

**THE EFFECTIVENESS OF USING DICTOGLOSS AS A METHOD
TO IMPROVE STUDENTS' LISTENING ACHIEVEMENT
AT MTS MA'ARIF 04 RUMBIA**

(Undergraduate Thesis)

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ABSTRACT

The Effectiveness of Using Dictogloss as a Method to Improve Students' Listening Achievement at MTs Ma'arif 04 Rumbia

**By
Luluk Nabila Ulfa**

The objectives of this research are to find out whether there is significant effect of dictogloss method on the students' listening achievement at the first grade of MTs Ma'arif 04 Rumbia and to investigate in what part of speech the students at MTs Ma'arif 04 Rumbia get better achievement after learning through dictogloss method. The population of this research was the students at MTs Ma'arif 04 Rumbia the academic year 2020/2021. The sample of this research was the first grade that consisted of 23 students. The instrument of this research was listening test.

The result showed that there was a significant effect to the students' listening achievement after being taught using dictogloss method. The researcher used paired samples t-test to analyze the data, in which the significant was determined by $p < 0.05$. This means that the probability of error in the hypothesis was only 5%. It could be seen from mean score of pretest (24.56) to posttest (55.65) in which $t\text{-value} > t\text{-table}$ ($9.264 > 2.074$) or $\text{sig } p < 0.05$ ($0.000 < 0.05$). Furthermore, part of speech in listening test that improved the most after being taught by using dictogloss method was verb.

As a result, it can be concluded that dictogloss method as a one of the ways in teaching listening comprehension that can help the students in understanding the text easier, especially in descriptive text. In this case, the researcher strongly recommends the use of dictogloss method in teaching listening. The researcher suggests further researchers to research at different levels. Further researcher may also use the other kind of text.

Keyword: Dictogloss method, Listening Comprehension, Descriptive Text

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By

Tuluk Nabila Ulfa

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**Submitted in a Partial Fulfillment of
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In

**The Language and Arts Education Department of
The Faculty of Teacher Training and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
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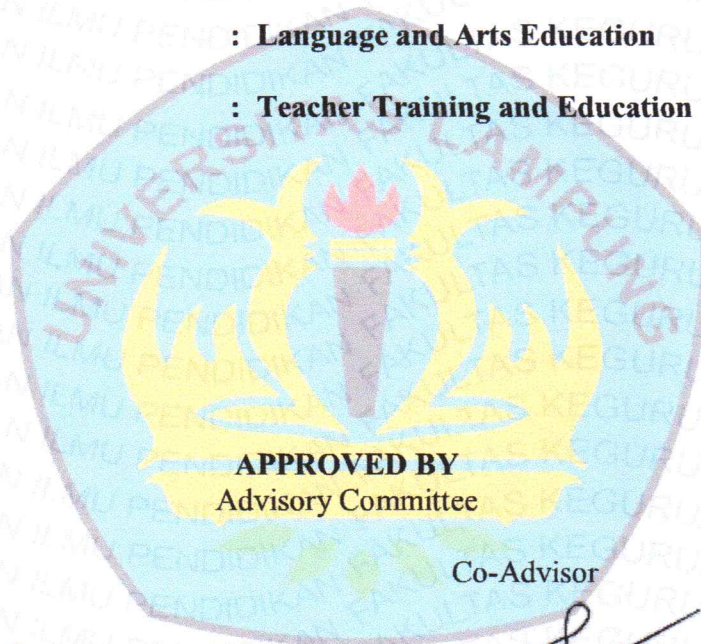
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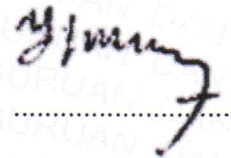
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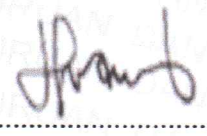
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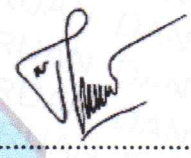
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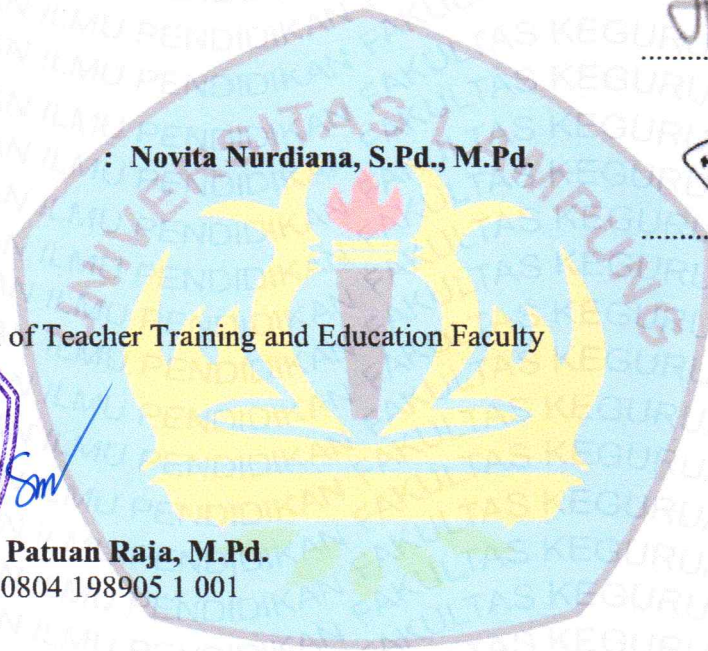
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The writer was born in Metro on 18th September 1998. She is the first child of M.Bisri Mustofa and Jamilatun Zuhriah. She has one younger brother and two younger sisters.

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DEDICATIONS

By the name of Allah Subhanahu wa Ta'Ala, this script is fully dedicated to:

My dearest parents, who always give me a care, love, and endless prayer

My lovely brother and sisters

My beloved Grandparents who support me

My lecturers at English Education Study Program

My lovely “berang-berang” who give me a nice and best friendship

My friends in English Education 2016 of Lampung University

My beloved MX who give me power and motivation during the process of
compiling of this script

My Alma mater, Lampung University

MOTTOS

“Don’t go to school to find a good job, just go to school for
gaining knowledge.”

My beloved parents

“You don’t have to have motivation to be happy or sad.
Naturally, there are times when you are happy and sad. So if
you let time pass, happiness will find you.
The funny thing about humans is that just a little thing can
make us happy and can give us a goal in live.
So I think happiness will come your way so don’t worry too
much.”

Chae Hyung won

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Gratitude and honor are addressed to all people who have helped and supported the writer for completing this script. Here the writer would like to address her gratitude and honor to:

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The writer believes that her writing is far from perfection. There might be weaknesses in this research; comments, critics and suggestions are needed for better research in the future. Besides, the writer hopes this research would give a positive contribution to educational development, readers and the other researchers.

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I. INTRODUCTION

This chapter presented about the basic problems of this research. It consisted of the background of the study, formulation of the problems, objectives of the research, uses of the study, scope of the study and definition of terms.

1.1 Background of the Study

English is designated as a required subject for Junior and Senior High School, in accordance with Government regulations no.35 year 2018. Based on curriculum 2013 (content standard) for elementary and secondary educations units, students should have the ability to understand and produce both oral and written text that belong four language skills (listening, speaking, reading and writing) in an integrated manner to achieve functional literacy levels. Based on content standard, listening is the initial stage for understanding the text. Moreover, Anvar & Galina (2016) stated that “listening is a leader among all other kinds of language skills (speaking, reading and writing) and it provides the basis for their development.”

Furthermore, Ahmadi (2016) argued whether “learners want to learn to speak, they should first learn to understand the spoken language they hear.” However Feyten (1991) claimed that more than 45% of communicating time

is spent listening, which clearly shows how important this skill is in overall language ability (as cited in Vasiljevic, 2010).

Listening is the first language skill that we must learn. In spite of its importance learners recognized listening as the most difficult skill to learn. Kurita (2012) claimed that “learners often regard listening as the most difficult language skill to learn.” There were some difficulties that the learners find according to Asrobi & Amni (2017), “the students find difficulty to know the meaning of the words and phrases, difficult to identify the communicative purpose of the listening text.” Kurita (2012) said that “when learners listen to spoken English, they need to perceive and segment the incoming stream of speech in order to make sense of it.”

Most Junior High School Students misunderstand when they listen to a passage, so are the students at MTs Ma’arif 04 Rumbia 2020/2021. During pre-observation, most of students at MTs Ma’arif 04 Rumbia found difficulties in listening. There were some factors that make the students of MTs Ma’arif 04 Rumbia assumed that listening is difficult: 1) lack of vocabulary, 2) lack of grammatical knowledge, 3) perception of native speaker’s speed in speaking. Those factors contributed to some difficulties. They have difficulty to find the main ideas, communicative purpose, and some specific information in the listening material.

To overcome the problems mentioned above, teachers need a good method to teach in the classroom. Onovughe & Olubunmi (2018) stated that “studies have shown that poor teaching method by teachers can affect the learners’

listening and speaking ability.” Moreover, Jibir-Daura (2013) claimed that dictogloss is an interactive method to teach listening. Dictogloss is an alternative method of teaching grammar which was originally introduced by Ruth Wajnryb in 1990. The original dictogloss procedure consisted of four basic steps. Those steps are preparation, dictation, reconstruction, analysis and correction. Mark and Anderson (2003, as cited in Wulandari, 2017) point out as follows:

Dictogloss is more than just dictation. Dictogloss comes from the words “dictation” and glossary”. Dictation is when one person reads a passage aloud and the audience writes what is said (dictated). A glossary is a list of words with their meaning written besides them.

In addition, Jibir-Daura (2013) argued whether dictogloss used effectively in the classroom, it can help students to become independent learners. He also suggested this method to be used by the teacher in the class.

Studies in which focus on the use of dictogloss in improving listening skill included in Onovughe & Olubunmi, 2018; Islamiyah & Hidayati, 2016; Jibir-Daura, 2013; Vasiljevic, 2010. Dictogloss method that is used in their study is effective in enhancing academic performance in listening comprehension instruction.

In this case, the researcher is interested in studying about dictogloss method in teaching listening. In this paper the researcher used descriptive text, especially describing animals as the specific genre in learning material. The use of animal description is to equate with the syllabus of the first grade of

Junior High School. The material of the first grade is about animals and descriptive text. The focus of this study remains on students' listening achievement. Originally dictogloss is a method in teaching grammar, so, in this paper the researcher also looks for the part of speech where the students are getting better.

1.2 Formulation of the problems

Based on the background, the researcher formulated the research questions as follows:

1. Is there any significant effect of dictogloss method on the students' listening achievement at the first grade of MTs Ma'arif 04 Rumbia?
2. In what part of speech do the students at MTs Ma'arif 04 Rumbia get better achievement after learning through dictogloss method?

1.3 Objectives of the study

In reference to the research questions, the objectives of the research are:

1. To find out whether there is significant effect of dictogloss method on the students' listening achievement at the first grade of MTs Ma'arif 04 Rumbia.

2. To investigate in what part of speech the students at MTs Ma'arif 04 Rumbia get better achievement after learning through dictogloss method.

1.4 Uses of the Study

1. Theoretically, this research might support theories that dictogloss method could be applied to increase students' listening achievement.
2. Practically, it might inform English teachers on how to teach listening by using dictogloss method. It can become an input for English teacher to improve the students' listening achievement in teaching and learning processes through Dictogloss method.

1.5 Scope of the study

This study was quantitative research in which focused on finding out whether dictogloss method could be used to increase the students' listening achievement and in what part of speech the students get better achievement after learning through dictogloss method. The subject of this study was the first grade students at MTs Ma'arif 04 Rumbia 2020/2021 academic year.

Heaton (1988) categorized listening test into two major parts, they are (1) test of phoneme discrimination and sensitivity to stress and intonation, and (2) test of listening comprehension. This research focused on listening skill in terms of distinctive sounds of English, and grammatical word classes (noun, verb, etc.). The researcher also focused on part of speech of noun,

verb, adjective, adverb, and conjunction. The students are expected to be able to comprehend listening, such as discrimination of the sounds and text understanding.

1.6 Definition of Terms

Same definition used in this study were needed in order to have the same perception, especially for the ideas of the terms and avoid ambiguity, they are:

1. Listening Comprehension

Listening is defined as a process in which a listener receives speech sounds and tries to attach meaning to the spoken words in order to understand the message of a speaker (Thanajaro, 2000).

2. Dictogloss Method

Dictogloss is a task-based procedure that asks learners to reconstruct a dictated text to capture as much information as possible (Wajnryb, 1990).

3. Descriptive Text

Descriptive text is a text that describes a particular person, place or thing. It tells how something looks, smells, tastes, feels and sound (Johan, 2018)

II. LITERATURE REVIEW

This chapter presented related literature dealing with the nature of listening (definition of listening comprehension and difficulties in listening comprehension), aspect of listening, teaching listening (general principles in teaching listening comprehension), dictogloss method (definitions of dictogloss method, the four stages in dictogloss, the advantages and disadvantages of dictogloss method), teaching listening using dictogloss method, descriptive text (the nature of descriptive text and grammatical feature of descriptive text), part of speech, the previous study, theoretical assumption and hypothesis.

2.1 The Nature of Listening

2.1.1 Definition of Listening Comprehension

Successful oral communication depends not only on our ability to speak, but also on the effectiveness of the way we listen. “Listening comprehension refers to the understanding of what the listener has heard and the ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension” (Hamoda, 2013, as cited in Ahmadi, 2016). Solak & Erdem (2016) said that “listening

is an active process in which the listener receives speech sounds and tries to attach meaning to the spoken words. Listeners try to understand the intended message of the oral text to respond effectively to oral communication.” (p.30). Furthermore, Ahmadi (2016) stated that, “the ability to understand the spoken language has an important role in second language learning and use.” (p.9).

According to Asrobi & Amni (2017), “listening is the activity to get information which has an important role to understand foreign language and has an input to learn speaking. Listening is a language skill that is most often used in everyday life.” (p.62). Moreover, Rahmi (2016) stated that listening is the ability in identifying and understanding someone’s statement. In addition, Onovughe & Olubunmi (2018) stated that “listening is one of the major means by which learners receive information, facts, and ideas in all subject.” (p.228). O'Malley, Chamot, & Kupper (1989) argued that “listening comprehension is viewed theoretically as an active process in which individuals focus on selecting aspects of aural input, construct meaning from passage, and relate what they hear to existing knowledge.” (p.418). However, Jibir-Daura (2013) claimed that “listening is a dynamic process where the learners construct meaning based on the interplay of background knowledge and new concepts presented in the text.”(p.113). Furthermore “listening means paying attention and making an effort to process what you hear” (Sari, Nuhung, & Hastini, 2013).

2.1.2 Difficulties in Listening Comprehension

According to Kurita (2012), “learners often regard listening as the most difficult skill to be learnt.”(p.30). Harmer (2007) claimed that “a major cause of difficulty for some students on English is the apparent lack of correspondence between sounds and spelling.” O'Malley, Chamot, & Kupper (1989) stated that “language listeners may have difficulty in understanding language spoken at typical conversational rates by native speakers if they are unfamiliar with the rules for segmentation, even though they may understand individual words when heard separately” (p.420). The other study also revealed some difficulties in listening. “The students also find difficulty to know the meaning of the words and phrases. Sometimes, they are difficult to identify the communicative purpose of the listening text, difficult to find main idea, and difficult to find specific information of the listening text.” (Asrobi & Amni, 2017: p.62).

Ur (1996, as cited in Sari, Nuhung, & Hastini, 2013) said that “there are some students’ difficulties in learning listening: getting trouble with sounds, needing understanding every word, being unable to understand fast and natural native speech, needing to hear things more than once, finding it difficult to keep up, and get tired.” (p.2).

Furthermore, Rixon (1986, as cited in Rahmi, 2016) claimed that sound of English is a major problem for learners that make listening

the most difficult skill. She lists four sources of difficulties arising from pronunciation, as follows:

1) The weak relationship between English sounds and the way they are spelt in the written language 2) Changes in sounds when they occur in rapid, connected speech. 3) The rhythm pattern of English speech. 4) Different ways of pronouncing the same sound. The problem with sound is that when English is spoken, the words are not very clear or emphatic since natural talk is unrehearsed; full of pauses, repetition, hesitation and it is swift, slurred or even unclearly articulated.

In addition, Spooner and Woodcock (2010, as cited in, Onovughe & Olubunmi, 2018) affirmed that learners are distracted in the classroom because they listen to two different things. They affirmed that low-levels of background noise can affect a child's ability to listen.

2.2 Aspect of Listening

According to Harmer (2007) students need to be able to listen to a variety of things in a number of different ways. (1) They need to be able to recognize paralinguistic clues such as intonation in order to understand mood and meaning. (2) They also need to be able to listen for specific information (such as times, platform numbers, etc). (3) They need general understanding (when they are listening to a story or interacting in a social conversation).

According to Brown (2003), micro- and macro-skills are implied in the performance of listening comprehension. The skills are sub divided into micro-skills (according to the smaller bits and chunk of language) and macro-skills (focusing on the larger elements). As adopted from Richard (1983), Brown (2003) explained micro and macro-skills provide 17 different objectives to assess in listening.

Micro-skills

- 1) Discriminate among the distinctive sounds of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Recognize English stress patterns, words in stressed and unstressed position, rhythm structure, intonation contours, and their role in signaling information.
- 4) Recognize reduced form of words.
- 5) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- 6) Process speech at different rates of delivery.
- 7) Process speech containing pauses, error, correction and other performance variables.
- 8) Recognize grammatical word classes (Noun, Verb, etc.), system (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 9) Detect sentence constituents and distinguish between major and minor constituents.

- 10) Recognize that a particular meaning may be expressed in different grammatical form.
- 11) Recognize cohesive devices in spoken discourse.

Macro-skills

- 12) Recognize the communicative functions of utterances, according to situation, participant, and goals.
- 13) Infer situations, participants, and goals using real word knowledge.
- 14) Form events, ideas, and so on, described, predict outcomes, infer links and connection between events, deduce cause and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 15) Distinguish between literal and implied meanings.
- 16) Use facial, body language, and other non verbal clues to decipher meanings.
- 17) Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of word from context, appealing for help, and signaling comprehension or lack thereof.

2.3 Teaching Listening

According to Anvar & Galina (2016), “a typical task sequence in current teaching materials usually consists of three components: Pre-listening, while-listening and post-listening activities.” (p.1999). Moreover, Bozorgian & Pillay (2013) claimed that “listening used in language teaching refers to complex process that allows us to understand spoken language.” (p.105). However, Vasiljevic (2010) argued that “the speed and complexity of the input will have significant effect on the learners’ ability to process the text. As general rule, the text should be at or below the students’ current proficiency level, although they may include some new vocabulary.” (p.41).

2.2.1 General Principles in Teaching Listening Comprehension

According to Morely and Lawrene (1971, as cited in Ahmadi, 2016), there are some general principles in teaching listening comprehension, they are as follows:

1. Listening comprehension lessons should have definite goals and they should be clearly stated.
2. Listening comprehension lessons should be constructed with careful step by step planning. This suggests that listening activities move from the simple to the more complex ones; that the learners know what the activities are and are given directions as “what to listen for, where to listen, when to listen, and how to listen.”

3. Listening comprehension structure should demand active overt student participant. That is the most overt student participant includes his written answer to listening comprehension material and immediate feedback on performance helps keep learners' interest and motivation.
4. Listening comprehension lessons should provide a communicative necessity for remembering to develop concentration. This necessity should come from the lesson. This is done by giving the learners the writing assignment before they listen to the material.
5. Listening comprehension lessons should emphasize conscious memory work. One of the objectives of listening is to strengthen the learners' immediate recall to increase their memory spans. It means that listening is receiving, receiving needs thinking, and thinking needs memory; there is no way to separate listening, thinking, remembering.
6. Listening comprehension lessons should "teach" not "test." It means that the goal of checking the learners' responses should be viewed only as feedback, as a way of allowing the learners understand how they did and how they are progressing. There should be no pass/fail attitude related with the correction of the exercises.

2.3 Dictogloss Method

2.3.1 Definition of Dictogloss

Dictogloss method was originally introduced by Ruth Wajnryb in 1990 as an alternative method in teaching grammar. Wajnryb (1990) defined dictogloss as “a task based procedure designed to help language learning students toward a better understanding of how grammar works on a text basis.” (p.6). According to Vasiljevic (2010), “Dictogloss is a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text.” (p.41).

Moreover, Rahmi (2016) stated that “dictogloss method is a combination of classic teaching method where listeners are required to reconstruct a text by listening and noting down keywords.” (p.74). In addition, Wajnryb (1990) claimed that dictogloss offers a unique blending of the twin functions of testing and teaching. The testing function acts as a means of diagnosing the learners’ current language understanding. On the other hand, learners find out a little about what they know and do not know in the target language.

2.3.2 The Four Stages in Dictogloss

According to Wajnryb (1990), there are four stages in dictogloss.

1. Preparation

The learners find out about the topic of the text and prepared for some vocabulary. At this first stage, teacher should:

- a. Prepare learners for the text they hear by exploiting the warm-up suggestions in each lesson. This type of topical warm-up prepare learners for the subject matter and make them more receptive to the listening in the next stage: people listen more effectively when they are able to anticipate what they will hear, when their interest in the topic has been aroused, and when they become personally involved in the discussion.
- b. Prepare learners for the vocabulary of the text. The list in each unit is a suggestion only. Vocabulary should be pre-taught if the teacher suspects that it is unknown to the learners or difficult for them to infer.
- c. Ensure that learners know what they are expected to do at each stage of the procedure.
- d. Organize learners into groups before the dictation begins.

2. Dictation

The learners hear the text and take fragmentary notes. As the standard procedure, learners hear the dictation twice. The first time, they should not write anything, but should listen to a passage. The

second time, they should take down notes. When they are taking a note, they should be encouraged to write down the type of word that will help them to piece together in the reconstruction stage. The original dictation is read by the teacher, but now teacher can use audio recorder to make the dictation be identical.

3. Reconstruction

The learners reconstruct the text on the basis of the fragments recorded on the second stage. As soon as the dictation is finished, the learners work in groups to pool their notes and work on their version of the text. The teacher's role during reconstruction is to monitor the activity but not provide any actual language input.

4. Analysis and correction

This is the last stage where the learners analyze and correct their texts. In this stage, the learners should encourage to compare the various versions and discuss the language choices made. In this way, errors are exposed and discussed so that learners understand the hypotheses, false and otherwise, that underline their choice. Ideally, the original text should not be seen by learners until after their own versions have been analyzed.

2.3.3 The Advantages of Dictogloss Method

According to Vasiljevic (2010), dictogloss has some advantages over the other models of teaching listening comprehension. They are as follows:

1. Dictogloss method is an effective way of combining individual and group activities. Students listen and take a note individually and then work together to reconstruct the text. The reconstruct task gives students focus and clear objectives which is a pre-condition for effective group work.
2. Dictogloss procedure facilitates the development of the learners' communicative competences. Students' speaking time is significantly longer than in a traditional teacher-center classroom. A collaborative reconstruction task gives learners the opportunities to practice and use all models of language to be engaged in authentic communication.
3. The reconstruction and correction stages help the students to compare input to their own representation of the text and identify the possible gaps.
4. 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.
5. The analysis and correction stage enables the students to see where they have done well and where they need to improve.

6. Working in the small group reduces learners' anxiety as they have to perform only in front of "small audience". This approach may be particularly suitable for those cultures in which students tend to be reticent and are not used to voicing their ideas in front of the whole class.

Dictogloss method make the students focus on listening. Through dictogloss method the student can improve their achievement in listening. Stages in dictogloss make the students interactive and communicative in listening class. So, the student can more understand about the matter of listening.

2.3.4 Disadvantages of dictogloss method

Besides the advantages of dictogloss above, there are also disadvantages of dictogloss stated by Alderson (1997, as cited in Rahmi, 2016), as follows:

- 1) Dictogloss has a very long procedure and needs much time to apply perfectly in the teaching and learning process.
- 2) Not as effective for lower level learner.
- 3) If the dictation is not recorded on tape, the test will be less reliable, as there will be differences in speed of delivery of the text to different audiences.
- 4) Dictation is in fact written passages that are read out aloud so they do not help students to understand the difference between the oral and written language.

- 5) The exercises can be unrealistic if the text used has been previously created to be read rather than heard.

2.4 Teaching Listening Using Dictogloss

In order to develop students' listening comprehension, the teacher should concern with all factors involved in it, such as the teaching strategy, classroom management, the materials, students' vocabulary mastery, and the equipment that can influence the goals of teaching and learning process (Islamiyah & Hidayati, 2016).

According to Vasiljevic (2010), there are four stages in teaching listening using dictogloss method. They are preparation; listening; reconstruction; and analysis and correction. Each stage would be described in detail as follows:

1. Preparation

The purpose of the preparation stage is to make students more receptive to the listening passage. It should give the learners a topical warm-up as well as familiarize them with vocabulary that will appear in the text. Teachers can facilitate this process by providing background information and helping students with unfamiliar language.

a) Topical warm up

Warm up activity is used to make the students get the main topic from the text. It is important steps to make the students activate

background knowledge. Vasiljevic (2010) stated “knowledge of the content helps listener interpret the message correctly.”

b) Vocabulary preparation

In this section the teacher helps the students with unfamiliar word. It can make the student understand the passages. Vasiljevic (2010) argued “Failure to understand the input correctly also means that learners will have difficulties anticipating the upcoming discourse.”

2. Listening

In listening section the teacher plays the audio several times. The first time, the learners only listen to the audio, and they are not allowed to take a note. The second time, they take notes what they hear from the audio. The last listening, the students confirm their notes.

3. Reconstruction

Reconstruction is the central part of the dictogloss listening lesson. Working in small groups (3-4 people), students discuss what they heard and attempt to produce a coherent text close in content and organization to the original version. During reconstruction, the teacher’s role is to monitor the activity. No language input should be provided during this stage.

4. Analysis and Correction

In a dictogloss listening class, the main purpose of the analysis and correction stage is to identify the problems students had with text

comprehension. Students can be asked to check their reconstruction (self-assessment) or the reconstruction of another group (peer-assessment). The students are asked to check whether all target words have been used and whether all ideas have been included in the reconstruction. For each idea students are given an option of fully included, partially included or not included at all carrying 1 point, 0.5 points and 0 points respectively. Teacher should give feedback for their work, so the students can understand their mistakes and learn from them. Ur (1998, as cited in Vasiljevic (2010) observed, unlike reading and writing assignments which can tolerate delayed feedback, for listening it is essential that learners get feedback on their performance while what they have heard is still echoing somewhere in their mind, and there is still a possibility of hearing it again.

2.5 Descriptive Text

2.5.1. The Nature of Descriptive Text

The term genre refers to writing orientation in term of its relations of a particular purpose, something that is reflected in the way in which information is organized and linked internally. Various types of rhetorical purpose refer to different genre (Bruce, 2008). Knapp and Watkins (2005) said that “Different types of texts have distinctive characteristics, depending on what they are made to do.” Learning English in both KTSP and curriculum 2013 still uses

genre-based text. At junior high school, the type of text genres studied are only five type, they are Descriptive, Narrative, Recount, Procedure and Report.

This research focused on the use of descriptive text. Descriptive text is a text that describes a particular person, place or thing. It tells how something looks, smells, tastes, feels and sound (Johan, 2018). Johan (2018) also added that a writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader. Knapp and Watkins (2005) claimed that describing orders things into various ways of knowing them. The ordering process works in several ways; first, it generally names the thing, then it classifies it, and then it deals with its attributes, behaviors, functions and so on. Based on Johan (2018) the generic structures of descriptive text are identification and description.

2.5.2. Grammatical Feature of Descriptive Text

Grammatical feature of Descriptive text based on Knapp and Watkins (2005):

- When describing things from a technical or factual point of view, the present tense is predominantly used. For example :
has, eats, sings, lays, swim
- Although present tense may be used in literary descriptions, it is past tense that tends to dominate. For example : had, was, enjoyed, seemed, sparkle d

- Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have). For example: My favorite toy is a teddy bear because it is cuddly and friendly. It is my friend too. Turtles do not have teeth. They have a sharp beak instead. Eric the Red is an old man. Eric the Red has a greatcoat.
- Action verbs are used when describing behaviors/uses. For example: An ant has three body parts. Some ants have wings. The queen ant lays the eggs. Ants live in colonies.
- In literary and commonsense descriptions, action verbs are used metaphorically to create effect. For example: Mia bubbled with enthusiasm. Declan smashed the record.
- Mental verbs are used when describing feelings in literary descriptions. For example: She felt unhappy. He liked dancing.
- Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text. For example: Possums are nocturnal. It is grey and brown. Her appearance was majestic.
- Adverbs are used to add extra information to verbs to provide more detailed description. For example: Turtles swim slowly. She was always hissing her mother. He could think clearly.
- Adverbial phrases are used in descriptions to add more information about the manner, place or time. For example:

Walruses have hair on their lips (Place). The student only worked diligently just before exams (Time).

- Sentences and paragraphs are thematically linked to the topic of description. For example: The moon is a lump of rock that goes around the Earth. It is grey and brown. It is bumpy and has craters.
- Personal and literary descriptions generally deal with individual things For example: my favorite toy, my house, my big bear.
- Technical descriptions generally deal with classes of things, rather than individual things. For example: snails, turtles, volcanoes.

2.6 Part of Speech

In this sub chapter presented part of speech. Sentence is a collection of some words that expressed specific meaning in which has the subject and predicate. Each word in the sentence has their functions. According to Frank (1972), those functions are classified as different part of speech. That must be:

1. Part of speech forming the central core

The part that is absolutely necessary for a complete sentence. They are called as noun (or pronoun), and verb. Noun is a word function as a subject, object, or subjunctive complement in a sentence.

Certain words may be used to avoid repeating a noun already mentioned that termed pronoun. Moreover, verb expresses action or some other kind of event.

2. Part of speech that modify the central core

They are the part that attaching further description to each of the words. In part of speech they are known as adjective and adverb. Adjective is the word in which modify the nouns. Adverb is the words that modify the verb.

3. Part of speech that express a connecting relationship

Part of speech in which show a particular kind of connecting relationship between these four part of speech. They are known as preposition and conjunction. Prepositions express a relationship of position, direction, time, etc. between two other words. Conjunctions function chiefly as non moveable structure words that join such units as parts of speech, phrases, or clause.

That was part of speech adapted from Frank (1972). The researcher only put noun, verb, adjective, adverb, and conjunction. It was because modern linguists prefer to classify prepositions as structure words rather than as part of speech.

2.6 Previous Study

Numerous studies (e.g. Onovughe & Olubunmi, 2018; Asrobi & Amni, 2017; Islamiyah & Hidayati, 2016; Jibir-Daura, 2013; Vasiljevic, 2010; etc) focus on the use of dictogloss in improving listening comprehension.

Vasiljevic (2010), the title of the study is *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*. The paper describes how the dictogloss method and cooperative learning can be combined to promote the development of listening and speaking skills of second language learners.

Islamiyah & Hidayati (2016), the title of their research is *Improving Students' Listening Comprehension by Using Dictogloss Technique at Darul Qur'anilkarim School Narathiwat-South Thailand*. The objective of the study is to find out how the use of dictogloss method improves Thai Students' listening comprehension. The study was a Classroom Action Research (CAR) to Thai students of class 6/1 at Darul Qur'anilkarim School Narathiwat-South Thailand. The finding of the study is students' improved listening comprehension is because dictogloss combines top-down and bottom-up processing which is appropriate with students' need.

The other research is Onovughe & Olubunmi (2018), the title of the study is *Dictogloss Strategy and Listening Comprehension Performance of Secondary School Students*. There are some objectives of the study. First, they are investigated the effect of dictogloss strategy on the academic

performance of secondary school students' listening comprehension. Second, they are examined the effect of gender and location on the academic performance of students' listening comprehension. Quasi-experimental design of pretest post test and control group type is used in this study. 180 students in co-educational public Secondary School in Ekiti States was the subject of this research. The finding of the research is dictogloss strategy is effective in enhancing academic performance in listening comprehension instruction. This paper also found that gender has no significant effect on academic performance when dictogloss was used. On the other hand, location has significant effect on academic performance when dictogloss was adopted. The urban areas performed better than rural areas.

Based on the previous study above, the researcher tried the same way about using dictogloss method to improve students' listening achievement. This research used quantitative approach with pre-experimental design in the form of one-group pre-test and post-test. The researcher conducted this method to know whether dictogloss method in teaching listening is effective in the classroom and to know in what part of speech the students improved better.

2.7 Theoretical Assumption

Listening is a process of accepting, understanding, and remembering which is accepted by the sense of hearing. Listening is extremely important in learning language and the researcher assumes that dictogloss is a suitable method in teaching listening. By applying dictogloss method, students are actively involved in the learning process, and through four stages in the dictogloss method can make the students understand the text efficiently. Warm up stage make the students understand the vocabulary and pronunciation of each word. Dictation is the process of listening in which the students get the chance to listen the text. Reconstruction makes students understand grammar better by the text they hear. The last stage is analysis and correction, by this stage the students get all the point and know the problem that they have in listening to the text.

2.8 Hypothesis

Based on the theoretical assumption above, the researcher formulates hypothesis as follows:

1. There is significant effect of dictogloss method on the students' listening achievement at the first grade of MTs Ma'arif 04 Rumbia.

III. METHODOLOGY

This chapter discussed the methodology used in conducting this research. It presented the research design, population and sample, data collection method, research procedure, research instrument, validity of the test (content validity and construct validity), reliability of the test, scoring system, data analysis and hypothesis testing.

3.1 Research Design

This research was quantitative in the form of one-group pre-test and post-test design. The group was given a pre-test before the treatment. After the treatment was finished, the post-test was administered to see the achievement. The effectiveness of the instructional treatment was measured by comparing mean score of the pre-test and post-test. When it turned out that the mean score of post test was significantly higher than the pre-test, then it was concluded that the instructional treatment was effective. The research was designed as follows:

Table 3.1. Research design

T1	X	T2
Pre-test	Treatments	Post-test

Notes:

T₁ : Pre-test (Pre-test was given with a purpose of measuring students' listening achievement before using dictogloss method).

X : Treatment (applying dictogloss method to the subject as a treatment).

T₂ : Post-test (Post-test was given to measure the students' listening achievement after giving the treatment).

(Setiayadi, 2018)

3.2 Population and Sample

The population of this study was the students of MTs Ma'arif 04 Rumbia in the second semester of academic year 2020-2021. In that school, there were two classes of the third grade, two classes of the second grade, and one class of the first grade. In this case, the researcher used only one group of class as a sample. The analyst took the first grade as a sample which consists of 30 students. The researcher used purposive sampling to obtain the sample in which took the sample based on knowledge of the sample and the purpose of the study. In this research, the subjects were selected because the students learnt English for the first time in junior high school, especially at the first grade. Moreover, the purpose of the study was improving students' listening achievement.

3.3 Data Collecting Method

In collecting the data, the researcher did the following steps:

1. Administering a pre-test

A pre-test was conducted before the treatment was administered.

The class was given a pre-test to know the students' basic listening achievement.

2. Treatments

The researcher conducted treatment three times under the topic describing animals.

3. Administering a post-test

A post-test was administered to the students after the treatment of teaching listening through dictogloss method.

3.4 Research Procedure

Dictogloss method combined conventional teaching procedures such as topical warm-up, explicit vocabulary instruction and possibly grammar correction with a new type of meaning-based listening activity and cooperative learning.

Procedures in collecting the data provided some steps. To get the data the researcher used method of data collecting as follows:

1. Determining Problem

This research came from some problems which happened in the learning process. Some students were getting difficulties in listening class. They had difficulty on identifying the communicative purpose in the listening material, finding the main idea, and finding specific information.

2. Selecting and Determining the Population and Sample

The population of this research was the students at MTs Ma'arif 04 Rumbia 2020-2021 academic years. The sample was the first grade of MTs Ma'arif 04 Rumbia who had different ability in listening.

3. Selecting the materials

The researcher chose the materials from Internet and YouTube about descriptive texts.

4. Pre-test

A pre-test was given to the students before the treatment in order to know the students' listening achievement. It was given to know their mastery in listening before the treatment. It was the first method of data gathering that was used by the researcher.

5. Treatments

Treatment was given after a pre-test. The researcher gave three treatments to the students using dictogloss method. Each treatment consisted four stages, they were:

1) Preparation

This stage provided the students' background information and helps them with unfamiliar words.

a) Topical Warm-Up

Knowledge of the content helped listeners interpreted the message correctly. This stage activated students' background knowledge about the text. One way to introduce the topic by asking some questions, for examples:

- Have you ever been going to the zoo?
- What is your favorite animal?
- Do you have a pet?
- What does your pet look like?

b) Vocabulary Preparation

Vasiljevic (2010) said that "Failure to understand the input correctly also means that learners will have difficulties anticipating the upcoming discourse." In order to make the students clearly understanding the text, teacher should give some lists of the vocabulary that would be on the text.

2) Dictation

The students listened to the audio third times. First, the students just listened to the audio. Second, the students took notes what they assumed the important sentences from the audio. The last time, they had a chance to confirm their notes.

3) Reconstruction

Reconstruction was the main purpose of dictogloss in teaching listening. In this stage, the students were asked to create a group with members of 3-4. They pool a note and give conclusion about what they listen from the text in a group. They should find information from texts they worked on before.

4) Analysis and Correction

Main purpose of this stage was to identify the students' problem in getting the information from the text they heard. The last section was giving feedback for the students. Both teacher and students discussed about the students' problem in comprehend the text.

6. Post-test

A post-test was given to the students after the treatments to compare the students' listening achievement before and after they are taught using dictogloss method. The test was same as a pre-test.

7. Analysis the results of a pre-test and a post-test

After giving a pre-test and a post-test, the researcher analyzed the data by using paired sample t-test. It was used to know whether there was any significant effect to the students' listening achievement after the treatments or not. It is computed through SPSS program. Furthermore, the test also considered about part of speech in order to see in what part of speech would be improved better.

3.5 Research Instrument

In this research, the researcher used tests as the instrument to collect the data. In the test, the students were asked to listen an audio recording and should answer several questions about the text they just heard. There were a pre-test and a post-test. Heaton (1988) categorized listening test into two major parts, they are (1) test of phoneme discrimination and sensitivity to stress and intonation, and (2) test of listening comprehension. The questions were same for both test, in the form of 10 fill the blank, 5 multiple choices, and 5 true false. So, the total number was 20 questions. The test focused on part of speech. They were Noun, Verb, Adjective, Adverb and Conjunction. The table below presented the specifications of part of speech in listening test:

Table 3.2. Specification of part of speech in listening test

No	Part of Speech	Items Number	Percentage	Maximum Score
1	Noun	9, 11, 14, 16, 18	25%	115
2	Verb	3, 4, 6, 20	20%	92
3	Adjective	1, 7, 12, 19	20%	92
4	Adverb	8, 13, 15, 17	20%	92
5	Conjunction	2, 5, 10	15%	69
Total		20 items	100%	460

This specification of part of speech was adapted from Frank (1972). The researcher only put these five parts of speech based on the consideration that these parts of speech were appropriate with dictogloss method and descriptive text.

3.6 Validity of the test

Validity was a matter of relevance. A test was said to be valid to the extent that measures what was supposed to measure. This meant that it related directly to the purpose of the test. There were several types of validity. In this case, the researcher used content validity and construct validity.

3.6.1 Content Validity

Content validity turned to a good analysis of the language which was tested and the objectives of the specific courses (Heaton, 1988). The test items should be supposed in the learning objectives. The material used was accordance with the curriculum 2013. The material was made base on the learning objectives in the syllabus for the first grade in the second semester at Junior High School. So, the test was valid.

3.6.2 Construct Validity

Construct validity concerned with the test which was in line with the theory used to measure listening performance. Construct validity showed certain characteristics in understanding behavior theory and language learning. According to Heaton (1988), this type of validity obtained the developmental learning theories that underline abilities and skills. In this research, the test was aimed to measure students' understanding of part of speech. However, all items contained part of speech that can be seen in the table of specifications on table 3.2.

3.7 Reliability of the test

Reliability was the stability of the test scores. Harris (1969) stated that a test can't measure anything well unless it measures consistently. On the other words, how far it could measure the subject at separate time, but it shows the same result relatively (Setiayadi, 2018). The test determined by using Pearson Product Moment which measured the correlation of the reliability between pre-test and post-test (reliability of test-retest).

The formula of Product Moment:

$$r = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where :

R = reliability

X = score of first variable

Y = score of second variable

(Pearson, 1948)

The standard of reliability

- a. A very low reliability ranges from 0.00 to 0.19
- b. A low reliability ranges from 0.20 to 0.39
- c. An average reliability ranges from 0.40 to 0.59
- d. A high reliability ranges from 0.60 to 0.79
- e. A very high reliability ranges from 0.80 to 100

(Slameto, 1998)

3.8 Scoring System

The researcher used Arikunto's formula (1989, as cited in Sari D. P., 2017) in scoring the students' test. The ideal highest score was 100. The score of pre-test and post-test was calculated by using the following formula:

$$S = \frac{R}{N} .100$$

Where:

S : The score of the test

R : The total of right answer

N : The total question numbers

3.9 Data Analysis

The researcher computed the students' scores in teaching listening by using dictogloss method as follows:

1. The analyst made a scoring list of students pre-test and post-test.
2. After getting the raw scores of pre-test and post-test, the analyst tabulated the results of the test and calculated the scores, then analyzed whether there was significant effect on students' listening achievement after the treatment by using dictogloss method.
3. The analyst drew the conclusion. The conclusion was developed from the results of statistical computerization that was measured using paired sample t-test in SPSS25.

4. The researcher analyzed every part of speech in a pre test and a post test in order to know which part of speech improve better after the treatments.

3.10 Hypothesis Testing

A pre-test and a post-test were compared in order to know the significant effect on the students' listening achievement after they are taught using dictogloss method. The researcher used paired samples t-test in SPSS25 toward the score of a pre-test and a post-test in order to know the proposed hypothesis was accepted or rejected in this study. The researcher used significant level of 0.05 in which the probability of error in the hypothesis was only about 5%.

The hypothesis was drawn as follows:

H_0 : There is no significant effect of dictogloss method on the students' listening achievement at the first grade of MTs Ma'arif 04 Rumbia.

H_1 : There is significant effect of dictogloss method on the students' listening achievement at the first grade of MTs Ma'arif 04 Rumbia.

The criteria for accepting the hypothesis were as follows:

1. H_0 is accepted if t-value is lower than t-table.
2. H_1 is accepted if t-value is higher than t-table.

V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusion of the research findings and suggestion for English teacher who want to use dictogloss method in teaching listening and other researchers who want to conduct a similar research using dictogloss method.

5.1 Conclusion

1. After doing the research, the researcher concluded that through dictogloss method, students' listening achievement increased and students became enthusiastic to listen. Dictogloss method has a systematic learning process. It makes students able to understand the text they hear easily without getting confused. By practicing listening more often, students are more familiar with English words and pronunciation.
2. Students are also able to understand part of speech in English, and the most improvement was verb. Part of speech is the basis for understanding language. If the steps of the dictogloss method are taught correctly while studying, it will make it easier for students to understand English, especially listening.

5.2 Suggestion

Considering the finding of the study, the researcher would like to recommend some suggestions as follows:

5.1.1 Suggestion for English Teacher

In this case, the researcher strongly recommends the use of dictogloss method in teaching listening. However, dictogloss is a method that has been shown to be effective in improving students' listening achievement. The four stages of dictogloss method make students more active in the learning process.

5.1.2 Suggestion for Further Researcher

- a. This study focuses on the use of dictogloss method in teaching listening on the first grade at Junior High School. The researcher suggests further researchers to research at different levels such as second or third grade or may be for senior high school students.
- b. In this study the material used is a description of the animals. For future researchers can use a description of a person or place. Further researcher may also use the other kind of text.

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