

# USING DICTOGLOSS TECHNIQUE TO INCREASE THE LISTENING COMPREHENSION ABILITY ON NARRATIVE TEXTS OF THE SECOND YEAR STUDENTS OF MTs MUAWWANAH SUNGAI PAGAR KAMPAR REGENCY

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**Abstract:** *Listening is a basic skill that is very important to master and to support other skills such as speaking, reading and writing. The aim of this research was to find out whether or not teaching listening by using dictogloss technique can increase the ability of the second year students of MTs Muawwanah Sungai Pagar in listening comprehension of narrative texts and to find out the factors caused the improvement on students' listening comprehension ability. The participants of this research were 26 students of the second year students of MTs Muawwanah Sungai Pagar. This research was a classroom action research within two cycles. The data collection techniques were (1) observation sheet which was applied to know the students' activities during teaching and learning process, (2) test was done to measure students' achievement, and (3) field note was done to obtain information about teacher, the students' activities and performance during the implementation of dictogloss technique. The research findings can be briefly explained as follows; firstly, the students' ability in listening comprehension on narrative texts could be improved by using dictogloss technique. Before the research was done, the average score of students' pre-test was 62.1. After the research has done for 2 cycles, the average score of students' listening comprehension ability was 75.96. Secondly, the students' activeness increased from cycle 1 to cycle 2.*

**Keyword:** *Dictogloss Technique, Listening Comprehension, Narrative Texts*

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**Abstrak** : Mendengarkan adalah kemampuan dasar yang dibutuhkan untuk menguasai dan mendukung kemampuan lain nya seperti berbicara, membaca dan menulis .Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan teknik dictogloss dapat meningkatkan kemampuan mendengarkan murid kelas dua MTs Muawwanah Sungai Pagar pada teks naratif dan mencari tahu faktor – faktor yang menyebabkan perubahan tersebut. Sampel dalam penelitian ini adalah 26 siswa kelas 2 MTs Muawwanah Sungai Pagar . Penelitian ini adalah penelitian tindakan kelas yang dilakukan dalam 2 siklus. Teknik pengumpulan data diperoleh melalui (1) Lembar observasi yang di terapkan untuk mengetahui kegiatan murid selama proses belajar mengajar (2) Tes objektif yang dilakukan untuk mengukur pencapaian murid, dan (3) Catatan yang dilakukan untuk memperoleh informasi mengenai kegiatan dan keterampilan guru dan murid selama penerapan teknik dictogloss . Hasil penelitian ini secara singkat dapat dijelaskan sebagai berikut . Pertama kemampuan murid dalam mendengarkan teks naratif dapat ditingkat kan dengan menggunakan teknik dictogloss. Sebelum penelitian dilakukan, nilai rata-rata murid yaitu 62.1 setelah penelitian dilakukan dalam 2 siklus , nilai rata-rata murid menjadi 75.96 . Kedua keaktifan murid meningkat dari siklus pertama ke siklus ke dua.

**Kata Kunci:** *Teknik dictogloss, Mendengarkan, Naratif.*

## INTRODUCTION

As one of important skills in language learning, listening plays an important role in communication. It requires the learners to receive and to understand incoming information or input (Ross; 2002). Listening is a basic skill that is very important to master to support other skills such as speaking, writing and reading.

Teaching listening in the classroom is different with the real life listening (Ur, 1998). A real life listening fulfills some condition such as : (1) We listen for a purpose and with certain information ,(2) We make an immediate response to what we hear, (3) We see the person we are listening to, (4) there are some visual or environmental clues as the meaning of what is heard, Stretches of heard discourse come in short chunks , (5) Most heard discourse is spontaneous and therefore differ from formal spoken prose in the amount of redundancy noise and colloquialism, and its auditory character .

Listening comprehension is regarded theoretically as an active process in which individual concentrate on selected aspects of aural input , from meaning from passage , and associate what they hear with existing knowledge.

According to the most recent curriculum used in MTs Muawwanah Sungai Pagar, the school still used KTSP curriculum where listening comprehension of narrative text takes place in grade eight. Based on the observation that the writer did to the second year students of MTs Muawwanah Sungai Pagar, most of the students found difficulties in listening comprehension of narrative texts. Narrative text is one of text genres which are taught to the second year students of junior high school. Thus, in order to help students get improved with their listening skills, it is needed finding out their listening problems.

One of the techniques offered in listening comprehension is by applying dictogloss technique. Dictogloss technique is a classic teaching technique where the listeners are required to reconstruct a text by listening and noting down keywords. As the writer noted that the most problem the students faced was the disability of the students in determining the keywords that they should pay attention in their listening. In applying dictogloss technique, the listeners are required to decide and catch the keywords of the audio that they are listening to. Therefore, the writer believes that the use of dictogloss technique might be effective in solving the students' problems in listening comprehension.

Dictogloss is a new way of dictation (Jacobs and Small, 2003). Dictogloss, in terms of objectives and procedures, is different from dictation. According to Kern (2008), dictogloss is a technique where the students are asked to reconstruct a text rather than make a copy of the text and write down the exact words of the text read to them by the teacher. The students are not allowed to write every word appeared in the text but only take note some key words and have to understand the meaning and use their knowledge of grammar in order to reconstruct.

In detail, dictogloss is a classroom dictation activity where the students listen to a passage, note down key words, and then work in group to create a reconstructed version of the text in the form of writing (Vasiljevic, 2010). It is designed to help the students to increase their listening ability since listening is practiced in dictogloss activity. According to Jacobs and Small (2003), all four language skills are practiced in dictogloss, listening during dictation, speaking, reading and writing during reconstruction.

According to Vasiljevic (2010), the dictogloss technique offers several potential advantages over other models of teaching listening comprehension.

1. The reconstruction task gives students focus and a clear objective, which is a pre-condition for effective groupwork. Students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching.
2. The dictogloss procedure facilitates the development of the learners' communicative competence. In a dictogloss class, students' interaction is much more natural.
3. The dictogloss procedure also promotes learners' autonomy. Students are expected to help each other recreate the text rather than depend on the teacher to provide the information.
4. Dictogloss also offers a unique blending of teaching listening comprehension and the assessment of students' listening ability.

Landan (1990) states that narrative text is a semiotic representation of series of an event connected in a temporal and causal way. Films, plays, comics, strips, novels, chronicles, and treatises of a geological history are all narratives in this widest sense. Narrative can be constructed using a wide variety of semiotic media: written or spoken language, images, gestures and acting.

The simple generic structures of the narrative texts taught in Junior High School is divided into the following three elements, namely orientation, complication, and the last event or resolution.

1. **Orientation**, in the introduction or orientation the writer or narrator explains where the story happened. In this level the writer also used to produce atmosphere so that make the readers are persuaded to follow the story. In other words, it also has a function as the stimulus to the readers the narrator's literature. By reading the introduction of the text readers will understand first the contents of the text before they read it.
2. **Complication**, in this part, the crisis arises. It is the climax of the narrative. In the middle of the story, generally, the narrator shows the complication. Complication makes the story more interesting because the main character is prevented to reach his or her wanted. In this part narrator brings up the issues occurred in the story. Complications are the description of real life and tell the readers that every issues or problems can be solved.
3. **Event or Resolution**, after spelling many issues in the climax of the narrative, the narrator then narrates to the readers the resolution of issues or the problems.

The procedures of applying dictogloss technique in the teaching and learning process of listening comprehension in the class as in this study will follow Wajnryb (1990) suggestion since it is simple to be used. The procedures can be briefly drawn as follows:

#### A. Warm-up

- a. Teacher brainstorms the topic of the text to the students as a warming up activity.
- b. Teacher gives difficult vocabulary of the text as pre-taught.
- c. Teacher gives clear instruction of what students should do in learning with dictogloss technique
- d. Teacher divides the students into a group of four.

*B. Dictation*

- e. Teacher reads the text in a normal speed.
- f. Teacher asks the students to take a note while listening.
- g. Teacher plays the audio from native speaker about the text.

*C. Reconstruction*

- h. Teacher asks students work in group and reconstruct the text by using their notes.

*D. Correction and Analysis*

- i. Teacher asks the students to compare and discuss their own text with other texts.
- j. Teacher asks the students compare their text with the original and correct their grammar error.
- k. Teacher asks each group to read aloud their reconstructions.
- l. Teacher asks the students to discuss the topic of the text.

## **METHODOLOGY**

The participants of this research were the second year students of MTs Muawwanah Sungai Pagar. The number of the students was 26 students.

The data collection techniques in this research were obtained through listening comprehension test, observation sheets and field notes. This research consisted of two cycles. The students did objective test of listening comprehension individually both before and after the writer implemented dictogloss technique in the class. There were two meetings in each cycle. The writer administered pre-test to find out the students' basic score in listening comprehension on narrative texts.

The writer implemented dictogloss technique in the class, then observed the students' progress by giving post-test 1 to the students. The result of post-test 1 was analyzed by the writer, the writer found that the result showed an unsatisfying result, because the students' score did not achieve the minimum passing score which was 75. The writer found that there were many weaknesses in cycle I. Then the writer decided to continue the research to cycle II. There were also two meetings in cycle II. The writer corrected the lesson plan, and made some changing in the way he taught. The writer tried to focus on the teaching of narrative text to the students; such as the generic structure and language features of narrative text. After the cycle II had been done well, the writer administered post-test 2 to know the improvement of students' listening ability.

After analyzing the result of students' pre-test, it could be concluded that the students' ability in listening comprehension on narrative text was still far from good. Their average score in pre-test was lower than the minimum passing score namely 75, while their average score was 62.1, and the students' listening ability was in "average to good" level. In addition to this, the students' ability needed to be improvement by applying dictogloss technique to the students. The writer believed that the use of dictogloss technique is an effective way to solve the students' problems in listening comprehension of narrative texts. Together with the collaborator, the writer prepared the lesson plans for one cycle of treatment, topics that would fit to the school curriculum, and also a set of observation sheets and field notes to note specific things, weakness,

strengths or suggestions related to teaching and learning process. The writer used the students' pre-test score as a guidance to conduct this research.

The writer applied dictogloss technique as an effective way to solve the students' problem in listening comprehension.

After the implementation of dictogloss technique as the treatment for two meetings in cycle I was given, the writer administered post-test 1 at the end of cycle I to the students in order to know whether there was an improvement of the students' listening comprehension ability after the implementation of dictogloss technique was given. The writer decided to continue to the cycle II if the result of the quantitative and qualitative data in the cycle I did not show a significant improvement yet. In cycle II, the writer still used dictogloss technique with any other improvement based on the result of reflection in the cycle I to improve the students' listening comprehension skill. The writer also administered post-test 2 at the end of cycle II.

## FINDINGS AND DISCUSSIONS

Pre-Test was administered by the writer before any treatment was given. The purpose of administering pre-test was to know the students' basic score in listening comprehension on narrative text. The students' average score in pre-test was 62.1. The result of pre-test showed in table below:

The Percentage of the Students' Ability Level in Pre-Test			
Score	Ability Level	Frequency	Percentage
81-100	Excellent	0	0%
61-80	Good	14	54%
41-60	Mediocre	9	35%
21-40	Poor	3	12%
0-20	Very Poor	0	0%
TOTAL		26	100%

The quantitative data in cycle I was collected by looking at the progress that students' got through in two meetings for treatment. At the end of cycle I, the test was administered as the evaluation. After conducting cycle I, the writer found that there was a significant improvement of the students' score from pre-test and that of post-test 1. Based on the result of cycle I test, the students' ability in listening comprehension improved to "Good to Average" level. However, the significant improvement did not make the writer satisfied yet. The average score of the students' score in post-test 1 was lower than the minimum passing score which was 75, while the average score of students' post-test 1 was 70.96. The result of post-test 1 can be seen in the following table:

The Percentage of the Students' Ability Level in Post-test 1			
Score	Ability Level	Frequency	Percentage
81-100	Excellent	2	8%
61-80	Good	23	88%
41-60	Mediocre	1	4%
21-40	Poor	0	0%
0-20	Very Poor	0	0%
TOTAL		26	100%

The result of observation also was not satisfied the writer yet. There were some students who did not follow the procedures of dictogloss technique implementation. Therefore, the writer decided to conduct cycle II to improve the students' listening comprehension ability. The writer rearranged the planning of the implementation of dictogloss technique for the next cycle.

The treatments in the cycle II also was given for two meetings. The procedures of applying dictogloss technique to the students were still the same as that of cycle I. The result of post-test 2 showed a significant improvement. It can be seen in the following table:

The Percentage of the Students' Ability Level in Post-test 2			
Score	Ability Level	Frequency	Percentage
81-100	Excellent	6	23%
61-80	Good	20	77%
41-60	Mediocre	0	0%
21-40	Poor	0	0%
0-20	Very Poor	0	0%
TOTAL		26	100%

There was a significant improvement of the students' listening ability. The result of post-test 2 showed that the students' average score was 75.96. The result of observation also satisfied the writer. Almost all of the students did all of the dictogloss technique procedures. Therefore, the writer decided to stop his observation in cycle II because it showed the satisfying result. It was found that the teacher's and students' activities in teaching and learning process was obviously better than that of cycle I. Almost students did the procedures of dictogloss technique in cycle II. The students were highly involved in the classroom activities. It means that, the application of dictogloss technique could engage the students' interest in participating in the process of learning.

The data of field note showed a significant progress during teaching and learning process. It indicated that the use of dictogloss technique could engage the students' interest to participate in the process of learning. The result of cycle II test showed that the students have achieved the minimum passing score. Therefore, the writer decided to stop the research since he had achieved the aim of conducting this research. The writer thought that the implementation of dictogloss technique was enough until cycle II.

## CONCLUSIONS

There was a significant increasing between the results of students' pre-test to post-test 2. The average score for pre-test was 62.1. The average score of post-test 1 was 70.96, while the average score of post-test 2 was 75.96. It means that there was an increasing of the students' achievement in listening comprehension skill of narrative texts. Each test had different achievement. The achievement of the post-test 2 was higher than that of pre-test. It means that teaching listening comprehension ability of narrative texts by dictogloss technique was successfully increased the students' ability in listening comprehension of narrative text. In other words, dictogloss technique is effective to increase the students' listening comprehension ability of narrative text at MTs Muawwanah sungai pagar, Kampar Regency.

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