THE EFFECTIVENESS OF USING ELABORATION DICTOGLOS TECHNIQUE TO TEACH LISTENING

THE EFFECTIVENESS OF USING ELABORATION DICTOGLOS TECHNIQUE TO TEACH LISTENING DECRIPTIVE TEXT TO THE EIGHTH GRADERS

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Abstrak

Mendengarkan merupakan salah satu alat komunikasi yang digunakan untuk mendukung pertukaran informasi dari satu orang ke orang lain. Menurut Field (2009), ketika seorang pembicara menyebarkan informasi, si pendengar harus memproses tujuan pembicaraan karena si pembicara tidak bisa memasukkan informasi tersebut ke dalam pikiran si pendengar secara langsung. Dengan demikian, setiap orang harus meningkatkan kemampuan mendengarkan melalui serangkaian latihan. Berdasarkan kejadian yang ditemui di lapangan, ketika para siswa belajar bahasa inggris terutama saat sesi mendengarkan, mereka merasa gugup karena mereka tidak terlalu mengerti dengan bahasa inggris lisan yang berkecepatan sedang. Berdasarkan kasus tersebut, mencari teknik yang sesuai dengan kemampuan siswa merupakan tindakan yang tepat. Dengan menggunakan metode satu grup experimental dengan pre-test dan post-test yang termasuk ke dalam penelitian kuantitatif experimental semu, penelitian ini bertujuan untuk menyelidiki keefektifan dari penggunaan teknik dictogloss elaborasi dalam mengajar mendengarkan teks deskripsi pada kelas delapan di SMP Angelus Custos II. Hasil penelitian diperoleh dari perbandingan hasil antara pre-test dan post-test dari satu grup dengan menggunakan paired sample t-test. Berdasarkan hasil siswa dari grup sampel, nilai post-test lebih tinggi dari nilai pre-test dengan nilai-t = -4,95 dan nilai-p = 0,000 (df= 26; MD= -8,25), eta squared = 0.48. Hasil dari penelitian ini menunjukkan bahwa dengan menggunakan teknik dictogloss elaborasi secara significant dapat meningkatkan kemampuan mendengarkan siswa khususnya untuk mendengarkan teks deskriptif

Kata kunci: mendengarkan, elaboration dictogloss teknik, kelas delapan

Abstract

Listening is one of communication devices which supports the transferring information from one's to another. According to Field (2009) that whiles speaker shares information, the listeners must process the speaker's intention in mind because the speaker cannot put the information directly into the listener's mind. That is why; everyone needs to improve their listening ability by doing some practices. From the research place, when the students learn English especially listening, they feel anxiety because they are not familiar with the spoken text in average speed. Based on the case, seeking for the appropriate technique is a must to do. By using one group pre-test and post test experimental design which belongs to quasi-experimental quantitative research, this research aims to explore the effectiveness of using elaboration dictogloss technique to teach listening in listening descriptive text at the eighth graders of SMPK Angelus Custos II. The result was taken from the comparison between pre-test and post-test result from one group by using paired sample t-test. Based on the students' result from group sample, the scores from post-test is higher than the scores from the pre-test with the *t*-value of -4.95 and the *p*-value of 0.000 (df= 26; MD= -8.25), the eta squared of 0.48. The result shows that using elaboration dictogloss technique is effective to improve the students' listening ability especially for listening descriptive text.

Keywords: listening, elaboration dictogloss technique, descriptive text, eighth graders

INTRODUCTION

The suitable parable which used to describe how important listening skill is, that is if speaking is silver, listening is gold (Turkish Proverb). People think that to have a good communication is talking, talk about what we do and what we think. In fact, we have two ears and only one mouth, in which we must pay attention more for "hearing" rather than "talking" (Bolton, 1979). We must listen to something before we talk it.

The position of listening in teaching learning process has been changed which is encouraged by Krashen's (in Flowerdew, John. 2005) that emphasis on the role of comprehension and comprehensible input in triggering language development. On that point, comprehension of listening can guide the students in mastering the language. Rost (2011) states that the first-order purpose of listening often consider to be comprehension which is the highest main concern of the listeners. According to Sanders and Gernsbacher (2004) comprehension is structure building that related with language to concepts in one's memory which can be used as references in order to find coherence and relevance from conversation and communication in the real communication.

As a basic skill to learn and know about a language, listening skill is the first language skill which used to be understood, then will be followed by speaking, reading and writing skill (Harmer, 2007). Experts agree that to learn a target language, the students must be introduced with the spoken text of the target language, both in theorytically and practically. Because while a speaker shares information to someone, the listeners have to pay their attention to process the speaker's intention in mind because the speaker cannot implant the information into the listener's mind directly (Field, 2009). Widiasmara (2012) also give addition that since it is a process of catching sounds by using the ears, it will be difficult to observe. Based on the explanation above, listening is an individual activity where a listener tries to grasp a speaker's information and processes it into the listener's comprehension. Because of the restrictiveness of media, the less of ideas and the maldistribution of teaching learning equipment, the students are enabling to achieve the target learning and low motivation to learn English especially in listening

Since the commutation of curriculum from KTSP (previous curriculum) into curriculum 2013 (K 13) (Permendiknas, 2013) which provide a lots of changing in some aspect such as material, time course, syllabus and etc. Based on curriculum of 2013, English is introduced as a main course at Junior High School. Eventhought, english has been taught in elementary school on the previous curricullum, but in reality most students are difficult to recognize the sound of words when they are served by a spoken text in average speed. According to Underwood (1989), there are several factors that obstacle the teaching learning activity. First, they are usually served by slow speed of spoken text and bad quality of the recording. Second, listening section takes a little chance in teaching learning process. Third, teacher has less idea to motivate the students to interest with the course especially in listening section. Fourth, the students have limited vocabulary especially in spoken text. So, the teaching learning process is usually on the downgrade.

While listening takes important part to improve students' language skill, the listening teaching needs a conscious attempts of the students to develop it through lots of processes because the activity of listening is such kind of passive activity which can support the developing of speaking and reading but it is difficult to observe (Rost, 2011). Choosing an appropriate technique with the students' capability and school condition is the right action to reduce the students' obstacles in learning listening.

Widdowson (1983) and Buck (2001) (in Vasiljevic, 2010) claim that listening needs the utilization from systemic and schematic knowledge. In Indonesia, the language laboratory is not provided in every school. Thus it can be an obstacle in teaching learning process. For that reason, teacher must provide appropriate technique for Indonesian students. Elaboration Dictogloss technique can be an appropriate technique to overcome the problem and to practice the students listening skill.

One of the techniques which can be used to teach listening is Elaboration Dictogloss Technique. Elaboration Dictogloss Technique is one variation of Dictogloss technique (Jacob, G and Small, J, 2003) which focuses on the text elaboration that beyond of the original text based on the students' experiences and researches. Firstly, Dictogloss technique was invented by Ruth Wajnryb (1990) which represents for a grammatical dictation. Dictogloss is a kind of traditional dictation activity where the students will listen to a spoken text, then take some notes and finally restructure it together with their own words. This technique is also known as multiple skill activity because while the students practice listening, they also learn about writing, speaking and grammar when they do the task simultaneously (Carsodo; 2009).

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Therefore, a study of the use of elaboration dictogloss technique improve the students' listening comprehension was conducted in SMP Katolik Angelus Custos II. In this study, the listening material were chosen for the students who were the subject of the study were the eighth graders, that is listening descriptive text. Hence, this study was aimed to explore the eefectiveness of using elaboration dictogloss technique to teach listening in listening descriptive text to the eighth graders.

RESEARCH METHODOLOGY

This study used one group pre-test and post test experimental design which belongs to quasi-experimental quantitative research. Pre-test was given before the treatments and post-test was conducted after the treatments. The researcher chose one group where the results between pre-test and post-test were compared in order to know the effectiveness of using the treatment.

This study took eighth graders of *SMP Katolik Angelus Custos II* to be a population. In this school, thera were three classes which belonged to the eighth grade. For the eighth grade, there was no LCD and speaker in the classroom but in the multimedia room which can used in the listening section.

This research used sampling technique that was simple random sampling for eighth grade where the sample was taken from eighth grade freely and took two classes. The researcher chose the class freely without any consideration. The class of eighth graders were signed 1 to 3; however the researcher chose one class randomly from those classes to be the subjects.

According to Sudjana and Ibrahim (2007), the successful of the research depend on the instruments because the result of the data are collected and measured by the instruments. Because of the purpose of this study, the instruments which was used, was test. There were three kinds of test which conducted, those were try out test, pre-test and post-test.

Like experimental quantitative research, in a quasi-experimental quantitative research validity and reliability of test must be measured to know the validity inferences of the test's score and the degree of consistency of the test (Ary et al, 2010: 239). Concerning to this study, content validity was used to measure the test validity and Kurcher Richardson or KR-21 formula was to measure the reliability. The item difficulty was defined to each items of the test.

One group with pre-test and post-test was the reseach design of this study where used t-test formula. According to Pallant (2010: 105), T-test is used to explore the difference of mean score between two subjects. The T-test's type, which was used in this study, was *paired sample T-test* which used to compare the mean score of one group sample but in different condition.

RESULT OF THE STUDY

The quasi-experimental research uses pre-test and post-test as instruments to measure the improvement of the sample group after the treatment conducted. Before pre-test and post-test are given, the question of test must be tested to the groups, which does not belong to group samples, that named try out test.

The Result of Try Out Test in the Trying Out Class

Try out test is given before conducting the other steps to know if the test content is suitable with the students' capability. The try out test was given to class 8A. The numbers of questions were 40 items and administered for 30 minutes. After conducting the try out test, the researcher calculates the result by using SPSS 16.0.

Before choosing the invalid questions number, the researcher made a table of r-table which is 0.2638. Based on the result, there are five numbers which are invalid. Those are number 2 (r-value= 0.002), number 4 (r-value= 0.159), number 9 (r-value= 0.190), number 10 (r-value= 0.165) and number 20 (r-value= 0.043). So, those questions is eliminated in the pre-test and post-test. The reliability of the test is high that r_{21}= 0.8844. The researcher classified the question based on the level difficulty. There are 19 questions for easy, 20 questions for average and 1 question for difficult.

The Result of Pre Test Score in the Sample Group

Before conducting the treatments, researcher gave pre-test to the sample group in order to know the student's listening capability in listening descriptive text. The data

of students from the sample group which were analyzed and calculated in the pre- test were 27 data. After the data result is administered from both groups, the researcher calculated the students' result on SPSS 16.0 by using descriptive statistic formula.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Nilai Pre test	27	37.10	100.00	71.9556	16.32830
Valid N (listwise)	27				

Table 1

Based on the data calculation, the table 1 above shows that the students's result in listening descriptive text. It shows that the minimum score of the students is 37.10 and the maximum score is 100. The mean score for the students in the sample group is 71.9556.

The Result of Post-test Score of the Sample Group

After the pre-test administered, researcher collected the data of statistical analysis. Then, researcher gave treatment twice for the sample group. After that, the researcher gave the last test in which it was post-test. The questions of post test and pre test had to be the same; however the execution time between pre-test and post-test were in different interval. Pre test and post test were used to be the evidence if the using elaboration dictogloss technique is effective or not. Pre test and post test had been compared and interpreted in the form of numbers. For analysing the post-test result, researcher used descriptive statistic formula on SPSS 16.0

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Nilai Post test	27	57.10	100.00	80.2074	11.43173
Valid N (listwise)	27				

Table 2

According to the table above it shows that the students's result in post-test in listening descriptive text. From the result, the researcher found the incresemnt in the minimum score and mean of the test. This table shows

that the minimum score of the students is 57.1 and the maximum score is 100. The mean score for the students is increase from 71.9556 into 80.2074.

The Significant Difference in Pre-test and Post-test in the Sample Group

The improvement of the sample group in pre-test and post-test can be seen in the table below:

KELOMPOK PENELITIAN		Mean	N	Std. Deviation	Std. Error Mean
Sample Group	Pair 1 Nilai Pre test	71.9556	27	16.32830	3.14238
	Nilai Post test	80.2074	27	11.43173	2.20004

Based on the table above, it shows the mean comparison between pre-test and post test from the sample group that indicates the significant increased. In the table, the pre test's mean of the sample group (M= 71.95, SD= 16.32) is lower than the post test mean of the sample group was increased significantly (M= 80.20, SD= 11.43).

To analyze the improvement of the sample group after the treatment conducted, researcher had to conduct post-test and then compare the statistical analysis result between pre-test and post test. Researcher used paired sample t-test to measure the comparison because the researcher wanted to analyze the comparison from two variables of one subject.

KELOMPOK PENELITIAN			Paired Differences							
			Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
						Lower	Upper			
Sample Group	Pair 1	NilaiPre test - Nilai Post test	-8.25185	8.66098	1.66681	-11.67802	-4.82568	-4.951	26	.000

After calculating these tests result on SPSS 16.0, researcher found the progression of the sample group in post-test. Based on the table 4.4 above, the result of pre-test and post-test are not equal which explained by p value= 0.000. The mean is -8.25 and t-value is -4.95. The result is in negative because the first result is lower than the second. For more explanation, it is found in paired samples statistics table, the improvement of the

sample group is significant increased (M pre-test= 71.95, M post-test= 80.20). The researcher counted the effect size of pre-test and post-test for the the sample group is very high size (Eta squared= 0.48).

DISCUSSION

Based on the result analysis, it shows the successful of using elaboration dictogloss listening technique in improving the students' listening comprehension. The result of this research which conducted at SMPK Angelus Custos II is explained in the following section.

Based on the data result above, researcher concludes that elaboration dictogloss technique can improve the students' listening comprehension. This technique is effective to help the students to increase their listening comprehension especially in listening descriptive text for the eighth graders. In first planning, researcher would implement the treatment three times however the time is limited and the researcher is allowed to conduct the treatment only twice. Before the treatments conducted, students were given a brief explanation related to descriptive text and listening in LCD projector in order to repeat the material that they had been learned at the seventh grade. While conducting the treatment, the students were drilled with the listening descriptive text with average speech speed. They had to focus to find out the gist information through the recording by taking notes in the second session. After that, they had to reconstruct the original text into their own text with the notes as a supporting facility. They had to create a new text but the same information and meaning.

As a language learner, they faced lots of difficulty while learning the listening descriptive text. They do not familiar with some words in the spoken text, so they create the text based on what words that they have heard. At the first meeting, they confused with the spoken text which had been played. But through the elaboration dictogloss technique, they were allowed to take some notes and create the text without considering to the grammatical error but the gist information which is played in the recording. They were also given the list of question that be helpful for them to build the understanding of the given information. They could also add some phrases or words which did not belong to the recording as long as the phrases or words were related to the given information.

According to the result of the treatment and the result of pre-test and post-test, elaboration dictogloss technique can improve the students listening comprehension in listening descriptive text. This result can be a prove to support the Jacobs and Small's (2003)

statement in which by using elaboration dictogloss technique, the learners can go beyond what they hear and create the text by using the notes from the given information. By giving elaboration dictogloss technique, the students can be familiar with some low frequency words and improve their listening comprehension in the real life.

As the discoverer of this technique, Ruth Wajnryb (1990) stated that dictogloss used to improve the students grammatical structure. However, there has been lot of researchers who have tried this technique into another skill and the result shows that this technique can be used to another skill. One of the researcher who had conducted this dictogloss but not elaboration dictogloss listening to improve the students' listening comprehension is Vasiljevic (2010) in which it is implemented to the L2 students in Japan. This result can be the evidence that elaboration dictogloss technique can be used to improve the listening comprehension not only in grammatical aspect because it could help the students of eighth grade in the SMPK Angelus Custos II to improve their listening comprehension in descriptive text.

CONCLUSION

The effectiveness of using elaboration dictogloss technique to teach listening in listening descriptive text to the eighth graders in SMP K Angelus Custos II was investigated by using paired sample t-test. By comparing the results between pre-test and post-test from the group sample, the result shows that there is a significant difference between them where the students' score in post test is higher than the score in pre-test. The result shows that t-value of -4.95 with the p-value of 0.000 (df= 26). The mean difference of both tests is -8.25, the eta squared of 0.48. The P-value of the test is less than 0.05 in which it indicates that there is isgnificant differences between both results. The eta squared is very large which conclude that the score of post-test is significantly high than the score of pre-test. Therefore, using the elaboration dictogloss listening is effective to teach listening in listening descriptive text to the eighth grade in SMP K Angelus Custos II.

By using elaboration dictogloss technique, the students are allowed to create a new text without considering in grammatical error. They are free to add some phrases or words in their own text as long as those are related to the given information. The implementation of elaboration dictogloss technique is individual learning where the students take the notes and reconstruct the text by their own selves. While implementing the technique, there are several condition that obstacles the treatment such as limited time and limited students' background

knowledge of spoken text. Fortunately, the implementing of elaboration dictogloss technique is well-accepted by the students because the technique is new and fresh for them that can attract the students attention and interest.

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