# Improving Students' Listening Comprehension Using the Dictogloss Technique

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**Abstrak**

Tujuan penelitian ini adalah untuk meningkatkan kemampuan siswa dalam pemahaman menyimak dengan menggunakan Teknik Dictogloss di kelas VIII SMP N 1 Sirombu. Untuk mencapai tujuan tersebut, peneliti melakukan Metode PTK yang diterapkan dalam dua siklus. Setiap siklus terdiri dari beberapa tahapan seperti perencanaan, tindakan, observasi, dan refleksi. Instrumen yang digunakan peneliti untuk mengumpulkan data adalah lembar observasi, catatan lapangan dan lembar evaluasi siswa. Hasil pendataan pada Siklus I menunjukkan bahwa terdapat 1 siswa (5%) yang mendapat nilai antara 1-25 tergolong "kurang"; 9 siswa (45%) mendapat nilai antara 26-56 yang tergolong "cukup"; 9 siswa yang mendapat nilai di antara 5775 tergolong "Baik", dan terdapat 1 siswa (5%) yang mendapat nilai diantara 76-100 tergolong "Sangat Baik". Nilai rata-rata siswa 55, nilai maksimal 80 dan nilai minimal 25. Sedangkan pada Siklus II 15 siswa (75%) mendapat nilai antara 57-75 tergolong "baik" dan 5 siswa (25%), yang mendapat nilai antara 76-100 tergolong "Tingkat Sangat Baik". Rata-rata nilai siswa adalah 75, nilai maksimal 85 dan nilai minimal 70. Dari hasil penelitian dapat disimpulkan bahwa Teknik Dictogloss meningkatkan kemampuan siswa dalam pemahaman menyimak di kelas VIII SMP N 1 Sirombu tahun 2020/2021.

**Kata Kunci**: *Kemampuan Mendengar Siswa, Teknik Dictogloss, PTK*

*Abstract*

*The purpose of the research is to improve the students' ability in listening comprehension by using Dictogloss Technique at the eighth grade of SMP N 1 Sirombu. To achieve the purpose, the researcher conducted CAR Method and it was applied into two cycles. Each cycle consisted of some phases such as planning, action, observation, and reflection. The instruments used by the researcher to collect the data were observation sheet, field notes and students' evaluation sheet. The result of the data in Cycle I showed that there were 1 student (5%) who got mark among 1-25 classified as "Less level" ; 9 students (45%) got mark among 26-56 classified as "Adequate level"; 9 students who got mark among 5775 classified as "Good level", and there were 1 student (5%) who got mark among 76-100 classified as "Very Good level". The average of students' value was 55, the maximum score was 80 and the minimum score was 25. While in Cycle II 15 students (75%) got mark among 57-75 classified as "Good level" and 5 students (25%) who got mark among 76-100 classified as "Very Good level". The average of students' value was 75, the maximum score was 85 and the minimum score was 70. From the result of the research, it can be concluded that Dictogloss Technique improves the students' ability in listening comprehension at the eighth grade of SMP N 1 Sirombu in 2020/2021.*

*Keywords*: *Students' Listening Ability, Dictogloss Technique, CAR*

## INTRODUCTION

Listening is one of the most important language skills. Listening is one way to find out the information of what people hear from the other people are saying. Every time a person wants to listen and pay attention to the ear to comprehend and process of what the other people means. Therefore, it is important for the students to acquire the listening ability in any language they learned, in order that the students can listen well a spoken language. According to Purdy in Pourhosein Gilakjani & Sabouri (2016: 2), listening is the process of receiving, making meaning from, and answering to

spoken and/or nonverbal messages. Also Rost in Pourhosein Gilakjani & Sabouri (2016: 2), listening is a complex process of interpretation in which listeners match what they hear with what they already know. In short, listening is one of the basic language skills important to comprehend the means of what people listen about and to express idea, knowledge, opinion, or meaning to the others based on what people are listening.

Moreover, Hamouda in Ahmadi (2016: 8) stated that listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension. Therefore, English listening comprehension is regarded, theoretically, as an active process in which individuals concentrate on selected aspects of aural input, from the meaning of a passage, and associate what they hear with their existing knowledge.

Logically, listening as one of the four skills studied in 2013 curriculum. In syllabus of the eighth grade students of SMP Negeri 1 Sirombu, core competence of listening skill expects the students are able to demonstrate the skill of reasoning, processing, and presenting creatively, productively, critically, independently, collaboratively, and communicatively, in the realm of the concrete and the abstract realm as learned in school and other sources that are the same in the viewpoint of theory. The basic competence hopes the students are able to respond the contextual meanings related to social functions, text structure, and linguistic elements of oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount).

The indicators are identifying recount text about a person's personal experiences. While the Minimum Competence Criterion (MCC) of listening skill that has been determined by the school in listening that is 65. When the students are not able to reach the score, they are fail. Based on the syllabus in SMP Negeri 1 Sirombu expect the students are able to listen the personal recount text. So, the researcher state that focuses on the students' ability in listening comprehension in recount text especially in personal recount text.

In fact, the expectation above cannot be achieved by the students. It showed by the researcher observed at the eighth grade of SMP Negeri 1 Sirombu, there were 13 students that failed the MCC and 7 students passed the MCC. The English teacher also said that the students could not achieve the MCC that has

been decided. The average of students' score when she conducted a test to the students was under 65. So the students cannot achieve the Minimum Competence Criterion (MCC). That has been decided in the school. As a result, these problems make the listening activity not running well in the classroom.

Moreover, the researcher interviewed English teacher and students at the eighth grade of SMP Negeri 1 Sirombu state that most of the students are often discouraged, lost of interest when they learn English and had difficulties in English listening comprehension. There are some obstacles that make students uninterested and difficult in listening comprehension. First, the students were unable to write down the key words. Second, the students were lack of vocabularies. Third, the students were unable to reconstruct the personal recount text. Fourth, the students were unable to predict the outcomes from the event of personal recount text. It is happen because lack of practice or uninteresting technique of presenting material in the class by the teacher. In teaching-learning activity teacher tend choose learning technique that is suitable with classroom situation.

Regarding to the problem above, good strategy can improve the weakness of teaching and learning process especially in listening subject. A good strategy used by the teacher is very basic foundation in making the students able to listen English correctly. The strategy has a very important role in teaching and learning process. By using the appropriate strategy, the students can improve their ability in listening comprehension by formulating the problem of the material and find the problem solving of the material.

Dictogloss Technique is a technique where the students are changing their ability in mastering listening (Alponiyati, Astuti & Sahrawi, 2020; Azmi, 2017). Also, the researcher is interest do a research that Classroom Action Research (CAR) is an instrument to organize the process of teaching and learning by choosing an appropriate strategy or techniques to overcome the students' problems in learning. Based on the result of observation before of this research, the researcher applying Dictogloss Technique to overcome the students' problems in listening.

According to Lenski 26 in Sethna & Coach (2010-2011: 6) said that Dictogloss is a dictation activity that requires students to reconstruct a short text by listening and noting down key words as they hear them. Moreover, Wajnryb in Puspita (2016: 6) Dictogloss is classroom activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text.

It is concluded that Dictogloss Technique is classroom activity that allow students to listen and comprehend the meanings, and make the students work together. Dictogloss is a teaching technique that may help to solve the teaching-learning problems of the teacher and the students as mentioned above. It calls for active participation in problem solving and critical thinking that encourage students to be more active and increase their self-esteem to use English communicatively and to more easily understand the materials being taught.

Moreover, the students may have more chances to practice English while learning since they are engaged in activities that stimulate them to use the language. The Dictogloss Technique is a combination of classic teaching techniques where listeners are required to reconstruct a text by listening and noting down keyword (Riestiani, 2015; Saputri, Apriliaswati & Bunau, 2018). Hence, the students are able to sharpen their English listening comprehension skills using this technique, and it is hoped that it can motivate students to have a good attitude to learning English listening.

## METHOD

The research conducted by using lassroom Action Research (Sugiyono, 2017). The researcher uses the Classroom Action Research because the researcher wants to improve the students' ability in listening comprehension at SMP Negeri 1 Sirombu. In order that the purpose will be achieved effectively, the researcher uses Classroom Action Research (CAR). The subject of the research was Class VIII-C (Eighth grade which consists of 20 students). The researcher was choose class VIII-C, because the students of Class VIII-C had problem in learning.

The procedures of action implementing done by doing one or more cycles. It depends on the result of the observation of the researcher's and the students' activities and also based on the reflection of the previous cycle. It means, if in the first cycle, the students' listening comprehension improving or successful, the researcher was not continue to the next cycle. However, if the first cycle or the previous cycle was unsuccessful or the students' listening comprehension was not improving, the researcher continued to the next cycle by paying attention to the weaknesses of the students that have to be improved.

In Classroom Action Research consists of four phases namely planning, action, observing, and reflecting. The instruments that the researcher was use in collecting the data namely: 1). The observation sheet, 2). Field Notes, and 3). Evaluation sheet. Data in the research were qualitative and quantitative data (Lestari, 2016).

## RESULTS AND DISCUSSION
### Result
### 1. The Explanation of Students' Ability in Listening Comprehension by Using Dictogloss Technique

In conducting this research, the researcher took 2 cycles which consisted of two meetings in each cycle. And each cycle followed the four, procedure of CAR, namely: planning, action, observation and reflection.

### a. Cycle I

Based on the result of students' observation paper done by teacher-collaborator, the students' participation level could be categorized in "Enough" level. However, the researcher found some weaknesses in the first meeting which should be improved in the next meeting and some strength which should be maintained during teaching- learning process.

The graphic of the researcher's and students' observation paper in the first meeting of Cycle 1 is seen below:
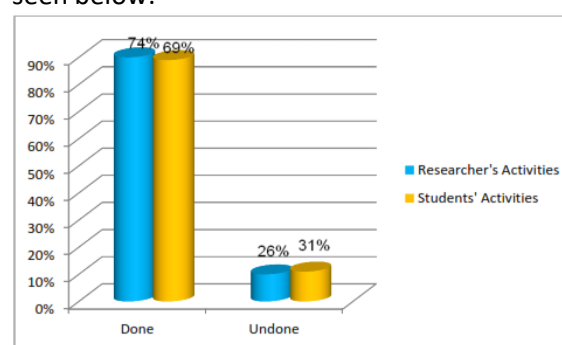


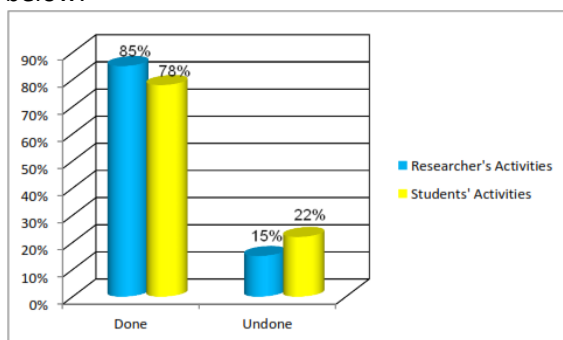Picture 1. Graphic The Researcher' Activities and Students' Activities in the First Meeting of Cycle I

The graphic showed that the activity of researcher at the first meeting cycle I was 74% could be categorized at "Enough level" while the activity of students was 69% could be categorized at "Enough level". However, from the first meeting, the researcher found some weaknesses which should be improved in the next meeting and some strength which should be maintained during teaching- learning process.

Based on the result of the students' observation paper, the activities done at all during the teaching-learning process in the second meeting cycle 1 can be described as follows: 1). Done : 250 activities (78%) of 320 activities, and 2). Undone : 70 activities (22%) of 320 activities.

The reasons of the students' undone activities were most of students still did not serious to follow

teaching leaning process, the students did not give their attention when the researcher explained the material, come in and out the classroom, the students were busy talking during teaching learning process and disturbed their other friends.

Based on the activities result previously, the students' participation level could be categorized in "Good" level. The percentage of the researcher's and students done and undone activities can be seen below:



Picture 2. Graphic The Researcher's and Students' Activities in the Second Meeting of Cycle I

From the previous graphic, it showed that the activity of researcher at the second meeting Cycle I was 85% could be categorized at "Good level" while the activity of students was 78% could be categorized at "Good level". However, the researcher found some weaknesses in the second meeting which should be improved in the next meeting and some strength which should be maintained during teaching- learning process.
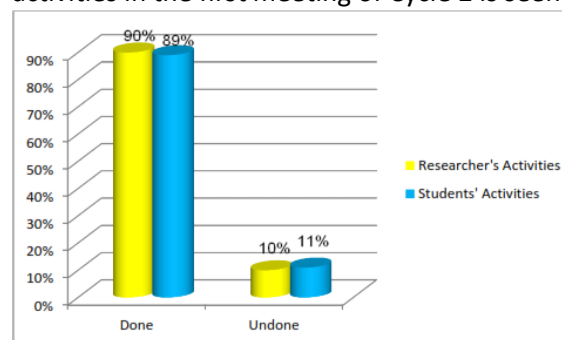
**b. Cycle II**

Based on the result of researcher's observation paper from the first meeting, the activities which were done all, and not done at all during the teaching-learning process can be described as follows: 1). All done : 17 activities (90%) of 19 activities, and 2). Not done at all : 2 activities (10%) of 19 activities.

From the researcher's observation paper done by the teacher-collaborator in the first meeting of Cycle 2, the researcher did not tells to the students about learning objectives to the material. Reason of the researcher's undone activities was the researcher did not have enough time. Clearly, the researcher's teaching level could be categorized in "Very Good" level.

Based on the result of the students' observation paper, the activities done and undone during the teaching-learning process in the first meeting cycle II can be described as follows: 1). Done: 285 activities (89%) of 320 activities, and 2). Undone: 35 activities (11%) of 320 activities.

Reason of the students' undone all the activities because there were some students who still did not serious to follow teaching leaning process, the students did not give their attention when the researcher explains the material, and disturbed their other friends. Based on the activities result previously, the students' participation level could be categorized in "Very Good" level.

The graphic of the researcher's and students' activities in the first meeting of Cycle 2 is seen below:
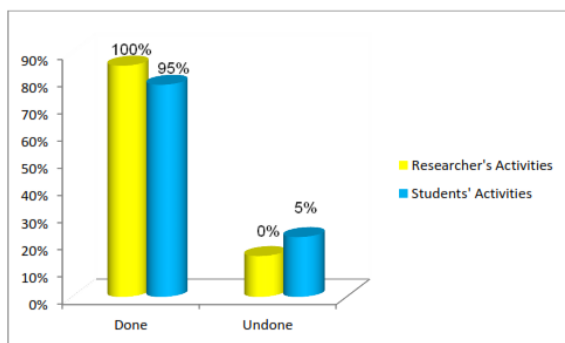


Picture 3. Graphic The Researcher's Activities and Students' Activities in the first meeting of Cycle 2

From the graphic above, it showed that the activity of researcher at the first meeting cycle II was 90% could be categorized at "Very Good level" while the activity of students was 89% and could be categorized at "Very Good level". Furthermore, the researcher found some weaknesses in the first meeting of cycle II which should be improved in the next meeting and some strength which should be maintained during teaching-learning process.

Based on the observation of the researcher's activities from the second meeting, the activities which were all done, and not done at all during the teaching-learning process could be described as follows: 1). Done : 20 activities (100%) of 20 activities, and 2). Undone : 0 activity (0%) of 20 activities Based on the result of the activities above, the researcher's teaching level could be categorized in "very good" level.

Based on the activities of the observation of the students' activities, the activities done at all during the teaching-learning process could be classified as follows: 1). Done : 305 activities (95%) of 320 activities, and Undone : 15 activities (5%) of 320 activities Based on the percentage of the students' activities, it could be categorized that the students' activities was in "very good" level.

The percentage of the researcher's and students'done and undone activities can seen below:

Picture 4. Graphic The Researcher's Activities and Students' Activities in second meeting of Cycle 2

From the graphic above, it showed that the activity of researcher at the second meeting Cycle II was 100% could be categorized at "Very Good level" while the activity of students was 98% could be categorized at "Very Good level".

The result of the students' ability in listening comprehension in Cycle II can seen below:
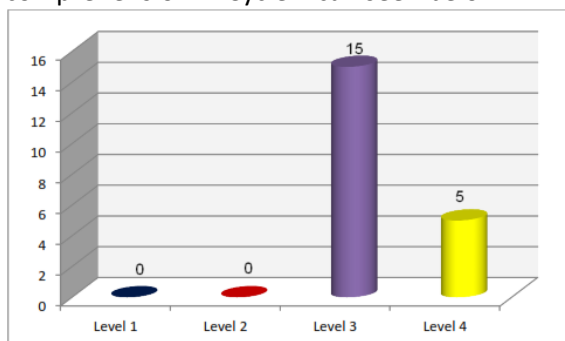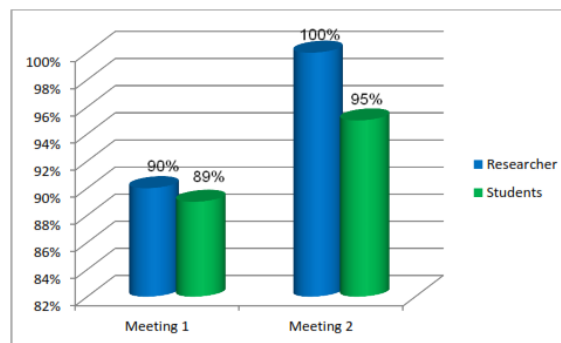


Picture 5. Graphic The Students' Ability in Listening Comprehension through Dictogloss Technique in Cycle II

The graphic showed that the students' ability after applied Dictogloss Technique were improving. This is caused of all activities and procedures of Dictogloss Technique in Cycle II already done by the students and researcher.

All students were categorized in "Good level". Therefore, the researcher concluded that Dictogloss Technique was able to improve the students' ability in listening comprehension. It could be seen on the average of the students' value that could be achieved Minimum Competence Criterion (MCC) that has been specified and the researcher would not carry on the research in the next cycle.

The progress of the researcher's and students' activities in all cycles is available in the graphic on the next page:



Picture 6. Graphic The Progress of Researcher's and Students' Activities in Cycle II

## 2. The Result of the Students' Ability in All Cycles

The result of the students' ability in listening comprehension with Dictogloss Technique in Cycle I and Cycle II is seen the below.

Table 1. The students' improvement from Cycle I to Cycle II

| No. | Cycle | Score Level | Fluency | Frequency | Percentage | Categories | MCC |
|---|---|---|---|---|---|---|---|
| 1. | I | 1-25 | 1+ | 1 Student | 5% | Level 2 | 65 |
| | | 26-56 | 2 | 9 Students | 45% | Level 2 | |
| | | 57-75 | 2+ | 9 Students | 45% | Level 3 | |
| | | 76-100 | 3 | 1 Student | 5% | Level 4 | |
| 2. | II | 57-75 | 2+ | 15 Students | 75% | Level 4 | |
| | | 76-100 | 3 | 5 Students | 25% | Level 4 | |

Based on the table, it showed that the students' ability were improved in cycle II. 5 students were got "Very Good" level and 15 students were got "Good" level in Listening. All the students' problems have been overcome in Cycle II. It could be solved because of modifying the procedures of Dictogloss Technique followed by implementing the strategy in the classroom. Therefore the students are able to listen as expected in the syllabus and lesson plan especially in Personal Recount Text.

## Discussion
## 1. The Common Response of the Problem

In this research, the problem is "How does Dictogloss Technique improve the students' ability in listening comprehension at the eighth grade of SMP Negeri 1 Sirombu in 2020/2021?" The common response in this research Dictogloss Technique can improve the students' ability in listening comprehension by implementing the procedures of Dictogloss Technique especially Personal Recount Text. It shows on the students' score that all the students passed the MCC.

Which, this research was done in two cycles, each cycle consisted of two meeting. The students' ability in listening was improving from meeting to meeting and cycle to cycle.

Based on the students' ability in listening, the researcher found the improvement of the students' ability from cycle to cycle. Therefore, the researcher concludes that Dictogloss Technique improving the students' ability in listening comprehension.

## 2. The Analysis and Interpretation of the Research Finding

After conducting the research in two cycles, the researcher analyzed the result of the students' ability in listening comprehension and the observation sheet either for the researcher's and students' activities. The researcher did the research in two cycles. The result of the students listening ability in Cycle I, were 1 student (5%) who got mark classified in "Very Good" level. There were 9 students (45%) who got mark classified in "Good" level.

There were 9 students (45%) who got mark classified in "Adequate" level. And there were 1 student (5%) who got mark classified in "Less" level. The higher value that the students got was 80 and the lowest value was 25 while the average of the students' value was 55. Based on the students value in cycle I, it can be concluded that the students' listening ability in Cycle I still less, the students were not able to listen fluently especially about material, and then the researcher continued conducting the research in Cycle II.

While the result of the test in Cycle II, were 5 students (25%) who got mark classified in "Very Good" level. There were 15 (75%) who got mark classified in "Good" level. The higher value that the students got was 85 and the lowest value was 70 while the average of the students' value was 75. Because the score of the students in Cycle II has passed the MCC; the research interpretation that all the students are able to get score higher than MCC, which the students could implement Dictogloss Technique and it could improve their listening in the classroom when they listened the material given to them, then could comprehend and reconstruct about the material with their friends, and the education values were the students could be cooperative to listen fluently and reconstruct the personal recount text seriously without risk.

Therefore the researcher concluded to report it because the students' ability in Cycle II has been improved through Dictogloss Technique and passed the MCC, it was also affected by the frequency of using English listening language in the classroom either the researcher and the students.

## 3. The Research Findings versus the Latest Related Research

Sugondo, Utami & Hadisaputra (2021), was conducted the research "The Use of Dictogloss to Teach Writing in Junior High School". His research had a different location of the research, the year of the research, the material, the kind of the research and skill of the research. It could make the students become more active in writing because they have discussed carefully about what they like to write. The Dictogloss Technique could improve the students' writing and could help the students to writing fluently.

Furthermore, Wulandari (2012) had searched about The "The use of Dictogloss Technique to Improve Students' Listening Comprehension at the Eighth Grade of SMP Bandar Lampung 2011/2012". His research had a different location of the research, the year of the research, the material, and the kind of the research. In her research, the result of the analyzed data can be concluded that the improvement of students' listening comprehension achievement of SMP Bandar Lampung 2011/2012. By using Dictogloss Technique improved students' listening comprehension achievement. It was signed that 100% students' participation active. It means that teaching English listening ability by using Dictogloss Technique was successful, it was shown by the score average reached 80.5.

Based on the result above, it was different with the research that conducted by the researcher. It shown that the researcher conducted research about "Improving the Stuents' Ability in Listening Comprehension by Using Dictogloss Technique at the Eighth Grade of SMP N 1 Sirombu in 2020/2021."

The researcher used Classroom Action Research (CAR) and conducted the research in two cycle. She conclude that Dictogloss Technique improved the students' ability in listening. Dictogloss Technique invited the students to be more active, responsive, and confindence in teaching-learning process. Based on the result of the research the highest of students' mark in Cycle I was 80 and the lowest was 25 while in Cycle II the highest of students' mark was 85 and the lowest was 70. The average of students' mark in Cycle I was 55 and the average of students' mark in Cycle II was 75 and classified as "Good" level.

**4. The Research Findings Versus Theory**

After conducting the research, it has been known that the students were able to listen fluently and reconstruct the text related to the material and most of the students of the eighth grade of SMP N 1 Sirombu had achieved of MCC of Listening. It proves that Dictogloss Technique is an activity in learning that involves the whole ability of students maximally to listen and comprehend systematically.

By using Dictogloss Technique the students enjoy and feel fun to follow the teaching and learning process, the students can get the new vocabularies especially in learning prepositions from the personal recount text that they hear from the researcher, the activity is easy to adapt and doesn't need much time to practice and it is easy to measure the students' understanding by listen carefully then write down key words of what students are listening.

The theory in contrast with the result of the research after applying Dictogloss Technique, the result of the researcher is not maximal. Some of students were still weak in listen comprehension and reconstruct a short text that they listened from the reader. So it makes them to listen stumble.

**5. The Research Findings Implication**

The research finding is Dictogloss Technique can improve the students' ability in listening comprehension. Based on the result of the research findings, the researcher found the implication of the research, as follows:

a. The students could write down the keywords and reconstruct the text from their listening; they listen fluently when reconstructed the text.
b. The researcher create new strategy in teaching the students in personal recount text by using Dictogloss Technique.
c. The MCC has been achieved by the students.
d. The problems have been solved and the syllabus expectation was achieve.

**6. The Research Findings Limitation**

In the research, the research findings was Dictogloss Technique can improve the students' ability in listening comprehension at the eighth grade of SMP Negeri 1 Sirombu. There are some analysis of the research findings limitation of the research, they were:

a. Dictogloss Technique needs highly capable teacher, but because the researcher as the beginner so the researcher needs extensive preparations on how to apply the Dictogloss Technique.

b. The research was limited by the time, because the Dictogloss Technique needs much time to implement it especially, so it is needs certain time allocation.
c. The research limited by the topic, because Dictogloss Technique doesn't suit all kinds of topics, so the material should the suit material to implement the strategy which need comprehension and enable students to listen fluently by reconstruct the text.

**CONCLUSION**

The research finding was Dictogloss Technique can improve the students' ability in listening comprehension at the eighth grade of SMP Negeri 1 Sirombu. Based on the findings that the researcher gets in analysis the data, the researcher takes the conclusion as follow:

1. In Cycle I, the students' ability in listening comprehension especially in stating agreement and disagreement was not satisfying, most of students could not pass the Minimum Competence Criterion. In Cycle I, there were 1 student (5%) who got mark among 1-25 classified as "Less level"; 9 students (45%) got mark among 26-56 classified as "Adequate level", 9 students (45%) got mark among 57-75 classified as "Good level", and there were 1 student only who got mark among 76-100 classified as "Very Good level". In cycle I the highest mark was 80 and the lowest was 25. The average of students' mark in cycle I was 55. Because of the students' achievement did not achieve the MCC (65), the researcher continued the research to the cycle II by improving the weaknesses happened.
2. In Cycle II, the students' ability got improvements in listening comprehension especially in stating agreement and disagreement through Dictogloss Technique. There was no students categorized into fail and less level, the students got mark higher or same than Minimum Competence Criterion. In Cycle II there are 15 students (75%) got mark among 57-75 classified as "Good level" and there are 5 students (25%) got mark among 76-100 classified as "Very Good level". In Cycle II the highest mark was 85 and the lowest was 70. The average of students' mark in cycle II was 75 classified as "Good level". It implies that the students' ability in listening comprehension is improve in cycle II.

Based on the research findings above, the researcher concludes that Dictogloss Technique improves the students' ability in listening

comprehension at the eighth grade of SMP Negeri 1 Sirombu in 2020/2021.

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