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APPLYING DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS' LISTENING ABILITY OF SHORT STORY: AN EXPERIMENTAL STUDY AT A JUNIOR HIGH SCHOOL IN PEKANBARU

[1]Robi Kurniawan*, [2]Meutia

English Education Department, Universitas Islam Negeri Sultan Syarif Kasim Riau

*corresponding author: robi.kurniawan@uin.suska.ac.id

ABSTRACT

This study aims to identify the significant effect on the use of Dictogloss Technique on listening ability to short story in the second grade of Junior High School 20 Pekanbaru. In this quantitative research, the design used pre-experiment with only one class pre-test and post-test. The population of this research was second grade students at Junior High School 20 Pekanbaru. The researcher used simple random sampling technique in which class VIII.8 of Junior High School became the research sample which amounted to 34 students. Researcher used objective tests as a data collection technique. Then the researcher tested the data with T-test and obtained data 1.692, then T-Table -1.507 and Sig. (2 tailed) is 0.000 less than 0.05. Then H0 is rejected and Ha is accepted. In conclusion, there is a significant effect on the use of Dictogloss Technique on listening ability to short story of students in the second grade of Junior High School 20 Pekanbaru.

Keywords: *dictogloss, listening ability, short story*

INTRODUCTION

Listening is a crucial skill for students, as it facilitates effective communication and enhances one's ability to articulate thoughts clearly. Field (2008, pp. 14-28) elaborates on the significance of listening through various assertions. Listening is regarded as an inherently personal endeavor. To excel as a speaker, one must first master the art of listening. Listening is the capacity to recognize and comprehend the utterances of speakers (Saputra, 2018). Thus, when a speaker transmits a message to the listener, the listener must reinterpret that information, assess the speaker's intent, and mitigate any age-related impairments that may be present. Consequently, listening abilities can be perfected if students comprehensively grasp the information conveyed by English speakers, aligning with the audience's objectives.

Listening is the act of attending to a sound. An effective communication strategy involves attentive listening. When a someone listens, they absorb the spoken words of others and endeavor to comprehend their meaning. Rost (2009) asserts that listening facilitates our

comprehension of the surrounding world and is essential for effective communication. Listening is a crucial component of communication; however, the listening process in the classroom may seem unfamiliar to students, making listening assessments challenging. Consequently, it is essential to foster students' enthusiasm for developing their listening skills. Listening is a multifaceted endeavor, and we can enhance pupils' comprehension of auditory information by engaging their past knowledge. For certain kids, listening exercises in class may be intricate and challenging; therefore, we can assist them in acclimating to these tasks.

Nonetheless, the English listening proficiency of Indonesian students remains comparatively inadequate. According to Ginoga (2020), listening is significantly more challenging than many individuals perceive. Many students encounter difficulties in comprehending them due to particular learning obstacles in auditory lessons. The student's difficulty in understanding the auditory material was affected by the topic, the listener, and the physical environment. Students' challenges with listening comprehension stemmed from various factors, such as dependence on peers, reluctance to inquire with the lecturer, emotional disruptions, rapid delivery of material by the lecturer, absence of rewards and reinforcement, and lack of concentration.

In 2020, a study was conducted with a listening exam administered to 800 children, revealing that 47.5% exhibited "poor" listening skills, 32.5% demonstrated "fair" abilities, and 20% possessed "good" abilities. According to Afriani (2020), certain pupils continue to achieve low ratings in listening comprehension during English learning activities. The teacher's role in classroom instruction can significantly influence students' success in completing listening activities.

According to the aforementioned studies, it can be concluded that, overall, Indonesian students' English listening proficiency remains comparatively low. Preliminary research indicates that certain students exhibit deficient listening skills. The students remain unfamiliar with certain English words. The researcher's interview with the teacher at Junior High School 20 Pekanbaru revealed that listening activities in class are infrequent, resulting in pupils being unaccustomed to and struggling with listening skills.

Based on the analysis above, there is a need for further research on how the Dictogloss Technique can be effectively implemented to improve students' listening skills in the Indonesian learning context. This research also needs to determine the effectiveness of dictogloss and its impact on students in listening activities.

Research Problem

The students' listening ability before using the Dictogloss Technique at the second grade of Junior High School 20 Pekanbaru appeared to be relatively low. Many students struggled to comprehend spoken English, particularly when delivered at a normal speed. They often found it challenging to identify main ideas and key details, which hindered their overall

understanding of listening materials. This highlighted the need for a more effective teaching strategy, such as the Dictogloss Technique, to enhance their listening skills.

LITERATUR REVIEW

According to Oxford (1993), listening is a complex problem-solving ability that goes beyond the mere perception of sounds. It involves understanding the meaning of words, phrases, clauses, and sentences, as well as grasping the overall message in connected discourse. This process requires active engagement, cognitive processing, and the ability to interpret and integrate information. Therefore, effective listening plays a crucial role in developing comprehensive communication skills.

Sari (2013) asserts that listening is a challenging endeavor, as it is an essential and commonly employed means of acquiring information in everyday life. If one communication agent is not an attentive listener, effective communication will not occur. When individuals engage in attentive listening, they will respond suitably. Consequently, it is clear that although listening is a receptive skill, it is also essential as a requirement for proficient speaking.

Nunan in Argisila (2003) defines listening as the intentional, active activity of comprehending auditory information. It suggests that we must infer meaning from auditory information, rendering active listening an essential skill. In both quotidian and professional discourse, listening is undoubtedly the most vital component, yet it is often neglected in the context of foreign language acquisition and instruction. Burleson (2011, pp. 27-46) Variations in cognitive complexity indicate that hearing entails assessing messages to comprehend and react appropriately. Brenner (2017, pp. 385-390) Listening is defined as "to give attention with the ear; to attend closely with the purpose of hearing," constituting a two-way communication.

Listening is a fundamental aspect of language learning, and addressing the challenges students face can enable them to develop more effective listening strategies (Gilakjani & Sabouri, 2016, pp.123-133). Paul and Nation (2009, p.156) emphasize that beginning listening training is essential for several reasons. It helps students quickly become proficient in managing meaning-focused input, which is vital for comprehension. Moreover, it motivates learners by promoting effective listening and understanding while aligning early instruction with the practical demands of their language use.

Brown (2006) asserts that educators must contemplate three fundamental principles while formulating teaching strategies for listening proficiency. It is essential to integrate tactics that especially improve listening comprehension into an engaging four-skill program. Educators ought to implement strategies that cultivate intrinsic motivation, thereby assuring student engagement in the learning process. Furthermore, to enhance students' comprehension, it is essential to align classroom activities with their long-term communication objectives by employing authentic language and real-world circumstances. Assessing audience responses can ascertain the accuracy of their comprehension. Educators are urged to foster the development

of listening strategies, acknowledging that pupils studying foreign languages frequently lack essential abilities for successful listening. Ultimately, employing both top-down and bottom-up listening strategies is crucial, since each offers significant insights into the comprehension of spoken language. These concepts collectively constitute a framework for developing successful listening training methodologies.

According to the listening assessment rubric by Schokingawful (2017), students face several challenges that hinder their listening comprehension. One common problem is that students are easily distracted and struggle to maintain focus during listening assignments. Additionally, limited vocabulary and insufficient background knowledge often prevent them from effectively responding to questions. Another issue is their inability to grasp specific details while listening, which results in incomplete or inaccurate responses. Furthermore, many of the students' answers are either omitted entirely or unrelated to the material, highlighting significant gaps in their listening and comprehension skills.

Ajnryb, as cited in Vasiljevic (2010, p.43), identified four critical stages for the implementation of dictogloss in English instruction: preparation, dictation, reconstruction, and analysis and correction. During the preparation phase, teachers organize students into groups and explain the dictogloss activity, while students are introduced to the material and provided with pre-teaching for unfamiliar vocabulary to facilitate comprehension. Students listen to the passage twice during the dictation phase. Initially, they listen to the passage to understand the overall meaning without writing, and then they take notes to assist in reconstructing the text. This method avoids the traditional word-by-word dictation method. In the reconstructing stage, students work in groups, combining their notes to recreate the text. One student serves as the scribe, while others ensure the text's grammatical accuracy and coherence. Lastly, the analysis and correction stage is where groups compare their reconstructed texts, debate language choices, and identify errors. This process allows them to understand and correct misconceptions, thereby enhancing their linguistic skills.

Indonesian students frequently exhibit a deficiency in motivation to attain proficiency in written and spoken English, attributable to their restricted interaction with English-speaking peers, thereby impeding their capacity to cultivate balanced proficiency across the four fundamental language skills: reading, speaking, listening, and writing (Rintaningrum, 2018). Multiple factors substantially influence their listening comprehension. The quality of recorded materials utilized in classrooms is essential, as subpar sound quality or insufficient sound equipment might hinder students' ability to hear and comprehend spoken language. Cultural disparities present obstacles, as unfamiliar cultural components in listening activities may perplex pupils unless educators furnish adequate background knowledge to facilitate understanding. Moreover, accents—whether indigenous or foreign—pose challenges, as unfamiliar pronunciations may hinder comprehension. Exposing kids to distinct dialects in advance can strengthen their comprehension of spoken language and improve their general listening abilities.

RESEARCH METHOD

This research employed a quantitative approach, which involves systematically studying phenomena through the collection and analysis of numerical data. As Creswell (2013) states, quantitative research aims to understand issues or events by employing mathematical and statistical methods to analyse numerical data and draw general conclusions. It provides a methodical approach to evaluating phenomena, focusing on the measurement of variables and their relationships. The study used a pre-experimental design, which Creswell (2013) describes as a research design that lacks a control group and focuses on identifying cause-and-effect relationships. In this design, only pretest and posttest results are compared to determine the impact of the treatment.

The pre-experimental design used in this research compared the effects of the Dictogloss Technique as the independent variable (X) on students' Listening Ability, which served as the dependent variable (Y). According to Sugiyono (2005, p.108), pre-experimental designs evaluate outcomes by manipulating the independent variable and observing its effects on the dependent variable, focusing on pre- and post-treatment results. The Dictogloss Technique was implemented as a treatment to enhance students' listening skills, and its effectiveness was determined by analysing the differences in students' performance before and after the treatment.

The study was conducted at Junior High School 20 Pekanbaru, which is located at Abadi Street No. 9, Pekanbaru, from September 5 to October 24, 2024. The subject of this research was the second-grade students of Junior High School 20 Pekanbaru. This research was conducted in one class. This research only used one class because, as seen in previous research, research on the dictogloss technique is sufficient with only one class and is more efficient, and also the school provides only one class to be researched, while the object of this research was the effect of the dictogloss technique on students' listening ability of short stories.

Technique of Collecting Data

In this research, a test was held to measure students' listening ability by using the dictogloss technique. In this research, a listening test was given in the form of a pre-test and post-test. The pre-test, administered before treatment, consisted of 20 multiple-choice questions, while the post-test, administered after treatment, also included 20 multiple-choice questions.

Table I
Blueprint of Listening Test

No	Questions in Indicator	Number of Question
1	Listen to direct meaning comprehension	1,2,3,4,5,7,8

I J H S E D

2	Listen to inferred meaning comprehension	6,18,17,19,20
3	Listen to contributory meaning comprehension	9,10,11,12
4	Listening and taking notes	13,14,15,16

Table III.1
Classification of Score

Score	Classification
16-20 points	Exceptional
11-15 points	Proficient
6-10 points	Competent
1-5 points	Limited

1. Validity

This validity test was carried out to measure whether the data obtained after the research was valid using the measuring instrument used. The validity test was carried out on 34 respondents from the second grade of Junior High School 20 Pekanbaru. the validity of the question items is the significance value is 0.000 and is less than 0.005 so it can be concluded that each variable statement item is valid and can be used in research.

2. Reliability
As a tool for measurement, a test needs to be trustworthy. Any excellent test must have reliability as an essential component in order for it to be valid in the first place as a measuring tool. If the test is administered to the pupils twice or by two separate raters, when an instrument produces consistent or stable results when measured using the same tastes, it is considered trustworthy.

Table II
Reliability Test

Reliability Statistics		
Cronbach's Alpha	N of Items	Categories
.942	20	Very High

The results in table III.7 showed that the reliability of the question items were more than 0.60. The conclusion is that the instrument is reliable. Based on the computation, this

test has a reliability of 0.942. The dependability coefficient exceeds 0.60. This indicates that the instrument was reliable.

Technique of Analysing Data

In order to calculate the data produced from a sample, the acquired data was examined using SPSS 25. To determine if the Dictogloss Technique had an impact on students' listening performance, the researcher analyzed the post-test results from the pre-experimental class. Statistical analysis was used to analyze these scores. The purpose of this research by using pre-experimental research was to ascertain how the dictogloss approach affected students' comprehension of short story.
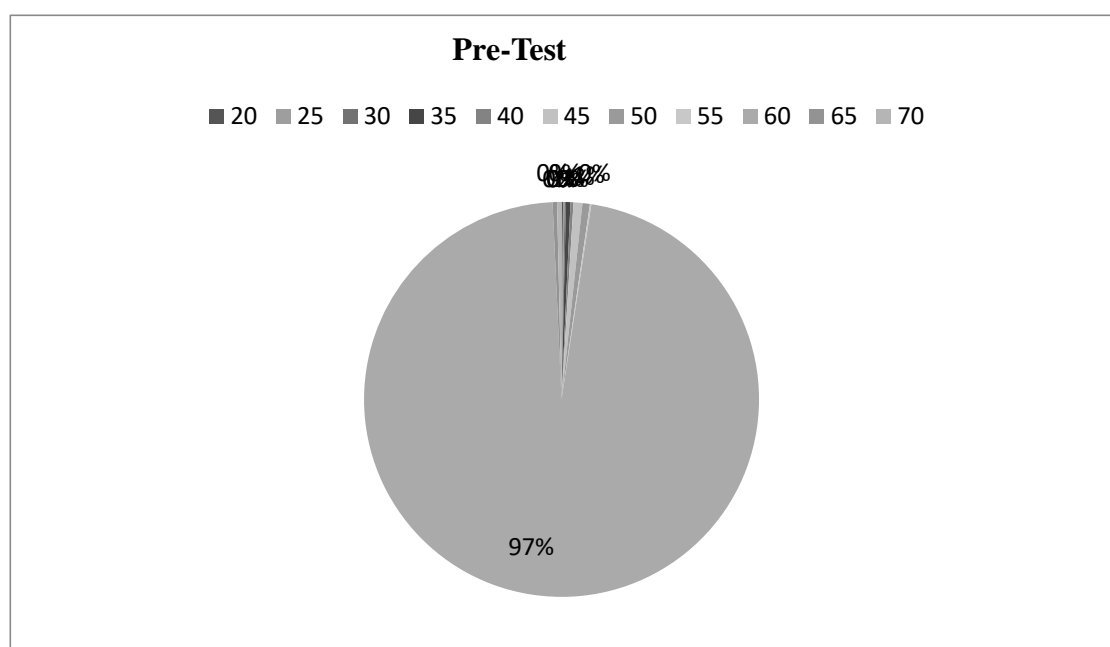
FINDINGS AND DISCUSSION

A. Findings

Students' listening ability before and after using the Dictogloss technique in the second grade at Senior High School 20 Pekanbaru, the score was obtained during the pre-test and post-test.

Figure 1.

Diagram of Pre-Test Scores

Based on the scores in the pre-test, it was found that the lowest percentage was at scores20 and then the highest percentage was obtained at score 65. Based on the Pre-test diagram, the value of 20 was 1 student (0.03%), the value of 25 was 1 student (0.03%), the value of 30 was 1 student (0.03%), the value of 35 was 3 students (0.09%), the value of 40 was 6 students (0.06%), the value of 45 was 6 students (0.18%), the value of 50 was 5 students (0.15%), the value 55 was 1 student (0.03%), the value 60 was 8 students (23.53%), the value 65 was 3 students (0.09%) and the value 70 was 3 students (0.09%).

Figure 1.

Diagram of Post-Test Scores
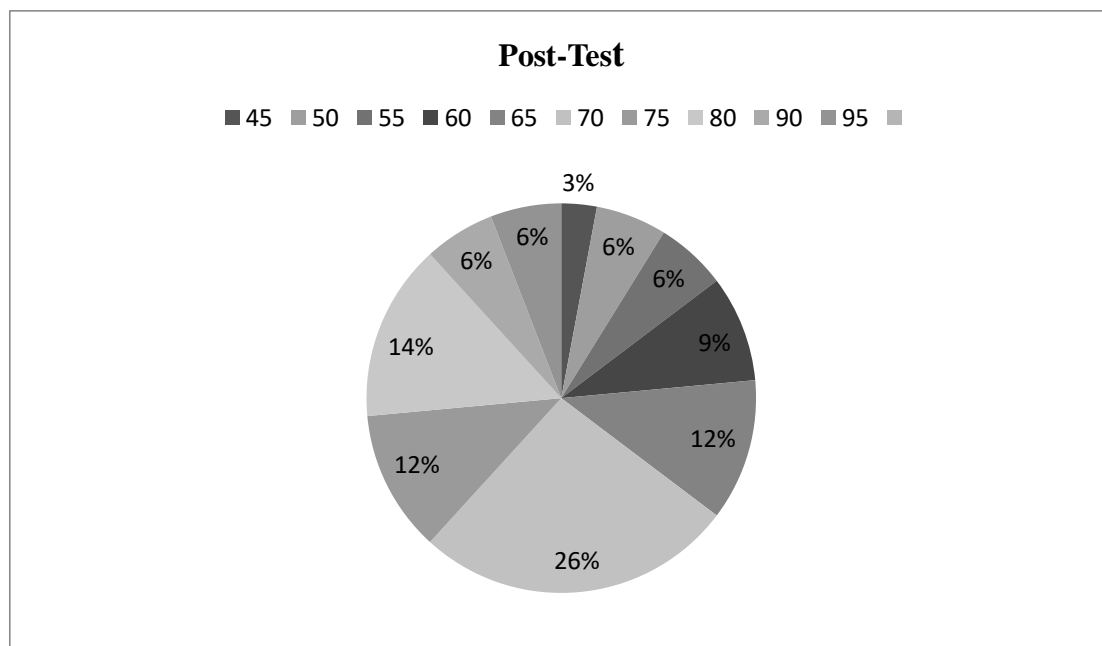
Based on the scores table in the post-test, it was found that the lowest percentage was 45 and the highest percentage was 95. Based on the post-test diagram, the score of 45 was 1 student (0.03%), the score of 50 was 2 students (0.06%), the score of 55 was 2 students (0.06%), the score of 60 was 3 students (0.09%), the score of 65 was 4 students (0.012%), the score of 70 was 9 students (0.26%), the score of 75 was 4 students (0.012%), the score of 80 was 5 students (0.015%), the score of 90 was 2 students (0.06%), and the score of 95 was 2 students (0.06%).

Table III
Category of Scoring

Marks Range	Grade
90-100	Very High
80-89	High
70-79	Average
60-69	Low Average
<60	Below Average

Based on table, it is known that the results of the pre-test were low average category and the results of the post-test were very high category.

1. T-test

The sample t-test was used to test the difference in students' listening ability of short story between before and after treatment using the dictogloss technique.

Table IV
T-Test

Variable	t Count	t Table	Sig.
Pre test & Post Test	1.692	-1.507	0.000

The calculation of the sample t-test was carried out with the help of SPSS 25. Based on the table above, the pretest-posttest t-count score was 1.692 and Sig. (2 tailed) was 0.000. The t-count value of 1.692 is greater than the t table of -1.507. The Sig. (2-tailed) value of 0.000 is less than 0.05. So, the pretest-posttest score shows a difference in students' listening ability of short story before and after treatment using the dictogloss technique.

2. Size Effect Test

Effect size is used to measure the magnitude of the effect of a treatment. The way to find out how much influence dictogloss has in effect students' ability to listen to the short story is to conduct a test with effect size. The effect size test is a follow-up statistical test with the aim of finding out how much influence the treatment has.

Table IV.1
Cohen's Category

Cohen's d	Effect
0.0 - 0,20	Weak
0.20- 0.30	Modest
0.50 – 1.0	Moderate
>1.0	High

Output

Cohen's d = (70.44 - 49.85) ⁄ 13.563865 = 1.518004.
Glass's *delta* = (70.44 - 49.85) ⁄ 14.796 = 1.391592.
Hedges' g = (70.44 - 49.85) ⁄ 13.563865 = 1.518004.

Based on the calculation obtained using the effect size of 1.518004. When viewed based on the interpretation table of the effect size produced, the effect size value obtained shows that the treatment carried out by the researcher has an effect on students' listening ability of 1.518004, which is a high category. This means that learning using dictogloss has a high influence on students' listening ability of short story.

B. Discussions

This research took place in the second grade of Junior High School 20 Pekanbaru; the sample of this research was 34 students of Junior High School 20 Pekanbaru. The purpose of this research was to prove whether or not there was a difference in students' listening ability of short stories using the dictogloss technique at Junior High School 20 Pekanbaru.

The initial conditions in this study were known through a pretest of short story listening ability. The researcher collected data using a research instrument in the form of a short story listening test scoring guideline. After the pretest was carried out, the description of the scores obtained from 34 students could be seen; the highest was 70.0, and the lowest score obtained was 20.0. The mean score shown was 49.85.

The final conditions in this study were known through a posttest of students' listening ability of short stories. The researcher collected data using a research instrument in the form of a short story listening test scoring guideline. Based on these research guidelines, the researcher obtained the highest post-test score of 95.0, and the lowest score obtained was 45.0. Based on the scores obtained from 34 students, the mean was 70.44. Therefore, students' listening ability of short stories experienced significant differences, as evidenced by the results of the sample t-test that have been explained in the previous t-test table.

It can be concluded in this discussion that the use of the dictogloss technique can be one of the effective techniques in students' listening ability in the classroom because after the use of the dictogloss technique in listening learning, there is a significant increase in student scores.

CONCLUSION

Based on the results of the data analysis, it can be concluded that the Dictogloss technique positively impacts students' listening ability in the second grade of Junior High School 20 Pekanbaru. Before using the Dictogloss technique, students' listening ability was categorized as low, indicating significant challenges in comprehension. However, after implementing the technique, their listening ability improved to a high category, demonstrating its effectiveness. The statistical analysis further supports this improvement, showing a

significant difference in students' listening ability before and after using the Dictogloss technique. The Sig. (2-tailed) value of 0.000 is smaller than 0.05, indicating a statistically significant result, and the t-count value of 1.692 is greater than the t-table value of -1.507, further confirming the difference. These findings highlight the effectiveness of the Dictogloss technique in enhancing students' listening skills, as reflected in the pretest-posttest scores.

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