MENINGKATKAN PEMAHAMAN MENDENGARKAN SISWA KELAS DELAPAN MTS. NEGERI 1 PALU MELALUI TEKNIK DICTOGLOSS

IMPROVING LISTENING COMPREHENSION OF THE EIGHTH GRADE STUDENTS OF MTS. NEGERI 1 PALU THROUGH DICTOGLOSS TECHNIQUE

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ABSTRAK
Penelitian ini melibatkan 62 siswa dari kelas delapan MTs. Negeri 1 Palu sebagai sampel. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas teknik dictogloss dalam meningkatkan pemahaman mendengarkan siswa kelas delapan MTs. Negeri 1 Palu. Penelitian ini menggunakan penelitian eksperimen semu sebagai desain penelitian yang terdiri dari dua kelompok yaitu VIII A sebagai kelompok eksperimen dan VIII B sebagai kelompok kontrol. Instrumen penelitian ini adalah tes (pre-test dan post-test). Tes terdiri dari 15 item tes selesai dan tes esai 5 item, totalnya adalah 20 item. Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan dalam pemahaman mendengarkan siswa antara kelompok eksperimen yang diajarkan menggunakan teknik dictogloss dan kelompok kontrol yang diajarkan tanpa teknik dictogloss. Nilai rata-rata post-test dari kelompok eksperimen adalah 87,61 sedangkan skor rata-rata dari kelompok kontrol adalah 71,87. Hasil uji-t menunjukkan bahwa nilai t-hitung lebih tinggi dari nilai-t tabel (2,654> 2.000). Ini berarti bahwa penggunaan teknik dictogloss efektif untuk meningkatkan pemahaman mendengarkan siswa dari siswa kelas delapan MTs Negeri 1 Palu. Kesimpulannya, hipotesis penelitian diterima.

Kata kunci: Meningkatkan, Pemahaman Mendengarkan, Teknik Dictogloss.

ABSTRACT
This research involved 62 students of the eighth-grade of MTs. Negeri 1 Palu as the sample. The objective of this research is to find out the effectiveness of the dictogloss technique in improving listening comprehension of the eighth grade students of MTs. Negeri 1 Palu. This research employs quasi-experimental research as the research design which consists of two groups namely VIII A as the experimental group and VIII B as the control group. The instrument of this research is test (pre-test and post-test). The test consists of 15 items completion test and 5 items essay test, the total is 20 items. The result of the research shows that there is a significant

difference in the students' listening comprehension between the experimental group that was taught using dictogloss technique and control group that was taught without dictogloss technique. The mean score of post-test of the experimental group is 87.61 while the mean score of the control group is 71.87. The result of t-test shows that t-counted value is higher than the t-value of the table (2.654>2.000). It means that the use of dictogloss technique is effective to improve students' listening comprehension of the eighth grade students of MTs Negeri 1 Palu. In conclusion, the hypothesis of the research is accepted.

Key words*: Improving, Listening Comprehension, Dictogloss technique.*

INTRODUCTION

English is one of foreign languages learning in Indonesia. It is taught from junior high school to university level as one of compulsory subjects. It is learned for a global language to connect people around the world.

Learning English means learning four skills. They are listening, speaking, reading and writing. Listening is one of the language skills that should be mastered by students. Because having good ability in listening is one of communication process. A good listener can understand what someone said. It can help to build communication with other people.

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, grammar, vocabulary and grasping the meaning of speaker's expression. Be a good listener means someone has to be capable in doing these four things simultaneously.

Students in school often find difficulties in learning English especially listening. According to Case (2008), there are five reasons why some students find listening difficulties; 1) They get left behind trying to work out what a previous word meant. 2) They do not know the most important words. 3) They do not recognize the words that they know. 4) They have problem with different accents. 5) They can't tell the differences between the different voices. These difficulties then become an obstacle for students.

In line with the explanations, the researcher found problems in MTs Negeri 1 Palu especially in the eighth grade students. Based on the preliminary research, the teacher explained that there were some problems faced by the students. First, the students had difficulty to comprehend what they listened because they were lack of vocabulary and they did not recognize the words that they listened. Second, the method and strategy were not suitable with the students'

need or the students' interest. It can be the serious problem for the students. Last, they were not enthusiastic in learning English and it influenced their achievement such as in listening comprehension.

The researcher needs to find out method or technique to solve the problems that faced by the students. One way to attract the students' attention in learning English especially for listening is using dictogloss technique. The students are able to sharpen their English listening comprehension skill using this technique, and it was hoped that it can motivate students to have a good attitude to learn listening in English.

Dictation technique is used to enhance listening skills since the learners need to build their own understanding through writing. The students must copy what exactly they listen. The use of dictogloss in the classroom make the students interested and enjoy learning language because it is 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. Thus, in this research, the researcher used dictogloss technique to improve listening comprehension of the eighth grade students of MTs Negeri 1 Palu.

RESEARCH METHOD

The researcher applied quasi experimental non-equivalent research design with one experimental group and control group. The researcher treated one group only which is experimental group, while control group was not given treatment. Meanwhile, the researcher gave treatment in improving students' listening comprehension through dictogloss technique. The researcher applied two tests namely: pre-test and post-test. The pre-test was done before the treatment and the post-test was done after the treatment. It aims to find out the prior knowledge of the students. Then, the researcher treated the students by using dictogloss technique in six meetings. After giving the treatment, the researcher gave post-test. It aims to find out the result of the students that have been given the treatment, to see whether the dictogloss technique can improve the students' listening comprehension.

The Population of this research was the eighth grade students of MTs. Negeri 1 Palu. It consisted of eight classes. Class VIII A consisted of 31 students, class VIII B consisted 31 Students, class VIII C consisted of 30 students, class VIII D consisted of 30 students, class VIII E consisted of 29 students, class VIII F consisted of 27 students, class VIII G consisted of 27

students and class VIII H consisted of 28 students. The total population of the eighth grade students of MTs. Negeri 1 Palu was 233 students. The researcher used purposive sampling technique to do this research. It aims to measure students' listening comprehension in comprehending listening texts. The samples of this research were two classes; the experimental class was VIII A and control class was VIII B. The experimental class was treated by using dictogloss technique while control class was treated by the teacher using conventional technique. The researcher chose both classes, based on the data that the researcher got from the English teacher that in the two classes there were still many students who had low listening comprehension.

The research has two variables; they were dependent and independent variable. The independent variable has the major variable that has investigated, selected, manipulated, and measured. In this research, the independent variable has dictogloss technique. Dependent variable has one that has observed, measured, and determined as the effect of independent variable. As the dependent variable in this research has listening comprehension.

There were two variableis in which the dependent variableis the listening comprehension of the eighth grade students of MTs. Negeri 1 Palu while the independent variable has application of dictogloss technique.

FINDINGS AND DISCUSSIONS

Research Findings

Table 4.1 attachment, the researcher then calculated the mean deviation score of both groups.

Table 4.1 attachment, the score deviation table shows that the square deviation is 20128. It is indicated that the student's score has increased from pre-test to post-test.

Then, the researcher calculated the mean deviation score by using the following formula:

$$Mx = \frac{\sum X}{N} = \frac{752}{31} = 24.26 \qquad\qquad My = \frac{\sum y}{N} = \frac{-316}{31} = 10.19$$

The mean deviation score of the experimental group is 24.26 while the control group is 10.19. Then, the researcher computed the mean square deviation score of experimental group and control group by using the following formula;

Experimental group Control group

$$\sum x^2 = \sum x^2 - \left(\frac{\sum x}{N}\right)^2 \quad \sum y = \sum y^2 - \left(\frac{\sum y}{N}\right)^2$$

$$=20128 - \left(\frac{752}{31}\right)^2 \qquad =8656 - \left(\frac{316}{31}\right)^2$$

$$=20128 - ¿ \qquad =8656 - ¿$$

$$=20128 - 588.55 \qquad\qquad =8656 - 103.84$$

$$=19539.45 \qquad\qquad =8552.16$$

The mean square deviation score of the experimental group is 19539.45 is greater than the mean square deviation score of the control group is 8552.16. The degree of freedom is 31 + 31 - 2 = 60. The t-table with the level of significance is 0.05.

Testing Hypothesis

To find out the significant difference between the experimental and control group, the researcher needs to analyze the data by using the t-test formula as follow:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_{x+N_y} - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{24.26 - 10.19}{\sqrt{\left(\frac{19539.45 + 8552.16}{31 + 31 - 2}\right)\left(\frac{1}{31} + \frac{1}{31}\right)}}$$

$$t = \frac{14.07}{\sqrt{\left(\frac{28091.61}{60}\right)\left(\frac{1}{31} + \frac{1}{31}\right)}}$$

$$t = \frac{14.07}{\sqrt{\left(\frac{28091.61}{60}\right)\left(\frac{2}{31}\right)}}$$

$$t = \frac{14.07}{\sqrt{(468.19)(0.06)}}$$

$$t = \frac{14.07}{\sqrt{(28.091)}}$$

$$t = \frac{14.07}{5.3}$$

$$t = 2.654$$

The result of data analysis shows that the t-counted was 2.654. The degree of freedom was 60, it got from the formula $Nx + Ny - 2 = 31 + 31 - 2 = 60$. To determine the t-table value of 60 degree of freedom, the researcher used t-table of 0.05 level significance. Thus, the degree of freedom in 60 is 2.000. It is taken from t-table value. After determine t-counted and t-table, the researcher can conclude that the t-counted is greater (2.654) than t-table value (2.000). It means that the alternative hypothesis (Ha) is accepted. In other words, the dictogloss technique is effective to improve students' listening comprehension to the eighth-grade students of MTs. Negeri 1 Palu.

Discussion

The population of this research is the eighth-grade students of MTs. Negeri 1 Palu, the total of them are 233 students. The researcher gave the treatment to the grade VIII A students by using the Dictogloss technique. This technique can improve students' listening comprehension. It can be seen from the results of the tests that have been given to the students. This technique helped the students to improve the students' knowledge in listening comprehension.

The researcher conducted her pre-test on February, 16th 2019 to the VIII A as the experimental group. It aims to find out the students score before giving treatment by using the dictogloss technique while VIII B as the control group is given pre-test on February, 20th 2019. It aims to find out students score with a different technique, there are dictogloss technique and conventional technique that their English teacher uses. The researcher gave pre-test to both groups to find out the students' prior ability in listening comprehension.

The result of pre-test both classes are different whereas the teacher explained that both of them have same level of difficulty in listening. The means score of experimental group has lower than control group that is 63.23 while the means score of control group has 83.23. The researcher suspects that the experimental group inform about the questions because the pre-test implemented in different day and the experimental group did it first.

The researcher gave treatment to the experimental group in six meetings. The researcher provided the material with fun activities that make the students more interesting and enthusiastic. The materials that the researcher gave to experimental group is different with control group because some of the materials or topics that the researcher gave to them was got in the first semester like topics about vacation and how to respond invitation so that their teacher could not repeat the material and there is one topics that different and they have not got it yet is expression

of giving attention, but there are three topics same like about asking and giving opinion, expression of agreement and disagreement, and asking for permission.

The researcher provided different topic and vocabulary in every meeting. In the first meetings, she provided a topic about "Expression of giving attention" with some examples of expressions that can make easy the students to understand. Then, she divided the students into some groups then asked them to listen carefully to the audio related with the topic. She asked them to write every vocabulary that they listened to. She asked the members of the student to reconstruct the text become an original dialogue with combined their vocabularies. She asked the students to analyze and corrected their job. In the second meeting, she provided a topic about "asking and giving the opinion" with an example of dialogue. She asked them to listen to the audio and then they discussed what the vocabulary is and asked them to reconstruct the text. In the third meeting, she gave the topic of "expression of agreement and disagreement". She asked them about their opinion related to the topic. And then, she asked them to listen to the audio they wrote the new vocabulary then they discussed vocabulary and reconstructed the text about. In the fourth meeting, every group discussed vocabulary from new audio with different an example of dialogue about "asking for permission". In the fifth meeting, member of groups explored the new vocabulary from the audio and they discussed the vocabulary with their other member of the group so they can work together to reconstruct what they listen to become a dialogue of vacation. The last meeting, the students provide the topic   "How to Respond Invitation". Same activities with the meeting before, the researcher remembered some topics in some meeting. After that, the researcher provided new audio related to the topic and asked every group to write the vocabulary. Next, the researcher asked every group to reconstruct what they have listened in original dialogue.

During treatment, the researcher got some problems in teaching and learning process; 1) Most of the students said they did not know about listening to audio because they studied listening when they are in grade seven. 2) They were confused when they listened the audio because they have a limited vocabulary.   3) there are several groups of students who make noise so that they disturbed the concentration of other students in listening to audio . It is made the researcher felt trouble to conduct the treatment in the first meeting. But in the next meetings, all the students were more interesting to follow the activity in the classroom because the researcher distribute vocabulary for every groups in photo copy, ask the students to express and repeat

together the example of sentences and dialogue in the audio and separate the group of students who make noise.

On the contrary with the problems in the first meeting, the researcher also got some progress during the teaching and learning process. First, the students are motivated and enthusiastic to study listening because during they are in the first semester in eighth grade, they have never learned to listen the audio. Second, the students' vocabulary was increased because the researcher asked the students to write and discuss what they listened in audio so the students can got new vocabulary every meeting. Third, the students' listening skill was better than first meeting because the students begin get used to listen the audio and the class more quiet so they are more focus in the teaching and learning process.

The result of post-test of the experimental group is 87.61 and the control group is 71.87. There is an improvement in the result of pre-test' experimental group to the post-test' experimental group that the improvement is 24.38. It is different from 63.23 to 87.61. While in the control group, there is no improvement from pre-test to post-test'. In fact, the result of post-test is lower than pre-test.

The improvement in experimental group is because every meeting they got different vocabulary, always cooperated and discussed in small group and often heard and wrote the vocabulary in the audio. Thus, the researcher concludes that the dictogloss technique is effective in improving students' listening comprehension to the experimental group.

CONCLUSION AND SUGGESTIONS

On the basis of findings and discussion, the following conclusions are drawn. There is a significant difference between the listening scores of the students who were taught using dictogloss technique and those who were taught by using conventional technique. It can be seen from the result of experimental group and control group which is higher than t-table. In this case, the t-counted value is 2.654 and t-table is 2.000, so 2.654 (t-test) > 2.000 (t-table). In VIII A as the experimental group taught by using dictogloss technique, the mean of the pre-test' experimental group is 63.23, while in VIII B as the control group, the mean is 83.23. In posttest, after experiment applied, the mean of the experimental group is 87.61, and the mean of the control group is 71.87. It shows that in experimental group, the mean is getting increased from 63.23 to 87.61, so it increases for 24.38 points, while in the control group there is no increases

because the pre-test' control group is higher that post-test' control group. It means the alternative hypothesis (HA) is accepted. Thus, the dictogloss technique is effective in improving students' listening comprehension.

From the result of research in the eighth grade students of MTs. Negeri 1 Palu, the researcher would like to give some suggestion: First, the teacher should make good situation of the class because in applying dictogloss technique the class must be quiet in order to make students concentrate listening the audio. Second, to improve students listening comprehension, the teacher should repeat the audio to make student know and understand the vocabularies. Last, the teacher should repeat the material and vocabulary that students learned last week to make sure they did not forgot about it.

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ATTACHMENT

Table 4.1
Deviation Score of Pre-test and Post-test of Experimental Group

No	Initials	Pre-Test X^1	Post-Test X^2	Deviation X^2-X^1	Square Deviation X^2
1	DAA	56	84	28	784
2	RA	64	92	28	784
3	FA	60	84	24	576
4	MAJ	56	88	32	1024
5	AAA	72	84	12	144
6	NQ	44	76	32	1024
7	NA	76	100	24	576
8	NH	68	80	12	144
9	MIA	80	96	16	256
10	AND	64	92	28	784
11	SPS	72	84	12	144
12	NRA	76	88	12	144
13	APA	64	100	36	1296
14	MFS	60	88	28	784
15	SA	76	92	16	256
16	Q	56	88	32	1024
17	YG	52	84	32	1024
18	NPR	80	92	12	144
19	LN	60	88	28	784
20	LS	64	92	28	784
21	MA	60	88	28	784
22	MFN	52	76	24	576
23	MR	68	80	12	144
24	MFI	60	88	28	784
25	MFT	52	92	40	1600
26	SP	76	96	20	400
27	AJ	52	84	32	1024
28	AAB	64	88	24	576
29	FAD	64	84	20	400
30	AMS	52	76	24	576
31	AS	60	88	28	784

Total	1960	2712	752	20128

Table 4.2
Deviation Score of Pre-test and Post-test of the Control Group

No	Initials	Pre-Test Y^1	Post-Test Y^2	Deviation Y^2-Y^1	Square Deviation Y^2
1	ABF	80	80	0	0
2	RAG	84	76	-8	64
3	APW	88	72	-16	256
4	ASA	84	64	-20	400
5	MDD	80	76	-4	16
6	NZP	84	84	0	0
7	DAP	88	80	-8	64
8	MF	84	76	-8	64
9	BS	92	68	-24	576
10	FR	84	80	-4	16
11	AFM	88	80	-8	64
12	MVR	92	88	-4	16
13	SSR	84	64	-20	400
14	APM	88	76	-12	144
15	FA	92	72	-20	400
16	MR	84	60	-24	576
17	AR	36	68	32	1024
18	FRD	92	56	-36	1296
19	NK	88	68	-20	400
20	JAR	84	76	-8	64
21	L	76	60	-16	256
22	RF	92	68	-24	576
23	DS	88	72	-16	256
24	NAJ	84	68	-16	256
25	LSP	88	68	-20	400
26	CAF	80	76	-4	16
27	ARS	84	88	4	16
28	AMP	80	68	-12	144
29	DM	80	56	-24	576
30	MST	60	76	16	256
31	LPR	76	84	8	64
	Total	**2564**	**2248**	**-316**	**8656**