

## THE EFFECT OF DICTOGLOSS STRATEGY ON THE LISTENING COMPETENCY OF THE TENTH GRADE STUDENTS AT SMA NEGERI 1 SUKASADA IN ACADEMIC YEAR 2016/2017

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### Abstract

This study aimed at investigating whether or not there was any significant effect on students' listening competency who were taught by dictogloss strategy and those who were taught by conventional strategy. The population of this study was the tenth grade students in SMA N 1 Sukasada. Two classes were taken as samples in this study using cluster random sampling technique. They were assigned as experimental group and control group by lottery. To obtain the required data, the two groups were given different treatments. The experimental group was taught by using dictogloss strategy, meanwhile the control group was taught by using conventional strategy (cloze listening strategy). To collect the data the instruments used in this study were the teaching scenario and post-test in the form of listening test. The obtained data were then analyzed descriptively and inferentially. The result of inferential statistics showed that the t-observed exceeded the t-critical value. Thus, the null hypothesis was rejected, which means there was significant effect on students' listening competency who were taught by dictogloss strategy and those who were taught by conventional strategy.

**Keywords:** Listening competency, Dictogloss, Conventional

### INTRODUCTION

Listening is not a simple and passive task. It is an active process and more than just the ability to absorb information (Paris, 2016:1). According to Prince (2013:486) listening comprehension skill is frequently cited by both teachers and learners as perhaps the most difficult to deal with in any systematic way. According to Bozorgian (2012:2) among the four skills in language teaching, listening skill is often disregarded by foreign and second language instructors. Listening is the first language skill to be acquired before other skills such as speaking, reading and writing (Wolvin, 2012:1). This natural process of life should be a serious consideration of language learning process.

The current view of listening rejects the past language teaching dichotomy of passive and active language skills that assigned listening is passive skill (Hattingh, 2014:97). The old paradigm looks that listening is a skill that each human will acquire. In other words it means that listening is a passive process in human life unlike reading and writing which should be actively acquired by human. Listening is exactly not a

passive process. It is an active process which requires the listener to make the sense of oral input by attending the message (Bozorgian, 2012:2). Therefore listening is deserved to be not underestimated in learning because if human have two ears to listen it does not mean that human do not need to learn how to listen well. It is supported by Anwar (2013:49) teaching listening to students is very important, as listening itself is crucially important in life. Those who do not know how to listen are not able to listen to their family, friends, and understand what they are saying. It can be defined that listening is a gate to earn the knowledge.

Listening has significance as the first language skill to be acquired (Wolvin, 2012:1). The development of listening strategy is needed referring to the significance of listening. Today, in the era of global technology communication teachers should be aware of the importance of listening skill. Language teachers need to consider language acquisition as their teaching goals when doing listening exercise (Hattingh, 2014:101). The score of students in listening test is an indicator of how far students' language acquisition is. According to Bozorgian (2012:2) listening skill is the least researched skill in language learning. In relation to this the research which has purpose to investigate the appropriate strategy for students' language acquisition in listening is necessary.

Based on the observation in SMA Negeri 1 Sukasada especially for the tenth grade, the researcher found that the teachers at tenth grade uses "cloze listening" as the strategy for teaching listening. Cloze listening is a strategy which exercises students to listen to a story and there will be periodically pauses in the story so that the students can guess the next word of the story (Nation and Newton, 2009:44). The strategy is actually emphasizing on students' vocabulary mastery and students' ability to put the appropriate word in a sentence. However the researcher found the weaknesses of this strategy. In cloze listening, students need to deal with so many probabilities of vocabulary. It could make them confused and relent. Moreover, they need to catch every word in order to get the possible answer. It sometimes loses students' focus and leads them to fail to answer the questions. The key activity in listening is taking key notes which are important in answering questions. Moreover all students are also needed to participate during the activity so that the students have experiences in learning. However, in cloze listening the notes are functionless and make students confused about the answers. This strategy also does not effective in participating all students because often a few students are dominating the chance to predict the words.

By considering the phenomena mentioned previously the researcher proposed a strategy that could be used for students in listening activity which is called "dictogloss" strategy. Dictogloss is introduced by Ruth Wajnryb in 1990. The strategy is actually known a new way of dictation which involves integrated skills such as listening, speaking, writing, and reading (Wajnryb, 1990:5).

Dictogloss strategy is really different from cloze listening. Looking to the definition of dictogloss from Anderson and Anderson as cited in Ciptaputri (2014:22), dictogloss is derived from two words: dictation and glossary. Glossary is actually a list of words with meanings written beside them. Dictogloss could be effective applied in teaching listening because it simply can introduce vocabularies on the activity. Dictogloss has chronological steps to be applied. Those steps are preparation, dictation, reconstruction, analysis and correction. The steps hopefully provide students time to follow up the activity. During the activity students will be busy with their notes and that would be important since they need to reconstruct the text. The reconstruction is not a

whole same text which is recorded but it will be more like students version of the text from what they have listened. This strategy is proved effective in listening activity and it will be more excitement for students since they have not given this strategy before.

Based on the explanation above, the researcher was interested in discovering whether or not there was any significant effect upon students' listening competency between the tenth grade students of SMA N 1 Sukasada taught by dictogloss strategy and those who were taught by conventional strategy.

The purpose of the study was to investigate whether or not there is any significant effect on listening competency of the tenth grade students who were taught by dictogloss strategy and those who were taught by conventional strategy at SMA Negeri 1 Sukasada in Academic Year 2016/2017.

## METHOD

This study was an experimental research which aimed to investigate whether there is any significant effect of dictogloss strategy on the listening competency of the tenth grade students at SMA Negeri 1 Sukasada. The researcher used two groups consist of experiment group and control group. The type of experimental research of this study was quasi experiment.

Research design of this study was Post-test Only Control Group design. The treatment was only implemented on experiment group. In this research the sample was taken by choosing the class which will be the sample randomly. The instrument of the post test was objective test.

The tenth grade students of SMA N 1 Sukasada in the academic year 2016/2017 were selected as the population. The cluster random sampling technique was applied to obtain the sample of the study. The sample was also chosen by finding out homogeneity. *Levene's* statistics was used to test the homogeneity. Since this study used Post-test Only Control Group design, the score of the listening test conducted by the teacher previously was used to check the normality and homogeneity. Then, a lottery was conducted to determine the samples of the study from the homogeneous classes and to determine which class is experimental group and which class is control group. The result of the lottery was decided X1 as the experimental group and X2 as the control group.

The instruments prepared were including instrument for collecting data, supporting data, and posttest instrument. The collecting data instruments were the syllabus and the lesson plan. The supporting data instrument was the note of the teacher during the class activity. The instruments were administered to experts in order to be judged. Before using the posttest instrument it should be tried out in order to prove the validity and reliability. The try out was on the class which do not belong to either experimental or control group. In this study XI IA 1 was chosen as the class where the try out test conducted.

The treatment was given four times for each group. The experiment group was taught by using dictogloss strategy, while the control group was taught by using conventional technique named cloze listening. Then the result of the posttest was analyzed by using descriptive and inferential statistics through SPSS 19. Finally the result of the research was summarized to decide whether there was any significance difference on the experimental group after being given treatment by using dictogloss strategy.

Furthermore, the following research hypothesis can be formulated as follows:

H<sub>0</sub> : “There is no significant effect of dictogloss strategy on students’ listening competency of the tenth grade students at SMA Negeri 1 Sukasada academic year 2016/2017.”

## FINDING AND DISCUSSION

The result of the post-test was analyzed in two phase. Firstly, the data were analyzed using descriptive analysis to calculate mean, median, mode, range, standard deviation, variance, maximum score and minimum score. Secondly, the data were analyzed by using inferential analysis through t-test. The results of the analysis show whether the difference between the mean score of two samples was significant or not.

The summary of descriptive analysis is presented in the Table 1 and Chart 1.

Table 1. The distribution of data

No	Statistic	Summative Test	
		Experimental	Control
1.	Valid	22	22
2.	Missing	0	0
3.	Mean	86.00	77.82
4.	Median	85.00	77.00
5.	Mode	83	77
6.	Standard deviation	8.707	6.544
7.	Variance	75.810	42.823
8.	Range	27	23
9.	Maximum	73	67
10.	Minimum	100	90
11.	Sum	1892	1712

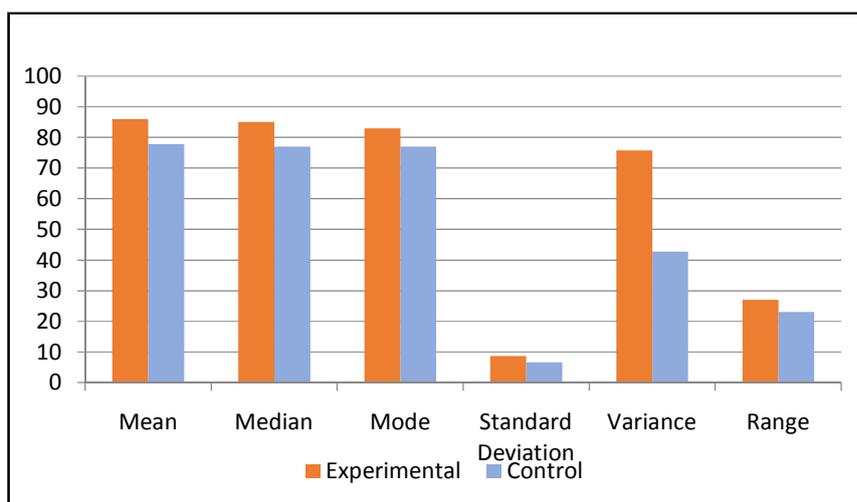


Chart 1. Descriptive Analysis of the Post test

From the descriptive analysis, it was found that the mean score in experimental group was 86.00 and in control group were 77.82. In the term of median, experimental group was 85, while control group was 77. Moreover, the mode of experimental group was 83 and the mode of control group was 77. Then, the range score in experimental group was 27 and 23 for the control group. For the variance, experimental group got 75.810 and control group got 42.823. The last, in the term of standard deviation, the score 8.707 gained by experimental group and 6.544 was gained by control group.

It showed that the mean score of experimental group was 86.00, while the mean score of control group was 77.82.

From the comparison between those two groups, it can be seen that the experimental group achieved higher score than the control group. Thus, it can be concluded that dictogloss strategy used in experimental group gave significant effect on students' listening achievement.

Inferential analysis was conducted to see the difference of the mean scores between the two groups taught by using different technique. In inferential statistical analysis, the data was analyzed by using t-test. Independent sample test (t-test) was used to test the hypothesis since the data was normally distributed and homogeneous. The data was administrated by using SPSS 19. The summary of the calculation is presented in the Table 2.

Table 2. The Result of Independent Sample Test

		<b>Independent Samples Test</b>			
		<b>t-test for Equality of Means</b>			
		<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>	<b>Mean Difference</b>
Score	Equal variances assumed	3.606	42	.001	2.500
	Equal variances not assumed	3.606	39.097	.001	2.500

From the table 2, the t observed was 3.606, and the t critical value was 1.697 It showed that  $t_{obs}$  was higher than the significant value of the  $t_{cv}$ . The Sig. (2-tailed) was .001. It indicated that the observed level of significant (Sig. (2-tailed)) was less than the standard alpha ( $\alpha = .05$ ). It showed that the null hypothesis was rejected and the alternative hypothesis was accepted. It meant that there was significant effect on the listening competency of the tenth grade students who were taught by using dictogloss strategy.

Referring to the result of descriptive and inferential data, it could be emphasized that the experimental group who received treatment got better score in listening than those who were taught using conventional strategy. It showed that dictogloss strategy was an effective and useful strategy for listening especially in teaching narrative, descriptive, and news item text. It is supported by other researcher's study.

Theoretically, dictogloss as the strategy taught in experimental group has five steps according to Cross (1994:249). The first step is key word identification. In this step students were given chance to listen the text in normal speed while taking notes and key words. The students were also able to compare their notes with partners. The second step is second listening. In this step the students were given the second chance to listen the text while taking notes and still comparing it with their partners. The third step

is reconstruction. In this stage students made the reconstruction of the text. The reconstructed text made by the students did not exactly the same with the text they have heard as long as the content and the language use of the text were correct. The fourth step is pairs exchange. In this step the students exchanged the reconstructed text they have made, read and analyzed the error made by the other students. The last step is public check. In this step the teacher and the students were discussing together about their work whether their work was already correct or not.

Meanwhile, the control group was taught by using conventional technique named cloze listening. Cloze listening is a strategy which exercises students to listen to a story and there will be periodically pauses in the story so that the students can guess the next word of the story (Nation and Newton, 2009:44). There are four steps in cloze listening. The first step is story telling. In this step teachers played a record of story. The second step is periodically pauses. In this step the teachers paused the story in periodical times for example once every 50 words. The third step is guessing next word. In this step the students were given chance to guess the next word of the story after paused. The last step is put on the board. In this step any answer of the students should be written on the board in English or in students' first language.

In applying the treatments, both experimental and control groups got the same materials. In the first meeting both groups learnt about the expression of gratitude and congratulation. In the second meeting the students were given material about narrative text with the text entitled "MalinKundang". In the third meeting both groups learnt about descriptive text about "Weather forecast" and "Describing people". In the fourth meeting the students were given material about news item text with the text entitled "Koala Stops the Traffic" and "Earthquakes in Japan". Although both groups got the same listening materials, the teaching strategy of those group were different. The experimental group were treated by using dictogloss strategy, while the control group were treated by using conventional strategy.

When applying dictogloss strategy in the first meeting to X1 student, there was confusion on the third step of dictogloss strategy. The students were not fully adapted to the new strategy. The students thought that they need to listen and write down every word from the text. Therefore students were not able to cope with the audio because it was too fast for them. Although the text in the audio is not too fast, the tendency of students to reconstruct the text exactly the same with the original text made the students could not focus on the major point of the text and could not cope with audio text. It impacted to the audio which was played 4-5 times. The behaviour of students who tend to disturb the other students when listening was also the problem at the beginning of this research. The students were lack of confident in telling their reconstruction. Some students were not speaking loudly so that it made some students could not listen well. For students who were not really interested in English subject used this chance to make some noise with the other students. It made the researcher several times called students attention during the public check. In the end of the meeting the researcher explained what was meant by reconstructing the text and asked the students to correct it in the next meeting. The students were also asked to focus when the audio was played and not easily distracted by the other students.

The other problem in implementing dictogloss strategy to the experimental group was the lack of vocabulary known by the students. Actually this problem had occurred since the first meeting looking to the students which really depended on their dictionary.

However it continued happen in the second meetings. It impacted on the time needed in reconstructing the text and retelling the text. The students need extra time to reconstruct the text because they were depended on the dictionary. In the second meeting, the students had already known how to reconstruct well. In the end of second meeting the researcher gave the some tips for increasing students' mastery of vocabulary. The tips were by memorizing five words every day, practicing their English outside the school for example in tourism area, and engaging English to the daily life for example starting with changing the language of their hand phone.

In the third meeting the students already had confidence in reconstructing and retelling the text. It can be seen from the time that students needed in completing the reconstruction. The students were more fluent in reconstructing because they had more knowledge on the vocabulary. In the fourth meeting the students was already adapted with the strategy. The notes as well as the result of the reconstruction were more organized.

During the research, the researcher was also doing observation especially for the attitude from the first meeting until the post-test was given. At first meeting the students' interest in the experimental group was low. There were only 6-7 students who were really showing their effort to learn English. The rest of the students were not fully giving attention to the lesson. The tendency to ignore the lesson and disturb the other students who wanted to learn was high. However, the researcher was instructing the students who were rebellious to at least not disturbing the other students who want to learn. At least the students were not making any noise which leads distraction to the other students. At the end of the research, the researcher found that the students were more interested in learning English. The students who were rebellious or ignoring the lesson still existed, but the number of those kind students was only 5-6 students. It happened because the students were learning new vocabularies from the activities which impacted on the atmosphere during the listening activity. The students created a good atmosphere and it made the other student was keen to get involved in the activity.

The explanation previously showed that the students' vocabulary mastery was increasing. It was because during the treatment, the students were not only focusing on their own work language but also the other students work language. From the pairs exchange step students did not only check whether their friends' work was correct or not but also compared the vocabulary that their friends used. This impact was confirming Lindstromberg, Eyckmans, &Connabeer (2016:14) who state that dictogloss is also known as a means of promoting vocabulary learning. The result of this study was also confirming the result of the study conducted by Abbas Badri, Ali Badri, and JalilNaxari in 2014 that stated the experimental group which was taught by using dictogloss strategy was more superior than the control group.

In short, the application of dictogloss strategy led the students to be more focus when listening, to learn new vocabularies, and to be more confident of their work. It reflected that dictogloss strategy was a teaching strategy that could give positive impact on students' attitude as well as behavior in classroom.

Comparing to the students in the experimental group, the students in the control group did not have changes on interest in listening activity. Although the researcher gave the same instructions on students behavior such as not disturbing the other students, increasing their vocabulary, and using English more frequently in daily life, the students were not getting involve in the learning activity. Only few students who showed interest in learning English, most of them were only sat down without any

willing to participate in classroom. The students who answered the questions on the practice were just 5-6 students. It showed that the students did not have motivation in learning. They also did not focus with the learning process.

The explanation above showed that dictogloss strategy gave better effect on the listening competency of the students. It was also proven by the descriptive analysis; the result showed that the mean score of the experimental group was 86.00 while the mean score of the control group was 77.82. It showed that the arithmetic average of the students' score of experimental group was higher than the students' score of control group. The median score of experimental group was 85 while the median score of the control group was 77. It showed that the middle score of the experimental group was higher than the control group. Then, the standard deviation of experimental group was 8.707, while the control group was 6.544. It showed that the standard deviation of the experimental group was higher than the control group. The variance of the experimental group was 75.810, while the variance of the control group was 42.823. The dispersion of the students' mean score of experimental group was higher than the control group.

Furthermore, the inferential analysis showed the value of  $t_{obs}$  was 3.606, while the value of  $t_{cv}$  was 1.697 at the level of significant 0.05. The value presented clearly that the  $t_{obs}$  exceeded  $t_{cv}$ . It meant the alternative hypothesis "there is significant effect of dictogloss strategy on the listening competency of the tenth grade students at SMA Negeri 1 Sukasada in academic year 2016/2017" was accepted. Thus, the null hypothesis was rejected. To see which class is better, it can be seen from the result of the mean score. The mean score of experimental group was 86.00 and the mean score of the control group was 77.82.

Referring to the result of descriptive and inferential analysis, it could be emphasized that the experimental group who was taught using dictogloss strategy got better score in listening competency than the control group who were taught using conventional technique. It showed that dictogloss strategy was an effective and useful strategy for listening.

## CONCLUSION

This study concludes that the implementation of dictogloss strategy gives effect toward listening competency of the tenth grade students at SMA N 1 Sukasada. The finding shows that the students' score who were taught by using dictogloss strategy was higher than the score of the students who were taught by using conventional strategy.

It is recommended for the English teachers to use dictogloss strategy in teaching listening narrative, descriptive, and news item considering from the advantages of the strategy. This strategy can be used as one of the alternatives strategy to improve students' listening competency since this strategy has been proved effective on listening competency.

It is also expected that the students can get better ways of listening text based on the implementation of dictogloss strategy. For the future researchers, it is suggested to carry out a similar study on the same skill in different setting. Other researcher can conduct more elaborate study on this strategy, especially in teaching listening for specific genre for the development of this strategy in language teaching.

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