

The use of dictogloss technique on elt classroom: An experiment study of students listening comprehension

Muthmainnah

Al Asyariah Mandar University, Indonesia

Andi Asrifan

STKIP Muhammadiyah Rappang, Indonesia

Ahmad Al Yakin

Al Asyariah Mandar University, Indonesia

Chuduriah Sahabuddin

Al Asyariah Mandar University, Indonesia

Corresponding Email: andiasrifan@gmail.com

Abstract: The objective of the research was to find out whether or not the use of English dictogloss technique is able to improve listening comprehension of the second year students of SMP Negeri 3 Dua Pitue. This research employed a quasi-experimental method that applied Experimental and control class. The population of this research was eighth-grade students (VIII) of SMP Negeri 3 Dua Pitue in 2014-2015 academic years. A total number of population was 48 students and taken a sample by using total sampling technique. The instrument that used in this research was listening comprehension test. The result of the data of the data analysis showed the mean score of the experimental group got the mean score (77.0) and while the control group gained mean score (63.3) this showed that there was significant difference between the students who were through by using English dictogloss technique and those who were without using English dictogloss. The researcher found that the t-test value was lower than t-table ($0.112 < 2.021$). It means that H1 was rejected and H0 was accepted. While in relation to the finding of post-test, the t-test value is higher than t-table ($3.711 > 2.021$). It means that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It can be concluded that the students had good listening comprehension achievement by using English dictogloss.

Keywords: Dictogloss Technique, Listening Comprehension Skill

Introduction

Language has several skills, reading, writing, speaking, and listening. Of these skills, listening is one of the important language skills that students must master. Although it is an important skill that must be mastered by students, this skill is felt difficult to be mastered by students easily because it requires more concentration and attention of students to understand the sound (listening to the material). Listening includes active skills. It's not as easy as one might think (Mee, 1990).

In addition, this is one of the essential skills in language teaching and learning; Listening is also an important process in communication. Of the three skills, listening plays an important role in communication. Feyten (1991) argues that 45% of the communication process is in listening and 55% in speaking, reading, and writing. This statement shows that listening is important. That is the reason why listening should be taught to the students.

English as a foreign language in Indonesia is taught as a compulsory subject not only on secondary school but also in University. In an

educational context, the function of English besides as a means of communication, it is also as a tool of building an interpersonal relationship, sharing information, and appreciating language esthetically in English culture.

Everyone has learned the language since they were children, especially their mother tongue. This process occurs naturally and adequately with a view to communicating in a social environment. Listening to understanding in English as a foreign language also plays an important role in building communication skills.

As the researchers say, learning to listen before is one of the important processes in learning the language. With this, students can learn the target language (English). In addition, students need to learn to listen because, by the end of the school year, they will face the listening part in their national exam on English subjects. It will be decided that students will graduate or fail as well.

In learning English, especially learning to listen to students still get a low score in this section, it means still means the subsection is taken. Teachers who listen to their students' understanding are still low. That's why teachers often add daily student test scores and job scores to improve their points.

The low score of the student in listening is caused by the low student's ability to pursue what the speaker is saying. Students find it difficult to pursue what the native speakers say. According to the researcher's experience in listening, it is difficult for university students especially for junior high school students. Sometimes they do not listen very clearly to what the speaker is saying. The additional cause is that students are not motivated by the way teachers use it in teaching so they get bored.

Typically, teachers still use traditional methods, listen and answer questions. Teachers just let them listen to what the speaker is saying and fill in questions about it. Not appealing to the students. This makes students lazy to join the listening section of the teaching and learning process of English. In addition, this allows the teacher to leave the classroom because the teacher does not have to control what the students do. Students only

need to answer the questions after they listen to the tape recorder so the teacher will give them time to fill in the answers. At that time, teachers can leave them for several minutes to perform other activities that are not related to the teaching and learning process. It's possible for students to cheat as they fill in the answers. Teaching to listen in such a conventional way can not measure a student's understanding of listening.

By looking at the problem above, it is possible for teachers to find what techniques are appropriate to apply in teaching and learning the listening process. A more engaging and communicative technique for students. It should also be able to increase the students' low motivation and the point of listening. Researchers chose a technique called dictogloss to help students listen. This technique is expected to be more interesting and communicative so as to enhance students' listening comprehension.

Dictogloss is a class dictation activity in which students listen to the parts read by the teacher and reconstruct in small groups using their own words. Nunan (1991) states that after teachers dictate a text, students are asked to write as many words as possible based on what they have heard before. It can be an effective way to teach listening.

Dictogloss not only could improve students' comprehension in listening but also the other skills. Because this activity consists of reading, writing, and speaking. But in this research, the researcher would only focus on improving students' listening comprehension.

Underlying the problem above, the researcher conducted the research, under the title "Using Dictogloss Technique to Improve Students Listening Comprehension in the Eighth Grade of SMP Negeri 3 Dua Pitue."

Literature review

Previous of related findings

Mohammad Zohrabi (2014) "The Impact of Note Taking on the Improvement of Listening

Comprehension of Iranian EFL Learners” Noting is a popular and operative strategy that enhances students' ability to remember, understand, and store matter in mind.

Abdul Majid Mohseni (2014) in his journal “The Effect of Chunk Learning on Listening Comprehension” The present study is done to examine the effect of chunk learning on students' listening comprehension. Based on the nature of the study, the null hypothesis was proposed, chunk learning has no effect on (TOEFL) listening comprehension. In order to test the null hypothesis, a sample of 60 students was chosen. They were randomly put into two groups (experimental and control).

Mustafa Azmi Bingol (2014) in his journal “Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class.”

Mohamad Jafre Zainol Abidin (2011) “Improving Listening Comprehension among Malay Preschool Children using Digital Stories.”

Latifi, Mehdi (2014) “The Effect of Metacognitive Instruction on Improving Listening Comprehension Ability of Intermediate ELF Learners”

So, the researcher tried to use English dictogloss which can be used as a useful technique to teach listening comprehension for students. This not only improves students' listening comprehension but also improves students' motivation in teaching and learning.

Listening comprehension

a. Definition of listening comprehension

Online:(http://wiki.answers.com/q/What_is_listening_comprehension) According to Spratt et al. (2005:32) note that activities in a listening class usually consist of 3 main stages: introductory, main and post activities. Introductory involves an introduction to the topic of the text and activities that focus on the language of the text.

Brown (2001:255-257) categorizes types of classroom listening performance into reactive, intensive, responsive, selective, extensive, and interactive.

Petty and Jensen (1980) states that listening refers to the process by which spoken language is converted to meaning in the sound. It is convenient to think of the listening process as having four steps: (1) hearing, (2) understanding, (3) evaluating, and (4) responding. Those four steps apply to all acts of receiving communication by auditory means; listening is the process of becoming aware of the sound component and recognizing these components sequence that has meaning.

According to Nicholas (in Suhartina, 1990) listening is an active process in which the listener plays a very active part in carrying out the whole message, while Rashid (1987) puts forward the listening nature as follows: Listening is receptive (receiving messages from someone else either by the communications director face to face); Active listening (active mind to decode incoming messages, even though we may look passively physically); and Listening is spoken (incoming messages are produced orally).

Rost (1991) draws up some general principle in developing listening ability as follows :

- 1) Listening ability develops through face to face interactions.
- 2) Listening develops through focusing on meaning and trying to learn new and important content in the target language.

b. The nature of listening comprehension

The average individual spends more time each day listening than reading, speaking, or writing. Besieged by increasing number of sounds and by the mass media, the average adolescent has learned to insulate himself from much of the speech and sound that assail him.

According to Bulletin (in Saricoban, 1999), listening is one of the basic skills of language. It is a medium where children, young people, and adults get most of their education, their information, their

understanding of the world and human affairs, their ideas, their sense of value, and their appreciation.

In today's mass communication (mostly verbal), it is very important that our students are taught to listen effectively and critically, he further says that listening and understanding speech involves a number of basic processes, some dependent on linguistic competence. , some dependent on previous unnecessary knowledge of pure linguistic nature, and some dependent on psychological variables that affect the mobilization of these competencies and knowledge in certain task situations.

c. Types of listening

There are many types of it. Hubbard et al. in Herawati (2010) classify the types of listening into two such as follow:

1) Intensive Listening

There are two possible exercises that can be distinguished in intensive listening, they are:

- a) Exercise which focuses on detailed comprehension of meaning. It can be done by Comprehension Questions, Summary Questions, Logical Problem.
- b) Intensive Listening for Language

2) Extensive Listening

Extensive listening exercises are those where a student is primarily concerned with following a story or finding something out from the passage student listening to.

d. The elements of listening comprehension

According to Marvin Gottlieb, *Managing Group Process*. (Praeger, 2003) there are four **elements** of good **listening** :

- 1) **Attention**--the focused perception of both visual and verbal stimuli,
- 2) **Hearing**—the physiological act of opening the gates to your ears,
- 3) **Understanding**—assigning meaning to the message received, and

- 4) **Remembering**—the storing of meaningful information.

e. The listening process

Online: (<http://www.ingilish.com/listening-activities.htm>) stated that the listener engages in a generally accepted behavioral sequence to characterize the decoding process: receiving; perceive; interpret; and responding.

f. Strategies for developing listening comprehension

Language learning depends on listening. Listening provides an aural input that serves as a basis for language acquisition and allows learners to interact in verbal communication.

Online: (<http://www.ingilish.com/listening-activities.htm>) effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, type of input, and listening purpose. They help students develop a set of strategies for listening and matching the right strategies for each listening situation.

- 1) Listening strategy
- 2) Listening to meaning

Dictogloss

a. Definition of dictogloss

The second interesting term for this research is dictogloss. Dictogloss is not familiar enough to many people. Dictogloss can be an effective way to teach listening and improve students' understanding of listening. Dictogloss is a class dictation activity where students are asked to listen to text (short) read by the teacher, and students will reconstruct the text in their own words (Cardoso, 2009). Nunan (1991) agrees with this view which states that "the teacher reads the text and the student writes as many words or sentences as possible." In the dictogloss, the student stands as an active listener while the teacher will be the speaker (Nunan, 1991).

b. Dictogloss listening procedures

Dictogloss has several procedures in its doing. Wajnrub (1990) classifies four stages of dictogloss. There are as follow:

- 1) Preparation
- 2) Dictation or Listening Process
- 3) Reconstruction
- 4) Analysis and Correction

c. Advantages of using dictogloss

The dictogloss technique offers several advantages over other techniques of listening comprehension teaching. some of the advantages are 1). This is an effective way to combine individual and group activities, 2). The procedure facilitates the development of communicative competence of learners, 3). The dictoglossic reconstruction phase helps students try their hypotheses and then identify their strengths and weaknesses, promote the acquisition of the L2 vocabulary, and raise students' awareness of rhetorical patterns in the target language, 4). It promotes student autonomy. Students are expected to help each other recreate text rather than rely on teachers to provide information, 5). Dictogloss offers a unique blend of teaching, listening comprehension and assessment of students' listening skills, and 6). Working in small groups reduces students' anxiety because they only have to perform in front of small audiences.

d. Implementation of Dictogloss

In order to dictogloss can be implemented effectively, it is important that learners recognize the benefits of cooperative learning and to make cooperative learning work, the teacher must explain the concept behind it, provide the rationale underlying the selection of particular task and increase students' awareness of the benefits of independent learning.

The dictogloss procedure is meant to make students realize that they have a common goal. Teachers must remind students that the focus of the reconstruction task in dictogloss is not grammatical precision, but given the content, something they can help each other with.

Cooperative learning is meant to get students to work together to achieve goals. Johnson and Johnson (1999) explain that students are given two responsibilities in cooperative learning: to maximize their own learning and to maximize learning of all group members. Heterogeneous team teams carry more benefits than the homogeneous group team that is formed. Teachers must form group dynamics. The thing to think about is the ability of the students.

The teacher must explain to the students the concept of a working group in order to make students help each other. The choice of students to be formed in a group must be chosen by the teacher. It is meant to avoid the students always work with same partner. It is also intended to avoid weak students become weaker and stronger students become stronger. Creating groups with different genres is important to make group performance improved (Maznevski, 1994). Just as Johnson and Johnson (1996: 168) say that cooperative learning can be seen as "... window into the minds of students". Furthermore, combining dictogloss and cooperative learning makes the learning process in language skills more meaningful (Jacob and Small, 2003).

The concept of interest

a. The definition of interest

Chaplin in Sakkir (2011: 25) stated that:

Interest is (1) an enduring attitude which engages the individuals' attention to make it selective toward the object of interest, (2) the feeling that a certain activity, avocation, or object is worth or significance to the individual, and (3) a state of motivation, or set which guides behavior in a certain direction toward certain goals.

Hidi and Renninger (2006:112) defined "interest as a motivational variable refers to the psychological state of engaging or the predisposition to re-engage with particular classes of objects, events, or ideas over time." When someone is interesting, it is likely to have a positive feeling about that topic, continue to have interest in it, and as a result, learn (more) about it.

Based on the definitions above, the researcher can conclude that interest is a feeling or attitude toward an object that will determine someone's activity, motivation, and behavior.

b. Types of Interest

James et al. in Mahareni (2011: 28) categorized interest into four types, namely: expressed interest, manifest interest, tested interest, and inventoried interest.

- 1) Expressed interest is the verbal expression of liking or disliking something
- 2) Manifested interest is what is observable because of individuals participating in a given activity may be necessary or certain fringe benefit to occur.
- 3) Tested interest can be curtailed by measuring the knowledge of vocabulary or other information the examinee has specific interest area.
- 4) Inventoried interest is those determined by interest checklist.

c. Factors Influence Students' Interest

There are two factors that can influence the students' motivation as well as their interest in learning; they are internal and external factors.

Based on Ur (1996: 281), there are ways of arousing interest in tasks, namely: Clear goals, Varied topics and tasks, Visuals, Tension and challenge games, Entertainment, Playacting, Information gap, Personalization, Open-ended cues.

d. Interest and Learning

The relationship between interest and learning is further fleshed out by the observation that new learning is depending upon interest. Learning cannot occur unless the organism is interested in learning.

Method

Research Design

This research would apply the quasi-experimental design. It would involve two groups; the experimental group would be treated by using dictogloss technique while the control group will be taught without dictogloss technique. Both groups will be given pre-test and post-test. The pre-test would be given before treatment. The students' pre-test score was to see the starting point and to determine whether the two groups could be acceptable as a sample or not in this research. The subject would be assigned to the experimental and the control group would be given a pre-test on the independent variable. After the treatment, the two groups will be given post-test. Post-test would be comparing with a pre-test to see the effect dictogloss technique (narrative text) to the students in listening comprehension.

This design outline as follows:

EG	O ₁	X ₁	O ₂
CG	O ₂	X ₂	O ₂

(Gay et al., 2006: 258)

Table. 1: Research Design

Where: E : Experimental Group
 C : Control Group
 O₁ : Pre-test
 O₂ : Post-test
 X₁ : The treatment for the experimental group
 X₂ : The treatment for the control group

Variable of the research

1. Variable of the research

There were two variables will be involved in this research, namely independent and dependent variables. Using dictogloss technique in listening to improve the students listening comprehension as the dependent variable and the independent

variable is the students in listening comprehension achievement.

2. Operational definition of variable

To make clear variables in this research, the researcher described the operational definition as follows:

1. The listening comprehension is the students' achievement to listen to the narrative text, to comprehend about the students listen from the recorder.
2. Dictogloss is one of technique to listen to a text by write keyword or main idea of the text. It is beneficial in showing the relationship between write keyword or main idea to reconstruct the text with their group.

Population and sample

1. Population

The population of the research is the Eighth-grade students SMP Negeri 3 Dua Pitue, in academic year 2014/2015. The students were spread in fourth class. The classes were classified based on the student's registration number when they registered to enter the school. VIII A consisted of 24 students, VIII B consisted of 24 students, and VIII C consisted of 24, and VIII.D consisted of 24 students. The number of population is 96 students.

2. Sample

In this research, the researcher applied cluster sampling technique, and two classes were taken as the sample which representing the experimental group (VIII A consists of 24 students) and control group (VIIC consist of 24 students) randomly. The class was select randomly. The number of total samples is 48 students.

The instrument of the Research

In this research, the researcher would use a listening test as the instrument to collect the data. The students would be asked to write. This test would be administered to the students twice namely pre-test and post-test. The pre-test would be given before treatment in order to get students' prior knowledge in writing. The post-test would be conducted to find out the students' listening

comprehension after treatment was given (using dictogloss technique and without dictoglosstechnique).

The procedure for collecting data

The following procedures were used to collect data:

1. Pre-test gave to conduct treatment at the first meeting by the following procedures:
 - a. The researcher explained what the students were going to do and distribute the test for the two classes which took randomly, to know the student's comprehension in listening before treatment.
 - b. The researcher gave a score to the students' result test.
2. Treatment
After giving pre-test, the researcher would conduct treatment for each group. It would be done for four meetings in two weeks. Each meeting runs for 80 minutes.
3. Post-test
 - a. After giving the treatment (for experimental group and control group), the students were given a set of listening test both experimental and control group. The test was the same with the pre-test.
 - b. The researcher gave a score to the students' result test.

Treatment

The researcher would give the treatment for the experimental group by using dictogloss technique while the control group was treated without dictoglosstechnique. Both groups were treated with the same kinds of narrative text (short text) and the pictures. The topics for both groups were also same. The topics were the farmer and his son's story, the ant and the dove, costly gifts, and the man who wanted nothing.

The technique of data analysis

Quantitative data analysis ideally occurs concurrently with data collection so that investigators can generate an emerging understand research questions, which in turn informs both the sampling and the questions being asked. This interactive process of data collection and analysis

eventually leads to a point in the data collection where no new categories or theme emerge. This was referred to as saturation.

Data analysis in this research is quantitative, by which the data is measured in the form of numbers. After the data have collected, the data would analyze by using descriptive statistic; the data is analyzed by employing the following procedures:

1. Listening Comprehension

a. Scoring text

In each correct answer by the students, the score is one and in each incorrect answer the score is zero.

Correct (C) = 1

Incorrect (I) = 0

b. Scoring the listening comprehension students:

The design of score students was

<p>Students correct answer</p> <p>The student score $\frac{\text{Students correct answer}}{\text{The total of test items}} \times 100$</p>

(Dirjen Pendidikan Dasar dan Menengah, 2005:1)

c. The score is classified based on the following classification:

Table 2. Scoring classification of listening comprehension

No.	Classification	Score
1.	Very good	86 -100
2.	Good	71 – 85
3.	Average	56 –70
4.	Poor	41 – 55
5.	Very poor	0 – 40

(Depdiknas, 2006: 38)

d. Calculating the means score, standard deviation, frequency table, and the value of t-test to identify the difference between pre-test and post-test by using inferential analysis in SPSS 21.0 program for windows evaluation version.

e. Criteria of testing hypothesis, to test the hypothesis, the researcher would obtain t-test at the level of significance $\alpha = 0.05$ or nonindependent sample. The degrees of freedom (df) in $(N_1 + N_2 - 2)$. So, $(24 + 24 - 2 = 46)$. For $\alpha = 0.05$ and $df = (46)$ the table is (2.021).

The criteria of the testing hypothesis are:

- 1) If $t\text{-table} > t\text{-test}$, H_0 was accepted, H_1 was rejected. It means that there was no significant difference between the students who were taught by using dictogloss technique and who are not taught by using dictogloss technique (conventional technique).
- 2) If $t\text{-table} < t\text{-test}$, H_0 was rejected, H_1 was accepted. It means that there was no significant difference between the students who were taught by dictogloss technique and who were not taught by using dictogloss technique (conventional technique).

2. Questionnaire

The obtained data of the students' interest from the questionnaire were analyzed by using following procedures:

a. Scoring the students' responses by using Likert Scale

Table 3 Likert Scale of Questionnaire

Positive Statement		Negative Statement	
Category	Score	Category	Score
Strongly agree with	5	Strongly disagree	1
Agree	4	Disagree	2
Undecided	3	Strongly disagree	3
Disagree	2	Disagree	4
Strongly disagree	1	Strongly disagree	5

(Sugiyono, 2008: 135)

b. Categorizing the students' interest

Table 4 The Interval Score of Interest Classification

Interval Score	Category
85 – 100	Strongly interested
69 – 84	Interested
52 – 68	Moderate
36 – 51	Uninterested
20 – 35	Strongly Uninterested

(Sugiyono, 2008)

Results

Findings

1. The students listening comprehension

a. Scoring classification of students' pre-test

After giving a test, the researcher analyzed the students' score of VIII A as the experimental group and VIII C as a control group. The scoring classification score is presented in table 5.

Table 5. The classification of students' score for Experimental Group and Control Group on Pre-test

Classification	Score	Experimental Group		Control Group	
		F	%	F	%
Very good	86 -100	0	0	0	0
Good	71 – 85	0	0	0	0
Average	56 –70	7	29.2	8	33.3
Poor	41 – 55	11	45.8	7	29.2
Very poor	0 – 40	6	25	9	37.5
Total		24	100	24	100

Based on table 4.1 it is known that the students score in the pre-test result experimental group. Students were classified into average 7 (29.2%) students, 11 (45.8%) were in poor category, 6 (25%) were in the very poorcategory, and none

students classified in very good, and goodcategories.

On the order side, most of students pre-test score of control group class was categorized in average classification, 8 (33.3%) student into average, 7 (29.2%) categories on poor, 9 (37.5%) students were classified into very poor and none students wereclassified into very good, and good category.

b. The mean and standard deviation of students' pre-test.

To find out whether experimental group and control group were at the same level or not before treatments were performed, the mean score and standard deviation of students listening comprehension achievement inthe following table.

Table 6. The mean score and standard deviation of students' Pre-test for Experimental Group and Control Group

Class	Mean Score	Standard Deviation
Experimental Group	50.4	11.9
Control Group	50.0	13.7

Table 6. shows that the mean score of pre-test of experimental group and control group were categorized in very poor level. Therefore, the researcher concluded that the students mean score of the experimental group was different the control group. Its mean that there isa significant between the students listening achievement between experimental group and control group before treatment.

c. Scoring classification students' post-test

At the meeting, after the treatments were performed, the researcher gave the students post-test to know whether ornot there would be the students score improvement. What the classification of students scores in post-test is shown the following table.

Table 7. the classification of students score for Experimental Group and Control Group on Post Test.

Classification	Score	Experimental Group		Control Group	
		F	%	F	%
Very good	86 -100	3	12.5	1	4.2
Good	71 – 85	14	58.3	7	29.2
Average	56 –70	7	29.2	8	33.3
Poor	41 – 55	0	0	6	25
Very poor	0 – 40	0	0	2	8.3
Total		24	100	24	100

From the table above, it can be seen most of the students in experimental group were classified into good and average category, 3 (12.5%) students were in very good classification, 14 (58.3%) students were into good classification, 7 (29.2%) were into average classification, and none students classified in poor, and very poor classification.

Meanwhile in the control group, 1 (4.2%) students were into very good classification, 7 (29.2%) students were into good classification, 8 (33.3%) students were into average classification, 6 (25%) students were into poor classification, and 2 (8.3%) students were into very poor classification.

d. The mean score and standard deviation of students' post-test

The mean score and standard deviation in table 4.4 to find out the difference between the post-test score of the experimental group and control group.

Table 8. The Mean Score and Standard Deviation of students Post-test for Experimental Group and Control Group.

Class	Mean Score	Standard Deviation
Experimental Group	77.0	9.3
Control Group	63.3	15.5

The table above shows that the average score of the two groups is the difference after treatment. The mean score for experimental group in post-test was increased from 50.4 to 77.0. Both of the mean scores were balanced and classified into good and average level.

On the other hand, in control group the mean score of post test was increased from 50.0 to 63.3 even though it was increased. But the score was not significantly different. It proved that listening achievement of the students by using English dictionary is better than did not use English dictionary.

e. Test of significance (T-test)

The hypothesis stated earlier was tested by using inferential analysis. In this case, the researcher applied independent t-test analysis using SPSS 21.0 windows evaluation version. The purpose is to know whether or not the difference between the result of students mean score on experimental group and control group is statically significant at the level of significance $\alpha = 0.05$ and none independent sample, the degree of freedom $(N_1 + N_2 - 2)$ $(24 + 24 - 2) = 46$. The result of the calculation is shown as follow :

Table 9. The T-test Value of Students Listening Comprehension achievement on Experimental Group and Control Group

Variable	T-test Value	T-test Table
Pre-test	0.112	2.021
Post-test	3.711	2.021

Based on the students result obtained and stated in findings above, the researcher used t-test in inferential statistic through SPSS 21.0 program for windows evaluation version to test the hypothesis. In the pre-test, the researchers found that the t-test value was lower than t-table ($0.112 < 2.021$). It means that H_1 was rejected and H_0 was accepted. While in relation to the finding of post-test, the t-test value is higher than t-table ($3.711 > 2.021$). It means that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. This means that the use of English dictogloss in teaching listening improve students listening comprehension of second-year students of SMP Negeri 3 Dua Pitue.

2. The students' Interest

The main aim to distribute the questionnaire to the students in this research is to know about students' interest toward the application of clustering technique in dictogloss. The questionnaire was distributed to the students of VIII A (experimental group) after given a post-test.

The questionnaire was answered individually based on the students' opinion after the treatment was conducted in applying dictogloss in listening comprehension. The data was analyzed by using Likert Scale. The results show that the students were interested in the application of dictogloss in listening comprehension. These results can be seen in the table below.

Table 10. The Rate Percentage of Students' Interest

Category	Interval Score	Frequency	%
Strongly Interested	85 – 100	11	45.8
Interested	69 – 84	13	54.2
Moderate	52 – 68	0	0
Uninterested	36 – 51	0	0
Strongly Uninterested	20 – 35	0	0
Total		24	100

In relation to the percentage analysis of students' interest on table 4.6 above, the analysis showed

that there were no students who state negative statement to the application of dictogloss technique for students' listening comprehension, 11 (45.8%) was strongly interested who got score in interval 85-100 and 13 (54.2%) were interested in interval 69-84. The table above indicates the students were strongly interested in the application of dictogloss technique for students' listening comprehension. This is supported by the following table.

Table 11. The Mean Score of Students' Interest

Total Respondent	Total of Students' Score	Mean Score
24	2003	83.5

The table shows that the mean score of students' interest was 83.5 which categorized as interested. Then, it can be concluded that the application of dictogloss technique in students' listening comprehension was interesting.

Discussion

1. The student's ability in listening comprehension by applying dictogloss technique

The description of the collected data through the test as explained in the previous section showed that the students listening comprehension achievement were improved after the treatment by using English dictogloss especially for experimental group was higher than the mean score of post-test for experimental group was higher than the mean score of pre-test for experimental group ($77.0 > 50.4$) although both of them in good level. The post-test score of the experimental group also showed that there were students listening achievement.

Besides that, based on the data in the previous section, the students listening comprehension achievement in experimental group and control group after the treatment is significantly different, where the students who use English dictogloss in teaching listening had higher than the student's control group who did not use English dictogloss in teaching listening. It was supported by the difference between the mean score of post-test in

the experimental group (77.0) was lower than the control group (63.3).

The research data show that Indonesian language can be used to improve students' understanding. Although using dictogloss English and conventional techniques (no dictogloss English) can improve student achievement. However, the use of English dictogloss in teaching listening comprehension process gave a better effect than the use of the conventional technique. This result goes in line with what Vanderplank, (1988), on his research stated that L2 listeners need to know when to switch the focus of their listening, or how to apply knowledge strategically. Nevertheless, it is also clear that strategy use and knowledge sources are related the 'how' as well as the 'what,' and that for a complete picture of listening comprehension, research studies should look at both.

Based on the statistic test in SPSS version 21.0 The result of the data analysis showed the mean score of the experimental group got the mean score (77.0) and while the control group got the mean score (63.3) this showed that there was significance difference between the students who were though by using English dictogloss and those who were without using English dictogloss. In the pre-test, the resercher found that the t-test value was lower than t-table ($0.112 < 2.021$). It means that H_1 was rejected and H_0 was is accepted. While in relation to the finding of post-test, the t-test value is higher than t-table ($3.711 > 2.021$). It means that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It was concluded that there was a significant difference between students listening comprehension achievement who used English dictogloss in teaching listening and who did not use English song in teaching listening (conventional technique). In order words, there was an improvement on the listening comprehension achievement after using English dictogloss in the Eight Grade students at SMP Negeri 3 Dua Pitue.

2. The students' interest in the application of dictogloss technique in listening comprehension.

The result of the findings showed that the Eighth Grade students of SMP Negeri 3 Dua Pitue had a high interest in the application of dictogloss technique in students' listening comprehension. It was proved by the mean score of the questionnaire was 83.5 which was classified into an interesting category.

The analysis showed that the application of dictogloss technique influenced the students' interest in listening analytical narrative text significantly. The dictoglosstechnique is one of technique to listen a text by write keyword and main idea about the material which helps people to think in a reconstruct way. It is relevant to Hidi and Renninger (2006:112), interest as a motivational variable refers to the psychological state of engaging or the predisposition to re-engage with particular classes of objects, events, or ideas over time.

In this research, the interest of students was considered as output because they were expected to have interest in the application of dictogloss technique. The students gave responses that by applying dictoglosstechnique as listening comprehension, they became interested in learning to listen.

Furthermore, from the explanation about the result of listening test and questionnaire above, it indicated that the application of dictogloss technique was more effective and useful to enhance the students' achievement as well as the students' interest in learning to listen. It was supported by the listening test mean score of the experimental group in post-test was enhanced from 50.5 to 77.0. It means that the score classification was enhanced two levels up, from poor to good level. Meanwhile, the mean score of students' interest was 83.5 which classified as an interesting category.

Conclusion and suggestion

Conclusion

Based on the finding and discussions, the students listening achievement who used English dictogloss and those who did not use English dictogloss in teaching listening had a significant difference. The result of the data analysis showed the mean score of the experimental group got the mean score (77.0), and while the control group got mean score (63.3), this showed that there was a significant difference between the students who were through by using English dictogloss and those who were without using English dictogloss. In the pre-test, the researchers found that the t-test value was lower than t-table ($0.112 < 2.021$). It means that H_1 was rejected and H_0 was accepted. While in relation to the finding of post-test, the t-test value is higher than t-table ($3.711 > 2.021$). It means that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Listening is more complex just hearing. It is a process consisting of four symptoms that are, and and responses.

The application of dictogloss technique in listening comprehension was interesting for the Eighth Grade students of SMP Negeri 3 Dua Pitue. It was supported by the mean score of students' answers in the questionnaire (83.5) which was classified as an interesting category.

Therefore, the researcher puts forward conclusion that the use of English dictogloss improves the students listening achievement at the Eighth Grade Students of SMP Negeri 3 Dua Pitue.

Suggestion

Considering the conclusion above, the research given some suggestions as follows :

1. The use of English dictogloss is suggested of teaching listening comprehension since it has been proven successfully in improving students listening comprehension.
2. English teacher must given motivation and explanation to the students about the importance of the use of English dictogloss to

understand the words from dictogloss and how to relax in study English with dictogloss.

3. In this research, the researcher studied on the English dictogloss to improve students listening comprehension. It is recommended for further research to find out the students attitude forward the use English dictogloss to improve their listening comprehension.

Acknowledgments

The author is thankful to Professor Baso Jabu and Professor Haryanto (State University of Makassar), Yan Chen (Instructional Technology in the Departement of Educational Technology, Research, and Assessment at Northern Illinois University) for providing great assistance for this article. Moreover, the generous support provided by Dr. Gail Jacky (University writing center, Northern Illinois University, USA) is gratefully acknowledged. The author addresses thanks to Ministry of Research, Technology, and Higher Education for the financial support (BPP-DN and PKPI scholarship)

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