

**ARTICLE**

**THE IMPLEMENTATION OF DICTOGLOSS TECHNIQUE  
IN TEACHING LISENING TO THE SECOND GRADE STUDENTS  
IN SMK N 2 KEDIRI**



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STATEMENT LETTER  
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# THE IMPLEMENTATION OF DICTOGLOSS TECHNIQUE IN TEACHING LISTENING TO THE SECOND GRADE STUDENTS IN SMK N 2 KEDIRI

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## Abstract

Listening is one of the four language skills language that must be mastered in learning English. To increase students' listening skill, the researcher proposes to use Dictogloss as an alternative technique. Dictogloss is as a multiple skills activity. The students practice listening, writing and speaking. In this technique, have four procedures those are warm-up/preparation, dictation, reconstruction, analysis and correction. This research answered the question: How are students ability in listening process before using Dictogloss technique at SMKN 2 Kediri?, how are students ability in listening process after using Dictogloss technique at SMK N 2 Kediri?, is there any significant difference of students ability in listening process before and after using Dictogloss technique at SMKN 2 Kediri? This research used quantitative approach and experimental research design with one-group pre-test and post-test. The sample of the research was XI Accounting 1 class consisting 37 students which 7 students was absent. In collecting the data, the researcher held two times meetings which involved pre-test, two times treatment and post-test with invitation text. Then the data was analyzed using SPSS version 23 by t-test. The researcher used t-test because the researcher wanted to know about the significance difference from pre-test and post - test. The result of post-test showed that the students listening ability increased after being taught dictogloss technique. It was proven by the mean score of pre- test (65.81) and the mean score of post-test (87, 10) it means that the students listening after 'using dictogloss was high. Furthermore T-score (15,389) and the t- table were 2,042 (in significant 5%)). It means that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It can be concluded that there is significant effect on students' listening ability before and after being taught using Dictogloss technique at the second grade students of SMKN 2 Kediri at XI- Accounting 1 class in academic Year 2017/2018.

**Key Words:** Listening, Dictogloss Technique

## I. Introduction

Listening is one of the four skills that must be mastered in learning English. Listening can be described as a process of hearing some sound to get the information or understanding something. Brown

(2001:247) stated that “Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking.” It means that listening comprehension should be

taught extensively to students at the early stages. As a receptive skill, listening very important for the communication.

According to Morley (1999) in Gilakjani (2011), efficient listening skills were more important than reading skills as a factor contributing to academic success because listening is frequently used language skill.

From the fact above, it can be explain that there are several problems of teaching listening. For example the low listening achievement especially many students had very limited vocabulary, the knowledge of grammar was poor, they could not catch the meaning of spontaneous quick speech, and the students still needed to take notes even when they were listening to a recording of speech at a moderate speed. Therefore, it should be an appropriate technique to be applying for the students to increase their listening achievement. To increase students' listening skill, the researcher proposes to use Dictogloss as an alternative technique. Dictogloss is as a multiple skills activity. The students practice listening, writing and speaking, and use the grammar and lexis to complete the task. The students can open their background knowledge related with the text and then listen what the teacher dictates and write the key answer. This will not make the students bored because they can corporate with their friends. Vasiljevic

(2010, p. 42) has said that Dictogloss technique is a classroom dictation activity where students listen to a passage, note down key words and then work together to create a version of the original text.

The original Dictogloss procedure according to Wajnryb (1990, pp. 7-9) consists of four basic steps, those are:

- 1) Warm-up/ preparation in which the students find about the topic and do some vocabulary preparation,
- 2) Dictation in which the teacher either reads or plays the audio of the text three times at a normal reading aloud speed and the students make notes of key words, concepts etc.,
- 3) Reconstruction in which the teacher asks the students to reconstruct the text they have listened to based on their notes, and
- 4) analysis and correction in which the students analyze and correct their reconstructed texts with the teacher's guidance.

Thornbury (1999: 82) stated that; "Dictogloss is a form of dictation, but one in which the students hear and reconstruct the whole text, rather than doing so line by line. Dictogloss also involves the students collaboratively reconstructing them text from memory and then comparing it with the original".

Understanding what the influence of teaching listening using dictogloss, based on the background above the researcher will formulate some question. They are as follow: How are students ability in listening process before using Dictogloss technique at SMKN 2 Kediri?, How are students ability in listening process after using Dictogloss technique at SMKN 2 Kediri?, Is there a significant difference of students' ability in listening process before and after using Dictogloss technique at SMKN 2 Kediri?.

Robinson (2011) stated that dictogloss provides more communicative and integrative approach to language learning than traditional dictation. It means that dictogloss as an alternative technique because it is a multiple skills activity. The students can open their background knowledge related with the text and then listen what the teacher dictates and write the key answer. This will not make the students bored because they can corporate with their friends. In practice, this research will be useful give information and will be able to help people learning English, especially the writer, the teacher, the students and the reader.

## **II. Research Method**

In this research, consist of two variable those are the dependent variable is students listening ability and the independent variable is using dictogloss technique. The approach of this research use quantitative research. The result of quantitative research is a number and will present in tables, graphs or other form of statistics. In this research technique using Experimental research design. On their consist of one-group pre-test and post-test design. The researcher will compare students' scores from the pretest and posttest to know there is an significance different before and after the treatment will be giving by the researcher.

This research conduct at SMKN 2 Kediri in the XI-Akuntansi 1. This research did on 7,8 May 2018. In SMKN 2 Kediri have 5 class of accounting major. Each class consisting around 30 until 40 students. So from five class there are 200 students as the population of the research.

In this research the sample is XI-Akuntansi 1. In that class consist 37 students with 3 male students and 34 female students but when the researcher collect the data, the students who did not come are 6 Sudents..

The instrument of this research is Listening test. The researcher uses a test to measure the students listening ability after

taught using dictogloss technique. The test delivers in 10 questions. 10 question for pre-test and 10 question for post-test. The first test is pre-test are given before treatment. For the Question number 10 is about understanding the meaning of the text, question number 2 is about understanding the purpose of the text, question number 3 until 9 about understanding the information of the text. Then the last is post test which given by the researcher after treatment. The students answer the question of the text invitation which read by the researcher.

### **III. Finding and Discussion**

Before analysing the data on SPSS, the researcher counting the score. for scoring, the researcher give 10 points for correct answer on each questions. And 0 point for incorrect. So if the maximum score is 100.

In procedure of data analysis, the researcher input pre-test and post- test score and to analyze the data researcher used Paired Sample t-test in SPSS version 23 to answer the research question about the effectiveness of dictogloss technique in teaching listening for the second grade students in SMK N 2 Kediri. Then, In result of the data, the researcher use SPSS version 23. The data outputs from SPSS

are Paired Sample Statistic, Paired Samples Correlations, and Paired Sample Test.

Based on the Paired Sample Statistic the mean score of pre-test was 65,81 with standard deviation 9,583 and the mean score of post-test was 87, 10 with standard deviation was 8,638. The number of participants in each test (N) is 31. The data before and after being taught using dictogloss technique was 0,653 with significance value (sig.) 0,000. It means that, there is any correlation between students' listening ability before and after being taught using dictogloss technique. From T-score of pre-test and post-test Paired Samples Test showed that, t-test is 15,528 and the t-table with degree of freedom (df) 30 at the level of significance of 5%. It means t-test was higher than t-table ( $15,389 > 2,042$ ) and Sig. (2-tailed) is 0,000 was lower than 0.05. Then, the means between pre-test and post-test score was 21.290.

According to the analysis of the result, there is any significant between the pretest and post-test score. It showed It that the result of t-test score got higher than t-table ( $15,389 > 2,042$ ) and P value t-test was lower than 0,05 ( $0,000 < 0,05$ ). It means that  $H_0$  was rejected and  $H_a$  was accepted. From the result above, there was any significant effect of dictogloss on students' listening since alternative

hypothesis (Ha) was accepted and the null hypothesis was rejected.

This research supported by the previous research, Indriyanti, Dewi (2013) Teaching Listening Using Dictogloss to Improve Students' Listening ability at the Eighth Grade of SMP Negeri 1 Pangenan explained that learning using dictogloss technique is very effective with experiment class. Furthermore, the technique of Dictogloss activities are a useful way of presenting new factual information to students, and encourage them to listen for key points and understand the listening. From the previous research found that dictogloss is very effective technique to teach listening for the student. Because dictogloss itself is as a multiple skills activity. The students practice listening, writing and speaking, and use the grammar and lexis to complete the task. The students can open their background knowledge related with the text and then listen what the teacher dictates and write the key answer. This will not make the students bored because they can corporate with their friends.

By using dictogloss technique in teaching listening, it can give significant effect on students' listening of the second grade students' in SMKN 2 Kediri.

#### **IV. Conclusion**

From the data that have been analyzed by using SPSS version 23, it shown that there was a significant effect of dictogloss technique on students' listening ability to the second grade students of SMKN 2 Kediri in academic year 2017/2018. The result of the t-test scores was (15,389) and the t-table was 2,042 (in significant 5%) or 2,750 (in significant 1%). The t-score was higher than t-table. It means Ha is accepted and Ho is rejected. Based from the result, the researcher concluded that there was a significant effect of dictogloss organizers technique on students' listening ability.

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