

THE USE OF DICTOGLOSS AS AN EFFECTIVE METHOD TO IMPROVE STUDENTS' SKILLS IN LISTENING TO NARRATIVE STORY

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Abstract

This research was conducted at SMP Negeri 1 Tinondo. The research purpose is to find out whether there is a significant effect of Dictogloss method on the Listening skill of Narrative text in the second-grade students of SMPN 1 Tinondo. The population of this research consists of 43 students. From the population, 22 students were taken as a sample of the experimental class and 21 students were in the control class. The sample was taken using saturation sampling. The research method used in this research is a quantitative method using the quasi-experimental method. The data was collected through pre-test and post-test. This aims to determine whether there is an effect of Dictogloss Method on the students' listening skill of narrative texts. The data was analyzed by using a t-test which showed that the value of t-test (t_o) was higher than t-table (t_t), $t_o > t_t = 32.023 > 1,717$ in a significant degree of 0,05 %. It means that the alternative hypothesis (h_a) was accepted and the Null hypothesis (h_o) was rejected. In conclusion, Dictogloss method influences students' listening skill.

Keywords: dictogloss method, listening skill, narrative

INTRODUCTION

Listening skill is one of the most important language skills before students are ready to learn to speak, read and write. Increasing students' listening skill was especially needed at this time because English teachers spend a lot of time strengthening students' listening skill. This is related to what is stated by Sharma (2011). According to Sharma, listening helps students learn because it enables them to gain knowledge and understanding as well as succeed in interpersonal communication. Through this activity, students can improve their listening skill and increase their experience. They will get the ideas and information which they need to know to develop their listening skill. Besides, they will find out what they do not know. Meanwhile, since more than 45% of communication time is spent listening, mastering listening was crucial for improving one's overall language proficiency (Feyten in Vasiljevic,

2010). Listening to the word for word or listening to the details is essential to get the main idea. After the listener tries to understand each word, there is a chance for them to understand and find keywords that give them clues to understanding the listening text.

There were several common problems or difficulties in listening faced by students, as Underwood in Adnan (2012) stated that the first was that students have difficulty understanding the content of speech when the speaker speaks too fast. Second, students do not practice enough. Lastly, most of the students do not understand the instructions when using spoken English audio, and from this research, the researcher concludes that there are three factors that appear in this research.

Dealing with the problem above, the researcher was interested in examining the problems. There are so many methods that can be used to solve problems in students' listening skill, one of them is "Dictogloss". According to Vasiljevic (2010) in dictogloss students listen to a passage, underline important words, and then collaborate to reconstruct the text. In addition, Dictogloss method is a technique used in teaching listening by presenting an oral discourse to students and they work together in small groups to reconstruct the discourse with the keywords that have been obtained. Furthermore, according to Indriyanti (2013), Dictogloss learning method is very helpful in improving listening skill, Dictogloss method is a useful way to present information to students, and encourages them to listen to important points and understand listening skill. 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.

The objective of the research is to find out whether there is a significant Effect of using Dictogloss method on Listening skill of Narrative text at the second-grade students of SMPN 1 Tinondo. The purpose of this research is to determine the effect of Dictogloss Method on students' listening skill and to overcome problems in students' listening skill using Dictogloss Method by means of oral discourse reconstruction.

LITERATURE REVIEW

Some researchers have used Dictogloss method to teach English, such as Alawiyah (2015), who discovered that Dictogloss used in Madrasah Aliyah is effective to be applied at listening skill, which is characterized by student learning achievement and mastery of

vocabulary. Also, the same as Efendi and Napitupulu (2013) found that Dictogloss the method can be applied to improve the listening comprehension second-gradeade high school students. The last is from Pertiwi et.al., (2018) said that Dictogloss can be used to help students in the eleventh grade to improve their writing skills.

Dictogloss method

One of the most important techniques in learning activities is Dictogloss Method. According to Vasiljevic (2010), Dictogloss method is developed to provide students with a more precise understanding of English grammar than other methods and consequently leads to a higher level of proficiency in language use. Then, text reconstruction encourages the negotiation of meaning and the negotiation of forms. Because students work in groups, this means the hat procedure will force them to remain actively involved in the learning process and help them to concentrate. Most importantly, in this activity students not only practice listennng, but also writing and speaking and rely on their knowledge of the target language discourse to complete their tasks. This is a very good activity that can be applied to learning listening which can also help students in writing. This will prove that listening can improve other skill including writing.

Dictogloss Method is one of the communicative listening techniques. This technique is used by reading or playing spoken text at normal speed to students. While listening to the teacher read out the discourse or spoken text, students write down as many keywords as possible. Furthermore, in groups, the students reconstruct the spoken text using the keywords they have written. Samosir (2022) discovered that Dictogloss method was very effective. It even prompted students to combine the four abilities (speaking, listening, reading, and writing). The students were actively involved in understanding the message a spoken discourse delivered despite not being otherwise occupied. Some students who were less self-assured were also sufficiently engaged. When asked to reconstruct the text, they took part in a group discussion. Though slightly more complex than dictation, Dictogloss method is almost identical to dictation. Students in Dictogloss create lists of audible keywords rather than copying verbatim the spoken discourse they hear as described by Vasiljevic (2010) Dictogloss method, which offers a bridge between listening to different languages and promotes collaborative learning in the classroom, is thought to be effective because it explains how to

teach listening classes based on this methodology. Dictogloss is another technique that is relatively new to language teaching. Although it has some name-related similarities to traditional dictation, it differs greatly from it in terms of both method and goal. In other words, Dictogloss is a dictation activity that asks students to listen to a short text and record keywords that are then used as a foundation for reconstruction.

Teaching Listening Procedures with Dictogloss Method

According to Wajnryb in Vasiljevic (2010), there were several procedures for teaching listening with Dictogloss method:

a) Preparation

In this preparation stage, students were divided into groups. Students must be ready to face the text by asking questions and discussing the description of the stimulus by discussing vocabulary, as well as convincing students about what to do before continuing to the next stage.

b) Dictation

Students hear spoken speech twice. First, they begin by simply listening and attempting to get a general sense of the spoken discourse. Secondly, they make notes that will aid in text reconstruction.

c) Reconstruction

At this stage, Students now compile their notes and rewrite the text using their own words.

d) Analysis and Correction

At this point, the outcomes of student reconstruction can be examined and corrected

Dictogloss Method tries to teach Listening skills by giving students oral discourse and asking students to reconstruct the discourse they were listening to in groups. This is done by displaying the work of students through an overhead projector (OHP), giving the original text to each group, or the original text written on the whiteboard. Then the students compare their work with the original text, sentence by sentence.

According to Yakin (2015) Dictogloss method has several benefits over other listening comprehension instruction methods. Some of the advantages were as follows:

1. It is an efficient method of combining individual and group activities.
2. The method used to help students develop their communicative competence.

3. Dictogloss reconstruction phase encourages the acquisition of L2 vocabulary and raises students' awareness of rhetorical patterns in the target language while also assisting them in testing their hypotheses and determining their strengths and weaknesses.

Beside the advantages, Dictogloss has also disadvantages. According to Uribe (2010), a kinesthetic learner with strong speaking ability may have performed worse on Dictogloss than a visual learner with strong listening ability. Additionally, the stages of dictogloss involve group work, which may have drawbacks like one group dominating class, debating the error taking time away from studying, the teacher finding it difficult to evaluate individual learning when the students learn in groups, and the class becoming chaotic due to the group's potential for noise, especially in classes with many students.

1. It encourages student independence. Students are expected to help each other recreate texts rather than relying on the teacher to provide information.
2. Dictogloss offers a unique blend of teaching, listening comprehension, and assessment of students' listening skills.
3. Working in small groups reduces students' anxiety because they only must perform in the front small audience.

Narrative text

According to Percy in Permana and Zuhri (2013), a narrative essay tells a story or a sequence of events in the order in which they occur. It is clear from the statement that narrative texts deal with a story. The narrative contains some humorous events that are presented for the readers' or listeners' amusement.

Curriculum defines a narrative text as one whose purpose is to amuse, entertain, and deal with real or varied experiences in various ways. A crisis or other turning point of some kind is dealt with in the narrative, which then finds a resolution. According to Meyers (2005), storytelling is one of the most effective forms of interpersonal communication. A well-written story enables the reader to react to a particular event in your life as if it were their own. They not only understand the event, but they can almost feel it. The dialogue, action, and details immerse the readers in these scenarios and bring them to life.

The Generic Structure of Narrative Text

1. Orientation : introduces the characters and establishes the scene's time and place.
2. Complication : a stage at which a crisis develops
3. Resolution : a stage in which the crisis is resolved, either for better or worse.

In narrative text, there are some special grammatical features that follow the text:

1. Concentrate on, typically unique participants
2. Employ verbal, behavioral, and material processes
3. Making use of temporal circumstances and conjunctions
4. Use the past tense
5. Organized chronologically

METHOD

This study used a quasi-experimental approach. According to Sugiyono (2010), quasi-experimental research uses two randomly selected groups, the experimental class, and the control class. The researcher used two classes for this study: class VIII A served as the experimental class, while class VIII B served as the control group. Each of the two classes had 20 students: class A and class B. In order to examine students' listening skills and ascertain the impact of Dictogloss Method on students' listening skills in learning English at SMP Negeri 1 Tinondo, the researcher used Dictogloss Method in the classroom. The control class received treatment using the traditional method, while the experimental class received treatment using Dictogloss technique. A pre-test was done before treatment to determine the students' prior listening skills, and a post-test was done following treatment to determine its impact. For the purposes of this study, narrative text and a listening test were used as the instruments.

FINDINGS AND DISCUSSION

FINDINGS

The Result of Students' Test in Experimental Class

The following data was obtained through pre-test and post-test.

Table 1 The Result of Students' Test in Experimental Class

No.	Name	Experimental Class		
		Pre-Test	Post-Test	N-gained
1	Alki	35	60	25.00

2	Al-Muhjrin	50	70	20.00
3	Amel	45	70	25.00
4	Ardiman	55	85	30.00
5	Aynun Inayah	40	70	30.00
6	Bunga	15	55	40.00
7	Fitri Fatrisia	45	75	30.00
8	Hikma	40	75	35.00
9	Inawati	30	65	35.00
10	Kheylatul Hikmah	55	85	30.00
11	Muh. Aidil F	35	70	35.00
12	Muh. Alif	25	60	35.00
13	Muh. Aziz S	35	65	30.00
14	Muh. Fadil	50	75	25.00
15	Muh. Fais R	35	60	25.00
16	Nurjana	25	55	30.00
17	Ogi	40	80	40.00
18	Putri Ayu	30	70	40.00
19	Muh. Andika Seta	50	85	35.00
20	Rasya Aditya	50	80	30.00
21	Riski Amelia	15	50	35.00
22	Saskia Maharani	35	65	30.00

Table 4.1.1 described that the lowest score pretest in the Experimental class was 15, the post-test was 50 and the highest score for pre-tests was 55 and the post-test was 85, and we can see the N-gained score to see the difference in scores the from pretest to post-test. The lowest score of N-gain was 20 and the highest score was 40. It could be summarized that the lowest pre-test was lower than the post-test lowest score and the highest pretest was the lowest post-test. The difference in value (N-gained) from the pretest to the post-test was 20-40.

The Result of Students' Test in Control Class

The following data was obtained through pre-test and post-test in control class.

Table 2 The Result of Students' Test in Control Class

No.	Name	Control Class		
		Pre-Test	Post-Test	N-gain Score
1	Afgisal	30	50	20.00
2	Ainla Fajar Dianti	45	70	25.00
3	Anugra	20	45	25.00
4	Anugharh Marchello	45	65	20.00
5	Andini Amanda	40	65	25.00

6	Asmiana Ningsih	55	80	25.00
7	Elky Sri Wulandari	30	50	20.00
8	Farah Nurfaidah	55	85	30.00
9	Fitri	45	75	30.00
10	Ginangjar	25	45	20.00
11	Hikmah	40	60	20.00
12	Jendri Febrianto	55	70	15.00
13	Lisrawati	30	60	30.00
14	Muh. Andika Setiawan	40	70	30.00
15	Muh. Ashar	45	70	25.00
16	Muas Ibnu R	35	50	15.00
17	Muslimah	50	70	20.00
18	Monalisa	45	65	20.00
19	Revien Fauzi Aditya	20	35	15.00
20	Suciana	35	55	20.00
21	Yeremia	50	75	25.00

Table 4.1.2 described that the lowest score on the pre-test in the control class was 20, while the post-test was 35. The highest score on the pretest was 55 and the post-test was 85. It can be seen in the N-gained which shows the difference in scores from the pretest to the post-test. The lowest score of N-gain was 15 and the highest score was 30. It could be summarized that the lowest pre-test was lower than the post-test lowest score and the highest pretest was the lowest post-test. The difference in value (N-gained) from the pretest to the post-test was 15-30.

Descriptive Analysis of Pre-test

Below is the analysis of the experimental and control class where the data was calculated by using SPSS 23.

Experimental Class

The description below is the result score from the students after having conducted a pre-test in an experimental class. The following is a table showing the categories of student scores in the experimental class pre-test.

Table 4 Students' Classification Score of Pre-Test in Experimental Class.

Experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 - 19%	2	9.1	9.1	9.1
	20 - 39%	8	36.4	36.4	45.5
	40 - 59%	12	54.5	54.5	100.0

	Total	22	100.0	100.0	
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Based on the table above, the result of students' scores of pre-tests in the experimental class indicated there were 2 students categorized as very poor with a percentage of 9.1%, and 8 students were categorized as poor with a percentage of 36.4%. 12 students were category enough with a percentage of 54.5%.

Table 5 Diagram pre-test of experimental class

Control Class

The description below was the result of scores from students when pre-test in control class. In order to classify the category of the students' scores on the pre-test the of control class could be seen in the following table:

Table 7 Students' Classification Score of Pre-Test in Control Class.

Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 - 39%	8	38.1	38.1	38.1
	40 - 59%	13	61.9	61.9	100.0
	Total	21	100.0	100.0	

Based on the table above, it can be seen the result of students' scores on the pre-test in the control class indicated there were 8 students' who were categorized as poor with a percentage 38.1%, 13 students' who were categorized as enough with a percentage 61.9%.

Table 8 Diagram pre-test of control class

Descriptive Analysis of Post-test

The analysis of post-test experimental and control class was calculated by using frequency statistics SPSS 23.

Experimental Class

The description of the table below was the result of students' scores on the post-test in experimental class after teaching by Dictogloss Method. The table was in the following:

Table 4.10 Students' Classification score at post-test in experiment class

Experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40 - 59%	3	13.6	13.6	13.6
	60 - 79%	14	63.6	63.6	77.3
	80 - 100%	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

Based on the table above, it can be seen the result of students' scores of post-test in experimental class indicated there were 3 students' categorized as enough with a percentage 13.6%, 14 students' were categorized as good with a percentage 63.6%, 5 students categorized very good with percentage 22.7%.

Table 4.11 Diagram post-test of Experimental class

Control Class

The description of the table below was the result of students' scores on the post-test in the control class after teaching without Conventional Method. The table was in the following:

Table 4.12 Students' score on post-test at control class

Statistics	
N	21
Mean	62.38
Median	65.00
Mode	70
Std. Deviation	12.905

From the computation of the data, it was found that the mean score of the post-test in the control class was 62.38, and the range score of 60 – 79% was good criteria. The median score was 65, the mode score was 70, and the std deviation score was 12.905. In order to classify the category of the students' scores on the post-test of the control class could be seen in the following table:

Table 4.13 Students' Classification score at post-test in the control class

Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 - 39%	1	4.8	4.8	4.8
	40 - 59%	6	28.6	28.6	33.3
	60 - 79%	12	57.1	57.1	90.5
	80 – 100	2	9.5	9.5	100.0
	Total	21	100.0	100.0	

Based on the table above, it can be seen the result of students' scores of the post-test in the control class indicated that there was 1 student categorized as poor with percentage 4.8%, 6 students were categorized as enough with a percentage 28.6%, 12 students categorized as good with percentage 57.1%, 2 students were categorized very good with percentage 9.5%.

Table 4.14 Diagram Post-test of control class

Table 4.18 Summary of Statistic Data as a result of Hypothesis Testing

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
PostEx	22	69.32	10.153	2.165
PostCo	21	62.38	12.905	2.816

One-Sample Test						
Test Value = 0						
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PostEx	32.023	21	.000	69.318	64.82	73.82
PostCo	22.151	20	.000	62.381	56.51	68.26

Based on the table above, shows that the mean score of the experimental class was 69.32 with a standard deviation was 10.153 and the mean score of the control class was 62.38 with a standard deviation of 12.905. The probable value (sig.2-tailed) was 0,000. This indicated that H_a was accepted because a score of $T_{count} > T_{table} = 32.023 > 1,717$ means that there was a significant effect of using Dictogloss Method on the listening skill to narrative stories at the second-grade students of SMPN 1 Tinondo.

Discussion

In the process of learning listening skill at SMPN 1 Tinondo by using Dictogloss method for the experimental class and using the Conventional method for the control class, it affects the learning of students' listening skill. However, Dictogloss method is more influential in learning students' listening skills, as seen from the results of the N-gain, the increase in scores from the pretest to the post-test reaches up to 40%. Meanwhile, the N-gain value in the control class only reached 30%. On the other hand, the result showed a statistically significant difference in the achievement of listening skill between students who were taught using Dictogloss method and those who used the conventional method. It can be seen from the mean pretest score of the experimental class was 37.95, and the mean pretest score of the control class was 39.76. The mean post-test score for the experimental class was 69.32, and the mean post-test score for the control class was 62.38.

Based on the explanation above, it can be concluded that the use of the Dictogloss Method has a significant effect on the listening skill of narrative text to the second-grade students of SMPN 1 Tinondo. In addition, students in the experimental class achieved higher post-test scores than students in the control class. The findings above supported Alawiyah et.al (2015) and Efendy et.al (2013) who stated that Dictogloss method was effective in students' listening learning. The statement is in line with this research.

Furthermore, Dictogloss method makes a significant contribution in developing students' listening skills. In this research, the researcher activated the students' background knowledge about the narrative text they have heard. This is done by listening to several narrative texts. It helps students when they understand the text because they have background knowledge about it. As stated by Wanjryb in Vasiljevic (2010) Dictogloss method helps students to be more active and aware. For example, when dictation takes place, students listen to the text carefully. It makes them focus on the text and try to get the main idea from the text. In addition, this can strengthen the previous theory proposed by Vasiljevic (2010) who stated that, Dictogloss method is considered effective because it explains how to teach listening classes based on Dictogloss approach, which offers a bridge between listening to different languages and encourages collaborative learning in the classroom.

CONCLUSION

Based on the result of the analysis before, the researchers conclude that there was an effect of Dictogloss Method in learning listening skill in the students' second grade of SMPN 1 Tinondo. During the treatment in both classes, the researcher found the difference between learning by statistical analysis and inferential analysis in SPSS.

The findings show the average score of students learning achievement listening skill before using Dictogloss method was 37.95 and the achievement of students' listening skill after using Dictogloss method was 69.32, while the average score before using the conventional method was 39.76 and after using the conventional method was 62.38. Therefore, this method was effective for using listening skills in teaching. Evidenced by the t-test used to analyze statistical data. The following was a one-sample t-test used because the data came from different groups. The result of the research indicated that the result of the t-test can be seen that the t-test was 32.023 and t-table = 1.717. So, the researcher concluded

the hypothesis that the t-test was higher than the t-table, namely $32.023 > 1.717$, and from the sig (2-tailed) < 0.05 that was $0.000 < 0.05$, In other words, the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_0) rejected. This means that there was a positive and there was significant effect of using Dictogloss method on listening skill of narrative text in the second-grade students of SMPN 1 Tinondo.

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