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## IMPROVING STUDENTS' LISTENING SKILL BY USING DICTOGLOSS TECHNIQUE

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### Abstrak

Penelitian ini dilakukan untuk mengetahui bagaimana teknik Dictogloss meningkatkan keterampilan mendengarkan siswa pada teks deskriptif. Penelitian ini dilakukan dengan menggunakan Classroom Action Research. Hal ini dilakukan dengan siswa kelas kesepuluh SMA abdi agape pada tahun akademik 2019/2020. Subjek penelitian ini adalah kelas IPS Sains X yang terdiri dari 9 siswa. Instrumen yang digunakan untuk mengumpulkan data adalah catatan lapangan, tabel Checklist pengamatan, dan tes pendengaran. Untuk menganalisa data, peneliti menggunakan data kualitatif dan kuantitatif. Dalam data kualitatif, peneliti menganalisis data dengan menggunakan pengurangan data, tampilan data, dan kesimpulan gambar. Dalam data kuantitatif, peneliti menganalisis data dari tes yang dihitung dengan nilai rata-rata di setiap siklus. Hasil penelitian ini menunjukkan peningkatan kemampuan mendengar siswa berhasil. Peneliti menyimpulkan bahwa teknik Dictogloss meningkatkan pemahaman bacaan siswa mengenai penghitungan ulang teks kepada siswa kelas delapan SMA abdi agape.

**Kata kunci:** *mendengarkan keterampilan, Dictogloss teknik dan kelas Action Research.*

### Abstract

This research was conducted in order to know how Dictogloss Technique improve students' listening skill on descriptive text. This research was done by using Classroom Action Research. It was carried out with the tenth grade students of SMA Abdi Agape in the academic year of 2019/2020. The subject of this research was science X IPS class which consist of 9 students. The instruments used to collect the data were field note, observation checklist table, and listening test. To analyze the data, the researcher used qualitative and quantitative data. In qualitative data, the researcher analyzed the data by using data reduction, data display, and drawing conclusion. In quantitative data, the researcher analyzed the data from the test which calculated by mean score in each cycle. The result of this research showed the improvement of students' listening skill was successful. The researcher concluded that Dictogloss Technique improved students' reading comprehension on recount text to the Eighth Grade Students of SMA Abdi Agape.

**Keywords:** *Listening Skill, Dictogloss Technique and Classroom Action Research.*

## **INTRODUCTION**

Listening is the ability to identify and understand what others are saying. Barnes in Gilakjani (2011: 982) says that listening is such a highly complex problem solving activities in which listeners interact with the speakers to construct meaning, within the context of their experience and knowledge. Furthermore, Ronald and Roskelly in Islam (2012: 206) defines listening as an active process which require the skills of predicting, hyphothesizing, checing, revising, and generalizing.

In listening some students had difficulties to maintain their concentration while listening and become bored with the activity because listening seems to be a passive activity. It is not easy for English teachers to teach the students to reach the primary goal. It can be seen from their scores of their examination, many of them failed. It happens because the listening class was seldom conducted there. It made the students become unfamiliar with the listening itself and also unfamiliar with listening to the English native speaker. The students then also had a problem in the spelling words. They could not write what they hear correctly.

Based on the pre-observation at SMA Abdi Agape, the researcher concluded that some difficulties students faced when listening are: First, the students had very limited vocabulary. The second, the students had difficulty in identifying the communicative purpose in the material. The third the students had difficulty finding the main idea in the listening material, and the students could not understand native speakers speaking at normal speed. Their low performance in listening is caused lazy to train themselves and lack of information on how to find the main idea, identifying what are supporting detail, and still lack of vocabularies.

To overcome those problems, the researcher would solve the problems by using the Dictogloss technique to improve the students listening skill. Newman in Smith (2012: 70) states that Dictogloss combine dictation, paraphrase, and interpretation. It really contrast with traditional dictation in which the learners are not permitted to take note. No paraphrasing is prompted in traditional dictation. The students must copy what exactly they listen.

In detail, Dictogloss Technique is a classroom dictation activity where the students listen to a passage, note down key words, and then work in group to create a reconstructed version of the text in the form of writing (Vasiljevic, 2010). Dictogloss technique has many advantages and implicit goals. This listening activity can build students' motivation to study. The students' can be trained to work together in a group, so that their sense of togetherness is built, and they can feel comfortable to do the activity. Based on the explanation above found

that the use of Dictogloss Technique in a Classroom Action Research (CAR) could be applied in improving the students' listening skill.

### **The Nature of Descriptive Text**

Descriptive is a text that describes person, places, mood, situation, or thing in written form. When students read a descriptive text, they are expected to imagine and to realize what the writer describe. Descriptive text explain how someone or something looks and feel. Mostly it is about visual experience, but description also deals with other kinds of perception. Another explanation from Arini and Bima (2013: 64) states that descriptive text describes and appeals clear image of a person or thing is like.

In the descriptive text, the listener can find a description of something to give them information. It aims to describe and disclose specific person, place, or thing. Thus, its purpose is to describe and reveal a particular person, place, thing, and place. Descriptive text stretches out much information about certain people, things, and place clearly and detail.

### **The Nature of Listening Skill**

English listening is the first and the most important medium in English teaching because listening can improve the other skill in English. If students do not understand English commands, they do not responses. Listening has define in a variety of ways, however, it is posited that listening is the most important skill (Hunt & Cusella in Engen 2012: 7). In addition, Jalongo (2010: 4) defined listening as a form of communication that involves hearing, interpreting and constructing meanings; an active process that is not limited to the spoken word; and an essential way of participating in daily routines as well as wider decision-making process.

In listening skill, there are several indicators that would be used to measure students understanding. This means that the indicators are important for students to learn and make them good in listening skill. Gilakjani (2011) state that listening has five indicators, they are: Main idea, Supporting details, Inference, Vocabulary, Make prediction

### **METHODE**

The research design is very important when a researcher wants to conduct a research because a research reflects all of the research processes, from concept a problem to the literature review, research question, method, and conclusion. The researcher uses the classroom action research as the method in this research entitled improving students' listening skill by using Dictogloss Technique. The researcher has to choose an appropriate research design to apply in their research in order to make the research objective achieve well.

Burns (2010:2) states that action research is to identify a ‘problematic’ situation or issue that the participants who may include teachers, students, managers, administrators, or even parents-consider worth looking into more deeply and systematically. The central idea of the action part of Action Research is to intervene in a deliberate way in the problematic situation in order about changes and even better, improvements in practice. Importantly, the improvements that happen in action research are ones based on information (or to use the research term data) that an action researcher collects systematically. From those explanations, it can be conclude that the classroom action research is a research, which done by the teacher in the class to improve practice and students’ learning.

It means that classroom action research is problem-based research which its aims to solve the problem in the class and to make an improvement in teaching activity through the cyclical process, which involves some phases. There are planning, action, observation, and reflection.

## **RESEARCH FINDING AND DISCUSSIONS**

This research was classroom action research. In this research, the researcher could improve the students' listening skill through Dictogloss Technique. The research was conducted on Tuesday, January 14<sup>th</sup> 2020 and Friday, January 17<sup>th</sup> 2020 for cycle 1, continued by gave the test for students on Tuesday, January 21<sup>th</sup> 2020. And then continued on Friday, January 24<sup>th</sup> 2020 and Tuesday, January 28<sup>th</sup> 2020 for cycle 2. That was continued given the test on Friday, January 31<sup>th</sup> 2020 .

This chapter presents the detailed information about the result of this research and discussions about implementation of Dictogloss Technique to improve the students’ listening skill. It was carried in SMA Abdi Agape, The subject was the students of the tenth grade consisting of 9 students. The researcher divided the research finding into two part namely qualitative data and quantitative data.

The researcher displays the findings based on the data that was obtained from the test that consists of 25 items. The researcher calculated the students' individual score and students' mean score in the listening test.

### 1. The Students’ Individual Score

To analyze the quantitative data the researcher calculated the students’ individual score in listening test by using the following formula:

$$x = \frac{A}{N} x 100$$

a) First Cycle 1

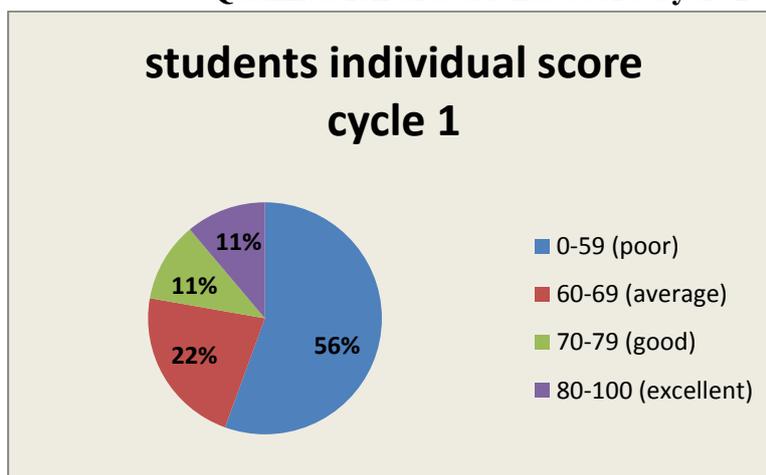
In the first cycle some students could answer the question about word meaning correctly but to identifying the communicative purpose and to find the main idea the students were ashamed to answer the question because they were not confident to express their idea using English. So that is why in the first cycle most of the students were still poor condition. The result of students' score shown as follows:

**Table 4.2**  
**Students' Classification Range Score of Cycle 1**

<b>Range Score</b>	<b>Number of Students</b>
0-59	5
60-69	2
70-79	1
80-100	1

The researcher also provided the chart below to see the students' achievement in listening skill. The student in detail, the students' score qualification in cycle 1 can be seen in the figure below:

**Figure 4.1**  
**Qualification of Students' score Cycle 1**



From chart 4.1 above, the test result conducted in the first cycle, the researcher found some students were still on average condition level of mastery. The total score of the listening test is 568 with mean score of 63, 11. This mean score is lower than the criteria for maximum completeness (KKM SMA Abdi Agape is 75). It means that the mean score of students' in cycle 1 was still "low" because 56 % (5 students) were categorized as poor. It

showed that the students' listening skill was still low. Then, 22% (2 students) were categorized as average, 11% (1 students) were categorized as good, and only 11% (1 student) who was categorized as excellent.

As the conclusion, in this cycle most of the students' score still not improved, because the big percentage of the students' score qualification was poor.

a) Second Cycle

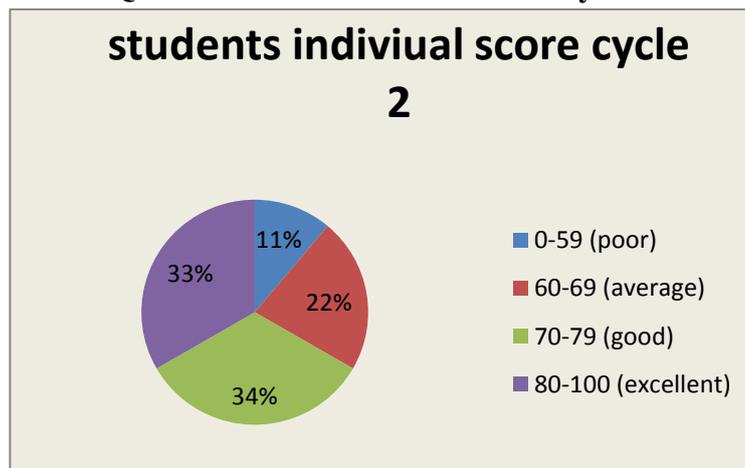
In the second cycle, the students' score was improved. The students' vocabulary better, and the students be able to identifying the communicative purpose and finding the main idea. It means that there was a significant improvement of students' score in this cycle. The result of the students' score in the second cycle shown as follows:

**Table 4.3**  
**Students' Classification Range Score of Cycle 2**

Range Score	Number of Students
0-59	1
60-69	2
70-79	3
80-100	3

From the result of the students' individual score above, could be seen the difference between cycle 1 and cycle 2. Most of the students' score were improved. In detail, the students' score qualification can be seen in the figure below:

**Figure 4.2**  
**Qualification of Students' Score Cycle 2**



From the result of the second cycle, there was an improvement in the students' score. The total score of the students' in cycle 2 was 680. The mean score of students' was 75, 55. It can be said that the mean score of students' was "good". In detail, the students' score can be seen that 1 students categorized as poor level. Then, 22% (2 students) were categorized as

average, 34% (3 students) were categorized as good, and 33% (3 students) were categorized as excellent. Those data of students' score showed that there was a significant improvement of students' achievement in listening skill

## 2. The Students' Mean Score

After calculating the students' individual score, the researcher calculated the data to find the students' mean score. It helped the researcher to know far their understanding and achievement after implementing the dictogloss technique.

The researcher used the formula below:

Cycle 1

$$M = \frac{\sum x}{N}$$

$$M = \frac{568}{9}$$

$$M = 63,11$$

Cycle 2

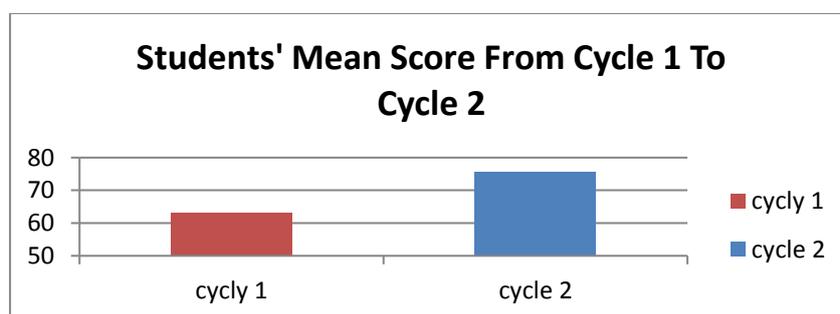
$$M = \frac{\sum x}{N}$$

$$M = \frac{680}{9}$$

$$M = 75,55$$

In the cycle 1, the result of the students' mean score was 63, 11 and it was categorized in average. Meanwhile, in the cycle 2, the result of the students' mean score was 75, 55 and it was categorized was good. It showed that there was significant improvement in the second cycle. Here were the comparison of mean score in figure as follow:

**Figure 4.3**  
**The Students' Mean Score in Cycle 1 And Cycle 2**



Based on the figure above, it can be concluded that second cycle was quiet satisfying, because the result of the second cycle showed significant improvement than the first cycle. In the first cycle the students' mean score was only 63, 11 categorized "average". Then, in the second cycle the students' score was 75, 55 categorized as "good". It would be inferred that the implementation of dictogloss technique in the second cycle was improved.

## **CONCLUSION**

Based on the result of research conducted, it could be concluded that using the Dictogloss technique could improve students' listening skill in the seventh grade students of SMA Abdi Agape X Ips class. The researcher concluded 2 points, first, implementation of the Dictogloss had been done effectively. During two cycles, the students looked enthusiastic to learn with the Dictogloss technique, but they were still confused in the first cycle. They had problem in reconstructed text, but after first meeting gradually they were active and often asked the question when they found some difficulties in listening.

The Dictogloss technique could involve the students and made them enjoyable and active in teaching learning activity. Second, almost all of students could answer the test. It could be seen base on result of means score and students percentage. It could be concluded that the students could improve their listening skill.

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