

# The Effect of the Implementation of Dictogloss Technique on Listening Comprehension of the 10<sup>th</sup> Grade Students Of SMA Negeri 1 Sukasada

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## Abstract

This study aimed at investigating whether or not there was a significant effect of the implementation of Dictogloss technique upon listening comprehension of the tenth grade students of SMA Negeri 1 Sukasada. The research was an experimental one with Post-test Only Control Group Design. The population was the tenth grade students of SMA Negeri 1 Sukasada. Cluster Random Sampling was assigned to select the sample of the study. The samples were 20 students at grade X3 for experimental group and 21 at grade X2 for control group. The experimental group was taught by using Dictogloss technique and the control group was taught by using conventional teaching technique. The data was analyzed by using T-test through SPSS program. The result of the data analysis showed that students in experimental group performed better than the students in control group. It was proven by the result of the descriptive statistics that showed the mean score of the experimental group was 81.40 while the mean score of the control group was 78.24. The result of the t-test also showed that the value of the  $t_{obs}$  was higher than the  $t_{cv}$ . The value of the  $t_{obs}$  was 2.185 while the value of the  $t_{cv}$  was 2.023. It can be concluded that there was a significant effect on students' listening achievement that were taught by using Dictogloss technique than were taught by using conventional teaching technique.

**Keywords:** dictogloss technique, listening comprehension, the implementation of dictogloss technique.

## Introduction

Language is an instrument that human being use to communicate with others in order to convey ideas. People use language to interact and get information from other people. Nowadays, many people learn more than one language in order to be able to communicate with people from another country. English is the most language learned by the people in the world because English is an international language. As an international language, English is used to communicate with and relate to other people in the world. Therefore, English is being a subject in Indonesia that is taught from elementary to university level.

There are four basic skills in English. Those are speaking, reading, writing, and listening. Listening is one of the most important language skills. Feyten (in Vasiljevic, 2010:41) claims that more than 45% of communicating time is spent by listening, which clearly shows how important this skill is in overall language ability.

Listening comprehension is an important language skill to develop. That is why language learners are interested in understanding target language (L2) speakers. In addition, the development of L2 listening skills can play a significant role in developing other language skill (Rasouli, Mollakhan, and Karbalaeei, 2013:115). Listening is not just hearing, but also receiving the sounds and then making an understanding and interpretation. Listening skill is essential for learning, as it allows students to gain information and to achieve success in communicating with others.

Listening is the process of getting meaning and understanding message from speakers. Listening is a key second language skill, it has a vital role in the language acquisition process, and its development is of prime concern to language teachers (Brett, 1997:35). A good listening comprehension enables people to understand, remember, discuss what they hear, and even retell it in their own words. The people will understand what the speaker has tried to convey. According to Walker (2014:167), teaching listening skills is one of the most difficult tasks that a teacher faces.

Most students feel difficulty in listening. They can not understand what speakers say. This make the students can not get information from what the speakers say. So what caused this issue? According to Goh (2000:55), all language learners face difficulties when listening to the target language. Some issues have been related to listener difficulties. These range from text structure and syntax to personal factors such as insufficient exposure to the target language, and a lack of interest and motivation. As what Anderson in Roussel (2011:100) states that listeners face the following difficulties: (1) not recognizing words; (2) neglecting what follows; (3) not chunking the stream of speech; (4) missing the beginning of the text, and (5) concentration problems.

Based on interview that was conducted in preliminary observation with English teachers who teach the 10th grade students at SMA Negeri 1 Sukasada, it was found that many students have low listening comprehension. Most of the students are hard to understand what they listen to. It is because lack of listening practice and the students are strange with new words and vocabularies. Moreover, the teaching listening strategy is also not effective for the students. Most of the teachers use conventional technique like dictation and storytelling and lack of using media. They just read the story and give the translation to the students.

Successful listening can be looked at in terms of strategies listener uses when listening (Richards, 2008:11). Dealing with listening comprehension, there is a technique named Dictogloss technique that was first introduced by Wajnryb in 1990, which is able to improve the students' listening comprehension. According to Abbasian and Mohammadi (2013:1371), Dictogloss is defined as a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text.

Dictogloss may improve the students' listening comprehension. The teacher asks students to listen to the important content, find the specific information of the listening text, and note what is necessary to reconstruct the same new text. This stage will make the students easy to understand the listening text. It is supported by Vasiljevic (2010:41), which in the reconstruction stages, the students are asked to reconstruct the listening text in writing. This activity can help the students to maintain the important content and find the specific information of the listening text.

Thus, it is important to conduct an experimental research about the effect of the implementation of Dictogloss technique upon listening comprehension of the 10th Grade Students of SMA Negeri 1 Sukasada in academic year of 2016/2017. In the present study, the researcher used Dictogloss technique that was assisted by media and story in form of audio. This research aimed to find out whether or not there is any significant effect of Dictogloss technique towards 10th Grade Students' listening skill. If there is significant effect, it can be applied by other teacher in order to improve the students' listening comprehension.

### **Methods**

Population is the larger group that is selected to apply the results. The population may be defined as a group of classrooms, schools, or even facilities (Fraenkel, Wallen, and Hyun, 2012:91-93). The population of the study was the 10th grade students of SMA Negeri 1 Sukasada. The total number of population in this study is 83 students. They are divided into four classes namely X2, X3, X4, and X5.

In conducting the research, the researcher selected two samples. A sample in a research study is the group that is selected to obtained information. There were two ways of choosing the sample, they are random sampling and non-random sampling (Fraenkel, Wallen, and Hyun, 2012:91-93). In deciding the sample, Cluster random sampling was used to select the two classes in order to get the representative sample. Furthermore, cluster random

sampling was useful when the population members are grouped in units that can be conveniently used as cluster. In this case, the individuals of the population have already been grouped into classes. It was done by using lotteries. The first lottery determined two groups (classes) as the sample of the study. The second lottery was conducted to choose which one is control group and which one is experimental group. Two classes were selected through lottery. The samples were 20 students at grade X3 for experimental group and 21 at grade X2 for control group. Moreover, two homogenous classes are needed as sample. And the two samples are chosen randomly through lottery. The first lottery determined two groups (classes) as the sample of the study. Through lottery two classes selected the sample was VII B3 as the experimental group and VII B5 as the control group.

Before the treatment was conducted in both classes, testing normality and homogeneity was conducted. Testing normality and homogeneity was conducted to find out the distribution of the data and the homogeneity of the variance. Students' listening summative score was used in order to test the normality and homogeneity between class X3 and X2. The result of testing normality and homogeneity between class X3 and X2 can be seen in the table 1 and table 2.

Table 1. The result of normality test

Group	Kolmogorov-Smirnov <sup>a</sup>			
	S	tatistic	f	ig.
Experimental	.	184	0	076
Control	.	177	1	085

Table 2. The result of homogeneity test

		Levene			
		Statistic	f1	f2	ig.
Based on	Mean	034	.	9	855
Based on	Median	048	.	9	827
Based on	Median and with adjusted df	048	.	8.84	827
Based on	trimmed mean	032	.	9	860

Based on the result of the normality test above, it indicates that the significance value (Sig.) of experimental group (students taught by Dictogloss technique) is 0.076 (> 0.05) and control group (students taught by using conventional teaching technique) is 0.085 (> 0.05). Since the result has exceeded the value of 0.05, it can be concluded that the data distribution is normally distributed. Meanwhile, the result of homogeneity test shows that the significance value (Sig.) of each group had exceeded the value 0.05. The significant value based on mean was 0.855, based on median was 0.827, based on median and with adjusted df was 0.827, and based on trimmed mean was 0.860. Considering the result, it meant that the variances between groups were already homogenous.

This study was an experimental research which was proposed to figure out whether there was any significant difference on students' listening achievement that were treated differently or not. The research design for this study was Post-test Only Control Group

Design. The experimental group would be treated by Dictogloss technique. Meanwhile, the control group would be treated by using conventional teaching technique.

The steps in collecting the data of the research was started by making the instrument. Before administering the instrument of listening post-test, it should be examined through validity and reliability test. As it has classified as valid and reliable, then the researcher can employ it to collect the data needed. Both groups were given different treatments. Experimental group was treated by using Dictogloss technique while the control group was treated by using conventional teaching technique. After the experimental group reached maturation and there was no experimental mortality, the treatment was stopped and continued by administering post-test. The results of the post-test were analyzed by using descriptive statistical analysis and inferential statistical analysis.

According to Fraenkel, Wallen, and Hyun (2012:173), maturation is the process of maturing which takes place in the individual during the duration of the experiment such as: growing older, growing more tired, or similar changes. Meanwhile, mortality is the loss of subjects in a study which may introduce bias and affect the outcome of a study.

Six treatments had been treated. From the sixth meeting, the researcher could see that applying Dictogloss technique gave significant effect towards the students' habit in learning, their strategy in listening, their achievement of the learning objective from the first meeting, and the students became more tired after completing the treatment. In addition, there was no subject loss. All the students could follow the learning process. Therefore, the researcher stopped the treatment and continued with administering post-test in order to know if there is any significant effect on students' listening skill after implementing Dictogloss technique.

Before the instruments were used in collecting the data, testing instrument validity and reliability was conducted. It was done to see whether or not the instruments were valid and reliable to be used.

The content validity in this research was examined by experts' judgments. The first expert judge was I Putu Indra Kusuma., S.Pd., M.Pd. who is a lecturer of Universitas Pendidikan Ganesha and the second expert judge was Ketut Rahayuni, S.Pd. who is a teacher of SMA Negeri 1 Sukasada. From the Gregory's Formula, it was found that the content validity of the test was 1.0 which was the highest amount of validity.

Try out test was conducted to try out the instrument that was used. In this study, try out test was conducted in class X5. The result of the try out test was analyzed to find empirical validity and reliability of the instrument used. The result of empirical validity test which conducted using Pearson Product Momen Correlation through SPSS showed that there were 10 items from 40 items of listening test which were categorized as invalid. Those 10 items were categorized as invalid because the value of sig. (2tailed) is less than the value of 0.05 level of significance. Those invalid items were dropped from the test so that only 30 items that were used as the listening post-test. After validating the instruments, the reliability of the instrument was also conducted through analyzing the result of students' try out test using Cronbach Alpha through SPSS. The result showed that the reliability value of the try out test was reliable since the value of Cronbach's Alpha (0.565) exceeded the value of 0.05 level of significance. So that it could be used as the research instrument.

## **Findings and Discussions**

### **Findings**

As stated previously, the data of this study was analyzed descriptively and inferentially. Students' post-test was analyzed as the data. The result of the descriptive statistics analysis showed different score between students in experimental group with the students in control group.

Table 3. The Descriptive Statistic Result of Post-test Score

Category	Statistic	
	Experimental Group	Control Group
Mean	81.40	78.24
Median	80	77
Mode	80	77
Range	14	17
Standard Deviation	4.147	5.049
Variance	17.200	25.490

Based on the table 3, the measurement of the descriptive statistics showed significant difference between the two groups. The students' mean score of experimental group 81.40; while the mean score of control group was 78.24. 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 80; while the control group was 77. It means that the middle score of the experimental group was higher than the control group. The mode of the experimental group was 80, while 77 was the mode score of the control group. It can be assumed that the most frequently score appeared in the experimental group was higher than the control group. Then, the standard deviation of experimental group was 4.147; while the control group was 5.049. The variance of the experimental group was 17.200; while the variance of the control group was 25.490. Variance is the dispersion of the mean score. Last, the range of experimental group was 14; while the range of control group was 17.

From the explanation above, the different treatment given between both groups showed significant different result of the students' listening comprehension. The measurement of the central tendency (mean, mode, and median) showed the students of the experimental group gained higher score than the students of the control group. It means that the treatment given (Dictogloss technique) in the experimental group could encourage the students to perform better in listening than in the control group.

The inferential analysis provided information about the significant effect between Dictogloss technique and conventional teaching technique on students' listening comprehension. The data were analyzed by using t-test in which the data should have normal distribution and homogeneity variance first.

The result of the inferential statistics showed that there was a significant difference between the students treated using Dictogloss technique with the students treated using conventional teaching technique. The inferential statistics was analyzed using independent sample t-test which processed by SPSS 16.0. From the process of the analysis, it was found that the significant value of (sig. (2-tailed)) was 0.035, which was less than the value of 0.05 level of significance. It means that the null hypothesis was rejected. Besides, comparing the value of  $t_{obs}$  with  $t_{cv}$ , it was found that the  $t_{obs}$  was 2.185 while the t critical value for *degree of freedom* of 39 was 2.023. Since the value of  $t_{obs}$  was higher than the value of t critical value, the alternative hypothesis used in this research was accepted. Thus, it was definitely concluded that there was a significant effect between students who were taught by using Dictogloss technique and students who were taught by using conventional teaching technique.

This study was an experimental study which investigated the effect of Dictogloss technique on students' listening comprehension. The findings of the study showed that the students who were taught by using Dictogloss technique performed better performance in listening than the students who were treated by conventional teaching technique. It was proven by the mean score of the students in experimental group was higher than the mean score of the control group. The mean score of the experimental group was 81.40, while the

mean score of the control group was 78.24. From the result of the mean score, the different treatment given between both groups showed significant different result of the students' listening achievement. It showed that the students of the experimental group gained higher score than the students of the control group. It means that the treatment given (Dictogloss technique) in the experimental group could encourage the students to perform better in listening than in the control group.

## Discussions

Based on the result of descriptive and inferential data, it could be emphasized that the experimental group who received the empirical treatment got better achievement in listening than those who were taught using conventional listening strategy. It means that Dictogloss technique was an effective and useful technique for teaching listening. It is supported by Kooshafar, Youhanaee, and Amirian (2012:717), that in applying Dictogloss technique, the teacher give a task to the students which is able to encourage them to interact and construct a text cooperatively and this text is similar to the one they have listened. The constructed text is not a replication of the original one since the students use their notes and share their ideas with their group mates but a new reconstruction of the text.

Using Dictogloss in listening can help the students to understand what they listen to. Dictogloss technique has four good steps for improving listening skill. Jibir-Daura (2013:113) states that the purpose of preparation stage is to make students more receptive to the listening passage. Listening is a dynamic process where the listeners construct meaning based on the background knowledge and the new concepts presented in the text. Teachers can facilitate this process by providing background information and helping students with unfamiliar language. As Vasiljevic (2010:41) states that in the reconstruction stages, the students are asked to reconstruct the listening text in writing. This activity can help the students to maintain the important content and find the specific information of the listening text.

Based on the explanation above, the result of this study has met the theory and was supported by some research findings. Therefore, the result of this research shows that the students who are taught by using Dictogloss technique achieved better in listening.

## Conclusion

This study was an experimental study which investigated the effect of Dictogloss technique on students' listening comprehension. The mean score of the students in experimental group (81.40) was higher than the mean score of the control group (78.24). It means that the treatment given (Dictogloss technique) in the experimental group could encourage the students to perform better in listening than in the control group.

In addition, from the inferential statistics, it was found that the significant value of (sig. (2-tailed)) was 0.035, which was less than the value of 0.05 level of significance. It means that the null hypothesis was rejected. Besides, comparing the value of  $t_{obs}$  with  $t_{cv}$ , it was found that the  $t_{obs}$  was 2.185 while the  $t$  critical value for *degree of freedom* of 39 was 2.023. Since the value of  $t_{obs}$  was higher than the value of  $t$  critical value, the alternative hypothesis used in this research was accepted. Thus, it was definitely concluded that there was a significant effect between students who were taught by using Dictogloss technique and students who were taught by using conventional teaching technique.

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