

# IMPROVING LISTENING SKILL OF GRADE ELEVEN STUDENTS AT MADRASAH ALIYAH NEGERI (MAN) 1 PALU THROUGH DICTOGLOSS TECHNIQUE

Mila Poerwanti<sup>1</sup>, Mochtar Marhum<sup>2</sup> and Abd. Kamaruddin<sup>2</sup>

milapurwanti76@yahoo.com

<sup>1</sup>The Student of English Education Study Program Postgraduate Program Tadulako University

<sup>2</sup>The Lecturers of English Education Study Program Postgraduate Program Tadulako University

## Abstrak

*Tujuan dari penelitian ini adalah untuk menemukan bagaimana penerapan teknik Dictogloss dalam mengajar bahasa Inggris dapat memperbaiki keterampilan menyimak siswa kelas XI di MAN 1 Palu. Teknik dictogloss adalah sebuah teknik yang digunakan guru untuk mendikte teks pada siswa. Mereka menyimak dan mencatat untuk kemudian mereka menyusun teks tersebut menggunakan kata-kata yang tepat mereka sendiri sesuai dengan yang telah mereka dengarkan. Penelitian ini menggunakan desain PTK (Penelitian Tindakan Kelas). PTK ini bertujuan untuk memperbaiki kualitas pengajaran guru dan pencapaian belajar Bahasa Inggris siswa di dalam kelas. Penelitian ini terdiri dari satu siklus. Subjek dari penelitian ini adalah siswa kelas XI bahasa tahun ajaran 2015/2016 yang terdiri dari 25 orang siswa. Instrument penelitian ini menggunakan lembar observasi, catatan lapangan, test dan kamera. Data kualitatif diperoleh dari lembar observasi dan catatan lapangan. Sementara, data kuantitatif diambil dari nilai sesuai kriteria ketuntasan minimal (KKM) yaitu 75 dan pencapaian klasikal di kelas yaitu delapan puluh persen siswa mendapatkan nilai lebih besar atau sama dengan 75. Berdasarkan hasil pencapaian menyimak siswa di siklus ini, 20 dari 25 siswa mendapatkan nilai lebih besar atau sama dengan 75. Secara klasikal pencapaian adalah 80%. Artinya pencapaian hasil siswa di siklus ini telah memenuhi kriteria ketuntasan. Sehingga disimpulkan penerapan teknik Dictogloss dapat memperbaiki kemampuan siswa dalam menyimak.*

**Kata Kunci:** Teknik Dictogloss, Keterampilan Menyimak, Mengajar Keterampilan Menyimak

Teaching listening to students has a great influence as listening itself is important in human life. It is the first ability that belongs to human beings since they were born. They can make a good communication with their family and friends because of the ability of listening. Thus, teaching listening is needed in the classroom. The importance of listening is acknowledged by Brown (2001:247) who stated that listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking. It means that listening is the very first language skill that has to be mastered before students are able to speak, read, and write. Therefore, teaching listening gets much attention in language learning process.

In the learning process, listening becomes one of the two skills among four, which is examined in the national examination in senior high school for English subject. Almost all of English teacher in Indonesia are working hard to overcome students' difficulties in facing listening questions in the national examination. Teacher expects that it is easy for students to understand and answer the questions.

The researcher is an English teacher of grade eleven students in language class program at Madrasah Aliyah Negeri 1 Palu (MAN 1) found, After several times for teaching listening in the classroom by playing audio device directly, the students' achievement of listening score was very low. Many students were failed to get the score

higher or equal 75 as the criteria of success for English subject.

The students stated their reason for their low achievement in listening because they did not have enough experience to listen through devices. Let alone, it is spoken by native speaker. They complained that they could not catch what speakers said due to their quick spoken. The monologue text and dialogue which was told by the speaker made them confused and became hard to answer questions that given after listening.

Referring to the students' problem, the researcher made a simple reflection that it had to be improved. It strongly needed to apply a creative technique for English listening teaching. The researcher dictated by reading the text, then it was continued by playing the text of native speaker through the audio. She also added some pictures as the media of teaching. She used Dictogloss technique as one of the solutions to these problems. The students started to listen their teacher dictation, then they had a collaborative work among the students so that the class became groups of students who helped each other recreate the text.

Finally, based on the students' problem above, the researcher conducted a classroom action research (CAR) entitle Improving listening skill of grade eleven students at Madrasah Aliyah Negeri (MAN) 1 Palu through Dictogloss technique. The research question formulated as follows: "How does the application of Dictogloss technique in teaching English improve listening skill of grade eleventh students at Madrasah Aliyah Negeri (MAN) 1 Palu?"

In line with the research question above, the objective of this study is to find out how the application of Dictogloss technique in teaching English will be able to improve student's listening skill of grade eleven students at MAN 1 Palu.

## **Related Terature Review**

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

Listening is a complex, active processes of interpretation in which listeners match what they hear with what they already know (Rost, 2002). It can be elaborated that listening is the conscious processing of the auditory stimuli that have been perceived through hearing. Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When people listen, they use their ears to receive individual sounds, such as letters, stress, rhythm and pauses and people use their brain to convert these into messages that mean something to them.

### ***Listening Skill***

According to Harmer (2007:135) "Listening skill is ability recognize paralinguistic clues such as intonation in order to understand mood, meaning, specific information and general understanding." Moreover, Richard and Renandya (2002:235) say "Listening skill could be acquired through exposure but not really taught." In mastering the listening skills we can get from various aspects not only in school but also in real life communication. McKay (2012:12) mentioned that listening skills allow one to make sense of and understand what another person is saying. Base on the statement above, the researcher assumes that listening skills is the ability to hear various sounds and our capability to understand what some talking about. In mastering the listening skills we can get from various aspects not only in school but also in real life communication, effectively with the other like family and friends.

In line with the important of listening skill for communication, listening is included as one of the language skills to which the teacher should really pay serious attention. Listening is also needed in language learning. Nunan (2001) states that listening is the Cinderella skill in second language learning. All too often, it has been overlooked by its elder sister - speaking. The statement implies

that listening is often ignored in language learning. People just give a greater emphasis on speaking. The fact is if we do not try to learn how to listen then we never learn how to talk.

### ***The teaching of listening skill***

Teaching listening is the process of activity in the classroom that should solve the problem in listening systematically. Brown (1990) suggests several steps to solve some problem in listening, as follows: a teacher should limit the length of the spoken text; ask students to listen for certain specific points; get the students to work in a group.

In addition Saha and Rezwani (2008) state that teaching listening requires a bit more on the part of the teacher than that of the learners. There are some main principles of teaching listening, they are: 1) should use a familiar language for training listening comprehension 2) the material should never be presented visually at the first step. Good listening lessons go beyond the main listening task itself with related activities before and after the listening.

From the experts' explanation above, it can be concluded that there are some rules in teaching listening. They are the teacher should limit the material, using the well known word and the material has not to show visually.

### ***Concept of Dictogloss Technique***

Dictogloss is a language teaching technique which students work and form small groups to summarize a target-language text. Dictogloss activities encourage learners to focus on the form of their language while also being based in communication, and are used in task-based language teaching.

Vasiljevic (2010:41) defines "Dictogloss is a classroom dictation activity where learners listen to a passage, not down key words and then work together to create a reconstructed version of the text". Dictogloss learner technique is very helpful in listening and learning about their ability to monitor students

both in the classroom and outside the classroom. And learners listen to a passage, note down a key word or phrase and then encourage comparison. Dictogloss activities are a useful way of presenting new factual information to students, and encourage them to listen for key points and understand the listening.

### ***Dictogloss listening procedure***

The basic steps in Dictogloss listening classes are the same as those outlined by Wajnryb (1990) for the purpose of grammar teaching. There are four stages: *preparation, listening, reconstruction* and *analysis and correction*.

The first stage of dictogloss is started with *Preparation or warming up* for the students. The main goal of the preparation stage is to make students more receptive to the listening passage. Two kind of preparations need in Dictogloss technique are *Topical preparation and Vocabulary preparation*. The topical preparation enables students to activate their background knowledge of the content which helps listeners to interpret the message correctly. Next preparation is vocabulary preparation. Lack of vocabulary knowledge is a cause of listening comprehension problems frequently. Teacher prepares and gives some new vocabularies to the students concern to the text they are going to listen.

The second stage of dictogloss technique is *Dictation*. When the Dictogloss procedure is first introduced, students may need to hear the reading or the recording several times. The first time, the students are not permitted to take notes or write anything. They only listen to get a general idea about the text. The second time they can take notes. The third listening gives students a chance to confirm the information and revise their notes if necessary.

Next stage is *Reconstruction*. It is the central part of the Dictogloss listening lesson. Working in small groups (3-4 people), students discuss what they heard and attempt to produce a coherent text close in content and

organization to the original version. The purpose is not to replicate the original text, but to maintain its informational content. In order to enforce the target vocabulary and ensure that the main points are included, students are asked to use all the words from the preparation stage.

The last stage of the Dictogloss procedure is the *analysis and correction* of the students' texts. It aims to identify the problems students had with text comprehension. The reconstruction task asks students to use their language ability to put words in the meaningful units. In that process, higher-ability students are likely to replace the words from the original text with their own synonyms. These ideas should be marked as being correct. Correction can be done as a class or as group work by comparing their text to the original text or by using the reconstruction checklist of the transcripts.

#### ***Advantage of Dictogloss technique***

The Dictogloss technique offers several potential advantages over other techniques of teaching listening. Vasiljevic (2010) mentioned that some advantages can be gotten from Dictogloss. Firstly, Dictogloss is an effective way of combining individual and group work so as to enable a wide access for peer learning and peer teaching to occur. Secondly, analysis and correction while creating the text in group work enables students to make hypotheses of the language they use, providing a practice for them to see their strengths and weaknesses in producing language. Thirdly, discussion in the pair and group work facilitates the improvement of students' communicative competence as far as they are required to use English, not their mother tongue. Fourthly, Dictogloss fosters students' autonomy in learning since during the process, the students are dependant more on their friends rather than on their teacher. Fifthly, comparing the text created and the original text can help foster students' vocabulary development. Finally, working in

pairs and groups can lower students' anxiety towards their teacher in learning.

#### **METHOD**

The researcher applied CAR (Classroom Action Research) as the design of this research. CAR is used to improve the quality of the English teacher's performance as well as the students' achievement in learning English in the classroom. This research design was started by identifying students' problems and students' achievement during the teaching-learning process. There are four process employed: planning, acting, observing, and revising. This research was conducted collaboratively between the researcher and another teacher of English as the collaborator.

The subject of this research was grade eleven students of language class program that consisted of 25 students in academic year 2015/2016 at Madrasah Aliyah Negeri (MAN) 1 Palu. It is located at Jl. Jamur no 38, Palu. There were two kinds of data in this research, namely quantitative data and qualitative data. First, the quantitative data were obtained from the result of the test done by the students. The data indicated the students' learning outcomes. Second, the qualitative data were gained from the result of observation toward students' and teacher's activities in the classroom. The procedures of data collection were done by observation and pencil and paper method.

There research instruments used in this research were observation checklist, field notes, tests, camera and video camera. Observation checklists were used as the guidelines in observing teacher's and students' performance during the teaching-learning process. Field notes were used to help write all the activities occurred in the class as well as to capture action in the classroom. Test was intended to indicate the progress of students' achievement toward the use of Dictogloss technique. And camera and video camera were used to take some pictures of each activity done and also to record the process of

implementing the technique in the classroom. The students' test was scored by using the scoring system as follows:

**Table 1. Scoring System**

No.	Types of test	Number of Test	Score per item	Max Score
1.	True/false items	10 items	1	10
2.	Completion	5 items	1	5
3.	Essay	5 items	5	25
<b>Total</b>		<b>20 items</b>		<b>40</b>

(Adapted from Al-Juboury, 2011)

Data from the test were analyzed and interpreted quantitatively by using descriptive statistics as follows:

- To count the individual score, the researcher used a formula proposed by Arikunto (2010:240) as follows:

$$\Sigma = \frac{x}{n} \times 100$$

Where:

$\Sigma$  = Individual Score

x = Obtained score

n = Maximum score as follows

- To calculate the classical learning achievement, the researcher used the formula proposed by Harahap (1992) as follows:

*Classical Learning Achievement*

$$KBK = \frac{\Sigma N}{\Sigma S} \times 100\%$$

Where:

$\Sigma N$  = the total successful students

$\Sigma S$  = the total students joining the test

KBK = Ketuntasan Belajar Klasikal

(Classical Learning Achievement)

The researcher and her collaborator determined the criteria of success as the standard reference of the successfulness or the failure of cycle applied in this research. It covered individual score and classical achievement. This research was considered successful if the students achieved the target of criteria of success (KKM) is 75 and the classical achievement in the class is eighty percent of the students get a score which is equal to or greater than 75.

### Implementing The Procedure Of Teaching Listening By Applying Dictogloss Technique

The researcher implemented what has been designed in the lesson plan. They were as follows:

#### 1) Preactivity

Teaching and learning process was started with preactivity about 5 minute. In this activity, the researcher also acted as teacher who started the class with:

- Greeting
- Calling the students to fill the attendance list and looking at students' readiness
- Delivering the objectives of learning for today.

#### 2) Whileactivity

Prelistening (Preparation stage)

- Students were asked to observe a picture.
- Teacher guided them by asking some questions.
- Teacher gave a simple explanation of narrative text.

*While listening (70 minute)*

- Teacher told the students that they would listen to a monologue that related to the picture, student would work individually to write down the content of the text. (*dictation stage*)
- Teacher read the text three times for them. The first time, teacher read the text at normal speed and asked students to listen carefully without writing anything. Students need to get the gist of the listening; they must pay full attention to understand the global meaning of the text.
- For the second time, teacher read the text slowly and paused regularly so that students could have enough time to take notes. Teacher told them to focus on some keywords.
- On the last reading, the students should complete as well as possible.

- e. After the teacher read the text, students worked in groups to share their notes and worked in order to replicate a text with similar meaning. After piecing the words together, they had to ensure that the text is grammatically correct, textually cohesive, and logically reasonable. (*reconstruction stage*)
- f. The teacher gave the students the transcripts of the recording and had them swap their reconstructions with another group and then asked them to give feedback on accurate/inaccurate or missing information. Instead of a transcript, teacher might want to give students a reconstruction checklist. (*analysis and correction*)
- g. The next level, the teacher played the another text from CD and gave a worksheet to the student. They started to use their own ability to comprehend the content of the text by completing the text.
- h. The speaker played about three times then after finishing, students submitted the paper and got the score from the teacher.

#### *Post listening*

- a. Before the teacher and students finished the class, they had a game i.e saying vocabulary based on the alphabet.
- b. Student A was asked to say one vocabulary, then student B said one vocabulary also based on the last alphabet of student A's
- c. And it was continued to the student who sit at the back.

#### 3) *Postactivity (5 minute)*

- 1. The teacher and the students concluded the material.
- 2. The teacher gave motivation, evaluation, and feedback to the students.

## **FINDINGS AND DISCUSSION**

This research had one cycle which consists of four meetings. Three meetings were for the implementation of the technique and the rest was for the test. During the implementation of the technique, the researcher worked with collaborator to fill the observation checklist for both teacher and students and taking the field notes. After analyzing the data qualitatively and quantitatively, the results showed that Dictogloss technique successfully improves students' listening skill. There was a significant progress of scores achieved by students after applying this technique. There were 20 of 25 students got scores equal or higher than criteria of success (75). It means that 80% of students are successfully passed the exam.

The observation sheets results of students performances in listening class activity was categorized "high". It was shown that all the students enjoyed the class. They were ready to accept the knowledge from the teacher. The results of observation sheet for the teacher's performances showed that the teacher's had followed the teaching processes and fulfilled the teaching components well. Although, the teacher failed to manage the time at the first and second meeting, but at the third meeting, the teacher had managed the time well according to the lesson plan. The results of field notes which filled by the collaborator showed that the researcher had followed the teaching process properly when teaching the students. However, at the first meeting, the researcher was quite difficult in facing several students which were not active in the class. The students felt reluctant to do and to raise answers for the exercises because they were afraid of making mistakes.

The answer of how Dictogloss technique can improve the students' listening skill, it lies on the process of the stages in Dictogloss technique. It is the power that belonged by this technique. There are four stages in it; those are preparation, dictation, reconstruction, analysis and correction. When the teacher applies the

technique correctly and creatively, it also can be the strength of the teacher to improve the students' listening skill. The students' listening skill started to train on each stage.

In the process of teaching learning, the teacher tried hard to apply the stages well. The first stage of Dictogloss, she started with preparation or warming up for the students. She aimed to make students more receptive to the listening passage therefore she explained the material and asked some questions to the students to built their prior knowledge. This way could lead them prepare before listening. At least, the students were not blank of the material. The students constructed meaning based on the interplay of background knowledge and the new concepts presented in the text. She facilitated this process by providing background information and helping students with unfamiliar or new vocabulary. It has been done by the teacher during the research. The teacher encouraged them to be active by giving them some vocabularies and asking the meaning. This process of preparation, of course, has given a new experience for the students which they never got before. They listened and learnt how to understand teacher's questions and how to reply.

Then, Dictogloss technique can improve students' listening skill on the dictation stage. It covers the listening procedure. The teacher started to dictate by reading a short text and the students wrote brief notes from the text which they had heard. The dictation was given for three times. The first time, the students were not permitted to take notes or write anything. They only listened carefully to get a general idea about the text. The second time, they took notes. As inexperienced students tried to write down everything, teachers emphasized that they had to focus on key words. A third listening gave the students a chance to confirm the information and revise their notes. A short 5-minute break between the second and the third listening gave the students a chance to think their notes and

identify the points they need to focus on. By giving the listening procedure, step by step the students trained to catch the idea or content of the story. As the text was listened for three times, the students can be familiar with it. In addition, the text was read by the teacher so the pronunciation was more understandable than the native speaker.

Next stage is Reconstruction. It is the central part of the Dictogloss listening lesson. Dictogloss procedures mainly lie on cooperative activities in recreating a text. When the researcher conducted her research, she made the group which the students with poor listening ability could learn from their friends with good listening ability not only about how these good students were able to catch the messages but also on how the interpretation of meaning. It was through the steps of collaborative text recreation in the implementation of Dictogloss that the poor students were able to learn the processes through which the good students eventually came to understand the messages conveyed from the narrative text they had listened to. This stage improved students' listening skill by learning how to reconstruct the text in groups. It gave the students time to think and discuss how best to express the ideas. Here, the students discussed what they heard and attempted to produce a coherent text close in content and organization to the original version. The students focused on their attention to precise meaning. In the reconstruction stage, they worked cooperatively so it was challenging without being threatening and it gave the students a chance to discuss language and to learn from each other.

The last stage that include in Dictogloss technique as the stage to improve the students' listening skill is analysis and correction. During the process of correcting their friend works, the students were able to see whether they had done well or not. By doing analysis and correction, the students could understand their mistakes and learnt from them. They

clearly noticed which vocabulary items or ideas were missing.

After conducting these four stages of Dictogloss technique in teaching listening, the researcher got the good result of students' listening achievement. Eighty percent of students in the class met the criteria of success. However, five students were failed to pass the criteria of success and analyzed by the researcher for the reason of their failure. It occurred because they answered the questions at the individual evaluation by asking their friends. Their answers depended on their friends' answer. Therefore for the certain meeting, they could get a good score but at the other meeting got the score under the criteria of success. Their listening skill were really tested when they got listening test at the last meeting. Actually, It is the weakness of Dictogloss technique. When they should work cooperatively to reconstruct the text, they also used the group to share the answer of individual evaluation. Although the teacher had reminded them to do it individually. For these five failed students, they were listed as the group of students which get the remedial class after the lesson. As the researcher is also their English teacher, she is obligated to help the failed students improve their listening skill. She provides the remedial schedule which held after the school hours.

Overall, in applying Dictogloss technique it was found that generally the students were interested in learning the subject. Most of them were active to response the teacher's questions. The progress of students' listening skill was shown gradually for each meeting. The researcher designed an evaluation for each meeting to see the students' result of listening skill. At the session of working group, classically the students were able to finish the text and the result of the group rising significantly. They shared not only knowledge but also they got their self confident. The support of the team made them confidence to show their ability.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the findings and discussion of this study, it can be concluded that students' listening skill improved successfully through the application of Dictogloss technique. It is indicated by the result of students' listening achievement. In the process of cycle, for the implementation from first meeting up to third meeting, the result of students increase and improve both group task and individual evaluation. In addition, the good result is also obtained from listening test at the last meeting. The result is twenty of twenty five students got scores equal or higher than criteria of success (75). It means that 80% of students are successfully passed the exam. The results of observation sheets and field notes also show that generally the students are interested in learning the subject. Most of them are active to response the teacher's questions. At the session of working group, classically the students are able to finish the text and the result of the group can rise significantly. They share not only knowledge but also they get their self confident. The supports of the team make them confidence to show their ability. These results indicate that Dictogloss technique successfully improves students' listening skill because only five students or twenty percent of students in the class do not pass the criteria of success.

### Suggestions

Referring to the result of the study, it is necessary to provide some suggestions to those who are directly involved in the English teaching and learning process. For the students, it is suggested that they develop and improve their listening skill by them at home and not only count on what the teacher can give in the class. They can listen to English songs, poem or news in English to practice their listening and to get accustomed to English words or sentences. Next, for the teacher, the researcher suggests to the teacher



to use appropriate and interesting technique to teach listening, and one of the techniques is Dictogloss. It gives exercise and is accustomed the students with their listening skill. And Dictogloss is not only accustomed for listening but also to write skill of the students. Finally, the students will think that English is not difficult and easier. The last, for the school or Madrasah, the school principal should provide an adequate teaching media to help the teacher to do the teaching easily and mediate the students to study. The principle should also ask the teachers to do any kinds of classroom action research of different subjects in order to accustom them to find out the solution of teaching learning problem. The advantage of the research is to make them to be more alert of the problem that potentially occurs in the classroom. It makes them to be able to find out the solution of the problems they find in the classroom.

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