



## **The Use of the Dictogloss Technique to Improve Students Listening Ability in the Era of COVID-19 at the University of Muhammadiyah Bone**

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### **ABSTRACT**

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The objective of the research was to find out whether or not the use of Dictogloss technique can improve students' listening ability. Besides, it was to find out the activeness learning of short conversation or narrative text is implemented in listening ability. The method of this research was Classroom Action Research by using Kurt Lewin's model. The researcher used 2 cycles. Subject of the research in the third semester English Department of Muhammadiyah University of Bone. The instruments of the research were observing, questionnaire, and English test which was divided into three parts, they were diagnostic test, cycle test 1 and cycle test 2. This research revealed that there were 37,95% improvements of the student' mean score from D-test to cycle test 1 in the first cycle and 61,22% improvements of the students' mean score from the cycle test 1 in first cycle to the cycle test 2 in the second cycle. The observation result showed that the method could also increase the student team work through discussion in group, add their new vocabularies, increase their pronunciation and student' involvement, it could be concluded that Dictogloss technique could improve the students ability in listening at the third semester English Department students of Muhammadiyah University of Bone and this Classroom Action Research was success because it had gained the target.

**Keywords:** *Dictogloss, Listening, Covid-19.*



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# 1. INTRODUCTION

## 1.1. Introduction

December 2019 WHO declared a pandemic status when the corona virus was found in China which had spread to several countries. Corona virus or can be called Covid-19 is a virus that can be contracted through direct contact with sufferers. Indonesia is one of the countries whose population has been infected with the corona virus, which has forced the government to issue a lockdown statement. People are asked to stay at home to maintain safety. This resulted in several services having to be carried out online including the teaching and learning process.

The principle of education policy during the Covid-19 pandemic is to prioritize the health and safety of students, educators, education staff, families, and the community in general, and consider the growth and development of students and psychosocial conditions an effort to fulfil educational services during the Covid-19 pandemic. The decision-making procedure for face to face learning in the yellow and green zones. The local government/ office/ regional office of the Ministry of religion and schools have full authority to determine whether their regions or schools can start conducting face to face learning then, the Ministry of Education and Culture will also provide internet quota subsidies for students, teachers, lecturers for four months.

In detail, the development of active case in Indonesia, initially increased sharply, but continued to show a consistent decline, even quite drastically until October 2022 because the government provided free vaccines to the public up to three doses. And since November 2020 until now, the trend looks fluctuating and tends to be sloping, and not as sharp as the previous months.

In learning English, there are four skills that should be mastered, they are listening, speaking, reading and writing. Among of those four skills listening is one of the most important “There are a lot of sources dealing with the importance of the other skills via: speaking, writing and reading, but not so many with listening” (Abdalhamid, 2012). “As a result, the skill of listening has been neglected in second language teaching. Other second language researchers consider listening skill as an ability that can be developed without assistance” (Thanajaro, 2000). Besides, there are also English component that should be mastered, such as grammar, vocabulary, pronunciation, etc. All of them in teaching and learning English are related one another and must be learnt and taught by both students and teacher.

The purpose of teaching listening is to provide students with the ability to respond to English conversations. “These views should be revised because listening is an active process of which represents 40% of the total of all language skills including speaking, reading, and writing”

(Duquette, 1995, p. 4). “In the classroom, students always do more listening than speaking” (Brown, 2001, p. 247).

Improving listening skills is very important in learning a language. This is why listening comprehension must be taught to students. A student with good listening skills can adapt effectively in the environment. Besides “Successful ESL interaction either between school teachers or learners is primarily dependent on effective interactive listening skills. Interactive listening skills are also helpful to improve students’ interpersonal skills from which students will be able to develop stable relationships with their conversation partners” (Brown, 2001, p.245).

According to Aikenhead (1997, p. 75), there are several types of listening via: discriminative listening, comprehensive listening, therapeutic listening, and critical listening. When, hearing a song on the radio, an audio file, someone, or a native speaker, the process of listening may not be functioning properly or you may not be able to hear what they are saying clearly. This is one of the skills that needs improvement. Another factor that contributes to the difficulty of the researcher’s listening ability is the researcher’s country, where English is a foreign language. This indicates that the society is unfamiliar with English.

Omaggio (1986, p. 112) suggests several techniques and strategies that can be applied when teaching listening. Initially, the suggestion for using Talk Show was to stimulate listening activities in class. Tuan (2011) also suggests implementing several fun ways to teach listening skills to adult kinesthetic learners, or learners who learn better through physical movement. Then the activities are organized into three phases: pre-listening, while listening, and post-listening.

There are some related precedents finding about use of Dictogloss Technique in making students abilities better in. “Dictogloss is a classroom dictation activity where students listen to passage, note down key words and then work together to create a version of text”. (Vasiljevic 2010) The dictogloss procedure consist of four basic steps which students find about the topic and do some vocabulary preparation, Dictation in which the teacher either reads or plays the audio of the text three time at a normal speed, reconstruction in which the teacher asks students to reconstruct the text they have listened to base on their notes, and analysis and correction in which students analyse and correct their reconstruction text with the teacher’s guidance.

In teaching listening, there are various techniques that can be used. One of the techniques that will be used in this study is dctoglos. Dictogloss as a dictation activity requires students to reconstruct short texts by listening and noting key words as they hear them (Wajnryb, 1990). Later, these keywords are then used as a framework that students use to reconstruct the text (Ash, 2013). Another understanding according to (Iwanaka, 2010) Dictogloss is an integrated skill

technique for L2 learning in which students work together to reconstruct the text they have heard. Dictogloss was introduced by Ruth Wajnryb in 1990 and was originally a technique just for learning grammar. The concept of this technique is not too different from traditional dictation where students listen to a passage, and write down what they hear as they listen.

Based on the explanation this study will make the use of Dictogloss technique as an interesting tool for improving students listening skills because while the researcher read the text, students listen to the researcher so they know and understand what they are hearing.

### *1.2. Research questions*

Based on the background above, the researcher formulated the problem statement, as follows:

1. Does the use of dictogloss technique able to improve the students listening at the third semester of University of Muhammadiyah Bone?
2. How the students activeness by applying dictogloss technique at the third semester of University of Muhammadiyah Bone?

### *1.3. Significance of the study*

The significances of the research can be useful for:

#### 1. For students

The advantage for students include improving their listening skills due to this research's ability to measure students' progress dictogloss technique. Moreover, the students may have more chances to practice English while learning since they engaged to such activities that stimulate them to use the language.

#### 2. For teacher

The advantage for teachers include dictogloss Technique as their help problem of teaching and learning listening as mentioned in the previous paragraphs. It calls for active participation in problem solving and critical thinking that encourage students to be more active.

#### 3. For researcher

The benefit for research is the researcher gets some information relate to student' improvement in Listening by applying dictogloss technique and also adding the researcher about dictogloss technique.

## **2. METHOD**

### *2.1. Research Design*

In this research, the researcher used a Classroom Action Research (CAR). Classroom action research was one of methods used in doing a study by having activities in the classroom. CAR is a type of classroom research carried out by the research in order to solve problems or to find answers toward context-specific issue. It meant that to begin the CAR, the researcher or the teacher needed to identify any problems real found in the classroom concerning students' condition in learning. "Classroom Action Research was used to identify the problem in the class then found out the way to solve that problem" (Arikunto, 2012) This research had two cycles within each cycles consisted of four phases, they were planning, action, observation, and reflecting.

### *2.2. Samples/Participants*

The samples of this research was the third Semester' of English Department of University of Muhammadiyah Bone in academic 2021/2022 comprised one class with 22 students, including 5 male and 17 female students.

### *2.3. Instruments*

In this research the instruments of data collection that was used by the researcher are:

#### 1. Test

The test are divide into one part, there is: multiple choice tests is an English short conversation then the question consist 20 numbers and answer consists of a-d answer choices that can be chosen. The scores were calculated and analysed in analysis of the data. Test is use for getting data of study result. The test used in this research were multiple choice test the multiple choices test was done before implementing short conversation. Meanwhile, the multiple choices test was implemented after using short conversation. The test use to measure students' listening ability and to know whether using dictogloss technique can improve students' listening ability.

#### 2. Observation

It would be conducted during implementation of Classroom Action Research (CAR), in doing this observation the researcher prepared observation sheet for each cycle to get additional information about the students' reflection toward the learning activities by using short

conversation and it will be used to know the activities during the teaching-learning process, such as how the teacher carried out the material and the students' response.

### 3. Questionnaire

Questionnaire is a list of questions to be answered by a group of people, especially to get or information, or for a survey. This research was carried out in two sessions; before and after the implementation of Classroom Action Research. The researcher would use a yes/no sheet as a design for the questionnaire. Through the questionnaire, the researcher would like to know students' response and experience about the technique used in the teaching learning process and also the ideas of using the Dictogloss technique in learning listening. The questionnaire consisted of six questions which covered three main categories, they were: the students' interest and motivation, the implementation and the effects of the Dictogloss technique to their improvement in listening ability.

#### 2.4. Data analysis

In the analysis of the data from the English listening test, the researchers utilized the proportional score method, which is a commonly used approach. The proportional score allows to determine the percentage of correct answers for each participant, enabling a fair comparison among different test takers. To calculate the proportional score, the researchers first determined the total number of questions in the listening test. Then, for each participant, the researchers counted the number of correct answers they provided. By dividing the number of correct answers by the total number of questions and multiplying by 100, the researchers obtained the proportional score, which reflects the percentage of correct answers for each participant.

To assess the improvement in performance between the pre-test and posttest, the researchers employed the calculation of mean difference. The researchers collected the proportional scores for each participant from both the pre-test and posttest phases. Next, the researchers calculated the mean (average) proportional score separately for the pre-test and posttest groups. By subtracting the pre-test mean from the posttest mean, they obtained the mean difference. This mean difference represents the change in scores between the pre-test and posttest, providing insights into whether there was an improvement or decline in performance.

In addition to analyzing test scores, the researchers recognized the importance of gathering information through questionnaires. To analyze the results of the questionnaire, they opted for percentage analysis. The researchers started by determining the total number of respondents who completed the questionnaire. For each question, the researchers counted the

number of respondents who selected a specific option. To calculate the percentage, the researchers divided the number of respondents for each option by the total number of respondents and multiplied by 100. This enabled us to obtain the percentage of respondents who selected each option, thereby allowing us to identify trends or patterns in participants opinions or preferences. By employing the proportional score method, calculating mean differences, and conducting percentage analysis on the questionnaire results, the researchers were able to gain valuable insights from the data collected in the English listening test. These analyses facilitated the evaluation of individual performance, assessment of improvements, and understanding of participant perspectives.

### **3.FINDINGS AND DISCUSSION**

#### *3.1. Findings*

Based on the research results can be seen in this chapter according to the section below:

#### **1. Before Implementation of CAR**

This part presents the findings before implementing Classroom Action Research in order to know the prior class condition which was researched. The findings gained were the result of multiple choice test applying Dictogloss Technique. Those three result were explained as follow:

##### **a. The Result of Pre-Observation**

Pre-Test was hold on Saturday, 21 May 2022 at Muhammadiyah University of Bone. The aim of pre-observation was to know the teaching and learning process directly before implementing the CAR. There were 22 students in the class. based on the pre-observation, it was known that in teaching listening at the students of third semester, the students were bored and unmotivated.

When they were studying listening, they tried so hard to listen and understand the material. Then, after repetition they started to feel bored, unspirited, and just wanted to accomplish their assignment even they did not know it. They felt desperate in the listening because they could not understand and catch it. Teacher played English listening material several times and asked them to write down what they heard. The teacher repeated the material the more bored they were Eventually, teacher asked them to collect their task, its mean that the atmosphere of teaching learning of listening were so bad and it influenced the students improvement in listening ability and the students became passive during the teaching learning process.

b. The Result of D-Test

The D-Test was done before the research started the teaching learning activity in cycle 1. The D-test was conducted on Saturday, 21 may June 2022 to measure the students' ability in listening. D-Test was followed by 22 students. They were asked to hear and fill the missing words of the short conversation that played by the researcher. There were 10 missing words in that short story that should be filled.

After getting students' scores, the researcher calculated it to get the mean score of D-Test. From the computation, the mean score of the class in D-Test was 50,27. Based on the mean score, the students' scores were classified into fair score. The highest achievement was 80 and the lowest achievement was 40.

**Table 4.1. frequency and Rate Percentage of the Students in D-Test.**

No	Range	Classification	Frequency (f)	Percentage (%)
1	90 to 100	Excellent	-	-
2	80 to 89	Very good	2	9.10 %
3	70 to 79	Good	1	4.54 %
4	60 to 69	Fairly good	4	18.18 %
5	50 to 49	Fair	8	36.36 %
6	40 to 49	Poor	6	27.27 %
7	0 to 39	Very poor	1	4.54 %
	Total		22	100 %

The table above shows that no one students got excellent scored, 2 students got very good scored (9.10%), 1 student got good scored (4.54%), 4 students got fairly good scored (18.18%), 8 students got fair scored (36.36%), 6 students got poor scored (27.27%), 1 student got very poor scored (4.54%) of them are included in the very bad category. None of them got an excellent score. The table also shows the students' mean score is 52.72.



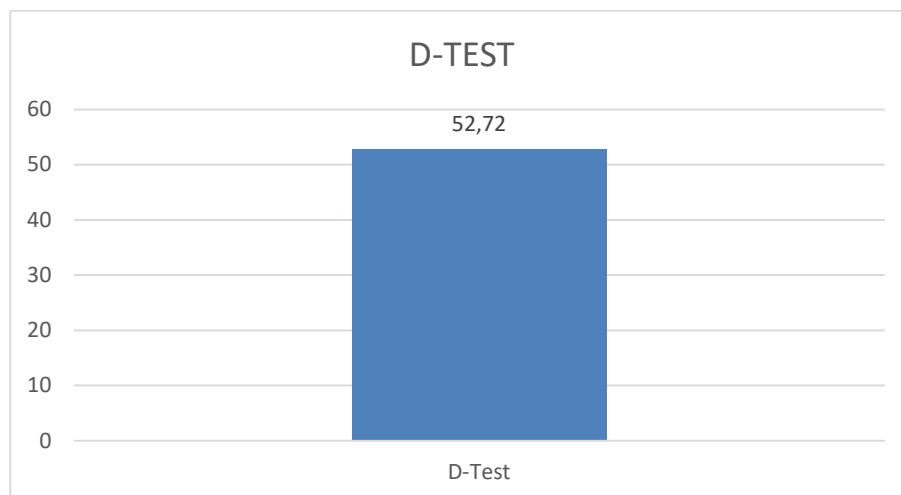


Figure.4.1. The mean score in D-Test

The graph above that the increase in students' use of D-Test through an Dictogloss technique in the Third semester English Department of Muhammadiyah University of Bone. The graph presents student scores on the D-Test with focused listening achievement, from the graph it is known that there is an increase in the average value of D-test was 52.72.

## 2. The implementation of Classroom Action Research

This Classroom Action Research contained two cycles which each cycle had four phases, they were: planning, observing, acting, and reflecting. the research was conducted on 14 May until 11 June 2022. There were 6 meetings which consisted of 2 meeting in each cycle. Here, researcher explained each phase of the Classroom Action Research.

### a. The first cycle

#### 1. Planning

In this phase, the researcher communicated with the lecturer about the students' lack and problem in listening. then, the researcher made a lesson plan for the action based on the problem faced by the students. Then researcher prepared his needs and students' such us preparing the material, teaching aids, observation sheet, questionnaire and instruments (the D-Test and the cycle test).

The researcher prepared listening test and cycle test 1 to know whether there was improvement in students' scores from multiple choice test to cycle test 1 or not.

## 2. Action

There were two meetings during the acting phase: first, it was on Saturday, 14 May 2022 and secondly was on Tuesday 16 May 2022. The researcher as the teacher implemented the teaching learning process based on the lesson plan which had been made.

In the first meeting, the researcher began the lesson plan by greeting and told the students about the competence and indicator which must be mastered by the students. Then, the researcher asked students about the definition of listening and why listening was very important to be mastered. After talking about those question and the difficulties that the students got in teaching learning process of listening, the researcher gave them short conversation as multiple choice test that played by using speaker.

For the first played, the researcher demanded students to pay attention and try to catch the containing of the short conversation. Next, the researcher repeated each dialogue for 3 times. To see the class atmosphere started to be too tense, the researcher gave work sheet containing missing words to the students so they could more understand what the short conversation was talking about. Eventually the students commenced to fill the missing words of the short conversation.

The second meeting, the researcher explain about listening material. Than the researcher give task to students trough audio by speaker. The asked the students to collect their work sheet. Before closing, the researcher played it once more and gave them motivation and some advices to improve their listening ability.

The method of teaching learning was similar to that of the previous meeting in the third meeting. It was still followed by 22 students. Those words mentioned orally in order to stimulate their listening and their spirit before teaching learning process. The students competed and looked happy when they could guess correctly and easily. Afterwards, the researcher introduced about Dictogloss Technique that would use as technique at that time. Then, the researcher played short conversation about “Group PSSI U23’ as cycle test 1. She gave the work sheets containing the missing words to the students asked the students to accomplish those missing words. After accomplishing those missing words, the researcher commanded students to collect their task. Next, the students tried to catch the main idea of the short conversation, after the students felt chilling to the short conversation, the researcher asked them to discuss in groups about the containing of short conversation.

Before closing, the researcher gave the students wise words in order they cloud be motivated in learning listening in the future.

### 3. Observing

In this phase, the observer observed the student's participation by using observation sheet (*see appendix 9*) and also after accomplishing the first cycle, the researcher had the data for cycle test 1.

Firstly, related to the researcher's performance in the first meeting, the observer filled the observation sheet and it showed that generally the researcher had accomplished the task in line with the lesson plan that had been made although the class still some problems such as some students still did not pay attention on the researcher's explanation, some of the students still had less enthusiasm during teaching learning process. The students also had less self confidence to answer the missing words individually so they tried to cheat with their friends.

In the second meeting, the researcher as teacher explained the material well and applied Dictogloss Technique as the technique in teaching learning process well. The students were more impassioned and started to answer the missing words by themselves. The students also could be more active in teaching learning process by discussion.

### 4. Reflecting

In the reflecting phase, the researcher and the teacher as observer discussed about the strengths and the weakness of the action and also the conclusion of the first cycle's implementation of the action:

After that, in order to ensure that all of the students in the class could pass the minimum, they attempted to alter the action for the following cycle. score because the result of D-Test showed only 52.72 of the students who could pass the Minimum score. Furthermore, the researcher and the observer reflected the action in cycle 1, as follow:

- a. The researcher still got difficulties in managing the class. It proved that there were some students who did not pay attention to the researcher's explanation and to the listening material. The instructor as observer advised her to focus on the students who had problems when teaching learning process was being conducted.
- b. The students' ability in listening was still below the expectation. It was proved by the percentage of the students who passed the Minimum score in D-Test was 52.72 and 70 in cycle test 1. Although there were improvement of the students' percentage that passed the Minimum score, but it had not obtained the target of Classroom Action Researcher.
- c. The observer and the researcher thought that applying Dictogloss Technique as technique was better than the technique used by the teacher before the implementation of Classroom Action Research because the students were more impassioned and spirited in learning

English listening. They enjoyed teaching learning process in the class. Beside that, the students could increase their new vocabularies easily and enjoyable.

From the reflecting phase above, there must be complement to increase the students' listening ability through Dictogloss Technique in order to reach the target of Classroom Action Research.

**The table 4.2. Frequency and Rate Percentage of the Students' in Cycle I.**

No	Range	Classification	Frequency (f)	Percentage (%)
1	90 to 100	Excellent	-	-
2	80 to 89	Very good	8	36.36 %
3	70 to 79	Good	8	36.36 %
4	60 to 69	Fairly good	2	9.10 %
5	50 to 49	Fair	4	18.18 %
6	40 to 49	Poor	-	-
7	0 to 39	Very poor	-	-
Total			22	100 %

The table above shows that most of the students were scored into fair classification. The rest of the scorers remained at every level of classifications, namely: 8 (36.36%), 8 (36.36%) of them was scored into good classification, 2 (9.10%) of them were scored into fairly good classification, 4 (18.18%) of them were scored into fair classification, and none of them was scored into excellent and very poor. The table also shows the mean score of the students was 70.

To see clearly the improvement of the students' listening achievement in using Cycle I. The following chart is presented:

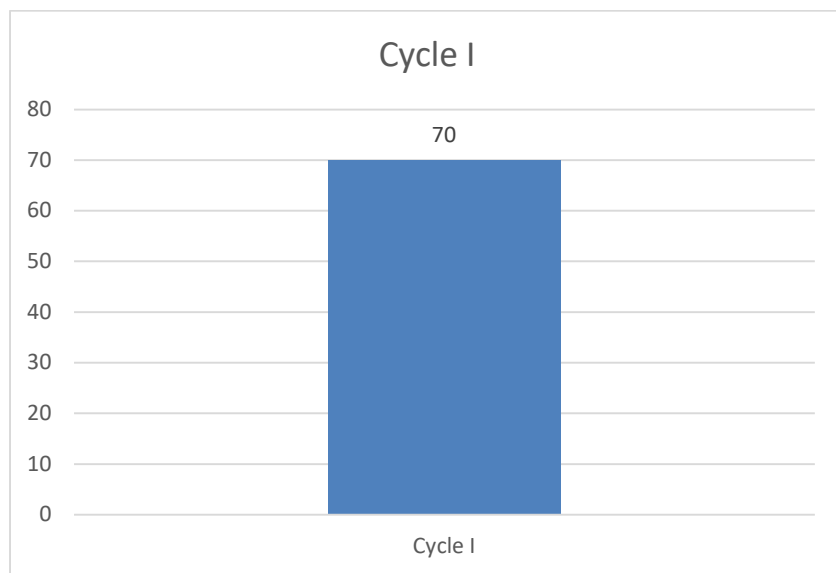


Figure.4.2. The mean score in Cycle I

## b. The second Cycle

### 1. Planning

In the planning phase of the second cycle, the researcher and the teacher (the observer) selected the material and modified the lesson plan based on the reflecting of the first cycle. To increase the students' self confidence and attention, the researcher made the teaching learning process more interesting than before. Therefore, here the researcher used different material, added the tools, exercised and combined listening through Short conversation with game.

The researcher also prepared the structured observation sheet to check the class activity during teaching learning process and it was checked by teacher as observer.

Furthermore, the researcher prepared the cycle test 2 that would be given to the students to measure the improvement of the students' ability in listening and the questionnaire to know students' responses related to use of Dictogloss technique in improving students' listening ability.

### 2. Acting

The acting phase of the second cycle was on 30 May 2022 and 4 May 2022. It became the correction of the acting phase in cycle 1. The researcher also implemented the teaching learning process based on the lesson plan which had been made. Here were the activities that the researcher did in the process of the second cycle.

Firstly, the researcher opened the lesson and gave the students warming up to refresh and make them focused on the lesson. To accustom the students' ears in listening, the researcher played 15 words that taken from daily verbs. Those words played in speakers. They became

more impassioned than the previous meeting because what they heard quite different with mentioned orally.

Next, the researcher divided students into 4 groups and asked them to do exercise by themselves. He applying Dictogloss technique then using a story the title is “ King Solomon”. Then, the researcher asked the student one by one for each text that was being played in order to make all of the students could be active in teaching learning process. The researcher also corrected them when they got mistake. Finally, in the last 15 minutes of the class, the researcher gave the game to the students and before closing, the researcher gave them some advices.

In the second meeting, the researcher and the students answered and checked all of the previous tests. Then, the researcher gave praises for achievement that obtained by the students, it could be seen from the increase of the students’ scores. It was very important to give praise to the students because it could build their self confidence and their spirit especially in teaching learning process of listening.

Next, the researcher played all of the short conversation and story that had been played on the previous meetings and asked the students to read together. The aim was to accustom the students in pronouncing words or sentences naturally. After reading, the researcher gave task. That task was collecting as many as words that taken from missing lyrics. The winner could point his or her friend to read those sentences according to what they heard in front of the class.

In the last 45 minutes of the second meeting, the researcher gave cycle test 2 under the title “King Solomon” and questionnaire to the students.

### 3. Observing

In the observing phase of cycle 2, the teacher as the observer filled the observation sheet and it showed that there were some improvements (*see appendix 9*). In the first and second meetings, the researcher controlled class better than the first cycle. She could attract all of the students to take participation in the teaching learning process. It was believed that short conversation could change the class atmosphere.

The students more paid attention on listening and they looked enthusiast in doing the class activity. The ability of their listening were improved and it influenced other ability such as their pronunciation, vocabularies and their speaking.

The students were fun in following the teacher’s rules. They did not feel sleepy, even bored. They were in good and impassioned condition. Besides, all indicators in lesson plan also had been reached.

#### 4. Reflecting

In this phase, the lecturer as the observer and the researcher discussed the teaching learning process that had been done in the second cycle. The result of discussion could be seen, as follow:

- a. The researcher could convey the material and also conducted the class well. It was proved by the students' attention and response which were improved to be better.
- b. The students' listening ability also had improved. Most of them succeeded in listening exercise. It was proved by the percentage of the students who had passed the minimum score.
- c. The instructor and the researcher assumed that the students' listening ability by using Dictogloss technique was appropriate with the planning that had been discussed by them. They also decided to stop Classroom Action Research (CAR) because it had already succeeded.

**Table 4.3. Frequency and Rate Percentage of the Students in Cycle II.**

No	Range	Classification	Frequency (f)	Percentage (%)
1	90 to 100	Excellent	8	36.36 %
2	80 to 89	Very good	8	36.36 %
3	70 to 79	Good	6	27.27 %
4	60 to 69	Fairly good	-	-
5	50 to 49	Fair	-	-
6	40 to 49	Poor	-	-
7	0 to 39	Very poor	-	-
Total			22	100

The table above shows that some students, 8 of 22 students equivalent to (36.36%) got excellent classification score. 8 (36.36%) got very good classification and 6 (27.27%) of them were categorized into quite good classification. There are no score that fall into the excellent, very good, good and sufficient categories. The table also shows the average score of students is 85.

To clearly see the improvement of students' listening ability in test Cycle 2, the following chart is presented:

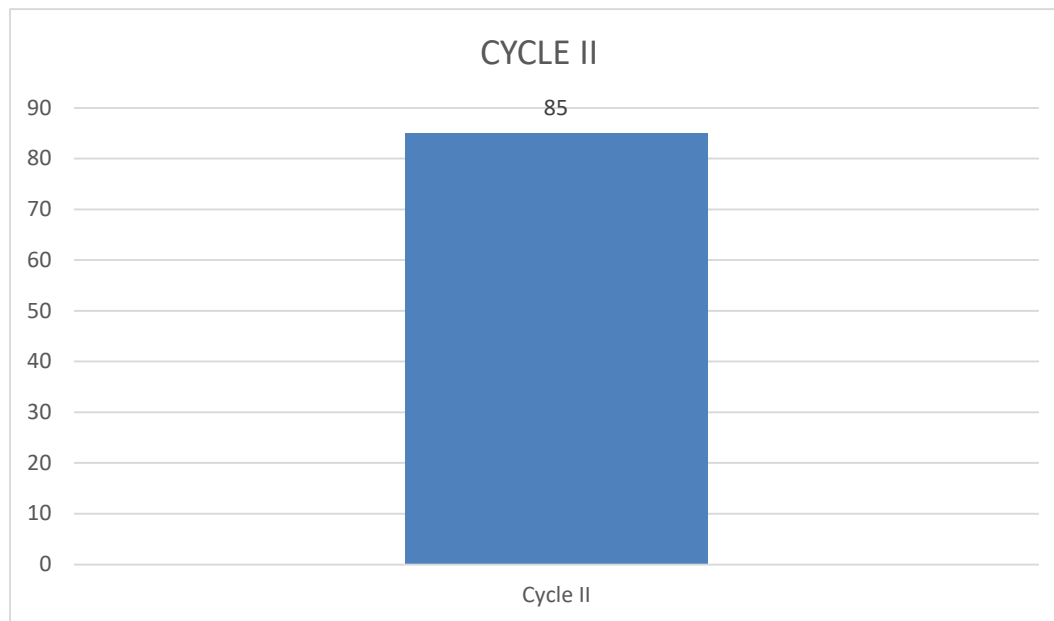


Figure 4.3. The mean score in Cycle II

### 3. The Improvement of Students Listening of Dictogloss Technique

The improvement of the students' Listening at the three semester English Department of Muhammadiyah University of Bone by using Dictogloss Technique after testing at the first cycle, almost of students were lacks of using short conversation and story, the students never study intensively about short conversation and story because of the students unmotivated and the students' habit of using Indonesian language. Because of that, the researcher work hand in the second cycle to solve it. In the second cycle after testing the result show that three is significance improvement in the second cycle. The students' achievement in listening is improved.

The mean score of the students' listening at the students three semester English Department of University of Muhammadiyah Bone as result of the students' assessment, describe as follow:

Table 4.4. The mean score of students' Listening in using Dictogloss technique.

No	Indicator	Cycle I	Cycle II	Improvement
	Listening	70	85	23,27%
		37,95%	61,22%	



The table above shows that the improvement of students in the listening to Dictogloss technique on the Cycle I the score is 70. However, in cycle 2 there was an increase the score is 85. That is, increase in students shows progress from cycle 1 then to cycle 2. After the researcher made several efforts, the study concluded that the use of the Dictogloss technique in improving listening ability at University of Muhammadiyah Bone to increase students' listening.

From the observation in cycle II the researcher found that the result of the students after implementation dictogloss technique in short conversation and story was greatly improved. Students are more engaged and excited about the learning process, and they are also more likely to form their own opinions because they understand the approach. I addition, the students might complete the exercises that the researcher gave them. the majority of students are motivated to ask questions and respond. The setting is conducive to effective instruction and learning for the students.

To clearly observe the students' progress listening achievement in using Dictogloss technique. The following chart is presented:

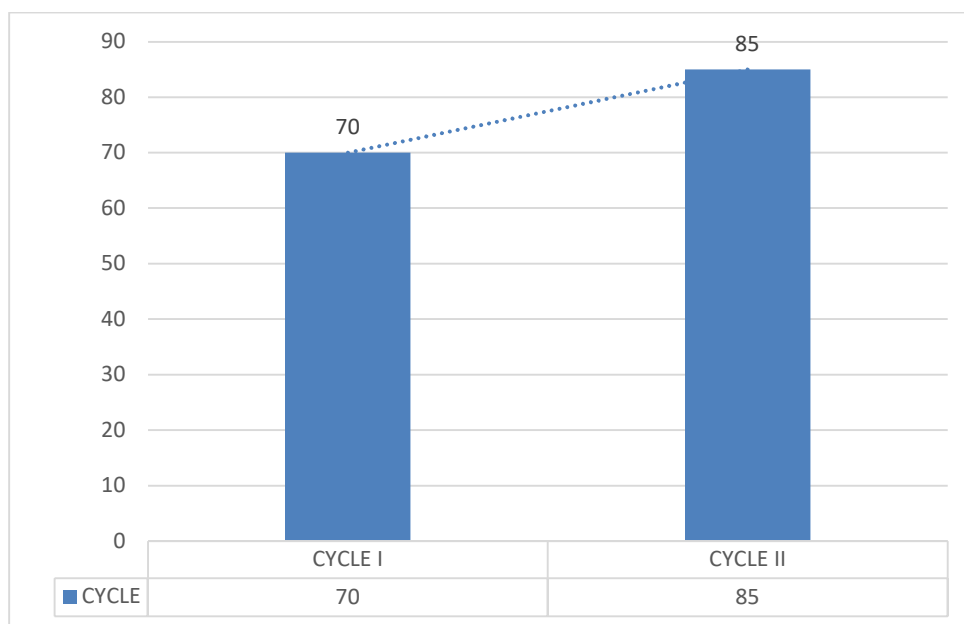


Figure. 4.4. Improvement of Cycle 1 and Cycle 2

The graph above that the increase in students' use of story and short conversation through an Dictogloss technique in the Third semester English Department of University of

Muhammadiyah Bone. The graph presents student scores on the D-Test, cycle I and cycle II with focused listening achievement, from the graph it is known that there is an increase in the average value of Test on cycle I 70, then in cycle II 85.

a. The result of Cycle Test

The cycle test was a test given to the students in the end of the second meeting in every cycle. The researcher used cycle test 1 and cycle test 2. Furthermore, the researcher used quantitative descriptive technique to analyse the data from cycle test 1 and cycle test 2.

1) The result of Cycle Test 1 in Cycle 1

Cycle test 1 was used to measure the students' improvement in listening during the first cycle. It was conducted on 21 May 2022 and followed by 22 students. They had to answer 6 missing scores.

Analysing cycle test 1 was used to know the students' score improvements from Multiple choice test to cycle test 1. There were three steps to get his improvement. Those were computing the students' mean score, the percentage of the students' improvement scores from Multiple choice test to cycle test 1. The researcher calculated to get the mean score of the cycle test 1.

From the computation, the mean score of cycle test 1 was 70. Based on the mean score, the students' score were classified into fairly good score. It proved that there were some improvements from D-Test mean score 52.72 to cycle test 1 mean score 70, it improved 17,28. It was known from the computation (70-52.72). Furthermore, the highest achievement gained score 85 and the lowest score gained 50.

The calculation of the percentage of the students who passed the Minimum score 70. From the computation, the students' score percentage in cycle test 1 was 72,73%. There were 40,92% improvements from D-Test to cycle test 1. It was taken from the computation (72,73% - 31,81%). It mean that the students achievement had improved from D-Test to cycle test 1. Besides, there 16 students who passed the Minimum score and 6 students who did not pass it.

Based on the computation, it could be seen that the percentage of the students' improvement in listening through Dictogloss technique from multiple choice test to cycle test 1 was 37,95%.

The result of the students' score in cycle 1 needed improvements. therefore, the researcher continued the nest cycle to achieve the criterion of successful Classroom Action Research.

## 2) The result of Cycle Test 2 in Cycle 2

Cycle Test 2 was used to know the students' improvements either from the result of D-Test or cycle test 1. It was conducted on 31 May 2022 and followed by 22 students. They had to answer 15 missing words.

From the computation, the mean score of cycle test 2 was 85. Based on the mean score, the student' score were classified into very good score. There were 32.28 points of improvement from D-Test to cycle test 2. It was gained from the calculation (85 – 52.72). There were 15 points of improvement from cycle test 1 to cycle test 2. It was gained from the calculation (85 – 70). Furthermore, the highest achievement gained score 100 and the lowest score gained 70.

From the computation, the students' score percentage in cycle test 2 was 90,90%. The mean score in cycle test 2 had improved from the cycle test 1. The percentage result D-Test to cycle test 2 improved 59,09%. It was gained from the calculation (90,90% - 31,81%) and it was improved 18,18% from cycle test 1 to cycle test 2. It was gained from the calculation (90,90% - 72,73%). Besides, all of students passed the Minimum score. The calculation showed that the percentage of students' improvement from D-Test to cycle test 2 was 61,22%.

## 4. Result of Questionnaire

The data after the implementation of the Classroom Action Research were gained from three sources, they were; questionnaire, cycle test 1 and cycle test 2. The complete explanation were explained below, as follow:

- b. The result of questionnaire was held on 24 May 2022, and the questionnaire consist of six statements. It was aimed to know the students' feeling and students' opinion about the implementing of the technique. Its result was presented into a table as follow;

**Table 5.1. The result of Questionnaire**

No	Questions	Yes	No
1	Feeling satisfied with the English achievement now	18	4
2	Feeling enjoy in learning English Listening by using the teacher technique all this time	15	7
3	Feeling impassioned in teaching learning activity	12	12

4	Finding difficulties to hear words or sentences in English listening task	13	11
5	Students could do the assignments given by teacher correctly	17	10
6	Doing the English exercise individually	20	2
	<b>Total</b>	95	46
	<b>Percentage</b>	67.37%	32.62%

(adapted from students' answer sheet)

To clearly see the response of students' the questionnaire, the following chart is presented:

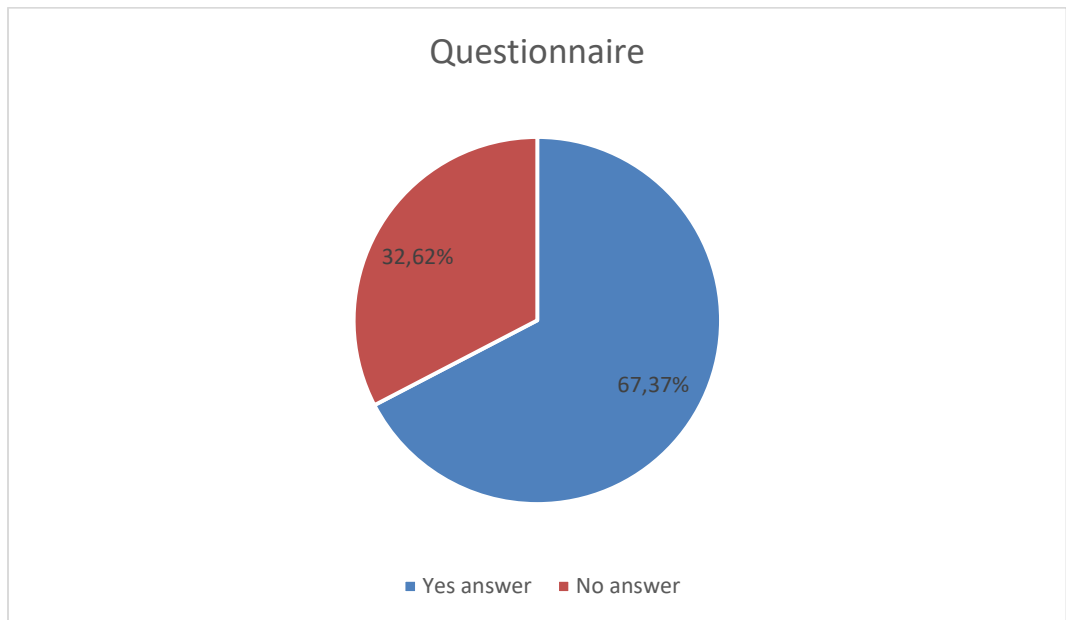


Figure. 4.5. The Percentage of questionnaire

The result above were questionnaire sheets, the questionnaire was created to find out students' interest or response to learning English and specifically the Dictogloss technique used by researcher to improvement students' listening ability.

From the table above question number 1 consist of 18 students who answered yes and 4 students who answered no, question number 2 who answered yes there were 15 students and 7 students answered no, question number 3 students answered yes there were 12 students and those

answered no there were 12 students, for statement number 4 who answered there were yes 13 students and 11 no, question number 5 students who answered yes 17 students and students answered no there were 10 students, and for the last question that answered yes there were 20 students and those answered no were 2 students. This indicates that students interest or response to learning English using Dictogloss technique is high with a percentage 67.37% while the lowest percentage is with value of 32.62%.

From the result of the questionnaire above, it could be concluded that most of the students gave their positive responses toward the usage of Dictogloss technique of short conversation and story in improving listening ability. It was said that the research had already met the criterion of action success.

### *3.2. Discussion*

Data collection in this study was carried out according to the methods and instruments listed in the research design section. In accordance with the research questions in the first part regarding whether the dictogloss technique can improve students' listening skills and how active students are when applying the dictogloss technique in the teaching and learning process. To answer the first researcher's question, in the learning process the teacher uses multimedia in enhancing the development of students' listening skills. The use of multimedia in enhancing the development of students' listening skills for the following reasons: First, they are able to catch the information faster because seen things are processed a lot faster by the brain than heard things. Second, they will feel more confident in dealing with the lesson as they not only depend on their listening comprehension but also their visual comprehension (O'Malley and Chamot, 1990). The process is given by listening to short stories repeatedly to see the level of enthusiasm and motivation of students whose results show that students tend to get bored more quickly. However, after doing cycle 1 with the Dictogloss technique, the class atmosphere changed. They are more relaxed so that the average value of students increases, although not significantly. In cycle 2 the researcher managed the class better than the previous cycle. Researchers can also build students' self-confidence to answer their own assignments. In this phase, the game that is applied motivates all students and makes them more happy in the teaching and learning process in listening. Based on this explanation, it has been answered that the use of the dictogloss technique can improve abilities and ask students to listen.

On the second point regarding student activity when applying the dictogloss technique in class, students were given a questionnaire after the learning process to find out students' opinions regarding the learning process using dictogloss. The results of the questionnaire show that most

students are satisfied with their achievements in learning to listen to English, are more enthusiastic in the teaching and learning process, they are confident and happy to answer their own assignments and through the Dictogloss technique improve students' listening skills, so it can be concluded that most students give positive response to the use of the Dictogloss technique.

In addition, there is an increase in students' listening skills. The test results showed that the third semester of the English Department at the University of Muhammadiyah Bone had good listening performance. It can be seen that the students' ability in listening is still not good on the D-Test test of 52.72, but after the first cycle using the Dictogloss technique, the student's score is 70. Because there are still students who score below the Minimum Score. , the second cycle was carried out. In the second cycle, student scores increased from cycle 2 tests and the average score was 85. This is also in line with (Indriyanti, 2013) who found her students' performance in English listening comprehension got better after 4 meetings using the Dictogloss technique.

## **4. CONCLUSIONS**

### *4.1. Conclusion*

Based on the result of the data analysis, it can be concluded that there is a significant improvement through Dictogloss technique on the students' on the students' listening ability. Related to finding of this research, it could be said that this research was successful. It was proven by the test result, there were 37,95% improvements of the students' mean score from D-Test to cycle test 1 in the first cycle and 61,22% improvements of the students' mean score from the cycle test 1 in the first cycle to the cycle test 2 in the second cycle. In the D-Test, there were 3 students who passed in the Minimum score and also there were 19 students who were out of the target. In the cycle test 1, there were 16 students or 72,73% were out passed the Minimum score. And the result of cycle test 2, all of students or 90,90% student passed the Minimum score. Through Dictogloss Technique is one of the good ways to improve the students listening ability. The data above indicated that this method has succeeded to improve the students' achievement in listening ability at University of Muhammadiyah Bone. Based on the questionnaire result, after implementing Dictogloss technique in teaching learning process, it could inferred that the students' more impassioned and had more confidence to do their task. The last, the observation result showed that the method could also increase the student' teamwork through discussion in group, add their new vocabularies, increase their pronunciation and student' involvement. Based on the statement above, it could be concluded that Dictogloss technique could improve the students' ability in listening

#### *4.2. Suggestions*

The researcher or lecturer should combine the listening material with Dictogloss technique in order that the students' can be more impassioned and can be motivated joining the teaching learning process. University to apply Dictogloss technique into their curriculum. It is appropriate method to improve students' listening skill. The researcher or lecturer has to be creative to apply various technique in listening and must be creative in creating the teaching learning activities in order the students' will never feel bored, but they will be more interested in learning English.

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