

The Effect of Using Dictogloss Technique on Students' Listening Comprehension of Explanation Text at The Eleventh Grade of MAN 02 Padang Lawas

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Abstrak

Mendengarkan adalah salah satu keterampilan terpenting dalam belajar bahasa Inggris, lebih dari 45% waktu berkomunikasi dihabiskan dengan mendengarkan. Namun, banyak siswa yang menganggap kegiatan mendengarkan itu sulit dan siswa memiliki pemahaman mendengarkan yang rendah karena siswa tidak memahami apa yang dikatakan guru dan sulit bagi siswa untuk memahaminya. Oleh karena itu, penelitian ini dimaksudkan untuk mengetahui pengaruh signifikan penggunaan teknik dictogloss terhadap pemahaman mendengarkan siswa. Penelitian ini menggunakan pendekatan kuantitatif dan desainnya adalah eksperimen semu dengan populasi penelitian adalah siswa kelas XI MAN 02 Padang Lawas. Sampel diambil dengan menerapkan teknik purposive sampling. Tested Pretest dan posttest diberikan kepada siswa dari dua kelas yaitu kelas eksperimen dan kelas kontrol. Uji-t sampel independen dilakukan untuk membandingkan rata-rata kedua kelompok independen. Hasil temuan menunjukkan bahwa nilai thitung lebih besar dari nilai ttabel pada taraf signifikansi 0,05 dengan df 47 ($2,155 > 0,05$). Dengan hasil perhitungan hipotesis nol berhasil ditolak. Artinya pemahaman menyimak di kelas sebelas MAN 02 Padang Lawas yang diajarkan dengan menggunakan teknik dictogloss lebih tinggi dibandingkan siswa yang diajarkan dengan teknik konvensional.

Kata Kunci : *Dictogloss, Efek, Eksperimental, Mendengarkan, Pemahaman.*

Abstract

Listening is one of the most important skills in learning English, more than 45% of communicating time is spent listening. However, many students thought that listening activity was difficult and students had low listening comprehension because students did not understand what the teacher said and it was difficult for students to comprehend. Therefore, this research was intended to find out the significant effect of using dictogloss technique on students' listening comprehension. This research used quantitative approach and design was quasi-experimental with the population of the research was the eleventh grade of MAN 02 Padang Lawas. The sample were taken by applying purposive sampling technique. Tested

Pretest and posttest were given with students from the two classes, experimental and control class. The independent sample t-test was carried out to compare the means of the two independent groups. The finding reveals that the tcount value was greater than the ttable value at the 0,05 significance level with df 47 ($2,155 > 0,05$). With the result of the calculation, the null hypothesis is successfully rejected. It means that the listening comprehension at the eleventh grade of MAN 02 Padang Lawas taught by using dictogloss technique is higher than students taught with conventional technique.

Keywords : *Dictogloss, Effect, Experimental, Listening, Comprehension.*

INTRODUCTION

Language is very important in our life because it is a medium of communication with other people. In the era of technology and globalization, one of the languages that is used to communicate and interact is English which is spoken by many countries as an international language. As a foreign language, English is considered difficult to learn by Indonesian students because English is new for them, and they are accustomed to using their mother tongue to communicate and interact. To get knowledge or understand English, there are some skills that students need to master. The four skills are listening, reading, speaking and writing. When students learn one of these skills, other skills are also involved. Listening should have an important place in teaching English because it is impossible for people to speak and communicate without listening first.

Listening is a process of connecting sounds and forms of meaning and is not just about hearing but also reaching an agreement through information or giving a correct answer with the help of grammatical knowledge. According to Rost (1994) listening is important in the language classroom because it presents input for beginners. It means listening is very important in learning English, especially for senior high school because listening is one of the skills that is tested during a national examination.

The fact says that 45% corresponds to listening, 30% to speaking, 16% to reading, and 9% to writing. Therefore, once again listening has an important part in learning English which needs more attention and concentration to comprehend. Listening comprehension is not just about listening but also understanding the meaning of spoken language. According Gilakjani (2006) Listening comprehension is consist of knowing of speech sounds. These include knowing speech sounds, understanding the meaning of individual words, and how to learn the syntax of sentences.

Based on the preliminary research at eleventh grade of MAN 02 Padang Lawas on August 15th by conducting observation and interview with the teacher and students, the researcher were found several problems First, Students had low listening comprehension. Students had low in listening because during listening process, students did not understand what the teacher said and it was difficult for students to comprehend.

Second, the teacher did not use variety of teaching method in listening, the teachers still used dictation method for teaching listening. Students just listened to the teacher doing dictation in front of class and after that students wrote down the answer of the question.

Dictation seemed to make students passive during the lesson and also made students felt bored or sleepy.

Third, most of students had low motivation in listening. The teacher said that students' motivation in learning listening was very low, there was no enthusiasm and feedback from the students during the learning process and it was supported by the low achievement of students' listening skill with average listening score by the students was 67.

Fourth, most of students thought that listening activity was difficult, most of students thought that listening was difficult, students said that listening was difficult for them, students found it difficult to interpret the meaning of spoken text because students had limited English vocabulary and there were unrecognized words for students to understand

Based on those problems above, a teacher should find what techniques are appropriate to be applied in teaching listening skills. Nowadays, many teaching method and technique facilitate teachers in developing students' listening comprehension and one of them is dictogloss. The dictogloss technique is expected to be more effective, interesting, and communicative to improve students listening skills. According to Vasiljevic in Wajnryb (2010), Dictogloss is a process of dictation activity where learners listen to audio, and then work together to recreate reconstructed version of the text. Using dictogloss may help learners with their listening comprehension because this method contains principles of language learning such as cooperation with friends, and listening skill through getting new vocabulary. Before dictogloss technique begins, the phases are preparation. The teacher will provide students with background information about the material and the teacher will use audio for dictation. For the next reconstruction, students will work in group and discussing what students heard with other friends, if students difficult to figure out what students heard, students can ask and change their ideas to other friends and the last phase are analysis and correction. But in this research, the researcher will focus to know the effect of dictogloss technique on students' listening comprehension.

METHOD

1. Research design

This research applied quantitative approach. Related to Creswell (2009) quantitative research is a means to test theories objectively between several variables. In this research, the researcher used a quasi-experimental consisting of class experiment and class control pre-test post-test. The pre-test was given in the beginning of the meeting before the treatment and post-test was given after the treatment.

2. Population and sample

The population of this research was all of the eleventh grade students of MAN 02 Padang Lawas in academic year 2022/2023. There were three classes of eleventh grade XI MIA 1, XI IPS 1, XI IPS 2. The researcher used purposive sampling technique and used two classes as the sample (experiment class and control class). The researcher selected two classes XI IPS 1 and XI IPS 2 as class sample. Before doing the research, the researcher must ensure that the sample was normal and homogenous.

3. Instrumentation

In this research, the researcher used listening test as the tools in this research for submitting data, the researcher designed as pre-test and post-test with consist 25 question in the forms of multiple choice. The researcher conducted three meetings with explanation text material.

a. Validity

According to Brown (2004) validity is the extent to which inferences made from assessment results are appropriate, meaningful and useful in terms of assessment. Validity concerns with a test which measure what is supposed to be measure and for whom it is appropriate. In another word, test is valid if it measures accurately what is intended to be measure. In this research, researcher did content validity. According to Rossister (2008) content validity is the degree to which elements of an assessment instrument are relevant to a representative of the targeted construct for a particular assessment purpose. To valid the test the researcher used SPSS application and consulted the instrumentation to the experts, they are the lecturers of English Education Department of UIN Sjech M. Djamil Djambek Bukittinggi.

b. Reliability

Reliability is the measurement of a test with consistent of the same results at different time. According to Creswell (2012) reliability method is rating from an instrument are solid and consistent. To examine the reliability, the researcher used SPSS 26 version.

Table 1. The level of Reliability

No	Scale of Alpha Cronbach	Reliability Categorization
1	0,86-1,00	Very Highly Reliable
2	0,66-0,85	Highly Reliable
3	0,36-0,65	Reliable
4	0,20-0,35	Minimally Reliable
5	0,00-0,19	Unacceptably Low Reliable

The researcher conducted a reliability test using SPSS, the scale of Alpha Cronbach showed 742 which indicated that the instrument has highly reliability.

4. Technique of data collection

The researcher used listening test. The test was administered with 25 question in a multiple choice format for a test designed as pre-test to determine the students' listening comprehension, followed by three session of processing in the classroom and finally post-test to find out the effect of students' listening comprehension after treatment. The multiple choice test has 25 questions with a score 4 points for correct answer and 0 point for incorrect answer. If students correct all the questions they will get scores 100.

5. Technique of data analysis

In this research, the researcher used Paired sample t-test to analyze the data and compare the differences of mean score between pre-test and post-test. The researcher used Independent sample t-test to compare or to found out whether the value of t-

obtained indicated a significant difference between mean scores of both test and the researcher process the data used SPSS 26 version.

FINDINGS AND DISCUSSION

Finding

Description of the Data

**Table 2. Compere of statistical data in pre-test and post-test
(Experimental class and Control Class)**

	Class	N	Maximum	Minimum	Mean	Std. deviation
Pre-Test	Experiment Class	25	70	20	42,80	13,469
	Control Class	24	55	20	38,75	10,759
Post-Test	Experiment Class	25	80	40	57,80	11,733
	Control Class	24	70	35	49,58	9,315

Based on the table above, it can be seen the total number of students in experiment class was 25 students and control class was 24 students. Table above shows the data from pre-test and post- test of experimental class and control class. In the pre-test of experimental class there were 25 students, the maximum score was 70, the minimum score was 20, mean was 42,80 and Std.deviation was 13,469. Pre-test control class there were 24 students, the maximum score was 55, minimum score was 20, mean score was 38,75 and Std.deviation score was 10,759. Post-test experimental class there were 25 students, maximum sore was 80, minimum score was 40, mean score was 57,80 and Std.deviation score was 11,733. Post-test control class there were 24 students, maximum score was 70, minimum score was 35, mean score was 49,58 and Std.deviation score was 9,315.

Before testing the hypothesis, normality test was carried out using SPSS with the Shapiro-Wilk the normality test results in the post-test experiment class was 0,241. The table normality test results in post- test control class was 0,284. It can be conclude that the data of sig value of class was more than 0,05. So it was categorized that the data were normally distributed.

Homogeneity test is also conducted to draw a conclusion about whether the two groups in this research have the same distribution. The result of homogeneity test was 0,149, 0,183, 0,183, 0,160. Because the significance is more than 0,05, that means H_a was accepted or the instrument was homogeneous.

Independent sample t-test used to test the hypothesis, which is to test whether there are significant mean differences between experiment class and control class so that it can be decide to accept or reject null hypothesis. The researcher used SPSS and it can conclude that the Levene's Test for Equality of variances is seen at $F=2,155>0,05$, which means that there is no differences in data variance or in other words, the data is the same or homogeneous. Df (Degree of freedom) was 47. the results of post-test in both classes showed that the obtained significant value or sig. (2-tailed) is 0,000. It means that alternative hypothesis was accepted and the two tailed significant showed that $p<0,05$ ($p=0,05$). It can be calculated that there was significant differences of students' listening comprehension who

were taught by using Dictogloss Technbique. Therefore, null hypothesis was rejected and alternative hypothesis was accepted.

Discussion

This research was done with the aim of finding out whether the listening comprehension at the eleventh grade of MAN 02 Padang Lawas taught by using dictogloss technique is higher than students' listening comprehension taught with conventional technique. Findings has revealed that the null hypothesis is rejected. Using Dictogloss technique affects on students listening comprehension which the result $F=2,155>0,05$ at significant level of 0,05 and df 47 and comparison between the post- test result of the experimental and control class which the mean score was 57,80 and 49,58. There were two points on the effect of using Dictogloss Technique. The points are: the significant difference between the post test result of experimental and control class , then Dictogloss Technique is better than conventional technique.

The researcher found there was the significant difference between the students who were taught by using Dictogloss Technique and the students who were not taught by using Dictogloss Technique. In Dictogloss technique activity, students get some advantages as stated by Wajnryb that Dictogloss Technique can improve students to focus on meaning when listening text, provide an authentic opportunity for cooperative listening, improve all four languages skills, especially listening skill It means that Dictogloss Technique can improve students' listening comprehension. Because students focused on explanation test, the listening material could be what is rainbow, flood, how cell phone work, etc. The researcher used explanation test because related on syllabus and these text related to students' real life experience which increasing students' interest and understanding about the lesson. In short, there was a significant difference on students' listening comprehension who are taught by using Dictogloss Technique and by using conventional model.

Using Dictogloss Technique is better than conventional model. Based on the result, the researcher found that Dictogloss technique is better than conventional model, as stated by Cardona in Wajnryb dictogloss is a relatively resent procedure in language teaching, and different from dictationUsing dictogloss technique, learners are exposed to listen a short text read to learners at normal speed, and reconstruct it, first individually, then in small groups, until it has the same meaning as the original text. In contrast to dictation where learners only write down what is read by the teacher. So that the students would get better understanding in listening comprehension.

Based on explanation above, the researcher had answered the hypothesis. The result meant that null hypothesis was rejected and there was a significant difference between post-test score of the experimental and control class in learning listening used explanation text.

CONCLUCION

The researcher used a quasi-experimental consisting experimental class and control class and group pretest and posttest to investigate there was significant of using dictogloss technique on students' listening comprehension at the eleventh grade of MAN 02 Padang Lawas. Therefore, it can be proved by the data findings and discussion. Through comparing

the $F=2,155 > 0,05$ at significant level of 0,05 and degree of freedom 47. It means that the hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It can be conclude that students' listening comprehension who were taught using dictogloss technique was significant effect than students who were taught using conventional technique.

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