

**THE USE OF DICTOGLOSS ON STUDENTS'  
LISTENING COMPREHENSION  
(A Study at the Second Semester Students of Polytechnic Unggul  
LP3M (AKAP2A/ 2023))**

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**Abstrak**

*Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan dictogloss mempunyai pengaruh yang signifikan terhadap pemahaman mendengarkan siswa pada mahasiswa semester kedua Politeknik Unggul LP3M Medan (AKAP2A/2023). Metode penelitian ini adalah penelitian tindakan kelas yang mempunyai tiga siklus dimana setiap siklusnya terdapat dua pertemuan. Setiap siklus terdiri dari empat langkah yaitu perencanaan, pelaksanaan, observasi dan refleksi. Catatan lapangan dan tes merupakan data penelitian. Data dianalisis melalui pengumpulan data, pengkodean, perbandingan, membangun interpretasi, dan melaporkan hasil. Temuan penelitian menunjukkan bahwa Dictogloss dapat meningkatkan: (1) kemampuan siswa dalam pemahaman mendengarkan; (2) kosakata siswa; (3) kemampuan siswa menjawab pertanyaan Percakapan Singkat dengan benar;*

**Abstract**

*The aim of the study was to figure out whether the use of dictogloss has a significant effect on the students' listening comprehension on the second semester students of Polytechnic Unggul LP3M Medan (AKAP2A/2023). The method of this study was classroom action research which had three cycles whereby there were two meetings for each cycle. Each cycle consisted of four steps: planning, implementing, observation and reflection. The field notes and test constituted the research data. The data were analyzed through assembling the data, coding, comparing, building interpretations, and reporting the outcomes. The research findings showed that Dictogloss could improve: (1) the students' ability in listening comprehension; (2) the students' vocabulary; (3) the students' ability answering Short Conversation questions correctly;*

*Keyword: dictogloss, listening comprehension, short conversation (toeic)*

**1. INTRODUCTION**

Listening is crucial for human language development. Listening is one of the most important language skills before students learn to speak, read, and write. It means that language learning, initially, highly depends on listening skill. It provides aural input that serves as the basis for language acquisition and enables its learners to interact in spoken communication and continue to the next skills. Furthermore, the students should have good skill in listening to develop their ability in English. More practice in listening makes them know new vocabulary and are able to send a message to others.

(Tusianah. R, 2000) indicates that most of students have difficulties in achieving listening skill, especially in the case of getting the gist of information in the text. They cannot listen well, especially in getting specific information from the text. Obviously they have difficulties in getting information even though they know what to be listened. Mostly, students are uninterested in listening to a lot of audio and bored, and they also lack material reference for listening, such as videos, films, and songs, which is one of the challenges that English lecturers have faced.

Mostly, students are uninterested and bored in listening to a lot of audio, and they also have limitation material reference for listening, such as videos, films, and songs, which is one of the challenges for English lecturers. In the other hand, According to (Goh, 2000), the most common listening problems encountered by students in Indonesia are quickly forgetting what is heard, not recognizing the words they know, understanding the message but not the intended message, neglecting the next part while thinking about meaning, and being unable to form a mental image. Aside from that, (Goh, 2000) emphasizes the issue of concentration and missing the start of the text. (Goh, 2000) also suggests conducting additional research on learners' attitudes toward listening problems, as well as how they deal with them.

The learning process is an activity in which there is a learning design system that causes an interaction between the speaker (educator) and the recipient of the material (students) (Hasnah et al., 2021). In the teaching process, a lecturer ought to be able to supply a strategy for teaching English which can trigger students to explore their skills and construct students' understanding and experience (Saragih & Utami, 2020).

It is so crucial to choose some techniques to answer students' problems. One way to get students' attention in English learning, especially listening, is with a dictogloss technique approach. Applying dictogloss technique in listening will help students become active listeners. Active listeners mean the students listen with active minds to understand and know its meaning. Dictogloss will make students interested and enjoy learning the language because it is a classroom dictation activity where students listen to a passage, note keywords, and then work together to create a reconstructed version of the text. The dictogloss technique is one of alternatives in teaching listening in which students work in groups to reconstruct a text that has been listen aloud to the class (Jennings and Shepperd, 1996 cited in (Furi, 2007)).

Listening is a receptive process where the student derives meaning from oral presentation ((Brown & Yule, 1983); (Mangieri et al., 1984); (Agarwal et al., 2008); (Hargie, 2010); (Page & Page, 2014); (Verderber et al., 2011); (Elahifar et al., 2022)). Listening is vital in the language classroom because it provides input for the learner. (Abdin, Anar, & Kanzharova, 2021) defined listening is an active, deliberate process of comprehending what we hear. According to this definition, listening is an active skill because it is how people interpret the meaning of what people hear. Meanwhile (Hamouda, 2013) defined listening comprehension as an interactive process in which listeners participate in the process of meaning construction. Listeners make sense of what they hear by paying attention to the sounds. Therefore, (Gilakjani et al., 2016) stated Listening comprehension is the process of understanding what people say. These include knowing speech sounds, understanding the meaning of individual words, and knowing how sentences are put together.

From the explanations above, it can be concluded that listening is the process of delivering some information by one speaker to another. The process in listening includes capturing activities, understanding the message in the material, and interpreting the meaning in the learning material. It is necessary to show an active, human interest in what is being stated in order to be considered as listening. Additionally, students must have an adequate command of the English language in order to learn to listen to it being spoken to the students. It is different with reading, when we do listening, the listeners are unable to adjust the speed at which they process information from one piece of information to the next. They are also unable to go back in time to ensure that they have understood correctly. It is one of the reasons for speakers to repeat or restate their message in order to

facilitate comprehension. This term describes a complex process of the students to comprehend the language that is being communicated to them.

There are some problems in listening such as, acuity of hearing, discrimination and auditory perception, attention, concentration and comprehension. According to (Ur, 1996) identifies the learner’s problems and the solution as follows:

**Tabel 1 Listening Problems and Solution**

No	Problems	Solution
1	Students hard to hear the sound.	Students should more focus to the sound perception compared to the context for comprehension
2	Students feel worried and stressed when they miss some words of the text.	The teacher needs to give the students practice in selective ignoring of heard information/ something, they do naturally in their mother tongue.
3	Students cannot understand fast, natural native-sounding speech.	The teacher has to expose the students to as much spontaneous informal talk as possible.
4	Students need more than once to hear the text	Teacher can try to use texts that include “redundant” passage and within which the essential information is presented more than once and not too intensively.
5	Students feel overloaded with incoming information	Teacher should create the students relax, stop trying to understand everything, learn to pick out what is essential and allow them to ignore the rest.

**Process of Listening**

Several models have been developed to explain how the listening process functions in adults. According to (Cross, 2006) those models divide into three categories, they are the bottom up model, the top down model, and interactive model.

1. Bottom up model

According to the bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them.

2. Top down model

Top-down models emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds and words. The top-down model was developed when researchers considered the fact that experimental subjects are unable to identify truncated sounds in isolation from the words they form a part of, whereas subjects are quite able to identify truncated words so long as they are presented with the surrounding context.

3. Interactive model

If listening involves both bottom-up and top-down processing, it follows that some sort of model that synthesizes the two is required. This we have in the so-called interactive model, as developed, most notably, by (Rumelhart, 1975).

According to Rumelhart, whose theory was developed within the context of reading, but which applies equally well to listening, language is processed simultaneously at different levels. In this parallel processing, phonological, syntactic, semantic, and pragmatic information interact, although it is not clear exactly how.

Dictogloss is comes from the English language, and composed of words, namely dictation or dictate and gloss. This technique is a combination of two techniques, dictation and interpretation. This technique is very helpful in listening and learning about their ability to monitor students both in the classroom and outside the classroom. Wajnryb in (Wajnryb, 1990) defines Dictogloss as a classroom dictation activity where learners listen to a passage, write down key words and then work together to create a reconstructed version of the text based on the keywords they understand.

(Shak, 2006) has explained in her research on children using Dictogloss that there are five basic stages (*listening, noticing, activity, checking, and writing*) that can be implemented in the teaching learning process as in the following:

1. Listening stage: in which the teacher prepares learners for the topic of the Dictogloss text via storytelling, listening for the first time and whole class discussion.
2. Noticing stage: this is applied by learners when they take notes while and after listening to the text for a second time at normal speed for reading aloud.
3. Activity stage: this is when learners work together in small groups to recreate texts based on what they remember of what they heard.
4. Checking stage: this is used to analyze and compare the various written versions in a whole class setting, and to check if they are on the right track.
5. Writing stage: this is specially implemented to give the learners the opportunity to produce a similar text individually and demonstrate what they have understood about the reading.

While (Wajnryb, 1990) has described in detail four stages of Dictogloss which are preparation, dictation, reconstruction, and analysis and correction.

The *preparation stage*. The main goal in this step is preparing learners with known and unknown vocabulary needed for the text they will be listening to by exploiting the warm-up activities in each lesson. This type of vocabulary - centered warm-up makes learners more receptive to listening in the next stage. In the *dictation stage*, the learners listen to a text read aloud twice. (Kondo et al., 2012) have claimed that during the first reading, learners are instructed to grasp the gist of the text but are not supposed to take any notes. During the second listening, they should make notes about the content and the topic as useful tools to help them put the text together in the next stage, the reconstruction stage.

During the *reconstruction stage*, the learners and their teacher work together. While the learners proceed to collect notes in groups and work on their version of the text in order to help them check the grammar, textual cohesion, and logical sense, the teacher monitors the activities and points out some possible grammatical errors without providing any actual language inputs. The lecturer conducts *the analysis and correction session stage* in their own preferred style to encourage learners to compare the various versions and to discuss the language choices made. It is important to clarify that the original text should not be read by the learners until their own versions have been analyzed.

## 2. RESEARCH METHODOLOGY

This research used classroom action research (Kemmis, 2014) which consists of four steps: (1) Planning, whereby the researchers determine the research subject for conducting this research. (2) Implementation. The researchers collaborated with the English teachers to apply the draw story game in teaching and learning activity. (3) Observation and Data Collection. When the lecturer (the

researcher) applied the dictogloss in listening, the researchers observed the process and note all things that occurred during the process. The notes which were made during the research would be the research data to analyze. (4) Reflection. Analyzing the data was done in this stage. The researcher found the research result, made the conclusion about the research and reported the result of this research.

### **2.1 Sources of Data and Research Data**

In this case, the second grade students of Politeknik Unggul LP3M became the research subject (AKAP2A/ 2023 It consists of 20 students with 11 females and 9 males.

The researcher interviews the lecturer applied the dictogloss in listening learning process, the researchers observed the process and note all things that occurred during the process. The notes which were made during the research would be the research data to analyze.

### **2.2 Technique of Data Collecting**

The technique of data collecting was done as the following:

1. Observation. In this step, the researchers observed the process of listening in English learning which used the dictogloss. This observation aimed to find out the things which occurred during the research. The researchers write down the things that occurred during the research.
2. Interview. The interview had been done by the researchers before the research was implemented. The researchers interviewed the English lecturer of AKAP2A/ 2023. The objective of the interview is to figure out what problems that the English lecturer face in teaching English especially listening.
3. Test. The test consists of two tests. Pre-Test and Post Test. Pre- test has been conducted before the research. The pre- test and post- test were done to find out the progress (if there is any) how many questions in listening can be answered correctly with good comprehension
4. Implementing the dictogloss in teaching and learning process (listening process).
5. Documentation. The documentation was needed by the researcher to document every progress that occurs during the research.

## **3. RESULT AND DISCUSSION**

Based on the first observation which had been conducted on the 8<sup>th</sup> of February 2024 answered 9 questions out of 30 questions and some of the answers were taken by guessing, it was found that the students had less vocabulary when the teachers asked them about some words which deal with the short conversation (short conversation – TOEIC). It could be seen that the students did not know the meaning of the words asked by the teacher. In addition, the class situation seemed rather monotone. Also, when the researchers did a pre-test, the result show that the students only knew 30% of the meaning of the words shown by the researchers so that the students couldn't comprehend the listening well.

When Dictogloss was explained and applied, the students' listening comprehensions were improving, the improvements were shown by the below table.

Table 1. The Students' Listening Comprehension Improvement

Cycle	Cycle 1		Cycle 2		Cycle 3	
Date	8 <sup>th</sup> February 2024	15 <sup>th</sup> February 2024	22 <sup>th</sup> February 2024	29 <sup>th</sup> February 2024	7 <sup>th</sup> March 2024	14 <sup>th</sup> March 2024
Number Of Questions	9/30	12/30	12/30	15/30	18/30	21/30
Percentage	30%	40%	40%	50%	60%	70%

By the table, it could be concluded that the students' listening comprehension had improved from 30 % on the first cycle to 70% on the third cycle. It means that the students only comprehended 3 conversation that answered 9 questions at the first day of the first cycle whereby the English lecturer had implemented the Dictogloss in listening. After implementing Dictogloss for three cycles in listening, the researchers obtained the result that the students' listening comprehension had improved from 30 % to 70 %. When the students understood well the listening (short conversation) they could answered the questions more accurately (one short conversation for three questions with four multiple choices)

After conducting this research at AKAP2A/ 2023 class which took place from the 8<sup>th</sup> of February to 14<sup>th</sup> of March 2024,it can be seen that there is a significant increasing of the students' listening comprehension after applying the dictogloss in teaching listening to the second grade students of Politechnic Unggul LP3M Medan. At the first cycle, the students only answered 30% of questions in the short conversation. Then, there is an improvement 50% on the second cycle. And the last, the students comprehend listening much better and answered 70% of the questions correctly. It can be concluded that the dictogloss is an effective technique to improve the students' listening comprehension.

#### 4. CONCLUSION

Based on the result and discussion, it is concluded that: There is a significant improvement of the students' listening comprehension and also create a fun and interesting atmosphere in learning process particularly for English subject ion listening section. By applying dictogloss in listening (Short Conversation – TOEIC), The English lecturer had encourage the students to be more active, enthusiastic and got more comprehension in listening to get good score and make the listening as enjoyable process not a nightmare process and it could influence their better way of thinking (positive vibes) when they have reading, speaking and writing session.

#### SUGGESTION

There are some suggestions based on this study, as the following:

1. It is recommended to use Dictogloss method in listening comprehension as it can make the students to be more active, enthusiastic and get more comprehension in listening, this method also enrich the students' English vocabulary.

2. The English teachers should select right materials and master the steps in Dictogloss to get effective and efficient learning process so students get relax, fun and comprehend the listening in maximum result
3. It is expected that other researchers will find new, different, interesting and effective methods to use in teaching English especially for listening session.

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