Effects of the Dictogloss Method in Teaching Listening Skills to Students

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Abstract

The purpose of this study was to investigate the effect of the dictogloss method in teaching listening to students' listening skills. This research was designed as a quasi-experimental. This study aims to investigate whether a material or treatment yields a different outcome for participants. There are two classes in this study, namely the experimental class (which is a sample to be treated with the dictogloss method) and the control class (using a method other than dictogloss). The results of this study are the results of data analysis showing that the results of learning skills in listening to the experimental group obtained the average value for the initial test of 60.33 and 71 for the final test score. While the control group using conventional methods has a mean value for the initial test of 60.1 and 70 for the final test. T test results also indicate that the significance value is 0,000. The significance value states smaller 0.05, it can be stated that Ha is accepted and Ho is rejected, which means that there is an influence of the dictogloss method in improving listening skills in students.

Keyword*: Listening Skill*; *dictogloss*.

BACKGROUND

More than forty-five percent of communication time is spent listening, which clearly shows how important this skill is in overall language skills (Feyten, 1991)(Ahmadi, Seyedeh, 2016). Listening becomes crucial in the development of human language. Language is predominantly obtained from the acquisition of inputs that can be understood. Listening is also a medium for humans to obtain information as knowledge (Gilakjani and Sabouri, 2016)(Gilakjani and Ahmadi, 2011).

Listening is one of the English skills that students must master. In observations made by researchers in class X students of SMA Muhammadiyah Kota Sorong, it was found that students still found problems listening in English, this was due to the lack of English vocabulary, difficulty identifying goals, main ideas and specific information from listening material. Therefore, the right method is needed to teach listening skills that can help students overcome these problems.

The role of the teacher will be crucial in the implementation of teaching in the classroom (Akib, Abdurrahman and Hamid, 2018). Choosing the right method is expected to be able to overcome this problem. One of the interesting methods in teaching listening is the dictogloss

method. This method is considered effective because it explains how to teach listening classes based on the dictogloss approach, which offers a bridge between different language skills and promotes collaborative learning in the classroom (Vasiljevic, 2010). In addition, the dictogloss method can improve students' listening abilities (Dista, 2017)(Asrobi and Amni, 2017)(Rahmi, 2016). Dictogloss is a class dictation activity where students listen to a section, record key words and then work together to make a reconstructed version of the text. Initially introduced by Ruth Wajnryb as an alternative method of teaching grammar (Ruth Wajnryb, 1990).

Dictogloss Method

The original Digtogloss procedure consists of four basic steps: (1) warm-up / preparation in which students learn about the topic and do some preparatory vocabulary, (2) Dictation, when students listen to the text read at normal speed by the teacher and take fragment notes. (3) Reconstruction when learners work together in small groups to reconstruct the version of the text based on their source / notes, (4) Analysis and correction, when students analyze and compare their text with the reconstruction of other students and the original text and make the necessary corrections (Ruth Wajnryb, 1990).

METHOD

This research was designed as a quasi-experimental. This study aims to investigate whether a material or treatment yields a different outcome for participants.

Table 1. Quasi-experimental design

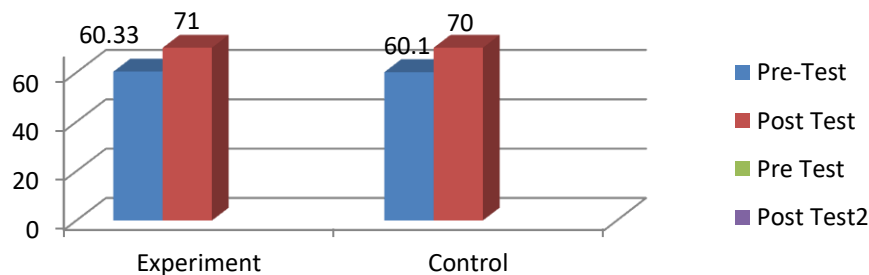| Group	Pretest	Treatment	Posttest
Sampel G1 (15 orang)	T_1E	X	T_2E
Sampel G2 (18 orang)	T_1C	-	T_2C

RESULT

Result of pre—test and post-test

Chart 1 Result of pre—test and post-test

Based on the results of data analysis shows that the results of learning skills listening in the experimental group obtained the average value for the initial test of 60.33 and 71 for the final test score. While the control group using conventional methods has a mean value for the initial test of 60.1 and 70 for the final test.

Normality Test

Table 2 Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student learning outcomes	Pre-test outcomes of Experiment Class	,173	15	,200[*]	,917	15	,172
	Post-test outcomes of Experiment Class	,187	15	,169	,915	15	,163
	Pre-test outcomes of Control Class	,146	18	,200[*]	,924	18	,155
	Post-test outcomes of Control Class	,167	18	,200[*]	,932	18	,209

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the Normality table, it can be seen that the pre-test of the experimental group has a significance level of 0.172 or more than 0.05, it can be stated that the data is normally distributed. For the post-test distribution of the experimental group having a significance value of 0.163 or more than 0.05, the post-test data can be said to be normally distributed. For the pre-test data of the control group having a significance value of 0.155 or more than 0.05, it can be said that the data is normally distributed. Distribution of post-test data of the control group had a significance value of 0.209 or greater than 0.05, it can be said that the data was normally distributed. From the results of the normality test it can be concluded that the data obtained are normally distributed.

Homogeneity Test

Table 3. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student learning outcomes	Based on Mean	,148	3	62	,930
	Based on Median	,084	3	62	,969
	Based on Median and with adjusted df	,084	3	61,348	,969
	Based on trimmed mean	,157	3	62	,925

Based on the table above it is known that the Significance (Sig) Based on Mean value is 0.930> 0.05, so it can be concluded that the group variance is the same or homogeneous.

T- test

Table 4. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	15	,884	,000

Hypothesis:

H0: There is no influence of the dictogloss method in improving listening skills in students.

H1: There is an influence of the dictogloss method in improving listening skills in students.

The resulting significance value is 0,000. The significance value states smaller 0.05, it can be stated that Ha is accepted and Ho is rejected, which means that there is an influence of the dictogloss method in improving listening skills in students.

After being treated with the dictogloss method, the experimental class showed improved results in post-test scores. This is in accordance with several previous studies (Dista, 2017)(Asrobi and Amni, 2017)(Rahmi, 2016) that the dictogloss method is effective in increasing students' listening ability even though the increase is not too significant.

In addition, the experimental class not only showed improvement in terms of post-test scores, but also students in the experimental class also showed good cooperation in the listening learning process. This is in accordance with Vasiljevic (2010) which states that learning using the dictogloss method also promotes collaborative learning in the classroom (Vasiljevic, 2010).

CONCLUSION

Based on the research results it can be concluded that the use of the dictogloss method in learning has a positive influence on listening skills in SMA Muhammadiyah Al-Amin Kota Sorong. This is indicated by the results of hypothesis testing which shows that the significance value obtained is 0,000 less than the significance level of 0.05. In addition, it can also be seen from the average post-test results, namely the use of the dictogloss method in the experimental class by 71, while with the use of conventional methods by 70.

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