



## IMPROVING LISTENING COMPREHENSION OF NARRATIVE TEXTS THROUGH THE DICTOGLOSS METHOD IN ENGLISH LANGUAGE TEACHING

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**Abstract:** This study aims to improve the listening comprehension skills of class X-6 students of SMAN 17 Surabaya through the application of the dictogloss method in narrative text learning. The dictogloss method integrates listening and writing skills collaboratively through the process of listening, recording keywords, and text reconstruction. This study uses the Classroom Action Research (CAR) approach in one cycle that includes the stages of planning, implementation, observation, and reflection. Data were collected through pretest and posttest, as well as observation during the learning process. The results of the descriptive statistical analysis showed an increase in the average score from 86.3 (pretest) to 94.67 (posttest), with an average gain of 8.37 points. Learning completeness increased from 80% to 100%. These findings indicate that the dictogloss method is effective in improving students' listening skills, as well as building active participation and cooperation in learning. This study recommends the use of the dictogloss method as a continuous learning strategy in teaching narrative text in English classes.

**Keywords:** dictogloss, listening comprehension, narrative text, PTK, collaborative learning.

### INTRODUCTION

Listening comprehension is one of the fundamental skills in learning English that is often considered challenging by students. This is due to the complexity of the listening process which involves simultaneous information processing, such as understanding context, recognizing keywords, and connecting information with previous knowledge (El-Esery, 2016). In Indonesia, many students have difficulty in understanding English learning materials, especially in the listening aspect. Research by Gilakjani (Gilakjani & Sabouri, 2016) shows that listening skills often receive less attention compared to other skills such as reading and grammar. Therefore, innovative teaching strategies are needed to improve students' listening skills.

One method that has been proven effective in improving listening comprehension is dictogloss. This method combines collaborative listening and writing activities, where students listen to a text, note key words, and reconstruct the text in groups. Research shows that dictogloss not only improves listening comprehension but also other skills such as grammar and writing (Handayani et al., nd). For example, a study at SMA Negeri

16 Batam found that the use of the dictogloss method significantly improved students' listening comprehension scores compared to conventional methods.

The purpose of this study was to determine whether the Dictogloss strategy can help EFL (English as a Foreign Language) students at SMP Bajiminasa Makassar improve their listening skills. This study used a quasi-experimental approach. The third-grade students of the 2021–2022 academic year of SMP Bajiminasa Makassar became the research sample consisting of 58 students selected using the total sampling technique. Data analysis showed a significant difference between students' listening skill scores on the pre-test and post-test; the experimental class score was 53.97, while the control class pre-test scores were 55.52 and 64.48, and the t-test results were higher than the t-table of 6.72 & 2.00. The findings of the study indicate that third-grade students at SMP Bajiminasa Makassar can improve their listening skills by implementing the Dictogloss Strategy (Fitriani & Nurcahya, 2024a).

The formulation of the problem in this study is: "Is there a significant difference between students' listening comprehension scores before and after being taught with the Dictogloss method?" The purpose of this study is to analyze the effect of implementing the dictogloss method on improving students' listening comprehension scores. Thus, this study aims to provide empirical evidence regarding the effectiveness of the dictogloss method in the context of English learning in Indonesia.

From this study, it is expected that the benefits obtained are as follows: first, providing insight for educators regarding teaching strategies that can significantly improve students' listening skills. Second, the results of this study can be a reference for the development of English learning curricula that are more effective and relevant to students' needs. Third, this study is also expected to increase students' motivation in learning English through a more interactive and collaborative approach.

The novelty of this study lies in the application of the dictogloss method in the context of English language learning in Indonesia, especially in narrative texts which are an important part of the curriculum. Previous studies have shown that this method is effective in different contexts (Minh & Lan, 2021), but there are still few who have studied its application in the EFL context in Indonesia. Therefore, the urgency of this research is very high to contribute to the development of learning strategies that are more relevant and in accordance with students' needs.

Literature review shows that previous studies have found positive results from the use of the dictogloss method in improving listening skills (Al-Harbi et al., 2022; Bingol et al., 2014). In addition, the use of this method can also increase students' motivation in learning English (Elahifar et al., 2022). Thus, this study is expected to broaden the scope of research in the field of English language education and provide new insights into effective learning strategies.

## **METHOD STUDY**

This study uses the Classroom Action Research (CAR) method which aims to improve students' listening skills through the application of the dictogloss method in English learning. CAR was chosen because this approach allows researchers to take direct action in the learning process and observe changes that occur in students in real-time. This type of research is qualitative and quantitative, where the data obtained will

be analyzed descriptively and statistically to determine the effectiveness of the method applied.

The design of this study follows the PTK cycle model which consists of several stages there are: planning, implementation, observation, and reflection. The subjects of the study were students of class X-6 at SMAN 17 Surabaya, consisting of 36 students. The selection of the research location was carried out at the high school because this school is where the author conducted Field Experience Practice (PPL) in pursuing Teacher Professional Education.

The research procedure began with a research period lasting two months, with a total of two cycles. Each cycle consists of several steps: first, a preliminary study was conducted to identify problems faced by students in understanding narrative texts. At this stage, the researcher conducted an initial assessment and observed the previous learning process to get an initial picture of the class conditions.

Next, planning is done by preparing a dictogloss-based learning implementation plan. This plan includes the selection of appropriate narrative texts and teaching strategies to be used. After that, the implementation of the research is carried out by teaching students using the dictogloss method in several learning sessions. Each session is designed so that students are actively involved in listening and reconstructing narrative texts collaboratively.

Observations were made during the learning process. The researcher recorded student interactions, levels of engagement, and difficulties faced by students when using this method. In addition, the researcher also observed changes in students' listening comprehension scores through a pre-test at the first meeting and a post-test at the last meeting.

Reflection is the final stage in each cycle, where researchers analyze data obtained from observations and test results to evaluate the effectiveness of the actions that have been taken. At this stage, researchers consider aspects that need to be fixed or improved in the next cycle.

The success criteria in this study were determined based on an increase in students' listening comprehension scores of at least 20% from pre-test to post-test after implementing the dictogloss method. Data collection techniques included direct observation during the learning process, interviews with students and teachers, and measurement of learning outcomes through written tests.

The research instruments used include observation sheets to record student activities during learning, questionnaires to collect data on students' learning experiences using the dictogloss method, and listening comprehension tests as a measuring tool to assess improvements in students' listening skills.

Data analysis was conducted by comparing the results of the pretest and posttest using quantitative descriptive statistics to determine the average score, highest score, lowest score, gain score, and percentage of student learning completion. This approach is used to provide an objective picture of the improvement in student learning outcomes after the implementation of the dictogloss method. Thus, the results of this study are expected to show the effectiveness of the dictogloss method in improving EFL students' listening comprehension skills in the classroom.

## RESULTS AND DISCUSSION

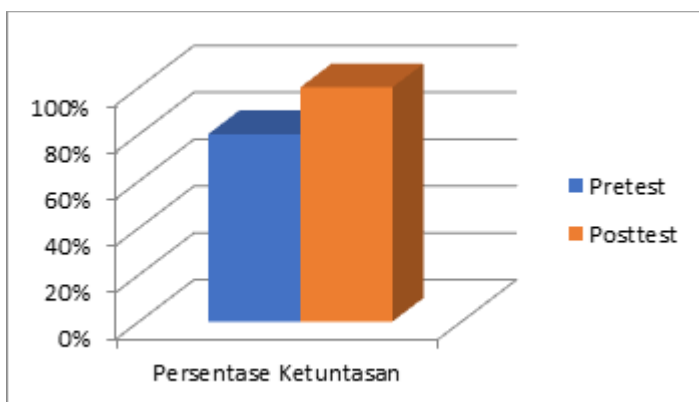
This study was carried out in one cycle on students of class X-6 SMAN 17 Surabaya with the aim of improving students' listening comprehension skills towards narrative texts through the application of the dictogloss method. The dictogloss method was chosen because it integrates listening and writing skills through the process of listening, recording keywords, and reconstructing texts collaboratively. The action was carried out by playing two English narrative texts. The first text was used as pretest material, while the second text was used in Dictogloss learning activities and continued with a posttest. A total of 30 students participated in this activity in its entirety, and their test results were analyzed to evaluate the effectiveness of the action.

The implementation stage begins with a pretest after students listen to the audio "Nothing is Free" without taking notes. ResultsThe pretest showed that 24 out of 30 students 80% achieved the Minimum Completion Criteria (KKM) score of 70, while 6 other students had not completed it. The average pretest score was 83.57. After that, the teacher applied the dictogloss strategy using the audio "Oliver and the Magic Stick" in three rounds of playback: the first for listening, the second for taking notes, and the third to refine the information from the discussion results. The activity was closed with a pair presentation and the implementation of the posttest. The posttest results showed a significant increase, namely 29 students 96.7% achieved completion, with an average posttest score reaching 92.97, an increase of 9.4 points from the pretest average.

**Table 1.**Descriptive Statistical Analysis Table of Pretest and Posttest Results

Aspect	Pretest	Posttest
Average Score	86.3	94.67
The highest score	100	100
Lowest Value	21	70
Average Gain Score	—	8.37
Number of Students Completed ( $\geq 70$ )	24 students	30 students
Percentage of Completion	80%	100%

**Figure 1.** Graph of Average Increase in Pretest and Posttest Scores



*There was a significant increase from the average value of the pretest to the posttest, indicating the success of the application of the Dictogloss method.*

This increase is in line with the findings (Fitriani & Nurcahya, 2024b) which shows that the dictogloss method can improve listening comprehension because students are actively involved in the collaborative meaning-finding process. In addition, dictogloss encourages students to be more focused and organized in listening to information, as explained by (Handayani et al., nd), which states that repetitive listening and reconstruction activities can improve students' high-level thinking skills (HOTS). In this study, it was seen that even students with low initial scores such as 21 were able to improve drastically to 96, indicating that this method is inclusive and adaptive to various levels of student ability.

The findings of this study are also supported by studies (Minh & Lan, 2021) which shows that dictogloss not only improves listening skills but also strengthens sentence structure and grammar because students are trained to rewrite information accurately. In addition, Elahifar (Elahifar et al., 2022) stated that the use of dictogloss in foreign language classes provides space for students to develop self-confidence and a sense of ownership of the learning process. The results of reflection during the implementation of the action also showed an increase in student participation in discussions, accuracy when taking notes, and courage in presentations.

From a theoretical perspective, the success of the dictogloss method supports Vygotsky's social constructivism principle which emphasizes the importance of collaboration and social interaction in building knowledge. This can be seen when students reconstruct the text in pairs, they do not only rely on personal notes but also compare perceptions and discuss the content of the story. This process strengthens understanding and makes students active in the learning process, as explained by (Rahmawati et al., 2024) in his studies on collaborative learning.

Overall, the actions taken in one cycle have met the indicators of success. The increase in completeness from 80% to 96.7% and the increase in the average score indicate that learning with the dictogloss method is effective in improving students' listening comprehension skills in narrative texts. Although one student has not reached the KKM, this result still shows significant success. Therefore, the next action that can be taken is to maintain the use of dictogloss as a routine strategy in learning narrative texts, provide training in recording information to students with low scores, and develop variations in texts and audio media to maintain student interest.

One method that has been proven effective in improving listening comprehension is dictogloss. This method combines collaborative listening and writing activities, where students listen to a text, note down key words, and reconstruct the text in groups. Research shows that dictogloss not only improves listening comprehension but also other skills such as grammar and writing (Handayani, 2023; Fitriani & Nurcahya, 2021). Another study conducted by Pohan and Napitupulu at SMA Negeri 16 Batam showed that the use of the dictogloss method significantly increased students' listening comprehension scores compared to conventional methods. In this study, the experimental class taught using the dictogloss method showed a higher increase in scores compared to the control class taught using the conventional method. Statistical analysis using the t-test

showed that the t-value of 14.45 was greater than the t-table of 1.980 at a significance level of 5%, indicating that the difference was statistically significant. (Pohan & Napitupulu, 2016).

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The novelty of this study lies in the application of the dictogloss method in the context of English learning in Indonesia, especially in narrative texts which are an important part of the curriculum. Previous studies have shown that this method is effective in different contexts (Nguyen et al., 2021; Rahmawati, 2024), but few have examined its application in the EFL context in Indonesia. Therefore, the urgency of this study is very high to contribute to the development of learning strategies that are more relevant and in accordance with students' needs.

Research conducted by Akib shows that the use of the dictogloss method can significantly improve students' listening skills, because it encourages them to focus more on capturing important information from spoken texts in a collaborative and structured manner (Akib, 2019). In addition, the use of this method can also increase students' motivation in learning English (Elahifar et al., 2022). Thus, this study is expected to expand the scope of research in the field of English language education and provide new insights into effective learning strategies.

## **CONCLUSION, IMPLICATIONS AND SUGGESTIONS**

The application of the dictogloss method in English learning in class X-6 SMAN 17 Surabaya has proven effective in improving students' listening comprehension skills. This is evidenced by the increase in the average score from 86.3 to 94.67 and the increase in learning completeness from 80% to 100%. Repeated listening activities, recording keywords, and collaborative reconstruction encourage students' active involvement and improve their understanding of the text. Even students with low initial scores showed significant improvement, proving that this method is inclusive and adaptive to differences in student abilities.

The results of this study provide important implications for English language learning practices, especially in teaching listening skills. For teachers, dictogloss can be used as a teaching strategy that encourages active engagement and better learning outcomes. For students, collaborative activities in dictogloss provide space to build self-confidence and critical thinking skills. For curriculum developers, these results provide a foundation for integrating collaborative approaches into foreign language teaching.

As a follow-up, teachers are advised to make dictogloss a part of routine strategies in teaching narrative texts. Students who have not achieved optimal results can be given special guidance in recording techniques while listening. In addition, the development of text variations and audio media needs to be done to maintain student motivation. Further research is also recommended to explore the effectiveness of this method on other language skills such as speaking or writing.

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