

IMPROVING STUDENTS' LISTENING COMPREHENSION IN NARRATIVE TEXT BY USING DICTOGLOSS TECHNIQUE

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Abstract: The research was conducted based on the problems that were found in the teaching and learning process. The students faced some problems in listening to the narrative text: writing the right vocabulary based on the teacher's pronunciation, identifying important supporting details, and drawing inferences. The purpose of this research was to investigate how the Dictogloss technique improved students' listening comprehension in listening narrative text on the eleventh grade students in class XI IPS 3 of SMAN 5 Pontianak in the academic year 2017/2018. The results showed that the implementation of the dictogloss technique in this research is successful in improving students' listening comprehension in the narrative text, and the implementation of the dictogloss technique not only improves the students' listening comprehension in the narrative text but also changes the students' behavior in teaching and learning process and motivated them. To sum up, the research finding proved that the implementation of the dictogloss technique improved the students' listening comprehension in the narrative text to the eleventh grade students of SMAN 5 Pontianak in the academic year 2017/2018.

Keywords: dictogloss technique; listening comprehension; narrative text.

INTRODUCTION

In the listening aspect, the students should understand the meaning of short functional text and monologue in the form of narrative, descriptive, and news items in the context of daily life. Furthermore, some indicators should be reached in teaching listening, especially in narrative text. Some indicators should be reached by the students as follows: writing the right vocabulary based on the teacher's pronunciation, the students could respond and identify the important supporting details contained in narrative text, and the students could identify drawing inferences or the conclusion of the text.

The students usually faced some problems in the listening of narrative text, especially in listening aspects. Most of them difficult to write the right vocabulary based on the teacher's pronunciation, identify important supporting details, and identify drawing inferences about the text. Based on the students' problems above, the researcher offers an alternative solution to teach listening narrative text by using the dictogloss technique on the eleventh-grade students of SMAN 5 Pontianak in the academic year 2017/2018 class XI IPS 3.

The dictogloss technique is a classroom dictation activity where learners listen to a passage, note down keywords and then work together to create a reconstructed version of the text. It was originally introduced by (Wajnryb, 1990). In this technique, students are required to

reconstruct a text by listening and noting down keywords and then working together to create a reconstructed version of the text. The dictogloss technique is a technique for teaching listening that is believed to be able to solve the students' problem in listening comprehension for some reasons. This technique activates the students' knowledge and gives important vocabulary before listening. So, the students will not get confused about the vocabulary that is used in the story, and help them to comprehend the text. According to Vasiljevic (2010) dictogloss is a classroom dictation activity where learners listen to a passage, note down keywords, and then work together to create a reconstructed version of the text. There are four stages in the dictogloss technique, those are preparation, dictation, reconstruction, and correction.

METHOD

The researcher conducted a classroom action research. Classroom action research can be defined as the action research that is conducted in the classroom which the students and the teacher interact. According to Cohen et al (2007), "classroom action research may be used in any setting where the problem involving people, tasks and procedure cries out the solution, or where some change of future result in more desirable outcomes." In this research, the researcher observed the class to find out the problems that the students faced in the learning process. Then, the researcher analyzed the causes and decided the action to solve the students' problem. Burns (2010) divided classroom action research into 4 steps: planning, acting, observing, and reflecting. In this research, the researcher implemented the classroom action research in two cycles.

The first stage is planning stage. In this stage, the researcher and the teacher planned a teaching learning strategy to solve the students' problem in the class. The researcher provided a lesson plan, teaching material, technique and instrument to collect the data including observation checklist and field note. The second stage is acting. In this stage, the teacher presented the material that has already been prepared to the students. The teacher implemented dictogloss technique by following the activities in the lesson plan. The third stage is observation stage. In this stage, the teacher distributed the assessment and the researcher observed the students activity in each group. The researcher used observation checklist and field note to collect the data. The fourth stage is reflecting stage, whereas the teacher and the researcher discussed the result of the observation. In this stage, the teacher and the researcher discussed the activities to be done in the next cycle.

This research conducted on the eleventh grade students of SMAN 5 Pontianak in the academic year 2017/2018. The subject of this research is the students in class XI IPS 3 which consisted of 38 students. The data is gained by observation and the student's assessment. The

researcher used some tools to collect the data such as observation checklist, field note, and assessment.

FINDING AND DISCUSSION

This research is classroom action research. In this research, the researcher could improve the students' listening comprehension in narrative text through Dictogloss technique. The research was conducted on November, 16th 2017 for cycle I, continued by gave the test to the students on November 21st 2017. And then continued on November 23rd 2017 for the cycle II and gave the test to the students.

In this chapter presents the detail information for the result of the research about the implementation of Dictogloss technique to improve students' listening comprehension in narrative text. The research was conducted at SMAN 5 Pontianak. The subject was the students of the eleventh grade students that consisted of 38 students. The researcher divided the research findings into two parts namely qualitative data and quantitative data.

The researcher displays the findings based on the data that was obtained from the test that consists of 30 items. The researcher calculated the students' individual score and students' mean score in the listening test.

a. The First Cycle

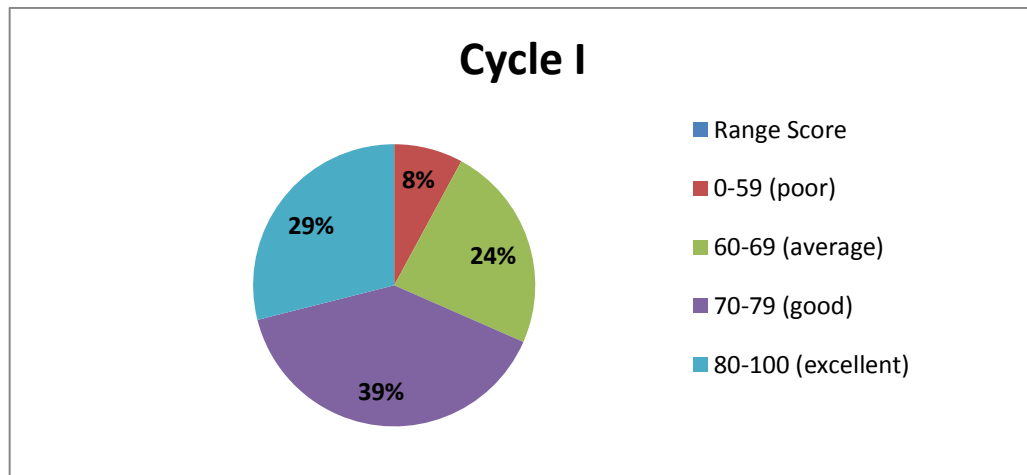
In the first cycle the researcher gave some the strategies to improve students' listening comprehension in narrative text. But, there were some students get lower score in the test. The result of students' score shown as follows:

Table 1.1
Students' Classification Range Score of Cycle I

| Range Score | Number of Students |
|--------------------|---------------------------|
| 0-59 | 3 |
| 60-69 | 9 |
| 70-79 | 15 |
| 80-100 | 11 |

The researcher also provided chart below to show the students achievement in listening comprehension. The students' qualification in cycle I can be seen the figure below:

Figure 1.2
Qualification of Individual Students' Score Cycle I



From the figure 1.2 above, in the first cycle the researcher found some students were get on poor and average condition level mastery. The total score of the listening test in the cycle I is 2685 with the mean score is 70. The mean score lower than the criteria for maximum completeness (KKM of SMAN 5 is 75). It means that the mean score in the cycle I was still low because 8% (3 students) were categorized as poor. It showed that the students' listening comprehension was still low. Then, 24% (9 students) were categorized as average, 39% (15 students) were categorized as good, and 29% (11 students) were categorized as excellent. As the conclusion in the cycle I, most of the students' score still not improved.

b. The Second Cycle

In the second cycle, the students' score was improved. The students' listening comprehension in writing the right vocabulary based on the teacher's pronunciation, identifying important supporting details, and drawing inferences better than cycle I. It means that there was some significant improvement of students' score in this cycle. The result of students' score in the second cycle shown as follows:

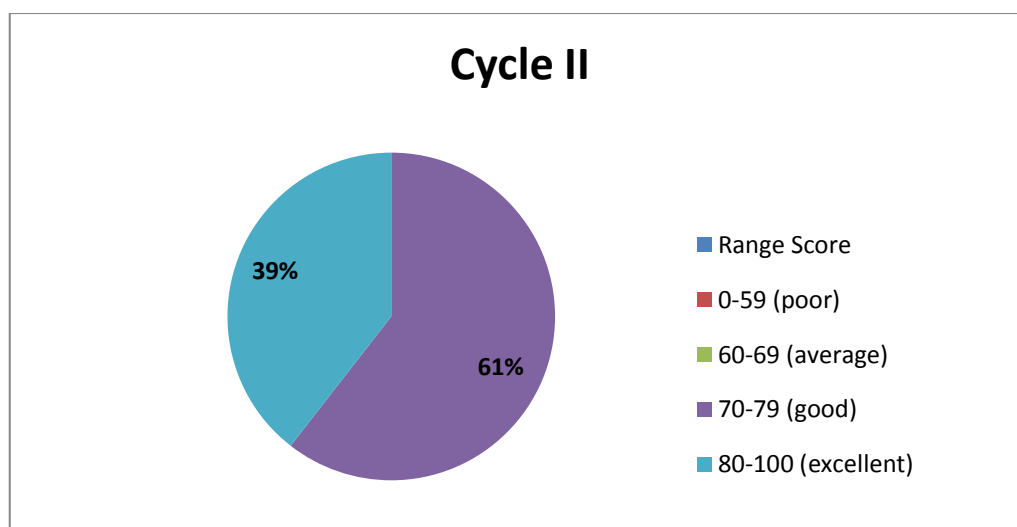
Table 2.1
Students' Classification Range Score of Cycle II

| Range Score | Number of Students |
|-------------|--------------------|
| 0-59 | 0 |

| | |
|--------|----|
| 60-69 | 0 |
| 70-79 | 23 |
| 80-100 | 15 |

From the result of the students' individual score above, could be seen the difference between cycle I and cycle II. Most of students' score were improved. In detail, the students' score qualification can be seen in the figure below:

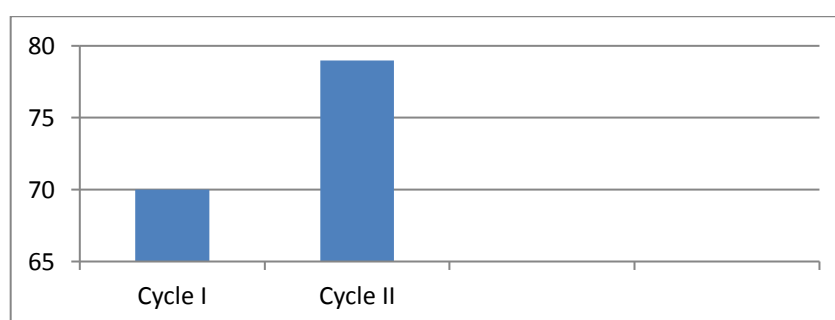
Figure 2.2
Qualification of Individual Students' Score Cycle II



From the result of the second cycle, there was an improvement in the students' score. The total score of the students' in cycle II was 2.999,5 and the students' mean score was 79. It means higher than the criteria for maximum completeness (KKM of SMAN 5 is 75). It can be said that the students' mean score of the students' was "good". In detail, the students' score can be seen that 61% (23 students) were categorized as good level, 39% (15 students) were categorized as excellent level. Then, there were not students categorized as poor and average level. Those data of students score showed that there was a significant improvement of students' listening comprehension.

Here was the comparison of mean score in figure as follow:

Figure 3
The Students Mean Score in Cycle I and Cycle II



Based on figure above, it can be concluded that second cycle was satisfying, because the result of the second cycle showed significant improvement than the first cycle. In the first cycle, the students' mean score was only 70 categorized as "good". But, the mean score lower than the criteria for maximum completeness (KKM of SMAN 5 is 75). Then, in the second cycle the students' mean score was 79 categorized as "good". But, the mean score higher than the criteria for maximum completeness (KKM of SMAN 5 is 75). It can be concluded that, the implementation of the dictogloss technique in teaching listening narrative text improved.

Discussion

In this research, the researcher had some important points to be discussed. The implementation of dictogloss technique could improve students' listening comprehension in narrative text. In the preparation stage, the teacher facilitated the listening process by providing background information and helping the students with unfamiliar vocabulary and made the students more active in teaching learning process. So, the students have background knowledge before listening activity is done. It was supported by Vasiljevic (2010) claimed that limited vocabulary may prevent students from activating the relevant content schemata, which in turn may have a negative effect on their listening performance.

In the reconstruction stage, the teacher divided the students in group that consisted of 4-5 students for each group. They have to work together to discuss and share their opinion with their friends. It was supported by Vasiljevic (2010) found that dictogloss is an effective way of combining individual and group activities. Students listen and take notes individually and then work together to reconstruct the texts. He claimed that by using dictogloss technique, the students are able to discuss and share their ideas with other students. Also, dictogloss procedure facilitates the development of the learners' communicative competence. The students work in small groups reduces the students' anxiety to share their opinion with their friends to discuss the main point and information details in reconstruction stage. It was supported by Vasiljevic (2010) found that 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. So the students can improve their development in social interaction because they work together in a group to sharing their thoughts and ideas for reconstruct the text.

The research finding showed that from the cycle 1 to cycle 2 had an improvement. The students' score improve from the cycle 1 into cycle 2. It is also supported by Iwanaka (2013) in his research said that by applying dictogloss, there was enhancement of learners' listening abilities. In conclusion, dictogloss technique improved students' listening comprehension in aspects of listening comprehension: write the right vocabulary based on the teacher's pronunciation, identify important supporting details, and drawing inferences.

CONCLUSION

The teacher and the researcher did this research in two cycles. In the first cycle, the teaching and learning process did not work smoothly yet. The teacher did not do all the stages of the dictogloss technique. In the first cycle most of the students are not serious in the teaching and learning process. They did not pay attention to the teacher's explanation and made noise with their friends and made the teacher control their management. Also, in forming a group the students needed more time. They were confused to choose the members for their group and it took time. It made the teacher did not apply the all stages of the dictogloss technique and the assessment was given in the next meeting because the time was over.

The result of the teaching and learning process in cycle 1 was not satisfied. There were some students which are answered incorrect spelling for the vocabulary. The teacher continued to conduct the second cycle. In the second cycle, the teacher applied a strategy to solve the problem in cycle 1. There was an improvement in this cycle. Most of the students were able to write the right vocabulary based on the teacher's pronunciation. Then, the time allocation in the

second cycle was organized well, so the teacher applied all the stages of the dictogloss technique and the students had enough time to do the assessment.

Based on the findings of this research, found that students' listening comprehension in the narrative text on the eleventh grade students in class XI IPS 3 of SMAN 5 Pontianak in the Academic Year 2017/2018 improved from cycle to cycle by using the dictogloss technique. Some strategies helped the students to improve the students' listening comprehension of narrative text. The students' ability to write the right vocabulary based on the teacher's pronunciation improved by giving a list of vocabulary and pronunciation drills by the students through repetition. The students' comprehension to identify important supporting details improved through dictating a legend story by the teacher. Moreover, the students' comprehension of identifying drawing inferences improved through summarizing a text.

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