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THE EFFECTIVENESS OF DICTOGLOSS IN TEACHING LISTENING COMPREHENSION

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Abstrak

Pemahaman mendengarkan adalah kemampuan memahami bahasa lisan secara langsung, namun sering kurang ditekankan di kelas. Penelitian ini mengkaji efektivitas teknik dictogloss dalam mengajarkan pemahaman mendengarkan kepada 25 siswa kelas X SMA Negeri 2 Selakau tahun ajaran 2024/2025. Penelitian menggunakan desain pre-eksperimental dengan one-group pre-test dan post-test selama empat pertemuan, dengan data dikumpulkan melalui tes mendengarkan berbasis teks dialog. Hasil menunjukkan peningkatan pada aspek mendengarkan untuk memperoleh detail, dengan skor rata-rata naik dari 50 menjadi 65,6 (peningkatan 31,2%). Namun, ketepatan jawaban menurun dari 44 menjadi 36 (penurunan 18,18%). Secara keseluruhan, skor rata-rata meningkat dari 47 menjadi 50,8. Meski demikian, uji Wilcoxon Signed-Rank menunjukkan tidak ada pengaruh signifikan secara statistik (p = 0,153), dan ukuran efek kecil (Cohen's d = 0,271) menunjukkan dampak dictogloss terbatas.
Kata kunci: Menyimak Detail, Akurasi Jawaban, Dictogloss, Keterampilan Menyimak

Abstract

Listening comprehension involves understanding spoken language in real time, yet it is often underemphasized in classrooms. This study examined the effectiveness of the dictogloss technique in teaching listening comprehension among 25 tenth-grade students at SMA Negeri 2 Selakau in the 2024/2025 academic year. Using a one-group pre-test and post-test design over four sessions, data were collected through listening tests based on dialogue texts. Results showed an improvement in listening for details, with mean scores rising from 50 to 65.6 (a 31.2% increase). However, accuracy of answers declined from 44 to 36 (an 18.18% decrease). Overall, the average score increased from 47 to 50.8. Despite these changes, the Wilcoxon Signed-Rank test indicated no statistically significant effect (p = 0.153), and the small effect size (Cohen's d = 0.271) suggested the dictogloss technique had a limited impact.
Keywords: *Listening for Details, Accuracy of Answers, Dictogloss, Listening comprehension*

INTRODUCTION

Listening comprehension is a crucial component of language proficiency, enabling effective communication, information processing, and interaction. Assessing students' listening skills involves measuring focus, general understanding, attention to detail, and accurate responses (Hogan et al., 2014; Hagena et al., 2022; Nawas et al., 2023). Despite its importance, listening is often underemphasized in classrooms, with many students unfamiliar with structured listening tasks, making assessment difficult (Kurniawan & Meutia, 2025). Additionally, listening is frequently viewed as passive, causing disengagement due to limited exposure to authentic English listening activities (Alponiyati, Astuti, & Sahrawi, 2020).

At SMA Negeri 2 Selakau, students struggle with these challenges because of minimal practice in listening tasks. To address this, the dictogloss technique introduced by Wajnryb (1990) offers a collaborative, student-centered approach where learners listen, take notes, and reconstruct texts in groups, followed by feedback (Vasiljevic, 2010; Wahyuningsih, 2019). With an emphasis on listening for details and accuracy if answers, this study examines how well dictogloss teaches listening comprehension. Authentic dialogue texts are used as teaching and assessment materials, and a one-group pre-test and post-test pre-experimental design with cluster random sampling is used. The study adds to the body of literature by examining dictogloss in a rural Indonesian setting and provides useful advice for enhancing listening instruction in comparable learning environments.

Listening comprehension refers to the ability to understand spoken language, which involves more than just hearing words it requires processing and interpreting their meaning in real time (Gottlieb, 2006; Nawas, Darmawan, & Maadad, 2023). To comprehend spoken input, listeners must distinguish sounds, draw on prior knowledge, recognize grammatical structures, identify stress and intonation patterns, and utilize both linguistic and non-linguistic cues (Namaziandost, Neisi, Mahdavirad, & Nasri, 2019).

Furthermore, Hogan, Adlof, and Alonzo (2014) emphasize that effective listening comprehension depends on cognitive abilities such as memory, attention, vocabulary knowledge, grammatical competence, prior experiences, and contextual awareness. As an essential aspect of language proficiency and communication, listening comprehension enables individuals to engage in conversations, follow directions, acquire new information, and interact effectively with others.

Listening comprehension is not only a fundamental skill in learning English but also serves as the foundation for acquiring other language abilities. Effective listening depends on factors such as working memory, attention, sound discrimination, vocabulary, grammar, inferencing, background knowledge, and monitoring comprehension (Hogan, Adlof, & Alonzo, 2014; Kim & Pilcher, 2016; Tran & Duong, 2020). Gilakjani and Sabouri (2016) emphasize that listening involves constructing meaning from elements like sound discrimination, prior knowledge, grammar, stress, intonation, and various cues.

Listening comprehension can be categorized into four aspects: the ability to focus, general understanding, listening for details, and accuracy of answers. The ability to focus involves maintaining auditory and visual attention (Saputra, 2018). General understanding reflects recognizing the main idea and organizing information, heavily reliant on vocabulary

(Hogan, Adlof, & Alonzo, 2014; Saputra, 2018). Listening for details involves identifying specific information such as names or numbers, whether explicitly stated or implied (Nawas, Darmawan, & Maadad, 2023). Accuracy of answers depends on understanding both content and vocabulary, and is challenged when students lack prior topic knowledge (Namaziandost, Neisi, Mahdavirad, & Nasri, 2019). Vocabulary mastery is crucial for effective communication and comprehension (Jannah, 2011).

This study focuses on measuring students' listening comprehension improvement through two specific aspects: listening for details and accuracy of answers, using the dictogloss technique. Listening for details involves identifying specific information such as names or numbers, while accuracy of answers requires understanding the text and vocabulary to respond correctly, especially in tasks like multiple-choice questions.

The researcher excludes the aspects of ability to focus and general understanding from assessment due to their abstract nature and the challenges students face in identifying main ideas, summarizing content, and processing rapid spoken language. Students often struggle with accents, unfamiliar vocabulary, and maintaining concentration. Therefore, the study concentrates on evaluating how well students extract key details and answer questions accurately as indicators of listening comprehension improvement.

Teaching listening comprehension effectively requires suitable materials, such as listening texts. This research employs authentic dialogue texts, which feature natural and genuine conversations. As noted by Dewi R. C. (2018), authentic materials are produced by native speakers for real communication, not specifically for teaching, and they boost students' motivation by exposing them to real-life language use.

The dictogloss technique is a language learning method that integrates multiple skills and requires students to collaborate in recreating a text. First proposed by Ruth Wajnryb (1990) as an alternative way to teach grammar, dictogloss involves the teacher reading aloud or playing an audio recording of a text at a natural speed. Students then join in groups to piece the text back together using the notes they've taken. Vasiljevic (2010) elaborate that the standard dictogloss process includes four steps: a warm-up, the dictation itself, text reconstruction, and a final stage of analysis and correction.

As outlined by Vasiljevic (2010) and Rahmatang (2018), the first stage is the warm-up or preparation stage. Here, teachers prepare students by introducing the topic, pre-teaching key vocabulary, clarifying instructions, and organizing students into small groups

(Wahyuningsih, 2019; Muliadi, 2023). Warm-ups help engage students, while pre-teaching vocabulary aids comprehension.

The second step is the dictation phase, in which students hear the text read aloud twice: initially to understand the general meaning and then to take notes. Rather than writing down the text exactly as heard, the focus is on comprehending its message. Factors like the topic, length, difficulty level, and speed of the audio can be modified to match students' abilities (Prince, 2013; Widiastuti & Padilah, 2022). Employing recorded audio helps ensure consistency.

In the third stage, known as reconstruction, students collaborate in groups to rebuild the text using their notes. The aim is to capture the original meaning and organization of the text rather than replicate it word for word. Throughout this phase, the teacher observes the groups but refrains from providing direct assistance (Rizal & Fitria, 2017).

Finally, the analysis and correction stage requires students to compare their reconstructed texts with those of their peers or the original text, revising as needed. Corrections can be conducted as a whole-class or small-group activity. Teachers may use transcripts, checklists, or tools such as whiteboards or projectors to guide the process (Vasiljevic, 2010; Wahyuningsih, 2019; Rizal & Fitria, 2017).

METHOD

This study utilized a pre-experimental design with a one-group pretest–posttest method. Pre-experimental research lacks full rigor because external factors can still affect the dependent variable (Arib, Rahayu, Sidorj, & Afgani, 2024). In this approach, a single group receives a treatment, and its impact is measured afterward.

The target population consisted of tenth-grade students at SMA Negeri 2 Selakau, divided into three classes: XA, XB, and XC. The researcher used cluster random sampling, which involves first dividing the population into clusters and then randomly selecting one cluster as the sample (Acharya, Prakash, Saxena, & Nigam, 2013; Sedgwick, 2014). In this study, the researcher listed the classes on separate pieces of paper, placed them in a container, shuffled them, and randomly drew one. The selected sample was class XA, consisting of 25 students.

A pre-test was conducted at the beginning of the study to evaluate students' baseline listening comprehension skills. Students then participated in two treatment sessions, each lasting two 45-minute periods. During these sessions, they worked in groups of 5–6 with

worksheets while listening to audio recordings. They collaborated to answer comprehension questions, followed by class-wide correction and feedback. Following the treatment, a post-test was administered to assess progress. The instructional materials included dialogue texts with native speakers. Before administering the tests, the researcher ensured content validity to cover all relevant aspects of listening comprehension (Lakshmi & Mohideen, 2013). Expert evaluations were conducted to ensure the instruments were thorough and complete.

The primary data collection tool was a listening test consisting of 20 multiple-choice questions, with each dialogue text accompanied by five questions. During the test, audio recordings were played twice at normal speed, requiring students to listen attentively. The testing session lasted 75 minutes, including 15 minutes for preparation and 60 minutes for the test.

Once the data were gathered, students' results were recorded in a database for analysis. Descriptive statistics were employed to analyze individual student scores. Subsequently, inferential statistics were used to assess data normality, test the hypothesis, and determine the effect size, all of which contributed to drawing the study's conclusions.

RESEARCH FINDINGS

The results section detailed the outcomes of the listening comprehension assessments given in the pre-test and post-test, displaying the data through charts and tables. The discussion offered insights into these findings, as the researcher interpreted and explained the results in his own words.

This research investigated how the dictogloss technique influences students' listening comprehension, focusing specifically on their ability to listen for details and answer accurately. The conclusions were based on comparing the pre-test and post-test scores of class XA students at SMA Negeri 2 Selakau.

The pre-test was conducted on May 16th, 2025, followed by Treatments 1 and 2 on May 19th, 2025. Finally, the post-test was administered on May 20th, 2025. Each session lasted for two lesson hours, with each hour being 45 minutes long.

The analysis explained the changes in students' scores between the pre-test and post-test and then measured any improvement in the aspects of listening comprehension. The details were described in the table below.

Table 1. Overall Result

Aspects	Students' Mean Score			Status
	Pre-Test (Y_1)	Post-Test (Y_2)	Difference ($Y_2 - Y_1$)	
Listening for Details	50	65.6	15.6	31.2% Improvement
Accuracy of Answers	44	36	-8	18.18% Decline
Overall	47	50.8	3.8	8.085% Improvement

Based on table 1, the analysis of students' average scores in the aspect of listening for details revealed a significant improvement. The mean score increased from 50 to 65.6, corresponding to an improvement of 31.2%. In contrast, students' performance in the accuracy of answers aspect showed a decline. The mean score dropped from 44 to 36, marking a decrease of 18.18%. The overall improvement in students' listening comprehension was 8.085%, with mean scores increasing from 47 to 50.8. The results of the analysis were displayed in the bar chart below.

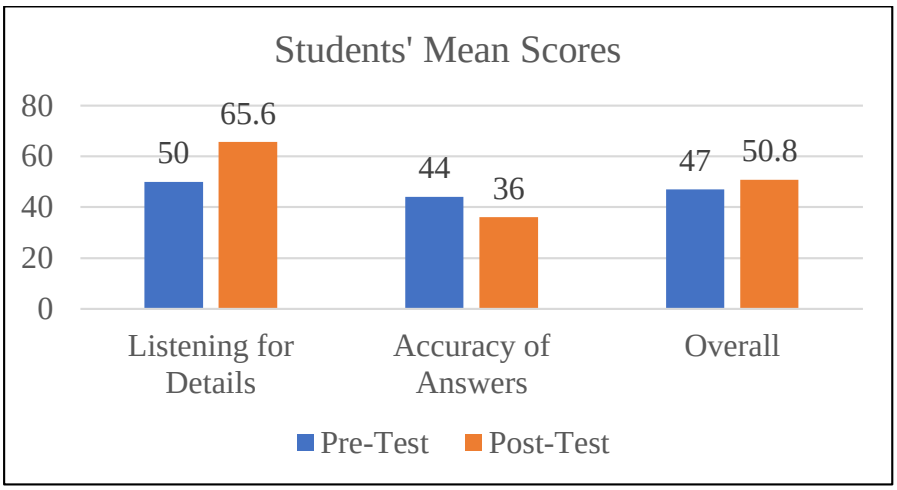

Figure 1. Students' Mean Scores

Based on the information shown in table 2 above, the findings revealed varied results in students' listening comprehension. There was a notable decrease in the aspect of accuracy of answers. Specifically, the percentage of students in the "Very Good" category increased slightly from 0% to 4%, while the "Good" category decreased from 24% to 12%. The "Needs Work" category remained the same at 68%, and the "Area of Concern" category increased from 8% to 16%.

Table 2. Frequency of Students' Scores

Aspects		Classification			
		Very Good (76-100)	Good (51-75)	Needs Work (26-50)	Area of Concern (0-25)
Listening for Details	Pre-test	1 (4%)	9 (36%)	13 (52%)	2 (8%)
	Post-test	7 (28%)	9 (36%)	9 (36%)	0 (0%)
Accuracy of Answers	Pre-test	0 (0%)	6 (24%)	17 (68%)	2 (8%)
	Post-test	1 (4%)	3 (12%)	17 (68%)	4 (16%)

On the other hand, students showed considerable progress in identifying specific details. Notable changes included an increase in the "Very Good" category from 4% to 28%, while the "Good" category remained the same at 36%. The percentage of students in the "Needs Work" category decreased from 52% to 36%, and the "Area of Concern" category was eliminated entirely. The results of the analysis were displayed in the bar chart below.

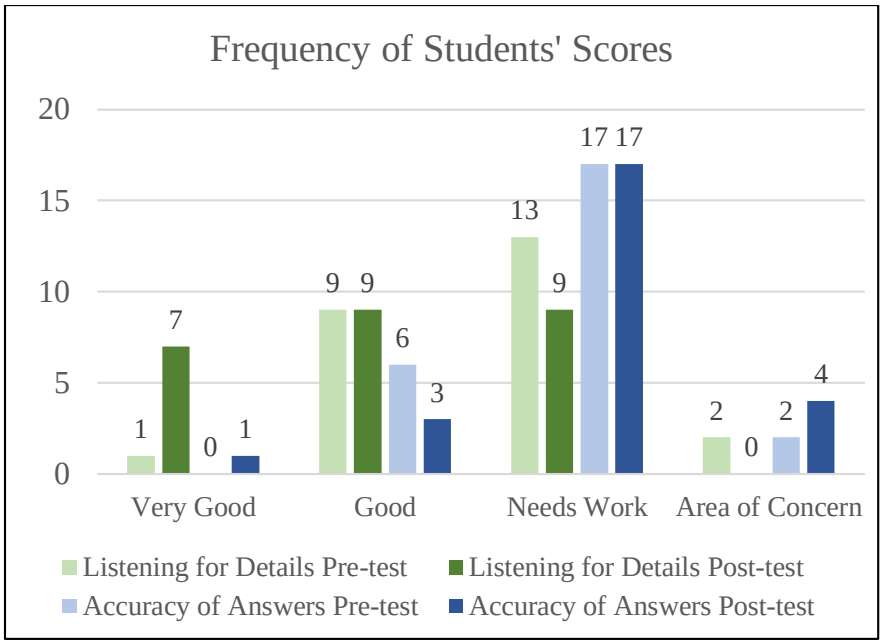

Figure 2. Frequency of Students' Scores

Prior to performing the hypothesis test, it was important to confirm that the data fulfilled the assumptions necessary for the analysis. A primary assumption is that the data for each variable should be drawn from a normally distributed population. To evaluate this, the researcher used the Kolmogorov–Smirnov (K–S) test in SPSS Statistics 25. In particular,

a one-sample Kolmogorov–Smirnov test was conducted on the unstandardized residuals to check whether they followed a normal distribution.

Table 3. Test of Normality

One-Sample Kolmogorov-Smirnov Test		
		Unstandarized Residuals of Students' Mean Score
N		25
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	11.63068043
Most Extreme Differences	Absolute	.184
	Positive	.184
	Negative	-.092
Test Statistic		.184
Asymp. Sig. (2-tailed)		.029[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The normality assessment was conducted using the one-sample Kolmogorov–Smirnov test. As shown in table 3, the Asymp. Sig. (2-tailed) value was 0.029, which was below the threshold of 0.05, indicating that the data were not normally distributed.

Based on these results, the researcher concluded that the data did not follow a normal distribution. As a result, the Wilcoxon signed-rank test was used as an alternative to the paired-sample t-test. The Wilcoxon signed-rank test was a non-parametric method used to examine the average difference between two related samples. The results of this analysis were presented below.

Table 4. Wilxocon Signed Ranks Test

Wilcoxon Signed Ranks Test				
Ranks				
		N	Mean Rank	Sum of Ranks
Post-Test - Pre-Test	Negative Ranks	6[a]	10.00	60.00
	Positive Ranks	13[b]	10.00	130.00
	Ties	6[c]		
	Total	25		

a. Post-Test < Pre-Test
b. Post-Test > Pre-Test
c. Post-Test = Pre-Test

From the Wilcoxon signed-rank test results above, several conclusions emerged. Six students were classified in the negative ranks, which meant their post-test scores decreased compared to their pre-test scores, with a mean rank of 10.00 and a total rank sum of 60.00. Conversely, thirteen students were in the positive ranks, indicating their post-test scores improved over their pre-test scores, also with a mean rank of 10.00 and a rank sum of 130.00.

Furthermore, six students fell into the ties category, showing that their post-test and pre-test scores were identical.

Table 5. Significance Value of Test Statistics

Test Statistics[a]	
	Post-Test - Pre-Test
Z	-1.428[b]
Asymp. Sig. (2-tailed)	.153
a. Wilcoxon Signed Ranks Test b. Based on negative ranks.	

The guidelines for determining whether to accept or reject the hypothesis using the Wilcoxon signed-rank test were outlined as follows: the null hypothesis (H_0) would be accepted if the significance value (Sig) was greater than 0.05, while the alternative hypothesis (H_a) would be accepted if Sig was less than 0.05. The results showed that the Asymp. Sig. (2-tailed) value was 0.153, which exceeded the significance level of 0.05. Consequently, the null hypothesis was accepted, suggesting that the use of the dictogloss technique did not have a significant impact on the listening comprehension of tenth-grade students at SMA Negeri 2 Selakau during the 2024/2025 academic year.

Effect size facilitated the assessment of the extent to which a treatment or intervention influenced the variables under study. It was used to determine how much influence the dictogloss technique had on students' listening comprehension.

Table 6. Category of Cohen's d Value

Effect Size	*d*
Small	0.2
Medium	0.5
Large	0.8

Adapted from (Goulet-Pelletier & Cousineau, 2018)

In order to calculate Cohen's *d*, the value of the averaged standard deviation had to be determined first. The formula was described as follows:

$$S_{av} = \sqrt{\frac{(S_1^2 + S_2^2)}{2}}$$

$$S_{av} = \sqrt{\frac{(11.7260394^2 + 15.92168333^2)}{2}}$$

$$S_{av} = 13.98213145$$

After that, the Cohen's *d* formula was used to measure the effect size. The calculation was shown below.

$$d = \frac{M_2 - M_1}{S_{av}}$$

$$d = \frac{50{,}8 - 47}{13.98213145}$$

$$d = 0.271775445$$

The value of Cohen's *d* was 0.271775445, which was considered a small category. This meant that teaching using the dictogloss technique had a small influence on students' listening comprehension.

DISCUSSION

The test results revealed differing outcomes where students showed improvement in listening for details but a decline in accuracy of answers. Despite this, the overall average scores in listening comprehension increased after the implementation of the dictogloss technique, indicating its positive impact on student performance.

The pre-test results for listening for details were categorized as "Needs Work," reflecting students' difficulties in understanding dialogues and choosing correct answers, due to limited background knowledge, vocabulary, and exposure to native speaker audio. These challenges align with Hogan, Adlof, and Alonzo (2014), who noted that listening comprehension relies on cognitive skills like memory, attention, vocabulary, grammar, prior experiences, and context. After applying the dictogloss technique, the post-test scores improved to the "Good" category, suggesting that the technique helped students focus on key details, with collaborative group work contributing to better engagement and active processing of listening material.

The pre-test results showed that students accuracy of answers were categorized as "Needs Work," facing challenges with limited vocabulary, unfamiliar native speech, and difficulty staying focused. These findings are in line with Kurniawan & Meutia (2025), who observed that many students struggle with structured listening tasks. Although students were engaged and enthusiastic during the treatment sessions, working collaboratively to complete listening activities, the post-test scores declined compared to the pre-test. This decline suggests persistent difficulties in processing and applying spoken information, supporting Namaziandost et al. (2019), who found comprehension harder when learners lack background knowledge. Overall, although students made some gains in recognizing

information, their ongoing difficulties were probably due to a limited vocabulary, unfamiliarity with native speech patterns, and the short treatment period.

This study found that students' overall listening comprehension improved after using the dictogloss technique, as indicated by higher post-test scores, though some challenges persisted. Listening comprehension requires real-time understanding of spoken language, yet students frequently struggle with native speaker accents, speech speed, unfamiliar vocabulary, and sustaining concentration (Tran & Duong, 2020). Alponiyati, Astuti, and Sahrawi (2020) similarly pointed out that listening is commonly regarded as a passive skill, which can result in a lack of engagement and challenges in understanding vocabulary, main points, and specific details. The effectiveness of the dictogloss technique aligns with Amir (2019), who observed significant improvements in narrative listening elements like setting, problem, solution, and moral, and with Rahmatang (2018), who found that dictogloss enhances active listening and information reconstruction. However, the Wilcoxon signed-rank test results from this study revealed no significant difference between pre-test and post-test scores, probably because gains in listening for details were counterbalanced by decreases in accuracy of answers. Although the results were not statistically significant, the small effect size indicates that the dictogloss technique still produced a slight positive impact on students' listening comprehension.

The dictogloss technique offers several pedagogical benefits in teaching listening comprehension. It enhances students' ability to listen for details, promotes collaborative learning, and encourages active processing of listening input. However, challenges remain in students' answer accuracy and deeper comprehension, likely due to limited treatment duration and unfamiliarity with authentic listening materials. Although its statistical impact was small, dictogloss showed qualitative benefits and provided valuable diagnostic insights for teachers. To maximize its effectiveness, the technique should be integrated as part of a broader instructional strategy, with extended practice and support for students' overall listening development.

This study was confined to examining listening for details and answer accuracy within listening comprehension due to limitations in time, skills, and resources. Conducted exclusively with tenth-grade students at SMA Negeri 2 Selakau, its findings may not apply to other student groups or educational settings. Moreover, the use of native-speaker dialogue texts as the sole material suggests that future research should consider diverse text types and broader contexts to better understand the dictogloss technique's effectiveness.

Future research is encouraged to explore areas beyond this study, such as applying the dictogloss technique to other language skills, different educational levels, and diverse learning contexts. Researchers might also examine various text types and conduct deeper investigations, including comparative studies, classroom observations, larger-scale experiments, or case studies focusing on teachers' and students' perspectives. This research seeks to provide a valuable resource and encourage the adoption of the dictogloss technique to improve student engagement and listening comprehension in English language teaching.

CONCLUSION

This study investigated the effectiveness of the dictogloss technique in teaching listening comprehension to the tenth-grade students of SMA Negeri 2 Selakau. Based on the findings, several conclusions were drawn.

The dictogloss technique led to an improvement in students' ability to listen for details but resulted in a decline in accuracy of answers. While there was a modest overall increase in listening comprehension scores, the Wilcoxon test showed no statistically significant effect. Moreover, the modest effect size suggested that the technique had only a minimal influence on students' listening comprehension.

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