Enhancing EFL Students' Listening Skill by Using the Dictogloss Strategy

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Abstract: *The aim of this study was to determine whether the Dictogloss strategy could assist EFL students at SMP Bajiminasa Makassar enhance their listening skills. This study used an approach that was quasi-experimental. The third-graders of SMP Bajiminasa Makassar's 2021–2022 academic year represented as the samples of the study consisting of 58 students selected using total sampling technique. Data analysis found that there was a significant difference between the students' listening skill scores on the pre- and post-tests. The experimental class's score was 53.97, while the control class's pre-test scores were (55.52>79.31) and (64.48), and the t-test result was higher than the t-table (6.720>2.00). The research findings indicate that the third-grade students at SMP Bajiminasa Makassar can enhance their listening skills by implementing the Dictogloss Strategy.*

Keywords: *dictogloss strategy; english language learning; listening skill*

Abstrak: Tujuan dari penelitian ini adalah untuk menentukan apakah strategi Dictogloss dapat membantu siswa EFL (Bahasa Inggris sebagai Bahasa Asing) di SMP Bajiminasa Makassar meningkatkan keterampilan mendengarkan mereka. Penelitian ini menggunakan pendekatan yang bersifat kuasi-eksperimental. Siswa kelas tiga tahun ajaran 2021–2022 SMP Bajiminasa Makassar menjadi sampel penelitian yang terdiri dari 58 siswa yang dipilih menggunakan teknik total sampling. Analisis data menunjukkan adanya perbedaan signifikan antara skor keterampilan mendengarkan siswa pada pre-test dan post-test; skor kelas eksperimen adalah 53,97, sementara skor pre-test kelas kontrol adalah (55,52>79,31) dan (64,48), dan hasil uji t lebih tinggi daripada t-tabel (6,720>2,00). Temuan penelitian menunjukkan bahwa siswa kelas tiga di SMP Bajiminasa Makassar dapat meningkatkan keterampilan mendengarkan mereka dengan menerapkan Strategi Dictogloss.

Kata Kunci: keterampilan mendengarkan; pengajaran bahasa inggris; strategi dictogloss

PENDAHULUAN

English as a foreign language in Indonesia has become a mandatory subject in schools from elementary school to university. It is utilized for sharing knowledge and building interpersonal interaction, and conversing. As a foreign language, English is considered difficult to learn by Indonesian students because English is new to them (Nadhira & Warni, 2021). They have been surrounded by their mother tongue and spoken in their native language since their childhood. One of the learning English skills that should be learned is listening skills. According to (Taheri & Taki, 2017), listening was the least emphasized skill in EFL classes. However, it is now recognized as a language skill which needs an active process in the learner's mind and involves a highly complex problem-solving activity, there for it has increasingly received more attention in language listening (Hudiati & Sulistyani, 2022). Listening skill is a receptive skill, Receptive skills are meant to be used for receiving a language, and these are a skill that we use to understand what others tell or write to us. Receptive skills are means of measuring a person's proficiency in a language. Listening ability is one way of learning English with understanding

listening skills will help students communicate well and help students gain knowledge of several types of language (Alam & Shahnaz Sinha, 2009; Bidabadi & Yamat, 2014; Bozorgian, 2012; Jyoti, 2020). Some students do not have a high interest in learning English, especially in listening, which makes students bored and sleepy with that monotone technique, and some students cannot understand well, and they do not listen very clearly to what the speaker is saying. This happens continuously. It makes students more passive in learning and makes some students get low scores. As a result, there is a need for innovative and engaging methods to enhance students' interest in and proficiency in English listening skills.

Based on the researchers' experience during observation at SMP Bajiminasa on 31st May 2022, the student found a problem with the process of listening. First, most students claim that listening is boring because students do not listen very clearly to what the speaker is saying. Second, most students found it challenging to get a massage of the listening because they found many unfamiliar vocabularies to be translated. Third, when the teachers asked students to answer the question about what they listened to, most students could not answer. Fourth the teachers still use the usual methods, listen to the audio and answer questions. Teachers just let them listen to what the speaker is saying and fill in questions about it, which is not appealing to the students. This makes students lazy to join the listening section of the teaching and learning process of English.

To learn English, there are many methods that can be applied. By looking at a problem, the teacher must find or replace listening strategies with new methods so that students are less bored and more engaged in learning English, mainly listening. One method that can be employed is the dictogloss technique. This method is anticipated to be more engaging and communicative, improving students' listening skills. Based on the background, the research formulates the research problem as follows: Can dictoloss strategy improve listening skills for the third-grade students of SMP Bajiminasa?. In order to answer this research question, We proposed the following research hypothesis:

Ho : there was no significant score between students who are taught by dictogloss strategy and those who are not thought by dictogloss strategy.

Ha: There was significant difference in score between students who were taught by dictogloss strategy and those who were not taught by dictogloss strategy.

LITERATURE REVIEW
Previous Studies on Listening Skill and Dictogloss

Dictogloss is a teaching technique that has been studied in several research studies to investigate its effectiveness in teaching listening skills to EFL learners. One study aimed to investigate the effectiveness of dictogloss on teaching writing skills for EFL (Asrobi & Amni, 2017). Another study investigated the use of dictogloss to improve listening and note-taking skills for EFL learners (Akib & Saputra, 2019). A third study investigated the effect of dictogloss on EFL learners' listening comprehension and their use of metacognitive listening strategies (Taheri & Taki, 2017). These studies suggest that dictogloss can be an effective method for teaching listening skills to EFL learners and can be used in various contexts and with different age groups. However, a potential research gap could be the need for more extensive and comparative studies across different EFL learner populations, proficiency levels, and learning contexts to provide a more comprehensive understanding of the effectiveness of dictogloss in teaching listening comprehension.

The Concept of Listening

The concept of listening involves the mental processing of both linguistic and non-linguistic information by cognitive systems such as attention, perception, and memory (Tong, 2019). Theories of listening comprehension can be categorized into bottom-up and top-down processing. Bottom-up processing involves the analysis of individual sounds, words, and grammatical structures, while top-down processing involves the use of prior knowledge, context, and expectations to interpret meaning (Kusumarasdyati, 2000). Chastain (1988) emphasizes the need for word and language knowledge to understand a text, highlighting the purposeful and effortful nature of listening. The strategy-based approach to teaching listening focuses on the systematic teaching of metacognitive listening strategies to help learners plan, execute, and evaluate their listening (Renandya et al., 2023). Despite the critical role of listening in language performance, it has historically received less emphasis than the other language skills, such as reading, writing, and speaking4. Effective listening skills are essential for various forms of communication, including informational, critical, and empathetic listening.

The Concept of Dictogloss Technique

The Dictogloss Technique in listening skill is an effective method that can be used to enhance students' listening abilities ((Ketut & Widhiasih, 2019). This technique involves the teacher reading a passage at a natural pace and students taking notes while listening. After the first reading, students work in small groups to collaborate and reconstruct the passage based on their notes and memory. They then listen to the passage a second time, and this process is repeated until the students are able to reconstruct the entire passage accurately. This technique not only improves students' listening comprehension but also enhances their note-taking skills and ability to collaborate with peers in a group setting (Kiany & Shiramiry, 2002). Furthermore, the Dictogloss Technique encourages active participation and engagement among students, making the learning process more interactive and enjoyable. By focusing on meaning rather than individual words or grammar structures, this technique promotes a deeper understanding of the language and encourages students to make connections between spoken and written language (Sman et al., 2020). Additionally, the Dictogloss Technique can be adapted to suit different proficiency levels and learning styles, making it a versatile and valuable tool for improving English listening skills in diverse classroom settings.

METODE PENELITIAN
Research Design

In this research, the researchers used a quantitative approach. According to (Creswell & Creswell, 2023) quantitative approach was meant for testing objective theories by examining the relationships among variables. In this research, the researcher used a quasi-experimental study. This research has two classes, experimental and control class. The experimental class was given a treatment that used dictogloss strategy, and the control class was taught by ordinary technique. There was a pre-test before treatment to strengthen the students' listening comprehension and a post-test after treatment to know the improvement of the treatment.

E : O1   X   O2
C : O3   O4

Notes:
E : Experiment class
C : Control class
O1 :pre-test for experiment class
O3: pre-test for control class

X: treatment
O2: post-test for experiment class
O4: post-test for control class

(Creswell & Creswell, 2023)

Research Variable

Variable of the Research In this research, there were two variables namely independent variable and dependent variable. The independent variable that effects or the cause of the change or appeared of the dependent variable. The Independent variable was often called as stimulus variable, predictor, and antecedent. Independent variable was the Improvement listening skill. The dependent variable was often called output variable, criteria, and consistency. The dependent variable affected the effect because the independent variable students listening comprehension.

Population and Sample

The population in this research was taken from the third-grade students of SMP Bajiminasa, consisting of four classes. IX A with 29 students, IX B with 29 students, IX C with 28 students, and IX D with 28 students. The total of the population was 114 students. From these populations the researchers used cluster random sampling to take two classes as the research sample. The researchers used classes IX A and IX B at SMP Bajiminasa As an experimental and control classes. Each class consists of 29 each class.

The Instrument of Research

The researchers collected the data by a test as a research instrument. The test was constructed by the researcher based on the standardized procedure of making the test. The test was divided into two parts, pre-test and post-test. The pre-test was given at the beginning study to get students' achievement before the treatment. The post-test was used to know the student's achievement after giving a treatment by using dictogloss strategy.

Procedure of Collecting Data

There were several of techniques that can be used to collect data in this quantitative research study. In this research, the researchers used test and documentation. By using the listening testing, the student must ask to answer the question relating the listening audio. The researcher used test to get data score of students listening skill after and before taught using dictogloss strategy. In the research, the test was divided into two ways, pre-test which was given before the treatment and the post-test, which was given after the treatment. Before giving the treatment, the researcher given pre-test to know ability of the students before doing the research, and the pre-test were given to the experimental class and control class. The tests were in the form of fill-the-blank and it consisted 10 items. In addition, after giving a pre-test in the class, the researchers gave the treatment used the dictogloss strategy. There was a specific procedure during treatment which ae divided into 3 phases namely pre-listening, while listening, and post listening. In pre-listening phase consists of some procedures namely, 1. the teacher prepared a stage to make students more receptive to the listening passage, made some small group (3-4 people), and explained how the dictogloss works; 2. The teacher would construct the meaning based on the interplay of background knowledge and the new concepts present in the text; 3. The teacher gives a question or explains unfamiliar vocabulary. In while listening, there were also some procedures namely 1. the researcher would give the recording a text several time. First listening, the students were not permitted to take notes or write anything; 2. The second is listening. The students can take notes; 3. Third, the teacher gives learners a chance to confirm the information and revise their notes if necessary. In the post-listening phase, there were some

procedures namely 1. Reconstruction, in this section, the teacher lets them discuss what they heard and attempt to produce a coherent text close in content and organization to the original version; 2. Analysis and correction: In this stage, the researcher would give each group to read what they wrote, comparing it to the original text, and then discuss it to each group to make all students active. In the post-test section, this step was conducted after the treatment to know the influence of the dictogloss strategy with the different questions in the pre-test and whether it is the able to improve the listening skill.

Technique of Data Analysis

The result of the test analysis by scoring the student's answers. After that the researchers classify the scoring into score 91-100 "Very Good"; Score 76-90 "Good"; Score 61-75 "Fair"; Score 51-60 "Poor" and Score less than 50 "Very Poor". After classifying the data, the researcher used the comparative technique to find the difference between the experimental and control classes. The researchers used a T-test to find the data. However, before using the T-test to find the statistical result, the researchers used normality and homogeneity tests. The researchers used SPSS 26 for windows to help the researchers analyse the data and present it in the finding.

METODE PENELITIAN

In the experimental class, the student was taught by using dictogloss strategy. Meanwhile, in the control class the students were not taught by using dictogloss strategy but by lecturing or conventional strategy. At the end of the research, the researcher wants to compare the scores on students who were taught using dictogloss strategy and those who were not. In this research, the researcher the grade of SMP Bajiminasa as population. The researcher took two classes as samples applied cluster sampling. The researcher conducted a cluster to take one sample as experimental class and one another as a control class. The total number of students in experimental and control is 58.

The Result of Students' Pre-Test and Post-Test in Experimental Class

This research was conducted from August, 8th to August, 27th. The experimental and control class schedule can be seen in the explanation below. Firstly, the students were given a pre-test before beginning. It was held on August 8th 2022. There were ten multiple-choice items. Secondly, the first treatment of dictogloss strategy was held on August 9th 2022. The material was announcement text by the title The Mouse Deer and The Crocodile. The recording of the announcement was played three times using the speaker. Thirdly, the second treatment of dictogloss strategy was held on August 15th 2022. The material was announcement text by the title The Ant and The Dove. The activities at the second treatment were still the same as the first treatment, that the recording announcement was played three times by using the speaker. Fourthly, the third treatment of dictogloss strategy was held on August 16th 2022. The material was announcement text by the title The King and his Daughter and the treatment that the recording announcement played three times by using the speaker. Fifthly, the fourth treatment of dictogloss strategy was held on August 22nd 2022. The material was announcement text by the title The Cat and The Fox. Sixthly, that was a post-test. It was on August 23 rd 2022. There were ten multiple-choice items. It was conducted to measure whether dictogloss strategy was a success or not in teaching listening. The result of the data was collected throught a dictogloss The table below shows the result of the pre-test and post-test in the experimental class for students' who taught by using dictogloss strategy test from the pre-test. Both pre-test and post-test present different topics. After that, the score result was collected according to the instrument and analyzed using a procedure to get the students' final score. In conducting the research, the

researcher used a quasi-experimental method that took two classes of 29 students as a sample. The table below shows the students' score and classification of pre-test and post-test in the experimental class.

Table 1. The Students' Score and Classification of Pre-Test and Post-Test in the Experimental Class

No	Name	Pre-Test	Criteria	Post-Test	Criteria
1	AP	50	Very Poor	75	Good
2	RNA	55	Poor	80	Good
3	AG	65	Fairly	80	Good
4	AS	50	Very Poor	85	Good
5	FC	65	Fairly	95	Fairly
6	SK	70	Fairly	65	Fairly
7	AHS	45	Very Poor	75	Fairly
8	WN	50	Very Poor	80	Good
9	SA	40	Very Poor	85	Good
10	SW	45	Very poor	80	Good
11	ES	65	Fairly	85	Good
12	HK	45	Very Poor	70	Good
13	GL	50	Very Poor	85	Good
14	AD	50	Very Poor	75	Fairly
15	HK	55	Poor	95	Fairly
16	YIJ	70	Fairly	90	Very Good
17	SB	40	Very Poor	70	Fairly
18	VAW	45	Very Poor	90	Fairly
19	AHS	70	Fairly	85	Good
20	AK	65	Fairly	80	Good
21	NR	60	Fairly	70	Fairly
22	IW	55	Poor	75	Fairly
23	AD	55	Poor	80	Good
24	HW	40	Very Poor	75	Fairly
25	TD	50	Very Poor	70	Fairly
26	UG	55	Poor	80	Good
27	WV	45	Very Poor	70	Fairly
28	DB	60	Fairly	80	Good
29	JN	55	Poor	75	Fairly

The table above shows the experimental class's highest and lowest pre-test scores. It can be seen that the lowest score in the pre-test was 40 and highest score was 70. The total pre-test score was 1565. Meanwhile, the highest score in the post-test of the experimental class was 95. The lowest score post-test for the experimental class was 65. The total experimental class score was 2300.

Table 2. The Frequency and Rate Percentage of the Students' Pre-Test in the Experimental Class

Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	3	10.3	10.3	10.3
	45.00	5	17.2	17.2	27.6
	50.00	6	20.7	20.7	48.3
	55.00	6	20.7	20.7	69.0
	60.00	2	6.9	6.9	75.9
	65.00	4	13.8	13.8	89.7
	70.00	3	10.3	10.3	100.0
	Total	29	100.0	100.0	

From the table above, it could be seen that the score of students listening was varied. There 10.3% of students' or three of students received a score 40. 17.2% of students, or five students got to score 45. 20.7% of students, or six students got to score 50. 20.7% of students, or six students also received a score 55. 6.9% of students, or two students classified in score 60. 13.8% of students, or four students got a score 65, and 10.3% or three students got a score of 70.
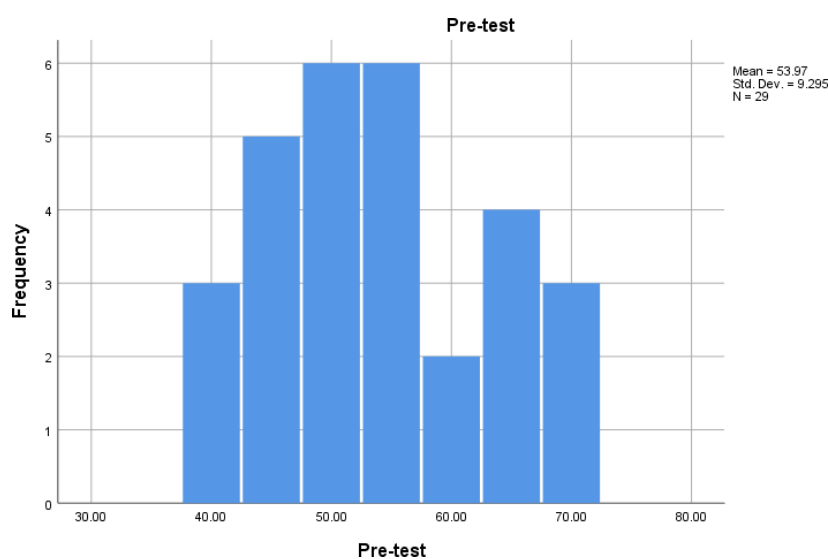

Figure 1. The Classification, Score, and Percentage of Pre-Test in Experimental Class

Based on the figure1, it can be seen that the top score was 70, which means in the "fairly" category. These 14 students got the lowest classification, "very poor". Eight students obtained the "poor" category. Seven students achieved the "fairly" category. At the same time, there was none "good" and "very good" foundation of the pre-test in the experimental class. From the table above, it could be seen that the score of students listening were varied. There 3.4% of students, or one student got a score 65. 17.2% of students, or five students obtain the score 70, 20.7% of students, or six students get a score 75. 27.6% of students, or eight students received a score 80. 17.2% of student, or five students obtain a score 85, 6.9% of students or two students got a score 90. 6.9% of students or two students got a score 95.
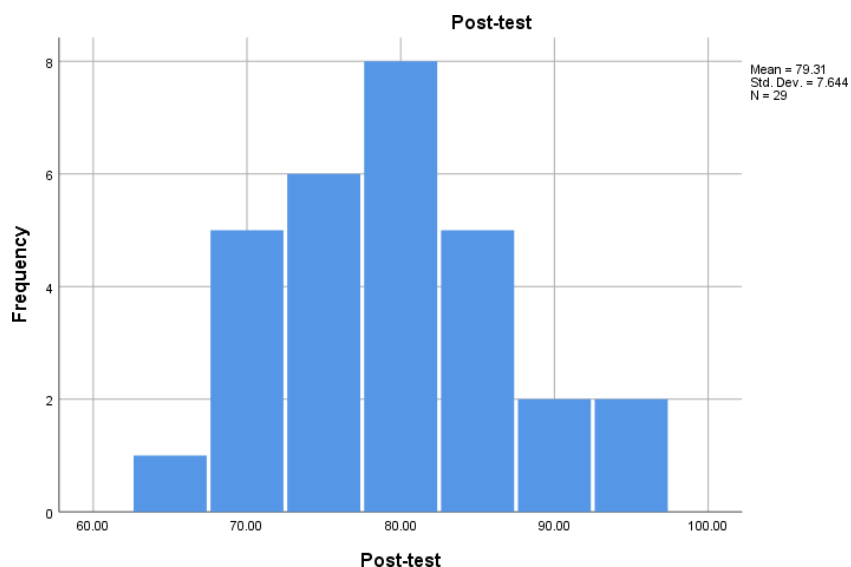
Figure 2. The Classification, Score, and the Students' Percentage of Post-Test in the Experimental Class

Based on Figure 2, the researcher classified test scores into the same categories; very good, good, fairly, poor, and very poor.After applying the dictogloss strategy to improve students listening skill, thestudents showed that there were two students who achieved "very good" classification, 15 of the students obtained a "good" classification and 12 of the students receive a "fairly" classification. But there were none of students in the poor and very poor categories.

The Result of Students Pre-Test and Post-Test in Control Class
The table below shows the result of students listening skills for students who were taught by using the conventional technique (control class) or not using dictogloss strategy. This table showed pre-test and post-test scores.

Table 4. The Students Score and Classification of Pre-Test and Post-Test in the Control Class

No	Name	Pre-Test	criteria	post-test	Criteria
1	IK	55	Poor	55	Poor
2	RC	50	Very Poor	50	Very Poor
3	KS	50	Poor	60	Fairly
4	LE	55	Poor	55	Poor
5	AM	50	Very Poor	80	Very Poor
6	LD	50	Poor	65	Fairly
7	WV	60	Poor	70	Fairly
8	DVS	70	Fairly	80	Good
9	AM	60	Poor	65	Fairly
10	RDL	55	Poor	65	Fairly
11	PH	40	Very Poor	50	Very Poor

12	YA	65	Fairly	75	Fairly
13	PS	45	Very Poor	55	Poor
14	RAB	45	Very Poor	50	Very Poor
15	MA	60	Poor	70	Fairly
16	UC	65	Fairly	70	Fairly
17	AAH	50	Very Poor	60	Poor
18	EI	70	Poor	55	Poor
19	RAB	45	Very Poor	65	Fairly
20	ARN	60	Poor	70	Fairly
21	MS	65	Fairly	75	Fairly
22	QA	55	Poor	60	Poor
23	NM	55	Poor	65	Fairly
24	LM	40	Very Poor	55	Poor
25	AY	45	Very Poor	75	Fairly
26	ST	60	Poor	65	Fairly
27	MFR	65	Fairly	75	Fairly
28	ANH	70	Fairly	75	Fairly
29	DO	55	Poor	60	Poor

The table above shows the highest and the lowest pre-test scores of students of the control class. It can be seen that the highest score in the pre-test was 70 and the lowest score was 40. The total pre-test score was 1610. Meanwhile, the highest score in the post-test of the control class was 80, and the lowest score was 45. The total of control classes was 1830.

Table 5. The Frequency and Rate Percentage of the Students' Pre-Test in Control Class

Pre-test

		Frequenc	Percen	Valid Percen	Cumulativ ePercent
Valid	40.0	2	6.9	6.9	6.
	45.0	4	13.8	13.8	20.7
	50.0	5	17.2	17.2	37.9
	55.0	6	20.7	20.7	58.6
	60.0	5	17.2	17.2	75.9
	65.0	4	13.8	13.8	89.7
	70.00	3	10.3	10.3	100.0
	Total	29	100.	100.	

From the table above, it could be seen that the score of students listening skill were various. There were 6.95% of students or two students got a score 40. 13.8% students or four

students obtain a score 45. 17.2% students or five students obtain the score 50. 20.7% students or six students received the score 55. 17.2% students or five students got the score 60, 13.8% of students or four students obtain the score 65, 10.3% of students or three students obtained a score 70.
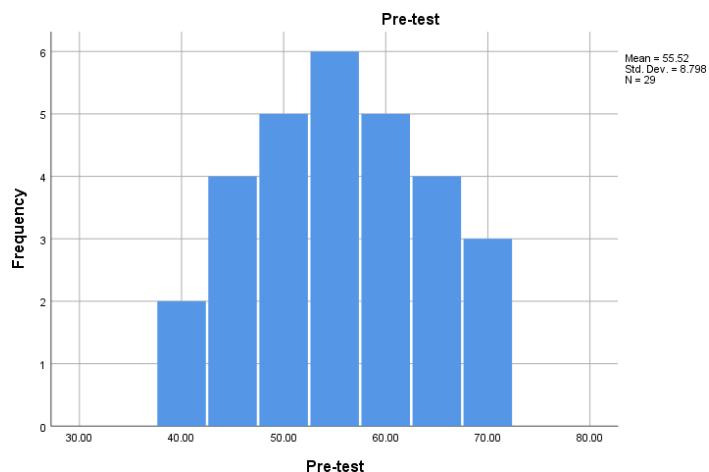

Figure 3. The Classification, Score, and the Students' Percentage of Pre-Test in Control Class

Based on Figure 3, it can be seen that the top score was 70, it means in the "fairly" category. There were 11 students who got the lowest classification, "very poor", 11 students classified the "poor" category, and seven students achieved the "fairly" category. At the same time, there was none "good" and "very good" foundation of pre-test in control class.

Table 6. The Frequency and Rate Percentage of The Students' Post-Test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
post-test					
Valid	45	1	3.4	3.4	3.4
	50.00	3	10.3	10.3	13.8
	55.00	6	20.7	20.7	34.5
	60.00	2	6.9	6.9	41.4
	65.00	8	27.6	27.6	69.0
	70.00	3	10.3	10.3	79.3
	75.00	5	17.2	17.2	96.6
	80.00	1	3.4	3.4	100.0
	Total	29	100	100.0	

From the table above, it could be seen that the score of students listening skill were various. There were 3.4% of students or one student got the score 45. 10.3% students or three students obtained a score 50. 20.7% of students or six students obtain the score 55, 6.9% of students or two students received the score 60. 27.6% of students or eight students obtained the score 65. 10.3 students or three students got the score 70. 17.2% of students or five students achieved the score 75, and 3.4% of students or one student achieved 80.
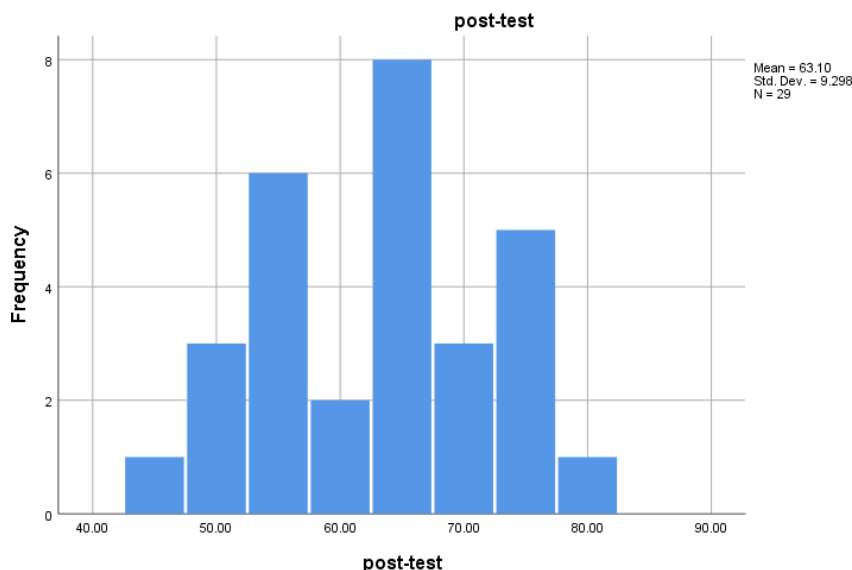

Figure 4. The Classification, Score, and the Students' Percentage of Post-Test in Control Class

Based on the figure 4, the researcher classified test scores into the same categories; very good, good, fairly, poor, and very poor. After applying the conventional technique to improve the students' listening skills, the students showed that there were six students who achieved "good" classification, 11 of the students received "fairly" classification, eight students obtained "poor" and 4 students in the lowest "very poor". Before testing the hypothesis, the data had to fulfil the assumption for testing hypothesis. There were normality and homogeneity test of the data.

Normality
Normality test it used to find out whether the data were normally distributed or not. In deciding the data were in normal distribution or not., the highest value of significant correction in consulted to Kolmogorov-Smirnov. If the highest value of statistic was lower than the value of Kolmogorov-Smirnov it can be conclude that the data were in normal distribution. On the other hand, if the highest value of the statistic is higher than the Kolmogrov-Smirnov it can be concluded that the data were not a normal distribution. In this research, the researcher used the Kolmogorov-Smirnov formula and the calculation was done by using SPSS 26.00 as follow:

Ko   lmogorov -Smirnov[a]

Class		Statistic	df	Sig.
Output of Students Learning	Pre-Test Experimental Class	.148	29	.105
	Post-Test Experimental Class	.154	29	.078
	Pre-Test Control Class	.114	29	.200*
	Post-Test Control Class	.127	29	.200*

The calculation of normality test above used Kolmogorov-Test. Table 4.7 showed that the sig value of pre-test experimental class 0,105 > 0,05 it means that the data of the pre-test experimental class was normal. The sig value of post-test experimental class 0,078 > 0,05 it means that the data of post-test experimental class was normal. The sig value of the pre-test control class 0,200 > 0,05 it means that the data of the pre-test control class was normal. The sig value of post-test control class 0,200 > 0,05 means that the post-test control class data was normal.

Homogeneity

Homogeneity tests were used to decide whether a test was homogenous or not. It was important because the similarity of both groups would influence the test result. Moreover, the homogeneity of a test was used as a requirement to calculate t-test. The calculations were done by using SPSS 26.00 as following.

Table 8. The Homogeneity Test of Experimental Class and Control Class

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Studnts Learning output	Based on Mean	1.465	1	56	.231
	Based on Median	1.412	1	56	.240
	Based on Median and with adjusted df	1.412	1	55.825	.240
	Based on trimmed mean	1.446	1	56	.234

Hypothesis Testing

The researcher calculated T-test using SPSS 26.00 program to find out if there was a significance or not. Before calculating T-test the data should have normal distribution and homogeneity. The experimental class and the control class were normally distributed and homogeneous. The researcher conducted T-test calculation by using SPSS 26.00 program. The result of the calculation is as follows:

Table 9. The Mean Score of Experimental and Control Class

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students Learning output	Post-Test Experimental Class	29	79.31	7.644	1.420
	Post-Test Control Class	29	64.48	9.097	1.689

Based on the data in the table above, the result of data analysis shows that the Mean score of students listening skills taught by using dictogloss strategy (experimental class) was 79,31.

It was higher than the result of the Mean score of students listening skills by conventional technique (control class) was 64,48. With the N was 29 in experimental and control group.

Table 10. T-Test of Experimental Class and Control Class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Studnts Learning output	Equal variances assumed	1.465	.231	6.720	56	.000	14.828	2.207	10.407	19.248
	Equal variances not assumed			6.720	54.386	.000	14.828	2.207	10.404	19.251

From the table above, it could be seen that the value of the t-test is 6.720 and the de free of freedom 56. The value of significant 5% of the t-table of df= 2.00. to interpret the data above, the researcher formulates the test of the hypothesis as follow: Ho: there was a significant difference in the use of dictogloss strategy on listening skill achievement. Ha: there was no significant difference in the use dictogloss strategy on listening skill achievement.

The result of the research showed that the sig 2-tailed is the lower than the level significant (0.000 < 0.05). when the value of the sig 2-tailed is the lower than the level significant, it can be concluded that there was a significant difference between the result of the post-test in experimental and the post-test in control class scores of students' listening skill outcome after learning listening skill using the Dictogloss strategy. It means that Ha was accepted and Ho was rejected.

DISCUSSION

This research aimed to determine whether there was a significant effect of using dictogloss strategy on listening skills. The result showed no significant improvement in the group who were taught by dictogloss strategy and those who are not. It can be seen from the result of the mean score got a good classification with a minimum score fairly and a maximum score very good classification. The mean score of the control class was fairly classified with a minimum score was the very poor and a maximum score was good.

The research that had been done by the researcher indicated that dictogloss strategy was effective or could be used in teaching listening. This studying was supported (Ketut & Widhiasih, 2019) the researchers who found that the students listening comprehension achievement in experimental group and control group after the treatment is significantly different, when the students who use English dictogloss in teaching listening had higher than the students control group who did not use English dictogloss in teaching listening. In addition, (Akib & Saputra, 2019) in her research, found that dictogloss was effective due several reasons. In a dictogloss class, the interactions between students are much more natural. There are more turn-taking, and students are more likely to use confirmation and clarification strategies.

The phenomenon in this research was the problem of listening. The students are difficult to identify the meaning of vocabulary because their lack of vocabulary. They cannot recognize the words that they know and too busy thinking about missing word include not distinguishing between the words. There were eight of listening problem: trying to understand every word, just do not know the most important words, cannot recognize the words that they know, problem

with different accent, lack of listening stamina, mental block, cannot cope with not having image, hearing problem (Sman et al., 2020; Vandergrift, 1999; Yavuz et al., 2015). However, the students were very enthusiastic and made some effort to improve their listening skill when using dictogloss strategy. It means that they were interested in using dictogloss strategy in listening skills. It because they felt enjoyed and they understand about content of the text. If there some vocabulary that they did not know they try to found with the dictionary.

CONCLUSION

Based on the discussion in the previous chapter, the research finding showed the positive impact and improvement in students' listening skills at the nine grade students of SMP Bajiminasa. The students who are taught by using dictogloss strategy have a batter score than those who are not taught by using dictogloss. It can be seen from the students' post-test score in the experimental class is 79.31, while the post-test in control class is 64.48. It is indicated that the students who taught using dictogloss strategy got a better score than the students who are taught using lecturing or conventional technique.

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