

**Improving Listening Mastery by Using Dictogloss Technique  
at the VIII Grade Students of SMP Negeri 2 BatangAngkola**

**By**

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**ABSTRACT**

Penelitian ini dilakukan untuk memecahkan masalah Listening siswa dalam bahasa Inggris. Masalah penting yang mempengaruhi listening siswa adalah: prestasi listening siswa rendah, siswa pasif di kelas, siswa merasa bingung dan sulit untuk melakukan tugas mendengarkan mereka. Penelitian ini bertujuan untuk mendeskripsikan peningkatan penguasaan listening dengan menggunakan teknik dictogloss pada siswa kelas VIII SMP Negeri 2 BatangAngkola dan mengidentifikasi faktor-faktor yang mempengaruhi peningkatan penguasaan listening dengan menggunakan teknik dictogloss pada siswa kelas VIII di SMP Negeri 2 BatangAngkola. Terkait dengan tujuan penelitian, desain penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Dalam penelitian ini, peneliti menggunakan dua siklus dan setiap siklus terdiri dari dua pertemuan. Subjek penelitian adalah siswa kelas VIII-2 SMP Negeri 2 BatangAngkola. pada tahun akademik 2017/2018. Ada 24 siswa sebagai sample dan juga berkolaborasi dengan guru bahasa Inggris. Data dikumpulkan dengan menggunakan teknik catatan observasi, wawancara, dan tes (tes siklus 1 dan tes siklus 2). Peneliti menganalisis nilai rata-rata siswa dan menggunakan uji-t untuk mengetahui peningkatan signifikan penguasaan listening siswa. Temuan penelitian menunjukkan bahwa penggunaan teknik dictogloss dapat meningkatkan penguasaan listening siswa termasuk siswa dapat mendengarkan dan melakukan tugas mendengarkan. Selain itu, peningkatan penguasaan listening siswa dapat dilihat dari peningkatan skor rata-rata tes listening pada siklus pertama adalah 58,95 (16,66%) dan tes listening pada siklus kedua adalah 74,79 (25%). Berdasarkan catatan pengamatan menyatakan situasi kelas juga membaik. Perbaikan situasi kelas termasuk: Sebagian besar siswa aktif dan komunikatif selama proses belajar mengajar dan siswa mulai lebih antusias dalam mendengarkan kelas.

*Keywords: improving, listening mastery & dictogloss technique*

**A. INTRODUCTION**

Listening is one of the most important language skill in learning a language. It is receptive use of language, and since the goal is to make sense of the speech, the focus is the meaning rather than language. It means that language learning, initially, highly depends on listening skill. It provides aural input that serves as the basis for language acquisition and enables its learners to interact in spoken communication and continue to the next skill.

Listening is very important, as listening becomes one of four fundamental skill because listening is done by every person in daily life. More than 45% students spend their time for listening in communication and also spontaneously that received from several source.<sup>1</sup> So, able to listen it means that able to help another skill, they are: speaking, reading and writing.

There are several efforts for increasing teaching listening, are providing some facilities that used for listening lesson, they are: tape recorder, language library, loudspeaker, books, learning methods, standard minimum score, curriculum revision, additional lesson for student. Moreover, providing professional teachers in their fields especially in English teaching listening lesson.

However, the conditions that occur in the field for teaching listening is still poor because of many problems. Base on interview with Mrs, Masliani as the English teacher in SMP Negeri 2 Batang Angkola, she told that students feel unaccustomed to English voice so they feel confuse and difficult for doing their task. It is happened because the teacher really seldom uses sound recorder in listening English practice in class room and most of them use Batak language in daily activities.<sup>2</sup> So, they cannot respond because of inexperience in listening English.

Based on the explanation above, there are several factors that influence to increase listening quality in learning, they are: accustoming students to hear English voice, giving exercise and assignment in listening test and lesson, and also teaching in suitable methods and technique.

One of the factors that has effect to students' listening ability is technique. Technique is the specific activities in teaching and learning process in the classroom. There are some alternative for listening technique that available and applicable, there are many techniques that can improve students' listening ability, they are: whispering game, matching, filling gap and dictogloss technique.

Dictogloss technique 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. Vasiljevic mentions that as a technique for teaching listening, dictogloss has some

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<sup>1</sup>. Feyten C, *The Power of Listening Ability. An Overlooked Dimension in Language Acquisition.* (The Modern Language Journal, vol 2) 1991, p.79

<sup>2</sup>. Masliani, English Teacher SMP Negeri 2 Batang Angkola, *Private interview.* (August 03th , 2016 at 09.00 am)

advantages, such as dictogloss technique 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.<sup>3</sup>

Dictogloss technique is technique where the learner receives some spoken input, hold this in their memory for short time, and then write what they have heard. In view of discussion above, the researcher believe that the importance of conducting a Classroom Action Research which purpose is to solve the students' problem in listening ability at VIII grade of junior high school. The researcher is interested to choose the title *Improving Listening Mastery by Using Dictogloss Technique at the VIII Grade Students of SMP Negeri2 BatangAngkola*.

## **B. THEORY**

According to learning more English book for SMP, listening is understanding simple oral text for having interaction with others.<sup>4</sup> As Howatt and Dakin in Saricoban, listening isability to understand what others are saying.<sup>5</sup> As Underwood defines listening is the activity of paying attention and trying to grasp the meaning of something we hear.<sup>6</sup> Beside that, Margaret states that listening is an active process in which the listener plays every active part in constructing the overall message that is actually exchanged between the listener and speaker.<sup>7</sup>

From those definitions above, it can be concluded that listening is activity of paying attention,grasp and understand the simple oral text and meaning of something what others are saying and an active process in which listener plays every active part in constructing the overall message between the listener and speaker.

Listening provide to receive information by orally from speaker to listener. As Richard says that the purpose of listeningis to help students for understanding the speakers' accent and grasp his meaning and intention.<sup>8</sup> Besidethat, listening purpose is to help students understand native english speakers, and also able to respond and interact with others.<sup>9</sup>

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<sup>3</sup> Vasiljevic.Z, *Dictoglossas an Interactive Method of Teaching Listening Comprehension to L2 Learners*.*English Language Teaching* (The Internet TESL Journal: Vol.v, No.12) 1999, p.52

<sup>4</sup> Ai SitiDjamilah and Anwar Sofyanda, *Learning More English 2 for Grade VIII Junior High School*, (Bandung: Grafindo Media Pratama) 2015, p. Xi

<sup>5</sup> A.Saricoban, *Teaching English to Children*, (The Internet TESL Journal Vol.v, No.12) 1999,p.1

<sup>6</sup> M. Underwood, *Teaching Listening*, (New York:Longman inc)1985, p.5

<sup>7</sup> J. Margareth, *Teaching Listening and Speaking*, (New York: The Macmillan Company) 1988, p.19

<sup>8</sup> Jack C.Richard and Willy A. Renandya, *Methodology in Language Teaching Anthology of Current Practice*, (England: Cambrige University Press) 2007,p.238

<sup>9</sup> H. Douglas Brown, *Language Assessment, Principle and Classroom Practices*, (San Fransisco:San FransiscoState University) 2004, p.119

Base on the explanations above the aims of listening is able to understand, and find information by listening directly in text. In practice, students can make reconstruction a text to be new version base on what they have heard.

Those are able to distinguish traditional, conventional views of listening from more contemporary views. Traditionally, listening is associated by transmission of information that is with one way listening. This can be seen in the extensive use of monologue in older listening materials. While this is fine if we are relating primarily to listening in academic contexts. It fails to capture the richness and dynamics of listening as it occur in our everyday interaction (two way listening). Most contemporary materials reflect this re-emphasis with a move towards natural sounding dialogues.<sup>10</sup> It could be concluded that listening comprehension is an act of information processing in which the listener is involved in two-way communication, or one-way communication. One-way communication means transmission of information, for example listening to the monologues. While, two way communication means understanding the richness and dynamic of the information that has been already listened, for example daily dialogues.

Base on explanation above, it could be concluded that bottom up process is understanding the meaning of individual sentence and combining them to create ideas. While top-down process is using listeners' background knowledge and confirming them with the parts of information that has been listened. The last, interactive process is combination between bottom-up and top-down process, the listeners use their knowledge, simultaneously they generate vocabularies, and sentences.

In conclusion, the procedures of listening are receiving sound, and then it will focus on external stimuli. After that, the symbol of sounds will be decoded and the value of information is decided. Finally, the next component is remembering, the listeners try to remember the information that they have got before. The last is responding, it means that the listeners or the receivers give respond to the source or other listeners.

The term "Dictogloss" is derived from the "dicto" or "dictation". The action of speaking so that somebody can write what one says and "gloss" is a way of explaining or interpreting something. Dictogloss 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. Vasiljevic stated that dictogloss also give opportunities for students to learn

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<sup>10</sup> *Ibid*

something new from their group because every person in group has different skill.<sup>11</sup> Base on the definition, it can be concluded that dictogloss technique is a process of explaining or interpreting spoken language.

For the explanation above, it can be concluded that dictogloss technique is for finding information by listening directly in a text. In practice, students can make reconstruction a text to be new version base on what they have heard.

Based on explanation above, disadvantages of implementing dictogloss technique needs much time and long procedure. It is not as affective for beginner learners, most learners may prevent others from participating fully, especially during the reconstruction stage because they unfamiliar with words may want to write down.

### **C. METHODOLOGY**

The location of the research is at SMP Negeri 2 BatangAngkola. It is located on Jl. Mandailing No.2 Benteng Huraba. This research conduct in academic year 2017/2018. The time of this research has been doing from October 2016 until 24 May 2018. The participants in this research are students at grade VIII-A SMP Negeri 2 Batang, Angkola, second semester in academic year 2016/2017 SMP Negeri 2 BatangAngkola. It consisted of 24 students. This research has a purpose to improve students' listening ability by using dictogloss technique; it is called Classroom Action Research (CAR).

Instrument of collecting data is very important to support every research. Based on instrument of collecting data, the research could be examined the validity or the trustworthiness of the research, the researcher used three instruments of collecting data, Test is used to know the ability of students where it is sequence of question, or practice that used for surveying the skill, intelligence, knowledge or trail that is owned by individual or group. Observation is used to observe the students' problem, the all students' action that has bad impact to them, especially students' problem in listening. Interview the teacher about the effort in applying technique and how the students' condition while the teaching technique is applied.

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<sup>11</sup>Vasiljevic.Z, *Dictoglossas an Interactive Method of Teaching Listening Comprehension to L2 Learners*.English Language Teaching (The Internet TESL Journal Vol.v, No.12) 1999, p.54

**D. FINDINGS**

The researcher found the result of test from test in cycle 1 and cycle 2. After doing the test, the researcher had analyzed students' achievement based on dictation technique activity. The researcher had found the students' listening mastery scores in the first cycle as the following table below:

**Table 1. Students' Listening Score in the First Cycle<sup>12</sup>**

No	Name	Correct Answer	Total of Questions	Students' Score X 100
				Total of Question
1.	AR	16	20	80
2.	AU	10	20	50
3.	AM	11	20	55
4.	AH	12	20	60
5.	DNA	12	20	60
6.	JP	10	20	50
7.	MR	13	20	65
8.	MM	16	20	80
9.	NS	5	20	45
10.	NHal	16	20	80
11.	NHan	16	20	80
12.	RB	11	20	55
13.	RF	13	20	65
14.	RA	13	20	65
15.	RR	8	20	40
16.	RK	8	20	40
17.	RH	10	20	50
18.	RI	12	20	60
19.	SH	12	20	60
20.	SA	5	20	45
21.	SR	10	20	50
22.	SW	12	20	60
23.	WA	12	20	60
24.	RP	12	20	60
<b>Total Score</b>				<b>1415</b>
<b>Mean</b>				<b>58.95</b>
<b>Percentage</b>				<b>16.66%</b>

*\*The students who passed the passing grade (75) in the first cycle.*

From above table and chart, it could be concluded that students' achievement in listening was very low. In cycle 1, there were only four students passed the passing grade (75), they are AR, MM, NHal and NHan.. From the above table, the mean score of students

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<sup>1</sup>Approved by co-teacher (Masliani, S.Pd) and the observer

in cycle 1 was 58.95 and the percentage of students' mean score was about 16.66%. It meant that this test result could not fulfill of the criteria of success. It did not show improvement. So, the researcher would continue to cycle 2.

After doing the test in cycle 2, the researcher had analyzed students' achievement based on listening technique activity. The researcher had found the students' listening mastery scores in the second cycle as the following table below:

**Table 2. Students' listening Score in the Second Cycle<sup>13</sup>**

No	Name	Correct Answer	Total of Questions	Students' Score X 100
				Total of Question
1.	AR	18	20	90
<b>2.</b>	<b>AU</b>	<b>12</b>	<b>20</b>	<b>60</b>
3.	AM	15	20	75
4.	AH	15	20	75
5.	DNA	19	20	80
<b>6.</b>	<b>JP</b>	<b>12</b>	<b>20</b>	<b>60</b>
<b>7.</b>	<b>MR</b>	<b>13</b>	<b>20</b>	<b>65</b>
8.	MM	18	20	90
9.	NS	18	20	75
10.	NHal	17	20	85
11.	NHan	17	20	85
12.	RB	15	20	75
13.	RF	15	20	75
14.	<b>RA</b>	<b>13</b>	<b>20</b>	<b>65</b>
15.	<b>RR</b>	<b>14</b>	<b>20</b>	<b>70</b>
16.	RK	16	20	75
17.	RH	17	20	75
18.	RI	15	20	75
19.	SH	15	20	75
20.	<b>SA</b>	<b>14</b>	<b>20</b>	<b>70</b>
21.	SR	16	20	80
22.	SW	15	20	75
23.	WA	15	20	75
24.	RP	15	20	75
<b>Total Score</b>				<b>1795</b>
<b>Mean</b>				<b>74.79</b>
<b>Percentage</b>				<b>25%</b>

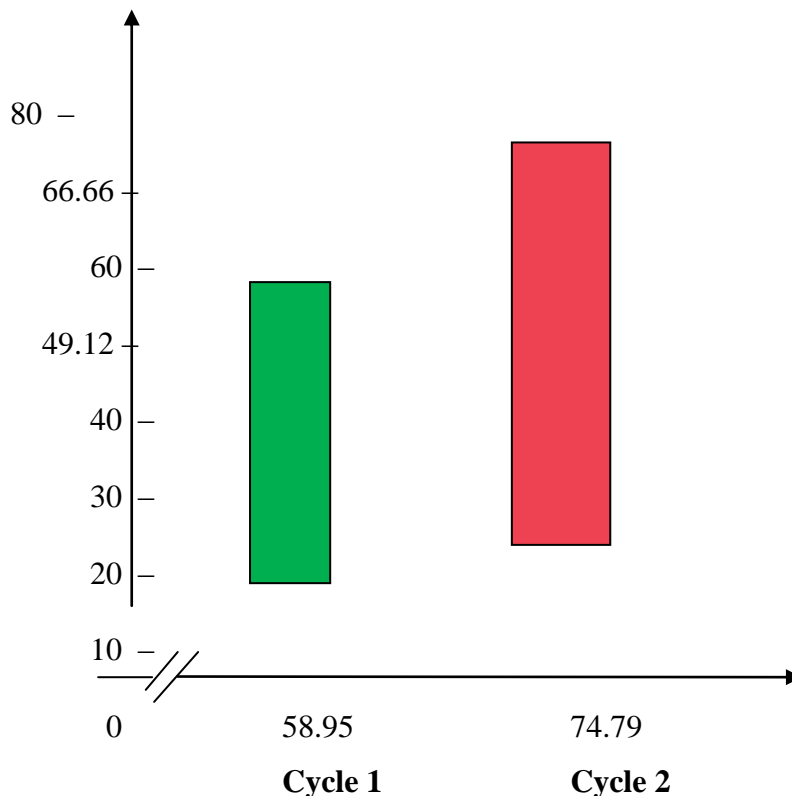
*\*The students who didn't pass the passing grade (75) in the second cycle.*

<sup>2</sup>Approved by co-teacher (YusmaSanty H.A, S.Pd) and the observer

From the above table and chart, it could be concluded that students' achievement in cycle 2 was increased. The mean score in cycle 2 was 74.79 and the percentage of students' score in cycle 2 was 25%. Students' achievement in listening was categorized very good. The students' score in cycle 2 got improvement from the cycle 1. It shown that cycle 1 was 58.95 (16.66%) and cycle 2 was 74.79 (25%).

Based on the explanation, it could be concluded that the mean score and the percentage of the second test. The improvement from the first test; in the first test the mean score was 58.95 (16.66%), it was included enough category. The improvement of mean score in second test the mean score was 74.79 (25%), it was included into high category. The differences showed that there was an improvement of students' listening mastery.

The calculation result of  $t_o = 7.92$ ,  $t_{table}$  with  $df = 23$ , level of significance in t table 5% is 2.069. It can be known that the result of  $t_o$  is bigger than  $t_t$ , it is  $7.92 > 2.069$ . Based on the result, it means that there is a significant improvement between students' listening learning process result in the first cycle and second cycle



**Chart of The Comparison of Mean Score between First Test and Second Test (First Cycle and Second Cycle)**



Based on the above chart, students got improvement on their score. From the students' mean score; the first cycle students' mean score were 58.95 and the second cycle students' mean score were 74.79. From the students percentage; the first cycle, there were four students passed the passing grade (16.66%). The second cycle, there were eighteen students passed the passing grade (25%).

From analysis above, the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (74.79) is greater than first cycle (58.95). It showed that "dictogloss technique" influenced to improve listening mastery at the VIII grade students of SMP Negeri 2 BatangAngkola.

#### **E. CONCLUSION**

From the description of students' achievement in the first cycle, it could be concluded that the students' problem in learning process had been resolved and it had improved in the second cycle. There are two factors could influence listening mastery. They are internal factor and external factor. There are three internal factors, such as: vocabulary, interesting and experiences. External factors such as: Environment and Facilities.

The hypothesis in this research could be accepted because the score of the students and the students' activity in learning process by using dictogloss technique showed the good improvement at the VIII SMP Negeri 2 BatangAngkola.

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