CHAPTER I
INTRODUCTION

This chapter outlines the research background, research questions, research purposes, research significance, conceptual framework, research scope, and a review of previous studies.

A. Research Background

Listening comprehension plays a crucial role in language acquisition, particularly for learners of English as a Foreign Language (EFL). It involves processing and understanding spoken language, which is crucial for effective communication and academic success. Listening comprehension is often considered one of the most challenging skills because it requires learners to interpret, retain, and make sense of spoken words in real-time. Mastering this skill helps students in everyday communication and improves their performance in academic settings where understanding lectures, discussions, and audio-visual materials is vital.

However, most Indonesian schools still employ traditional teaching methods of listening comprehension in EFL contexts, which tend to focus on passive listening exercises. These typically involve students listening to a passage, lecture, or conversation and answering comprehension questions. While the traditional passive listening approach provides some exposure to spoken English, it often limits students' ability to actively engage with the material. The passive nature of these exercises means that learners may struggle to retain information or develop a deep understanding of the content, such as note-taking, paraphrasing, or reconstructing meaning. Moreover, traditional methods in teaching listening may not offer sufficient opportunities for students to practice listening comprehension skills.

This research offers solutions to various challenges in English learning, particularly in helping students improve their listening skills. Wahidah, Sajidin, and Aminuddin (2025) emphasize the importance of using language learning strategies

relevant to students' linguistic backgrounds, as contextual strategies have been shown to increase learning effectiveness. In the context of listening, teaching innovation is crucial for enabling students to be more actively involved in the learning process. One way to do this is by selecting appropriate listening techniques. Appropriate techniques not only help students better understand spoken information but also encourage them to think and actively reconstruct meaning. Given this urgency, teachers should consider implementing listening techniques that stimulate student participation and understanding, one of which is the Dictogloss technique.

According to Vasiljevic (2010, p. 48), the Dictogloss technique combines various teaching methods, such as topic warm-up, explicit vocabulary instruction, and, in some cases, grammar improvement. The technique also includes new types of meaning-based listening activities and cooperative learning. The process is as important as the result. This improves students' listening and speaking skills. In addition, Widhiasih (2019, p. 61) states that Dictogloss is one technique that encourages learners to use bottom-up and top-down listening strategies. Using Dictogloss, learners learn to read various texts in specific subject areas. In short, Dictogloss is an interactive method that encourages cooperation and can help teachers and learners improve their listening comprehension.

Dictogloss was first introduced by Wajnryb (1990) as a task-based method combining listening, noting keywords, and collaboratively reconstructing texts. In this process, students work together in small groups to recreate the original text, sharing interpretations and clarifying their understanding. As a result, this technique trains students to identify main ideas and raises their awareness of language structure. Furthermore, Vasiljevic (2010) notes that Dictogloss is crucial for developing listening comprehension by promoting both bottom-up (sounds, vocabulary, grammar) and top-down (knowledge and context) processing. Collaborative reconstruction also encourages meaning negotiation and metacognitive reflection, which together enhance listening comprehension.

Dictogloss is an interactive way of teaching. The procedure begins with the teacher reading a short passage aloud at a normal pace while students listen

carefully. This stage emphasizes listening for meaning rather than trying to copy every word. Students are encouraged to take notes during the reading, focusing on keywords or phrases that are important to them. After the listening stage, students work in pairs or small groups to reconstruct the text based on their notes. They are not expected to reproduce the reading word-for-word but instead focus on conveying the main ideas and structure of the original text. Finally, the groups share their reconstructed versions with the class, facilitating discussion and comparing interpretations.

This multi-step process encourages students to engage with the material on multiple levels. Instead of passively receiving information, they actively listen, analyze, and produce language. By collaborating with peers, students also have the opportunity to discuss and negotiate meaning, further strengthening their understanding of the text. The collaborative aspect of Dictogloss is invaluable in a language learning context, as it allows students to benefit from each other's linguistic insights and abilities. Research has shown that the effectiveness of the Dictogloss technique may improve listening comprehension. According to Wajnryb (1990), this method encourages students to focus not only on the content of the reading passage but also on its structure and linguistic features. This dual focus enhances comprehension and language awareness, making Dictogloss a powerful tool for developing listening skills in EFL learners.

Several empirical studies have shown the positive impact of Dictogloss on listening comprehension. First, said et al. (2023) conducted a study at Muhammadiyah Bone University, implementing Dictogloss in EFL classes. The results showed a significant increase in students' listening comprehension scores after using this technique. This research highlights how the active engagement required by Dictogloss results in better retention and comprehension of spoken texts.

Second, Marbela (2022). This study aimed to gather proof of the effectiveness of the Dictogloss technique in improving students' listening skills. Purposive sampling divided the class into two classes, including 40 learners from class X at SMA 11 South Tangerang. A total of 40 learners from the experimental

class X IPS 2 and 40 from the control class X IPS 4 took part. This research employs quantitative research and a quasi-experimental technique.

Third, Hidayah's (2021) study aimed to investigate the effectiveness of the Dictogloss method on students' listening comprehension at SMA Negeri 1 Way Jepara. The participants were selected through purposive sampling, involving two classes of tenth graders: an experimental group consisting of 30 students from class X IPA 1 and a control group of 30 students from class X IPA 2. This quantitative research utilized a quasi-experimental design, employing pre-tests and post-tests to measure listening comprehension.

Based on previous studies that have been conducted regarding the Dictogloss approach, there are gaps in the three previous studies. This study focuses on applying the Dictogloss technique in teaching listening and the significance of students' understanding of listening after using the Dictogloss technique. Meanwhile, this research will be conducted on students of SMPN 1 Majalaya, Bandung Regency, who have difficulty listening during the learning process.

B. Research Questions

The researcher develops three research questions based on the background described above, as follows:

1. What are the students' listening comprehension skills before being taught using Dictogloss technique in teaching listening comprehension Recount texts?
2. What are students' listening comprehension skills after being taught using Dictogloss technique in teaching listening comprehension Recount texts?
3. How significant is the improvement in students' listening comprehension skills before and after being taught using Dictogloss technique in teaching listening comprehension Recount texts?

C. Research Purposes

According to the mentioned research questions, this study has three primary purposes, as follows:

1. To determine the students' listening comprehension skills in understanding Recount texts before the implementation of the Dictogloss technique.

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2. To assess the students' listening comprehension skills in understanding Recount texts after the implementation of the Dictogloss technique.

3. To analyze whether there are improvements in students' listening comprehension skills before and after the implementation of the Dictogloss technique in teaching Recount texts.

D. Research Significances

1. For EFL Students

The researcher expects the students to be more enthusiastic and know how to improve their listening comprehension. There are many ways to achieve successful learning, and for teachers, it is to use this technique as a basis in teaching, especially to improve students' listening skills through the Dictogloss technique.

2. For EFL Teachers

The researcher expects that this research can help teachers improve students' achievement and provide alternative contributions and information regarding techniques for teaching listening comprehension.

3. For Other Researchers

This study contributes additional knowledge to support further research and development in similar areas in the future.

E. Research Scope

This study focuses on the application of the Dictogloss technique in teaching listening using Recount texts to enhance students' listening comprehension skills, particularly when they take comprehension tests or tests on Recount texts material. During the application of the Dictogloss technique in listening instruction using Recount texts, the researcher employed the Inquiry Approach learning model when administering the treatment to students. The researcher selected listening comprehension because it is essential for daily communication and academic roles. The researcher taught eighth-grade students at SMPN 1 Majalaya, Bandung, because this technique had never been applied in the school before. Thus, the

Dictogloss technique can provide knowledge for both students and teachers to start applying it in English teaching, especially in listening comprehension.

However, this study has some limitations. First, this study was only conducted on a small sample of grade VIII students from one school, so the results may not be fully representative of the general English as a foreign language (EFL) learner population. Second, this study only focuses on Recount texts, so the findings may not apply to other types of texts or listening contexts. Lastly, this study was conducted over a relatively short period, so it may not be able to capture the long-term impact of using the Dictogloss technique on students' listening comprehension skills.

F. Conceptual Framework

This study focuses on the Dictogloss technique in teaching listening to the eighth grade of SMPN 1 Majalaya. The researcher expects that applying the Dictogloss technique in teaching listening to Recount texts can improve their listening comprehension. Dictogloss is used to educate English learners because it stresses fluency in academic language and assists students with listening comprehension and memorizing good English models. Meanwhile, according to Anderson and Anderson (1997), a Recount text aims to provide readers with an overview of an event that occurred according to the time and place of the incident, focusing on events written sequentially.

Brown (2001) emphasizes that listening is an important component of language acquisition and teaching in the classroom context, and students hear more than they speak. This shows that listening skills are one of the abilities that should be developed by students. According to Brown and Yule (1983), listening comprehension is the ability to understand what an individual hears. If the individual learns a text by hearing it, the individual will comprehend it. Rost (2002) and Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and other linguistic or non-linguistic clues.

Overall, since students listen more than they speak in class, listening comprehension is essential in language learning and teaching. Therefore, students need to practice their listening comprehension in class. In addition, they also have to listen more creatively. In this case, we construct meaning from words, word combinations, and intonations of voice, known as pronunciation, and we understand the sounds that enter our ears.
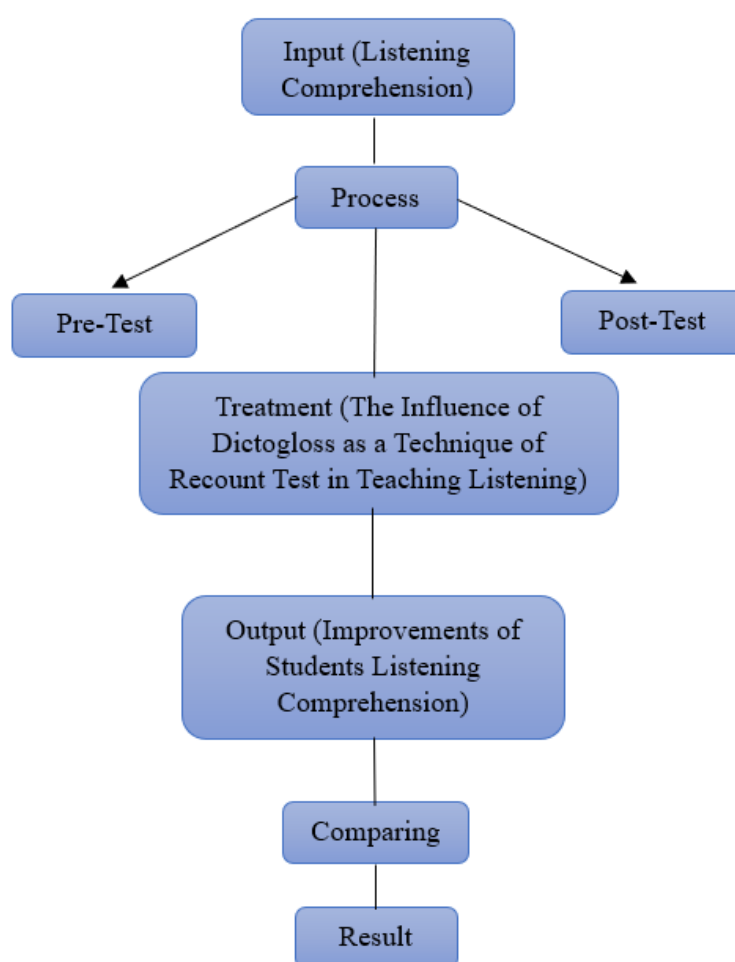

Figure 1. 1 Conceptual Framework

Students commonly encounter several challenges during listening comprehension (Ur 1996, p. 111. Firstly, many students face sound-related issues, as they tend to depend on contextual clues to interpret what they hear and often fail

to recognize their pronunciation. When they miss certain words in the audio, it can lead to feelings of fear and frustration. Teachers should encourage students to practice selectively ignoring some of the information they receive, a natural skill in their native language. Secondly, students often struggle with understanding spoken language quickly; they typically require the teacher to speak slowly and clearly for better comprehension. Thirdly, they find it challenging to grasp brief, natural-sounding speech from native speakers. To improve this, students should participate in informal conversations to familiarize themselves with native speech patterns. Additionally, students may need to listen to the audio multiple times to comprehend the content entirely. In such cases, teachers can select materials with repetitive elements and allow for repetition or clarification requests during listening activities. Finally, students often have trouble catching specific words and feel overwhelmed by the volume of information presented, which adds to their stress.

According to the theories discussed, many students depend on contextual cues to interpret what they hear and often lack awareness of their pronunciation. When they mishear specific phrases in the audio, it can lead to panic and frustration. If discussions continue for too long, students may become fatigued, frustrated, and stop paying attention. Their difficulties with concentration compound this issue. Therefore, teachers should guide students in selectively ignoring some information presented, as this skill often comes naturally in their native language. The aim of this study is to encourage students to feel relaxed, understand every detail, and focus on capturing the essential parts of the conversation while disregarding the rest.

Various techniques can be employed in the classroom to enhance listening skills, one of which is known as Dictogloss. Wajnryb (1990) describes Dictogloss as an exercise where students listen to a passage and write down keywords as they hear them, later using these notes to reconstruct the text (Ash, 2013). Kooshafar (2012) notes that this approach involves tasks that motivate students to engage with the text they are listening to. Jibir-Daura (2013, p. 113) emphasizes that the preparation phase aims to enhance students' readiness for the listening activity.

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This study implemented the Dictogloss technique using Recount texts to teach listening comprehension effectively. Dictogloss is a dictation exercise where students listen and jot down important words before reconstructing the text based on those keywords. The Dictogloss technique consists of four key steps aimed at improving listening abilities. The process involves preparation, dictation, rebuilding, and analysis using recount texts as material.

G. Previous Studies

The research in this area has been discussed in several research. First, Nurdia., Aminah., & Lebagi, D. (2024). This study aimed to determine how well the Dictogloss technique helps eighth-grade students at MTs Negeri 2 Parigi improve their listening comprehension. In this study, the main research question is the efficacy of the Dictogloss technique in improving listening comprehension. The researcher used a quantitative method using a quasi-experimental research design with pre-test, treatment, and post-test with two classes designated as the experimental and control classes. The members of this test were eighth-grade students. The researcher used a pre-test and post-test to collect data. SPSS version 23 was used to analyze the collected data. The results of this study indicate that the Dictogloss technique successfully further develops the listening comprehension of eighth-grade students at MTs Negeri 2 Parigi.

The second, Niswa, K., Batubara, M, H., & Nasyupit (2022). This study aimed to determine the learning process of listening comprehension and to determine the advantages of the Dictogloss technique in class X IPA 1 MAN Pegasing. Researchers used classroom action research methods, data collection techniques using pre-tests and post-tests, and questionnaires to determine the advantages of the Dictogloss technique. The results of this study indicate that the Dictogloss technique effectively improves students' listening comprehension learning achievement at MAN Pegasing. The researcher also explained that students stated that the Dictogloss technique was one of the interesting techniques and could improve students' listening and learning achievement.

The third, Wahyu (2020), investigates the impact of the Dictogloss technique on improving writing skills among second-grade students at MTs DDI At-taqwa Jampue Pinrang. This study employed a classroom action research design that included planning, acting, observing, and reflecting phases. The participants were divided into groups to engage in Dictogloss activities, where they collaboratively reconstructed texts after listening to dictated descriptions. The findings revealed that implementing the Dictogloss technique significantly enhanced students' writing abilities, as evidenced by improved scores in writing assessments across multiple study cycles. Specifically, students demonstrated increased proficiency in organizing and expressing their ideas effectively in descriptive paragraphs. The study concluded that Dictogloss facilitates better writing skills and fosters a more interactive and engaging learning environment, ultimately leading to greater student motivation and confidence in their writing capabilities. This research aligns with previous studies that highlight the effectiveness of Dictogloss as a valuable instructional strategy for enhancing language skills in educational settings.

The next, by Istiqomah and Ulfah (2022), their study aims to examine the significant improvement in listening comprehension and students' perceptions of the Dictogloss technique at SMP Tri Dharma Palembang in eighth-grade students in the 2021/2022 academic year. This study uses a quantitative method in the form of a pre-experimental design that only uses one class. As a source of data, this researcher uses tests and questionnaires. The pre-test and post-test were taken from the experimental group to determine whether the Dictogloss technique is efficacious in improving the performance of eighth-grade students at SMP Tri Dharma Palembang. Moreover, the questionnaire was used to determine students' perceptions of the Dictogloss technique in teaching listening. The study results showed that the students' listening skills in the experimental class increased, as indicated by the pre-test and post-test scores. The results of this study show that the use of Dictogloss as a technique to improve students' listening skills is recommended for teachers teaching listening. The positive results from this study

align with other research emphasizing the benefits of interactive techniques in language education.

The last is Elahifar, Ebrahimi, and Azizi (2022). This study investigates the effects of Dictogloss as a listening activity to improve EFL learners' listening comprehension in Iran. To fulfil the purpose of the study, the researcher used 80 secondary school girls selected using the random sampling method, and they took the Oxford Quick Placement Test (OQPT). The results of this study show that using Dictogloss as a listening activity can significantly improve the listening comprehension of Iranian EFL learners. The study concludes by offering some implications.

From all previous studies, this study is different because it focuses on the application of the Dictogloss technique for Recount texts in teaching listening and identifies the significance of students' understanding of listening skills after using the Dictogloss technique. The results were tested on eight students of SMPN 1 Majalaya.