

## The effectiveness of using dictogloss as a method to improve students' listening achievement at MTs Ma'arif 04 Rumbia

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### ABSTRACT

The aims of this research are to find out whether there is significant effect of dictogloss method on the students' listening achievement and to investigate in what part of speech the students get better achievement after learning through dictogloss method. The sample of this research was the first grade that consisted of 23 students. The instrument of this research was listening test. The researcher used paired samples t-test to analyze the data, in which the significant was determined by  $p < 0.05$ . The result showed that mean score of pretest (24.56) and posttest (55.65) in which  $t\text{-value} > t\text{-table}$  ( $9.264 > 2.074$ ) or sig  $p < 0.05$  ( $0.000 < 0.05$ ). Furthermore, part of speech in listening test that improved the most after learning through dictogloss method was verb. As a result, it can be concluded that dictogloss method is effective to improve students' listening achievement. Dictogloss method can help the students in understanding the text easier, especially in descriptive text.

**Keyword:** *Dictogloss method, Listening Comprehension, Descriptive Text*

### I. INTRODUCTION

English is designated as a required subject for Junior and Senior High School, in accordance with Government regulations no.35 year 2018. Based on curriculum 2013 (content standard) for elementary and secondary educations units, students should have the ability to understand and produce both oral and written text that belong four language skills (listening, speaking, reading and writing) in an integrated manner to achieve functional literacy levels. Based on content standard, listening is the initial stage for understanding the text.

Ahmadi (2016) stated whether "learners want to learn to speak, they should first learn to understand the spoken language they hear." O'Malley, Chamot, & Kupper (1989) argued that "listening comprehension is viewed theoretically as an active process in which individuals focus on selecting aspects of aural input, construct meaning from passage, and relate what they hear to existing knowledge." Heaton (1988) categorized listening test into two major parts, they are (1) test of phoneme discrimination and sensitivity to stress and intonation, and (2) test of listening comprehension. Meanwhile Harmer (2007) said that students need to be able listening to a variety of things in a number of different ways. (1) They need to be able to recognize paralinguistic clues such as intonation in order to understand mood and meaning. (2) They also need to be able to listen for specific information (such as times, platform numbers, etc). (3) They need general understanding (when they are listening to a story or interacting in a social conversation).

Listening is the first skill that should be learnt to understand English. Although it is important, most learners assumed listening is a difficult skill to be learned. Harmer (2007) claimed that "a major cause of difficulty for some students of English is the apparent lack of correspondence between sounds and spelling." Moreover the word in English that is written and spoken is different so that the passage that the learners listen is difficult to understand.

Most Junior High School Students misunderstand when they listen to a passage, so are the students at MTs Ma'arif 04 Rumbia 2020/2021. During pre-observation, most of students at MTs Ma'arif 04 Rumbia found difficulties in listening. There were some factors that make the students of MTs Ma'arif 04 Rumbia assumed that listening is difficult: 1) lack of vocabulary, 2) lack of grammatical knowledge, 3) perception of native speaker's speed in speaking. Those factors contributed to some difficulties. They have difficulty to find the main ideas, communicative purpose, and some specific information in the listening material.

To overcome the problems mentioned above, teachers need a good method to teach in the classroom. Some researchers have previously suggested the use of dictogloss method to improve students' listening comprehension. Vasiljevic (2010) claimed that dictogloss method makes students actively involved in the learning process and offers a useful learning experience. Dictogloss is a task-based procedure that asks learners to reconstruct a dictated text to capture as much information as possible (Wajnryb, 1990). The original dictogloss procedure consisted of four basic steps. Those steps are preparation, dictation, reconstruction, analysis and correction.

In this case, the researcher is interested in studying about dictogloss method in teaching listening. In this paper the researcher used a descriptive text, especially describing animals as the specific genre in learning material. The use of animal description is to equate with the syllabus of the first grade of Junior High School. The material of the first grade is about animals and descriptive text. The focus of this study remains on students' listening achievement. Originally dictogloss is a method in teaching grammar, so, in this paper the researcher also looked for the part of speech where the students are getting better. Each word in the sentence has their functions. According to Frank (1972) those functions are classified as different part of speech as noun (or pronoun), verb, adjective, adverb, preposition, and conjunction. The researcher only put noun, verb, adjective, adverb, and conjunction. It was because modern linguists prefer to classify prepositions as structure words rather than as part of speech.

## II. METHODS

This research was quantitative in the form of one-group pre-test and post-test design. The population of this study was the students of MTs Ma'arif 04 Rumbia in the second semester of academic year 2020-2021. The researcher took the first grade as a sample which consists of 23 students by using purposive sampling to obtain the sample. this research, the researcher chooses 30 students from VIII B by using purposive sampling. The data are collected by using tests (pre-test and post-test). Then, the improvement of students' test results are analyzed by using Repeated Measured T-Test to find out whether there is significant effect of dictogloss method on the students' listening achievement.

## III. RESULTS AND DISCUSSION

After conducting the research, the researcher gathers the result of the pre-test and post-test as follows:

### Result

Table 1. Students' score of a pretest and a posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	23	10.00	35.00	24.5652	7.82087

Posttest	23	30.00	85.00	55.6522	16.46652
Valid N (listwise)	23				

From the table 1, it could be seen that the minimum score in pretest was 10.00 and the minimum score in posttest was 30.00. The increase of the minimum score was 20.00. The maximum score in pretest was 35.00 and the maximum score in the posttest was 85.00. The increase of the maximum was 50.00. The mean score of the pretest was 24.56 and the posttest was 55.65. The increase of the mean score was 31.08.

Table 2. Result of Paired Sample T-test

Paired Samples Test		Paired Differences			95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pretest – posttest	31.08696	16.09323	3.35567	38.04619	24.12772	9.264	22	.000

The table showed that the t-value is 9.264 with degree of freedom (df) was 22. While, the data significant based on the t-table pointed out at 2.074. Thus, it can be concluded that the t-table ( $9.264 > 2.074$ ) with the significant level is 5% or 0.05. As a result, the H<sub>0</sub> was rejected and the research hypothesis (H<sub>1</sub>: there is a significant effect of dictogloss method on the students' listening achievement) was accepted. The table also revealed the increase of the mean is 31.08.

In order to answer research question in what part of speech the students get better achievement after learning through dictogloss method, the writer analyzed every part of speech in a pre test and a post test. There were five part of speech measured in this research by the test. The table below provided the results of part of speech in a pretest and a post test:

Table 3. Result of the Improvement of Each Part of Speech

No	Part of Speech	Pre-Test		Post-Test		Gain
		Correct Answers (Total)	Percentage (%)	Correct Answers (Total)	Percentage (%)	
1	Noun	35	30%	52	45%	15%
2	Verb	14	15%	54	59%	44%
3	Adjective	28	30%	59	64%	34%
4	Adverb	28	30%	63	68%	38%
5	Conjunction	8	12%	29	42%	30%
Total		113	23%	257	56%	33%

Based on the table above, it showed that there is an increase in each part of speech of students' listening achievement after learning through dictogloss method. The improvement of noun was 15%, verb was 44%, adjective was 34%, adverb was 38%, and conjunction was 30%. It could be inferred that verb was the most part of speech improved better.

## Discussion

The main purpose of this research was the use of dictogloss method to improve students' listening achievement and to know in what part of speech improved better in a test. The research conducted in the first grade at MTs Ma'arif 04 Rumbia. The data were analyzed by comparing the score of pre-test and post-test. A pre-test was administered before the treatments in order to know the students' basic listening achievement.

The researcher conducted treatment three times under the topic describing animals. Each treatment has same stages in the learning process. The researcher introduced dictogloss method and the procedures to the students. The lesson continued with researcher asked about general knowledge of the topic and gave some vocabularies included on the passage. Then they listened to the audio third times. First they are asked to listen carefully followed by the researcher delivered a piece of paper containing a script from the audio with a few blank words. Then they should fill in blank space with words they heard from audio that played again. After listening to the audio in a second time, they were asked to listen once more to correct their task. By the end of listening section they were asked to create a group with members of 3-4. They should find information from texts they worked on before. When it was over, the researcher asked some questions about the text. The last session was correcting the right answers from the text by listening to the audio.

After conducting the treatments, the researcher administered a post-test in order to know the improvement of the students' listening achievement. The instrument that is used in a post-test was the same as a pre-test. Based on the result of the research, there was an improvement to the students' listening achievement after they are taught using dictogloss method. The mean score of a post-test (55.65) was higher than the mean score of a pre-test (24.56). By comparing the mean score before and after the researcher conducted the treatments, it can be concluded that dictogloss method is an effective method in teaching listening at MTs Ma'arif 04 Rumbia.

Moreover, they enjoyed in the class when the researcher using dictogloss method in teaching listening. It is in line with vasijevic (2010) who claimed that this method is an interactive method in teaching listening.

Dictogloss positively could improve the students' listening achievement in every part of speech, they were: noun (15%), verb (44%), adjective (34%), adverb (38%), and conjunction (30%). It means that there was different improvement in each part of speech considered by students' understanding in part of speech. In this study also found that the most improvement in part of speech was verb (44%). The total score in a pre test was 14 (15%) and a post test 54 (59%). Every part of speech in this study has increased, and this is in accordance with the purpose of using the dictogloss method. According to Wajnryb (1990) dictogloss is a task-based procedure designed to help language learning students towards a better understanding of how grammar works on a text basis.

However, verb is also the most used word in daily. Harmer (2007) stated that students should have as much opportunity as possible to listen to spoken English. Every sentence that is used should have verb, so they have more opportunity to listen part of speech of verb.

#### **IV. CONCLITIONS AND SUGGESTIONS**

##### **Conclusions**

After doing the research, the researcher concluded that through dictogloss method, students' listening achievement increased and students became enthusiastic to listen. Dictogloss method has a systematic learning process. It makes students able to understand the text they hear easily

without getting confused. By practicing listening more often, students are more familiar with English words and pronunciation.

Moreover, Students are also able to understand part of speech in English, and the most improvement was verb. Part of speech is the basis for understanding language. If the steps of the dictogloss method are taught correctly while studying, it will make it easier for students to understand English, especially listening.

### **Suggestions**

Considering the finding of the study, the researcher would like to recommend some suggestions as follows: the researcher recommends for English teacher to use of dictogloss method in teaching listening. However, dictogloss is a method that has been shown to be effective in improving students' listening achievement. The four stages of dictogloss method make students more active in the learning process. And also, the researcher suggests further researchers to research at different levels such as second or third grade or may be for senior high school students. Further researchers also can use a description of a person or place. Further researcher may also use the other kind of text.

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