



THE EFFECT OF DICTOGLOSS ON STUDENTS' LISTENING ACHIEVEMENT

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ABSTRACT

Listening is one of important skills the students should possess in learning English as a foreign language. Listening has a vital role in learning a foreign language especially in communication since most of the students' activities involve listening. Unfortunately, students' listening comprehension did not reach a good result. This study was conducted to reveal the effect of dictogloss to improve students' listening achievement. The design of this study was a quasi-experimental study. The samples were chosen from the second grade students at SMA Negeri 1 Pandeglang by using purposive sampling. The experimental class was taught by implementing dictogloss, while the control class was taught without dictogloss. A test was administered as the primary instrument to collect the data. The final mean scores gained from both classes were analyzed by using t-test at a significance level of $\alpha = 0.05$. It was found that the mean score of experimental class was 67.6, while the control class was 59.96. The statistical calculation of gained score revealed that the t-count was 2.53, and the t-table was 1.668 at a significant level of $\alpha = 0.05$. This showed that the t-count was higher than t-table. It implied that there was a significance difference of two mean scores gained. Therefore, it could be concluded that dictogloss provided positive influence on students' listening achievement, and it could be an alternative technique to be used in teaching listening in the classroom.

Keywords: dictogloss, listening comprehension, students' achievement

PENGARUH PENGGUNAAN DICTOGLOSS TERHADAP HASIL BELAJAR MENYIMAK SISWA

ABSTRAK

Menyimak merupakan salah satu keterampilan terpenting yang harus dimiliki oleh siswa yang mempelajari bahasa Inggris sebagai bahasa asing. Menyimak berperan penting dalam pembelajaran bahasa asing terutama dalam hal komunikasi karena banyak kegiatan siswa digunakan untuk mendengarkan atau menyimak. Namun, pemahaman menyimak siswa belum mencapai hasil yang baik. Penelitian ini dilakukan untuk mengetahui dampak penggunaan dictogloss dalam meningkatkan prestasi menyimak siswa. Desain penelitian ini adalah penelitian eksperimen semu. Dengan menggunakan purposive sampling, sampel diambil dari siswa kelas 11 SMAN 1 Pandeglang. Kelas eksperimen diajar dengan menggunakan dictogloss, sedangkan kelas kontrol tanpa menggunakan dictogloss. Tes digunakan sebagai instrumen utama dalam mengumpulkan data. Nilai rata-rata akhir yang diperoleh dari kedua kelas dianalisis menggunakan uji-t dengan taraf signifikansi $\alpha = 0.05$. Nilai rata-rata kelas eksperimen adalah 67.6, sedangkan kelas kontrol adalah 59.96. Perhitungan statistik skor yang diperoleh, menunjukkan bahwa nilai t sebesar 2.53 dan t tabel pada $\alpha = 0.05$ sebesar 1.668. Data ini menunjukkan bahwa nilai t yang diperoleh lebih besar dari t-tabel. Artinya, ada perbedaan yang signifikan dari dua mean skor yang diperoleh. Oleh karena itu, dapat disimpulkan bahwa dictogloss berpengaruh positif terhadap prestasi belajar menyimak siswa, dan dapat menjadi salah satu teknik alternatif untuk digunakan dalam pembelajaran menyimak di kelas.

Kata Kunci: dictogloss, kemampuan menyimak, prestasi siswa

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INTRODUCTION

Listening ability is one of the language skills which should be acquired by students of English as foreign language. Having good listening comprehension will help the students

communicate well and avoid misinterpretation. It also will help students get useful knowledge from any kind of information sources. It is like what has been stated by The International Academy of

Education that “Listening skills are essential for learning since they enable students to acquire insight and information, and to achieve success in communicating with others”(Wallace, et al., 2004).

Listening becomes really important in communication besides speaking. Sari (2013) stated that listening is not a simple thing because it is an important medium of information gathering in daily life and used most frequently. There will be no good communication if one of the agents of communication cannot listen well. People will give the right response after they listen well. Therefore, it is clear that although listening is a receptive skill, it also has a role as a vital pre-requisite of good speaking ability. As stated by Nunan in Jones (2008), “Listening is thus fundamental to speaking.” In fact, listening has less intention in learning foreign language – in this case is English – comparing to other skills, like speaking. “Listening is the Cinderella skill in second language learning. All too often it has been overlooked by its elder sister - speaking” (Richard and Renandya, 2002). It is really contradictory with the fact that listening is a language skill which is the most often used than other language skills. Furthermore, there are many researchers stated that listening has a vital part in the life of a human being. Luchini and Arguello (2009) stated that listening takes the greatest part of communication compared to the other three skills in which the fact says that 45% corresponds to listening, 30% to speaking, 16% to reading, and 9% to writing. Therefore, once again, listening has an important part in learning foreign language, especially in term of communication.

In high schools in Indonesia, especially for senior high school, listening is one of the skills tested during national examination. Students have to answer at least 30% of questions in listening section. Therefore, students need to improve their listening ability as much as possible to face it. In this case, the role of teacher is really important. Teacher as a facilitator in a classroom should realize this fact that their students also need to develop their listening ability. To promote learners’ mastery of listening

skills, teacher needs to select carefully and prepares variety of qualified teaching materials and suitable method and technique to be used in a listening class, and also helps learners gain their optimum result of listening score. It is believed that teaching strategy used by teachers can help students in English classroom (Ayu & Zuraida, 2020).

As what has already been mentioned earlier that people spend 45% of their communication activity to listen. It directly shows that listening has a vital role in language ability. However, based on the information from English teacher and observation results about students’ achievement especially in listening, students still have not good result in listening comprehension score. This problem might happen because the students always think that it is difficult to listen well because sometimes they are bored and not interested in the subject. The lack of interest and motivation of the students to study might be caused by the method and technique which are not suitable with the students’ need or students’ interest. Someone’s success and failure in learning English depends on his or her motivation level (Fachriani, 2017). If students have low motivation, this absolutely will bring a serious problem for the students. As the result, they will not have enthusiasm in learning English and it will influence their achievement.

There are many factors that can make students do not have high interest in learning process. It might come from teacher’s side which sometimes using teacher-centered strategy in teaching (Aminatun et al., 2018). In many classes, it can be seen that teacher is still using monotone technique in teaching listening. Teacher plays audio then ask student to listen and after that answer the questions. It is a way which can make the students more passive. There is almost no other skill that can be improved during this kind of activity. Even the students will get bored or sleepy while listening because they just listen and after that write the answer. Because of necessary of the ability of students, listening is not really improved if it is compared with other language skills, such as speaking, reading, and

writing. As stated by Oktaviani and Mandasari (2020), using media in teaching can improve students' motivation in learning English. However, teachers need to make sure to use using right teaching media in the process of teaching because it will give some advantages that can confront with students' characteristics (Wahyudin et al., 2020).

Nowadays, many teaching methods and techniques are offered to facilitate teachers in developing their students' listening ability. One of those techniques which is known to improve students' listening ability is dictogloss. Jacobs (2003) in his article tells that Ruth Wajnryb is the person who is credited with developing a new way to do dictation, known as dictogloss. Jacob & Small (2003) explained that dictogloss is an integrated skills technique in learning a language in which students work together to create a reconstructed version of a text read to them by their teacher. Unlike dictation in which the teacher reads a text slowly and repeatedly and students write exactly what the teacher says without doing any thinking, dictogloss lets the students to listen and do critical thinking (Jacob, 2003; Wajnryb 1990). Besides that, using dictogloss is not only about the students' listening ability improved, but also other language skills, like speaking and writing will be developed because dictogloss enables the cooperation among learners. Dictogloss is a procedure that encourages learners to reflect on their own product (Tedick in Sugiarti, 2012).

Some previous studies conducted by Kooshafar, Youhanaee, and Amirian (2012) proved that dictogloss seems to be more useful to their students if it was compared with another technique, explicit teaching. In addition, Kidd (1992) even proves that dictogloss not only can be used in teaching listening, but also can be used as a method in teaching grammar. Dictogloss is interesting, motivating, communicative, and specifically designed for the teaching of ESL; it is excellent example of the flexibility of the dictation format (Kidd, 1992).

In a listening process, there will be a lot of new words and sounds for students, especially in a new material. Therefore, teacher cannot force

students to directly understand the text they listen by giving them audiotape which consists of English text without giving them any background knowledge or *warming up* about listening material. This will lead students to difficulties in comprehending the text during listening time. Thus, in this case, the teacher should take initiative in process of teaching listening. It has been a long time since teaching listening just relies on audio, it will be really impossible to do listening practice in a school with minimum facility of audiotape. However, it does not mean that schools which have full facilities also should use audiotape in every listening session because it will make the students get bored and will not enjoy the lesson. Therefore, there must be teaching innovation or something new in teaching to increase students' ability (Mandasari & Aminatun, 2020).

In the preliminary observation conducted in SMAN 1 Pandeglang, it is found that students do not have good English listening skill yet. It is because since the beginning of learning listening, teacher introduced the students with English listening audio which was students did not familiar with. Teacher burdened the students directly to the things they think difficult for them. Learning English should be started from the easier to the harder one. Students also stated that listening to the native English in listening audio is really hard for them. Moreover, if the text is long, they feel bored at the same time. Listening by repeating the audio several times can lead to boredom (Morimoto & Timmer, 2012). As it was seen in the class, it can be proved by students who are sleepy or bored while listening to the long text without catching any information of it. They have never been trained to get the keywords or main points of a text, and develop them until getting the main idea.

Seeing this condition, a new strategy of teaching listening must be applied in order to improve students' listening skill. Here, dictogloss has a role to practice the students to listen well, write the keywords of a text until they get the main idea of the text. If they can retell the text well, it obviously means that the students listen and understand the text well too. In terms of

communication, students' listening comprehension is categorized as good if they can respond their interlocutor well and correctly. Besides training other language skills and components, dictogloss also can be one of the alternative techniques in teaching listening in a new way. As the consequence, the researcher thought that it was an important thing to find a decent way in teaching listening. Therefore, this research was conducted to know the impact of using dictogloss technique in improving students' listening comprehension.

RESEARCH METHOD

This study was in quasi-experimental research. This method is used because in a fact it is difficult to get control group which is homogenous (Sugiyono, 2011). It is one of approaches that uses two groups, experimental class and control class. As stated by Arikunto (2006), generally, the researcher in experimental research uses two groups; experimental group as a group that gets the treatment and the control group that does not. This study will focus on giving treatment to the experimental class by applying dictogloss in teaching listening. Then the researcher will observe and analyze the result through the test.

This research is using purposive sampling which focuses on particular characteristics of population that are of interest, which will enable the researcher to answer the research question. This research was conducted in the odd semester

in academic year of 2018/2019. As the sample, the researcher took two classes, each for experimental class and control class. The samples were taken from the second grade students of SMA Negeri 1 Pandeglang, Banten. Experimental class was class of XI IA 1 and control class was class of XI IA 2. Both classes consist of 35 students.

The researcher used test as the main instrument in collecting data. Pre-test and post-test were administered to see the enhancement of students' listening comprehension before and after treatment. The test applied in this research was written test which consist of 20 multiple choice questions of listening comprehension. Before the test is applied, the questions were tried out first to know its validity and reliability. ANATEST software was used to measure them. The content validity is validated by the English teacher of the sample classes. After gaining the result of validity of the instrument, the researcher applied it to the students and analyzed the result of pre-test and post-test by using several steps, such as normality, homogeneity, and hypothesis testing using t-test.

RESULTS AND DISCUSSION

The result of both pre-test and post-test in the experimental can control class were analyzed in several steps. The result of data analysis can be seen below.

The recapitulation of the data gained from experimental and control class

Table 1. Data Recapitulation of Pre-test and Post-test

	DATA	Experimental	Control
Pre-test	Minimum score	25	25
	Maximum score	60	60
	Mean	42.07	41.9
	Variance	119.19	102.07
Post-test	Deviation Standard	10.92	10.10
	Minimum score	50	40
	Maximum score	90	85
	Mean	67.60	59.96
	Variance	139.42	176.73
	Deviation Standard	11.8	13.29

After getting the data of both classes, the researcher then found out the normality of the

data. The normality test is done with *Liliefors* test. If $L\text{-value} \leq L\text{-table}$, the data come from the

normal population. The result of normality test of the data is presented as follows:

Table 2. Normality Test Result

Class	Highest L-value	
	Pre-test	Post-test
Control class	0.0883	0.1434
Experimental class	0.1422	0.1177
L-table	0.1478	
Conclusion	Data distribution is normal	

The data are calculated in significance level $\alpha = 0.05$. From the table above, it can be seen that L_{value} of each class $< L_{table}$, so it can be concluded that the data are normally distributed.

After both samples are claimed as normal, next step is to find out the homogeneity of the

data by using *Fisher* test. The criteria used to measure level of homogeneity is if $F_{value} \leq F_{table}$. The results of homogeneity test can be seen below.

Table 3. Homogeneity Test of Pre-test

Statistic	Experimental Class	Control Class
Variance (S^2)	119.19	102.07
F-value		1.17
F-table		1.77
Conclusion	Both groups come from homogenous population	

Table 4. Homogeneity Test of Post-test

Statistic	Experimental Class	Control Class
Variance (S^2)	139.42	176.73
F-value		1.27
F-table		1.77
Conclusion	Both groups come from homogenous population	

The test of homogeneity was done in significance level $\alpha = 0.05$. From table 3 and 4, it can be seen that the $F_{values} \leq F_{table}$, so both classes are from homogenous population. Because both data are normally distributed and homogenous, hypothesis test t-test was applied in significance level $\alpha = 0.05$.

The hypothesis test is used to see whether there is a significant difference between experimental and control class. Sample is claimed having significant difference if $t_{value} > t_{table}$. The result of t-test on post-test of both classes can be seen below.

Table 5. Result of t-test on Post-test of Experimental and Control Class

Statistic	Experimental Class	Control Class
Mean	67.60	59.96
Variance (S^2)	139.42	176.73
S-combination		12.75
t-value		2.53
t-table		1.668
Conclusion	H0 is rejected and H1 is accepted	

From the table above, it can be seen that t -value is more than t_{table} ($2.53 > 1.669$). Therefore, H_0 is rejected. It means that with 5% risk of error, the students' listening comprehension achievement taught by using dictogloss is higher than students' listening comprehension taught without using dictogloss.

The Data Discussion

Before conducting the research, the researcher had already conducted a pre-test to know how far students' understanding towards the material that would be given. The result of pre-test shows that students have low understanding related listening comprehension. It is showed from the scores of a lot of students which are still below the average. In the teaching and learning process, researcher gives different treatment to both classes – experimental class and control class, in which experimental class is taught listening by using dictogloss and control class without using dictogloss. And the final result of post-test scores shows that experimental class has bigger mean than control class. It means that dictogloss gives the influence in improving students' listening comprehension. It is in line with the result of previous study conducted by Shak (2009) who concluded that students found dictogloss is compatible with their interest, needs, and motivation, and whether teachers found dictogloss appropriate in terms of their learn-ability, teach-ability, and task usefulness.

From the process of conducting the research and from the findings explained earlier, it can be concluded that students cannot be forced to learn listening by listening to the difficult and unfamiliar words directly. They should be taught step by step based on the easier lever to the harder one. This activity needs the role of teacher as the knowledge provider, facilitator, manager, resource, and counselor (Mulyah et al., 2020). National examination demands them to be able to finish 30% of its question in listening section. So, it is a duty from the teacher to be able to improve their students understanding. From the observation done in both classes, control class which uses full of audio practice feel bored in

learning the material of listening. On the other hand, experimental class which combines audio and dictogloss has learning atmosphere which is more interactive than control class. In its practice, dictogloss enables students to get accustomed with sounds and words in English by paying attention and getting focus on their teachers doing. After they get familiar with the sounds and the words, they will be ready with the real listening text in English which is played to them.

Dictogloss lets students work individually and also in group to solve the problem in listening. Therefore, students with low ability in listening skill will learn from higher ability students in solving listening problem. Group work activities, such as sharing and discussion will minimize students' gap understanding. It also can reduce students' boredom during listening section in the classroom. It is really different with control class which uses full of audio practicing. This technique also can improve students' listening comprehension but in a quite long time. Students with high desire to practice their listening ability will practice it even in their home, yet students with no desire to practice their listening ability will not practice even they are home. In the class, students also learn individually without having any discussion. These situations will make the students with high comprehension get a high score and students with low comprehension will not improve to the higher one. Besides that, learning situation in control class is counted as a passive learning because there is almost no interaction among students during listening class.

Seeing those facts, the role of dictogloss is important in improving students' listening comprehension achievement. Dictogloss is a way to support teaching listening in the classroom without having to force students to directly listen to the native speakers and listen to the difficult passage. Starting from the teacher, students will be accustomed with English sound and English spoken text. Besides that, dictogloss is a technique which does not only train students' listening ability, but also other three integrated skills – writing, reading, and speaking.

CONCLUSIONS AND RECOMMENDATION

The research findings show that the use of dictogloss to teach listening brings beneficial impacts in upgrading students' listening comprehension. It is shown from the result of experimental class which has higher post-test score compared to control class. Dictogloss is believed as listening teaching technique with simple way to done, and it is a flexible strategy to be implemented not only in listening skill, but also other English skills. By using dictogloss, the teachers can adjust their students' ability with the implementation of dictogloss that will be used. Students can learn listening step by step starting from their teacher's voice to native's voice. This absolutely enables the chance of the students' to always improve their skill without being forced to learn something not familiar with. In the end, since this research is in a small scope, it is hoped in the future there will be the improvement of similar topic of research with different scope and background.

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