

The Implementation of Dictogloss Technique In Improving Listening Comprehension of The Eighth-Grade Students of MTS Negeri 2 Parigi

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Abstract

The purpose of this study is to find out how well the Dictogloss technique helps class VIII students at MTs Negeri 2 Parigi improve their listening comprehension. The Dictogloss technique's efficacy in enhancing listening comprehension is the primary research question. This quantitative study employed a quasi-experimental research design with a pre-test, treatment, and post-test with two classes designated as the experimental class and control class. The member in this test was eighth grade understudies. The researcher used a pretest and a posttest to gather data. SPSS version 23 was used to analyze the data that were collected. Students in the experimental class scored 53.83 higher on the posttest on average than students in the control class (42.22). The independence sample t-test revealed that the sig (2 tailed) value (0.000) was less than 0.05. This demonstrates the acceptance of the alternative hypothesis. Subsequently, the analyst presumed that the Dictogloss technique is successful in further developing the listening understanding of class VIII understudies at MTs Negeri 2 Parigi.

Keywords: *Dictogloss Technique, Listening, Improving, Quasi-experimental*

Introduction

Besides readings, listening is an essential aspect of supporting students' communicative purposes. According to Feyten (1991), listening accounts for more than 45% of communication time, demonstrating the significance of this ability to overall language proficiency. Listening skills have traditionally been taught separately or sometimes in conjunction with speaking tasks. According to (Abdin, Anar & Kanzharova; 2022), listening is a process intended to understand what is heard, which involves interpreting the meaning. It is important to note that listeners cannot control the speed at which information is presented to ensure comprehension. As a result, speakers often repeat or repeat their messages to aid comprehension. With that, will take steps to lessen their problems by using listening teaching methods to make it easier for students to understand what it means to listen. This method needs to be able to follow the listening comprehension process, which involves being able to recognize and comprehend what people are saying.

In addition, to assess students' English proficiency, particularly in listening comprehension, researchers observed the eighth-grade learning process at MTs Negeri 2 Parigi. According to the information that was gathered, students' reading skills were still lacking. A few understudies conceded that they encountered hardships during

listening exercises in English classes, because of deficient offices during the educating and educational experience and the absence of listening practices instructed at school.

Budiasih (2020), defines teachers as one of the components of education as having an important role and being required to have the option to give proper and effective picking up as indicated by the command. Hence it tends to be reasoned that dominance of English subjects is obligatory in each educational experience and the ability to understand complex listening texts with concrete topics studied at school based on other similar sources, similar points of view/theory, must be applied. Therefore, listening activities during learning are an equally important part to be carried out in schools, especially junior high schools, into learning material, which is an effective strategy. Apart from being stimulating, listening activities also create a context for enjoyment in the learning process. It is made easier by this connection to listening activities for students to connect academic subjects to previous knowledge, improve their understanding of everyday vocabulary, and become more accustomed to listening to audio and the relevance of the subject as a whole.

Dictogloss is an English term that consists of two words: dictation or dictation, and gloss, which is another word for interpretation. Wanjyrb R (1990) was the first person to use it to teach listening. As indicated by Gilakjani and Sabouri (2016), listening perception is the method involved with understanding what individuals say. This incorporates realizing discourse sounds, grasping the significance of each word, and realizing how sentences are organized. As a result, the researcher came to the conclusion that listening comprehension is the process of correctly passing on information from one speaker to another. To be considered to be listening, one must demonstrate genuine interest in what is being said. In addition, in order for students to be able to understand what is being said to them, they need to be proficient in English. Because of this, the dictogloss technique at MTs Negeri 2 Parigi can be described as a contextual method for improving students' listening comprehension because they have a problem background in listening activities. In language instruction, this term is used to describe the intricate procedures that enable students to comprehend the language being taught to them. Jibir-Daura (2022) stated that dictogloss is a tool for teaching that helps students and teachers work together to get better at listening. It can be used for a variety of teaching purposes, including integrated abilities and text reconstruction, to help students learn independently and work together. The researcher came to the conclusion that dictogloss is a tool that helps students and teachers improve their listening skills through dictation activities in which students receive tools from the teacher.

Vasiljevic (2010) claims that the Dictogloss technique was developed to provide students with a more precise understanding of English grammar than other approaches, resulting in a higher level of language use proficiency. According to Samosir (2022), the Dictogloss method works very well. Students are even encouraged to combine the four skills—writing, reading, listening, and speaking. Additionally, the Dictogloss technique is a useful way to present information to students and encourages them to listen to important points and understand listening skill, as stated by Indriyanti (2013). In other words, this technique is suitable for use or implementation to students to find out the extent of their listening skill and to find out if students can make progress in their listening skill. Students are actively involved in understanding the message conveyed. Therefore, the author took the initiative to improve their abilities with one of the techniques that would be used to measure and determine whether the techniques to be used by the researcher were effective in improving their listening skills.

Method

This study used a quasi-experimental design and a quantitative approach to investigate whether the dictogloss technique improves students' listening comprehension. Tests were taken utilizing basic arbitrary where this strategy was utilized by drawing parts. As research samples, two classes—the control group and the experimental group—will be chosen at random.

Six meetings were used for this study, with the first meeting serving as a pre-test to assess participants' prior knowledge of the topic, the next four serving as treatment sessions, and the final meeting serving as a post-test. The participants in the study were eighth-grade students at MTs Negeri 2 Parigi. There are four classes, namely classes VIII A to VIII D. The population is 110 students. Samples were taken by lottery. Two classes will be randomly selected as research samples, namely the experimental group and the control group. Finally, class VIII A is the experimental group with 28 students and class VIII A has 27 students as the control group. In accordance with the focus of the research, the dictogloss technique was used to compare the effectiveness of students' listening comprehension in the selected classes.

Result

The instrument is a test with pre- and post-test fill-in-the-blank questions. By comparing the scores of students on the pre-test and the post-test, statistical analysis of the data collected by this study confirmed its findings.

In order to enhance the findings of research on listening comprehension, this section displays the average and standard deviations of students' pre- and post-test listening comprehension scores. Tables were utilized to arrange the information, and the SPSS 23 program was utilized to ascertain scores. The students' pre- and post-test listening comprehension scores are categorized in the table below.

Table 1. The Description of Pre-test and Post-test Score in the Experimental and Control Group

| | | Statistics | | | |
|---|--------------------|-----------------------------------|---------------------------|---------------------------|----------------------------|
| | | Pre-test experimental class | Post-test experimental | Pre-test control class | Post-test Control Class |
| N | Valid | 27 | 27 | 24 | 24 |
| | Missing | 0 | 0 | 3 | 3 |
| | Mean | 42,2219 | 53,8393 | 27,4996 | 42,2221 |
| | Std. Error of Mean | 3,12229 | 3,29882 | 2,67126 | 4,44442 |
| | Median | 40,0000 | 33,3300 | 26,6700 | 50,0000 |
| | Mode | 40,00 | 13,33 | 33,33 | 53,33 |
| | Std. Deviation | 16,22391 | 17,14118 | 13,08644 | 21,77315 |
| | Variance | 263,215 | 293,820 | 171,255 | 474,070 |
| | Range | 66,66 | 53,34 | 46,66 | 80,00 |
| | Minimum | 6,67 | 33,00 | 6,67 | 26,00 |
| | Maximum | 73,33 | 100,00 | 53,33 | 66,00 |
| | Sum | 1139,99 | 886,66 | 659,99 | 1253,33 |

As can be seen from the table above, the experimental group's pre-test mean score was 42.22, with the highest score being 73.33 and the lowest score being 6.67. This was before the dictogloss technique was used. In the meantime, the mean of understudies' scores in the post-test was 53.83 with the least was 33.00 and the most noteworthy score being 100. Then again, in the control class, the mean of understudies' pre-test scores was 27.49 with the least score being 6.67 and the most elevated score

being 53.33. The average post-test score of the students was 42.22, with the lowest score being 6 and the highest being 66. It tends to be reasoned that the normal score of the post-test in the exploratory class was higher than the typical score of the post-test in the control class.

Table 2. The Paired Samples Statistics of Pre-test and Post-test

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|-----------|---------|----|----------------|-----------------|
| Pair 1 | Pre Test | 9.38259 | 27 | 18.97033 | 3.65084 |
| | Post Test | 4.72250 | 27 | 16.62040 | 3.39262 |

The students' average pre-test score was 9.38259, while their average post-test score was 4.72250, as shown in Table 2. The standard deviation before the test is 18.97033, while the standard deviation after the test is 16.62040. The dictogloss technique significantly improved students' listening comprehension test scores, as evidenced by these data.

Table 3. The Paired Samples Test of Pre-test and Post-test

| Pair | | Paired Differences | | | Interval of 95% confidence for the Difference | | t | df | Sig. (2-tailed) |
|--------|------------------------------------------------------|--------------------|----------------|-----------------|-----------------------------------------------|-----------|--------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | |
| Pair 1 | Pre-test experimental class – Post-test experimental | 9,38259 | 18,97033 | 3,65084 | 1,87818 | 16,88700 | 2,570 | 23 | ,016 |
| Pair 2 | Pre-test control class – Post-test Control Class | -24,72250 | 16,62040 | 3,39262 | -31,74068 | -17,70432 | -7,287 | 23 | ,000 |

The factual examination completed at an importance level of 0.05 with levels of opportunity (df) = N-1, where N = 27 and df = 23, found a likelihood esteem more modest than alpha (α), in particular $0.00 < 0.05$. This indicates that the null hypothesis (H0) is rejected while the alternative hypothesis (H1) is accepted. In conclusion, teaching listening comprehension before and after using the dictogloss technique differs significantly. The researcher came to the conclusion that eighth-grade students at MTs Negeri 2 Parigi can benefit greatly from using the dictogloss technique to improve their listening comprehension.

Discussion

In this study, the researcher looked into how the obtained results affected things. The experimental group's test distribution, treatment implementation, and data collection clearly demonstrated that the research hypothesis was fulfilled. The experimental class's pre- and post-test results supported this assertion.

Students participate in an in-class dictation activity called Dictogloss by listening to a reading, making notes on key words, and then working together to reconstruct the

text. Dissimilar to transcription where the educator peruses the text gradually and more than once and understudies compose what the instructor says automatically, dictogloss permits understudies to tune in and think fundamentally (Lee and Jacobs; 2021). What's more, the utilization of dictogloss further develops understudies' listening abilities as well as other language abilities, like talking and composing, on the grounds that dictogloss permits participation between understudies. Additionally, according to Robinson (2011), dictogloss offers a more communicative and integrative method of language learning than traditional dictation. When they recreate the text, they use all four of their language skills, are given the opportunity to self-correct by critically examining how they produce the language, and are learning how to correct their friends through peer correction.

In view of the exploration results, executing the dictogloss technique in listening cognizance process exercises in the homeroom has demonstrated to be an important help for expanding understudies' contribution and interest in listening perception in English. This technique is a good way to get students to learn, keeps their attention, and makes learning enjoyable. The progress of this method was seen when the specialists played sound to the understudies who answered with interest. The dictogloss technique, which emphasizes real collaboration, piques students' interest and encourages them to fully concentrate on trying to comprehend the material. Skinner (1957) also stated that curiosity is a powerful motivator, pointing to the high level of student motivation to learn and comprehend everything connected to their lives and the environment.

Nevertheless, implementing the dictogloss technique in every listening learning process at MTs Negeri 2 Parigi demonstrates improved listening comprehension among students. Implementing the dictogloss technique throughout the curriculum leverages collaboration between students and teachers, providing a relevant and a useful framework for learning a new language. The success of this dictogloss technique in the classroom is demonstrated by the observed results, which demonstrate varying degrees of improvement and success in listening comprehension in learning processes involving the listening process. Students' vocabulary appreciation and listening skills are enhanced as a result of this strategy, which can also be used in everyday life.

Conclusion

The researcher is clearly able to draw the conclusion that the implementation of the dictogloss technique improved students' listening skills at MTs Negeri 2 Parigi after conducting a comprehensive data analysis. These outcomes are upheld by test information in the exploratory class and control class. The experimental class's average posttest score, 42.22, was higher than the control class's average posttest score, 27.49. In addition, the data analysis reveals that the sig (2 tailed) value of 0.000 is less than 0.05. This indicates that the alternative hypothesis, H_a , is accepted and the null hypothesis, H_0 , is rejected.

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