did the technique called dictogloss that could help students to improve their listening comprehension. After the students got the treatment, the students' listening comprehension achievement in narrative text improved. It could be seen from the mean score in pre-test was 28,33 and post-test was 66,41. Beside pre-test and post-test, the researcher also gave the students questionnaire to know their perception about using dictogloss technique for listening comprehension with 5 items which consisted of 5 positive items. The results said students had positive perception on dictogloss technique of the mean from total score 73.

From the results, it could be seen that dictogloss is effective for improving listening comprehension. Myong-Kwan Lee (2013) said that Dictogloss affected students' ability to understand spoken English. Eighty Korean college students took part in the research for fourteen weeks. The results show that the steps in Dictogloss help students improve their listening skills. These results show that using Dictogloss in listening

classes makes people better listeners. Based on this study, some suggestions were made for classes on active listening.

Furthermore, Endang (2020) said Teaching listening with the dictogloss technique was effective, and the content was more engaging. The students experienced some benefits after the researcher used the dictogloss technique to improve their listening comprehension. They made an effort to improve their listening comprehension before using the dictogloss technique. It means that some of them were interested in using the dictogloss technique to improve their listening comprehension. It was because they were having fun and understanding the content of the text they were listening to.

On the other hand, Ngo Thi Minh Hai (2020) stated that through dictogloss, students' linguistic awareness improved because they could activate their knowledge and self-realize and self-correct to memorize information better than in a normal listening activity. Besides, Le duch Hanh (2020) said for dictogloss to be successful, participants must have a certain level of English so they can share something they've learned with friends. In this research, the technique worked because students helped each other learn.

As Dyah Aminatun (2021) said in her journal, dictogloss is regarded as a simple listening teaching technique, and it is a flexible strategy that can be applied not only to listening skills, but also to other English skills. Teachers can adjust their students' ability with the implementation of dictogloss that will be used by using dictogloss. Students can learn to listen step by step, beginning with their teacher's voice and progressing to the native's voice. This gives students the opportunity to constantly improve their skills without being forced to learn something they are unfamiliar with. Finally, because this research has a limited scope, it is hoped that similar topics of research with a broader scope and background will be improved in the future.

CONCLUSION

The researcher concludes that teaching using Dictogloss Technique was improved students' achievement in listening comprehension. It can be seen that there was significant difference from the result of students' pre-test and post-test of the eighth graders of SMP Tri Dharma Palembang. Furthermore, teaching listening using Dictogloss Technique at the eighth graders of SMP Tri Dharma Palembang was perceived positively. The analysis revealed that the students were in an excellent category. The researcher concluded that the mean score of the student questionnaire was classified positively in teaching listening using the Dictogloss technique. It means that the students liked and enjoyed using the Dictogloss technique in class, and that this technique is still used effectively in the classroom to teach listening.

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