THE IMPLEMENTATION OF THE DICTOGLOSS TECHNIQUE
TO FOSTER STUDENTS' LISTENING SKILLS AT THE SECOND GRADE
OF SMAN 3 MAJENE

By:

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H0118368

**This Undergraduate Thesis was written and submitted in a part-fulfillment
of the requirements for the Undergraduate Degree Education**

ENGLISH EDUCATION DEPARTMENT

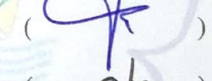**FACULTY OF TEACHER TRAINING AND EDUCATION**

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APPROVAL SHEET
THE IMPLEMENTATION OF THE DICTOGLOSS TECHNIQUE TO FOSTER STUDENTS' LISTENING SKILLS AT SECOND GRADE OF SMAN 3 MAJENE

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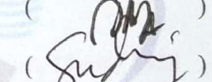FACULTY OF TEACHER TRAINING AND EDUCATION

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ABSTRACT IN ENGLISH

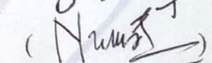**MULKIA NUR:** The Implementation of The Dictogloss Technique to Foster Students' Listening Skills at Second Grade of SMAN 3 Majene. **Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, University of Sulawesi Barat, 2023.**

This study aimed to determine the effectiveness of the dictogloss technique on the listening skills of second-grade students at SMAN 3 Majene and to find out the perceptions of second-grade students at SMAN 3 Majene on the implementation of the dictogloss technique to improve students' listening skills. This research used a quantitative research method, namely quasi-experimental. This study uses two instruments, namely tests and questionnaires. In this case, the researcher used 2 tests, namely the pre-test and the post-test. This study used cluster random sampling as a technique in selecting the research sample, namely 2 classes as respondents, in this case, class XI IPS as the experimental class and class XI IPA as the control class. Based on the results of the calculation of the N-Gain score test, it shows that the average value of the N-Gain score for the experimental class (dictogloss technique) is 33.1792, or 33.18%, which is included in the ineffective category. Based on the output of "test statistics" it is known that the value of Asymp. Sig (2-tailed) is $< 0.01 < 0.05$. Then it can be concluded that "The hypothesis is accepted". Thus, it can be said that there is a difference in the students' listening skill scores between the experimental class (Dictogloss technique) and the control class (conventional). Because there is a significant difference, it can be said that there is an effect of using the dictogloss technique on students' listening skills. While based on data analysis from the questionnaire, the average value is obtained 65.87%, so the results of students' perceptions of the dictogloss technique in second grade students of SMAN 3 Majene have a positive perception category.

Keywords: Listening, Skills, Dictogloss Technique, Perception.

CHAPTER I

INTRODUCTION

This chapter present the background of the study, the research question of the study, problem identification, research focus, research objective, and research benefit.

A. Background

Listening is a receptive variety of spoken language skills. Expertise is not just a listening activity but understanding the speaker's understanding. According to Brown (2018), listening is not the same as receiving information from a speaker. Instead, the listener must decipher the speaker's aim, infer meaning from and confirm hypotheses as the discussion progresses, and forecast the topic's future path. In addition, listening is often claimed to be a passive skill in the classroom, as learner seems to sit quietly and listen to dialogues.

Meanwhile, According to Tyagi (2013), to properly receive communications, you must be able to listen. It combines hearing what others say and having a psychological connection with the speaker. Accepting what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating sense through collaboration, creativity, and empathy are all steps in the listening process (Gilakjani & Sabouri, 2016).

Listening becomes very important to learn, especially for those who want to understand the speaker's intent; According to Gilakjani & Sabouri (2016), students can understand what is around them to create good communication. Apart from that, There are other reasons why people need to understand what others are saying. According to Baimbetova (2015), they want to understand what is said on TV, on the radio, in theatres and cinemas, or on cassettes, CDs, or other recording devices. Therefore, listening is essential because someone who does not understand the input will make communication chaotic (Handajani, 2018). Then, students of English as a foreign language must understand what the speaker is saying.

Furthermore, a preliminary study in the second grade of SMAN 3 Majene revealed that many second-grade students still do not have listening skills. After

making observations, the researcher found student problems, including: first, students were less able to understand what they heard from the teacher during the learning process in class. Second, students need a relatively long time to understand the material. Third, students feel bored because they only study using conventional listening learning methods. Fourth, listening learning drains the energy and thoughts of students and teachers in class, and Fifth, listening learning in style does not run effectively and efficiently. This is supported by the results of researchers' observations at SMAN 3 Majene by interviewing English teachers who teach in the second grade. The teacher revealed that students found it challenging to listen to learning, as evidenced by the students taking a long time to understand the teacher's intentions, whether in the form of material or direction. Students must repeat recordings and videos or ask the teacher to repeat the command several times to students so that students can understand the material and the meaning conveyed.

By analyzing the problems above, students' learning difficulties become a problem in and of themselves, keeping them from achieving their purpose of learning. According to Munirah (2018), Learning challenges are a condition in which students are unable to fulfill the challenges that must be met during the learning process, resulting in the process and results being unsatisfactory. Many approaches to learning can be applied, including applying relevant techniques in the classroom. In this case, the researcher used the dictogloss technique to see how it affects students' listening skills.

The Dictogloss technique combines two styles, namely dictation, and interpretation. According to Mayo (2018), dictogloss is a text reconstruction task in which the text is read twice at average speed. The first time the teacher reads the text, which will be adjusted to the student's level of proficiency, the students listen. The second time the text is read, students write down what they consider to be keywords. Then, either individually or together, they reconstruct the text so that it is as close to the original as possible in form and meaning. This technique is used by asking students to hear what the teacher has dictated and then interpreting what the students have just heard. In addition, this technique is

considered to influence students because it is effortless to apply. Namely, the teacher repeats the dictations twice to the students.

The researcher did this study to see how the dictogloss technique affects students' listening abilities by conducting a trial test on a sample of students to evaluate the impacts that occur and to see how students perceive the dictogloss technique that the researcher will use in the classroom. According to Handajani (2018), the dictogloss technique is a technique that is considered a classic where in its application, students must listen to and record keywords and then reconstruct the text. This technique will be chosen from the many techniques in learning because this technique has succeeded in improving students' listening skills in several studies conducted by previous researchers, so the researcher feels this research will also be successful in solving students' listening problems. In addition, another reason the researcher chose this technique is that in its application, the dictogloss technique requires students to work in groups and work together because this technique applies the principle of two heads better than one head. As a result of the preceding explanation, the researcher will be attempted to conduct research titled "The Implementation of The Dictogloss Technique to Foster Students' Listening Skills At The Second Grade of SMAN 3 Majene".

B. Problem Identification

Based on the results of observations that the researcher has made, the problems found include:

1. Students were less able to understand what they heard from the teacher during the learning process in class.
2. Students need a relatively long time to be able to understand the material.
3. Students feel bored because they only study using conventional listening learning methods.
4. Listening to learning drains the energy and thoughts of students and teachers in class.
5. Listening to learning in class does not run effectively and efficiently.

C. Problem Limitation And Formulation

This research focused on one of the skills that must be mastered in English, namely listening skills. In this study, the researcher has a limitation, namely focusing on the student's lack of understanding of what they hear from the teacher during class learning.

The Problem formulation that will be discussed in this research are:

1. How is the Effectiveness of the dictogloss technique on students' listening skills in the Second grade of SMAN 3 Majene?
2. What is the perception of second-grade students of SMAN 3 Majene on the implementation of the dictogloss technique used to improve students' listening skills?

D. Research Objective

In line with the problem limitation and formulation, this study aims to:

1. To determine the Effectiveness of the dictogloss techniques that affect students' listening skills.
2. To determine the student's perception of the dictogloss technique.

E. Research Benefits

This study is crucial since it can assist pupils in responding to various situations. This study is vital because it can assist students in understanding how the Dictogloss technique affects their listening capacity. This listening talent is essential for those learning English so that the speaker's meaning may be easily grasped and the information obtained is not misconstrued. The are some of the advantages of research:

1. Theoretical benefits

This study's findings are predicted to be valuable in education, particularly in English education. Specifically, the Implementation of the dictogloss technique to foster students' Listening skills.

2. Practical Advantages
a. For students

This study's findings are predicted to improve students' understanding and knowledge of how to use the Dictogloss technique to enhance their listening skills.

b. For Educators

Using the dictogloss technique will help students improve their listening skills because it can be a source of information and consideration for interested English teachers.

c. For educational institutions

The study findings will likely be helpful to schools to implement the dictogloss technique to improve students' listening abilities.

d. For Researchers

Researchers interested in using the dictogloss technique to improve students' listening skills should find this helpful study. Furthermore, this study might serve as a resource and growth for future researchers, particularly educators.

CHAPTER II

LITERATURE REVIEW

This chapter deals with theories used as the basis for supporting the research. It covers some previous literature studies, theoretical framework, hypotheses, and conceptual framework.

A. Previous Literature Studies

Several research studies have been done by researchers relevant to this research. The first appropriate was done by Wahyuningsih (2019) at MTSN 2 Madiun, who conducted a study entitled "The effectiveness of dictogloss technique on listening skill of short functional text at the eighth-grade students of MTs N 2 Madiun". The goal of the study was to see if students who were taught using the dictogloss technique had a better listening score than students who were not conducted using the dictogloss technique and seeing if there were any issues with using the dictogloss technique on short functional text listening skills in eighth-grade students at MTsN 2 Madiun in the academic year 2018/2019. Students from MTSN 2 Madiun made up the study's population, while students from class VIII made up the sample. Researchers employ simple random sampling as a sampling strategy to decide and select the class to be sampled. The instrument used in this study was a test consisting of a Pre-Test and a Post-Test. The trial and control classes at MTsN 2 Madiun for the 2018/2019 school year were classes VIII A and VIII C. According to the researcher, there was a substantial difference between students who were taught using dictogloss and students who were not conducted using the dictogloss technique. It means that students trained using the dictogloss technique score higher in listening.

Second relevant research was by Afriani (2020) at MAS Al-Ihsaniyah Muaro Jambi. The study's title was "The Effect of Dictogloss Technique on Students' Listening Comprehension at Second Grade of MAS Al-Ihsaniyah Muaro Jambi in the Academic Year 2019/2020". This study aims to see if there is a difference in listening comprehension between pupils taught using the dictogloss technique and those not in second grade at MAS Al-Ihsaniyah Muaro Jambi. The participants in this study were eleventh-grade students at MAS Al-Ihsaniyah Muaro Jambi for the 2019/2020 academic year. In Academic Year 2019/2020,

the researcher used classes XI 1 and XI 2 at MAS Al-Ihsaniyah Muaro Jambi as experimental and control classes. The researcher uses the total sampling technique in selecting research samples and the instrument with which As the study instrument, the researcher used a test to collect data. There is one; it is exclusively for the Post-Test. The study found that teaching listening with the dictogloss technique was adequate and that the topic was more interesting. After the researcher treated them with the dictogloss technique in listening comprehension, the students experienced some benefits. When they applied the dictogloss technique, they tried to improve their listening comprehension. It suggests that some were interested in learning how to use the dictogloss technique to enhance listening comprehension.

The third relevant research was by Pohan & Napitupulu (2016) at SMA Negeri 16 Batam researched "The effect of dictogloss method toward student's Listening Comprehension at the second grade of SMA Negeri 16 Batam". The pre-experimental design was utilized in this study. The study's focus was on SMA Negeri 16 Batam's second-grade students. The participants in this study were second-graders from SMA Negeri 16 Batam. Researchers use the cluster random sampling technique in selecting samples from the study. The experimental class was XI IPS 2, while the control class was XI IPS 1. The researcher employed a test as the research instrument in this study. In the experiment, the researchers conducted a Pre-Test and a Post-Test. Based on the findings of this study, the dictogloss method significantly impacts students' listening skills in the second grade of SMA Negeri 16 Batam in the academic year 2013/2014. According to the findings, the dictogloss method can improve the listening comprehension of second-grade students in senior high school.

The fourth relevant research was by Gibran (2021), The Students' Perception on The Use of Dictogloss Strategy in Teaching Listening (A Descriptive Quantitative Research at the Grade Twelve of SMA Muhammadiyah Sungguminasa). This study aims to determine how students feel about using the dictogloss strategy to teach listening. The findings of this study can help the teacher more effectively deliver material about the dictogloss strategy, and the findings of this study can be used as a reference to help students better

understand the Dictogloss Strategy. This research uses a descriptive quantitative approach and a questionnaire for data analysis. The research subjects were 26 students of class XII MIA SMA Muhammadiyah Sungguminasa who had been selected using a purposive sampling technique consisting of 13 males and 13 females. The dictogloss strategy received positive reactions from most students in the listening teaching process because the dictogloss strategy helped students develop the dictogloss Strategy in the listening class if students in class used the Dictogloss technique. They understand how to communicate their thoughts and opinions, as well as how to help each other in solving problems in class.

After reviewing the four kinds of literature above, there are similarities with this study. First, this study and this study both examine the use of the dictogloss technique where the technique can affect listening skills. Second, having the same type of research, namely quantitative research.

In addition to similarities, there are also differences in the four studies described in this study. In the first paragraph, the research instrument used simple random sampling. In the second paragraph, the researcher used total sampling. In the third paragraph, the researcher only uses a pre-experimental design. In the fourth study, the researcher used a descriptive quantitative design, a questionnaire, and purposive sampling. While in this study, researcher used a quasi-experimental design and cluster random sampling and used Pre-Test and Post-Test along with a questionnaire to collect data which will be used for the second grade at SMAN 3 Majene.

B. Theoretical Framework

1. Dictogloss technique

a. Definiton of dictogloss technique

According to various experts, there are numerous definitions of the dictogloss approach. The term dictogloss is derived from the English language and comprises of two words: dicto or dictate, which refers to dictation, and gloss, which refers to the interpretation. Furthermore, Snoder & Reynolds (2019), dictogloss is a form of dictation in which students are not given enough time to write the text. In this case, students listen to the teacher's text briefly, write every

word they hear in groups, and then arrange the terms into one complete text with their group.

Dictogloss, according to experts, is a dictation-based learning activity in which students listen to oral speech, select keywords, and form groups to reproduce stressed discourse (Widhiasih & Dharmayanti, 2019). They claim that students may efficiently utilize the strategy depending on their hearing ability and ability to discover keywords in a speech. Students will listen to speech recordings, take keynotes, then continue with group work to synthesize information from the previous recording into a document using the dictogloss technique. Students are taught to listen to voice colleagues using the Dictogloss technique, and then they discuss the information gleaned from the voice recordings in groups. As a result, collaboration is crucial when adopting this technique.

Dictogloss, on the other hand, is a simple approach that can be used in the classroom. Dictogloss is a means to support teaching listening in the school without compelling students to listen to native speakers directly and to the challenging passage, according to (Aminatun et al., 2021). Teachers read aloud or playback a tape of a brief talk to pupils at an average speed in dictogloss. The learner is then requested to write down as many instances of the term lock as possible. Then, in small groups, participants recreate the dialogue based on their interpretation of the keywords they have written. The learner will assess and correct the reconstruction findings at the end of the process. This technique teaches students how to uncover the key to discourse and how to reason, identify, and analyze a teacher's lesson.

Dictogloss can also be used as an interactive teaching tool in the classroom. Dictogloss is an interactive teaching technique that combines students listening to a paragraph, taking notes on keywords, and then working together to recreate the text (Jibir-Daura, 2013). Students listen to a brief dense section read aloud to them at average speed and scribble down key topic words. The dictation step, they form a small group and work together to recreate the original text using their notes and understanding of the section. The work is commonly referred to be a grammar learning task because students, when asked to repeat the original

sentence as correctly and clearly as possible, make implicit or explicit references to grammatical knowledge.

There are a few critical difficulties that teachers and students should be aware of when using dictogloss. According to Yeganeh (2016), teachers must consider the sociocultural setting, workgroup composition, and student assessment. He also believes that students should be aware of the advantages of collaborative learning. No curriculum can be learner-centered unless the learner's emotional needs and perceptions regarding the learning process are considered. Furthermore, according to Johnson & Johnson (1999), learners are assigned two tasks: to optimize their learning and to maximize the knowledge of all other group members. They also state that heterogeneously grouped teams profit more than heterogeneously constituted teams. Finally, with the help of teachers' criticism and mentoring, the students must be fairly assessed. According to Johnson & Johnson (1999), cooperative learning groups can be viewed as windows into students' thoughts.

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After seeing the definition that has been explained, the researcher argues that the dictogloss technique is a technique where students are divided into several groups and then listen to the teacher's dictation and then, in groups, begin to interpret what they hear. The teacher will dictate twice where, in the first dictation, students are not alPoored to hold writing instruments. In the second dictation, the teacher begins to allows students to use stationery.

b. The dictogloss technique's steps

In the dictogloss technique, there are some steps to implementing the method (Rukmana, 2020); there are four steps in the Dictogloss technique, namely:

1) Preparation: The teacher prepares students to face the material they will hear by asking questions and stimulus picture questions, discussing vocabulary, and ensuring that students understand what they are supposed to do and that they are in the appropriate group.

2) Dictation: The student hears the dictation twice. They take the time to listen at first to get meaning from the text. Second, they take notes because they are motivated to reconstruct the text. For accuracy reasons, students should listen to the reader through a tape recorder rather than the original text spoken by the teacher.

3) Reconstruction: The learner collects notes and rewrites their text version at the end of the dictation. Keep in mind that the teacher is not providing verbal input to the kids now.

4) Analysis and correction: This stage can be handled in various ways. First, each student's rendition of the text can be written on the blackboard or projected using an overhead projector (OHP). Second, the reader can be copied and passed out to all students. Third, students can compare their work to the original text sentence by sentence.

c. Advantages of dictogloss

According to Fikri (2016), implementing the Dictogloss technique provides the benefits:

1) The Dictogloss approach is an excellent way to mix individual and group activities. It's because dictogloss mixes unique and group activities in which students use their cognitive skills to reconstruct the text.

2) The dictogloss technique fosters the development of communicative competencies in learners more than the conventional method, which emphasizes teacher-centered instruction.

3) Dictogloss additionally encourages learners' autonomy. Rather than depending on the teacher to deliver the information, students help one another

recreate the text. The students can identify where they did well and where they need to improve during the analysis and correction stage.

d. Disadvantages of Dictogloss

In addition to the benefits mentioned above, Rahayu (2020) lists the negatives of Dictogloss:

1) The text's subject matter may not be of interest to all students.
2) The text's subject matter would not be of interest to all students.
3) Students unfamiliar with the teaching method might also want to make notes on every word spelled out.

2. Listening skill

Listening is one of the four productive skills that must be learned to communicate in English. This section will give a quick overview of how to listen to both the teaching and learning sides, as follows:

1. The definition of Listening

Listening is a crucial skill in English since it alPoors a person to hear and understand the speaker's intent and interpret it. Experts have a variety of meanings for listening. According to Tyagi (2013), adequate message reception requires good listening skills. It combines listening to someone else's words and becoming emotionally involved with the person speaking.

Meanwhile, Listening is the minor process of converting what is heard from the speaker into a whole meaning by moving from the smallest to the most significant importance. According to Dista (2017), listening is breaking down a sound into its most negligible unit of meaning, the phoneme, and then into a whole text. Furthermore, Brown (2018) argues that Listening entails learning to reply and continuing the listening-response cycle. The sound is produced by the phoneme, assembled into a whole text. In hearing, the ability to hear is transformed into a process of reasoning and responding to a text that has been read aloud.

Listening is a form of primary language learning and is one of the most crucial language abilities. This is demonstrated by the fact that babies learn to speak by listening to the sounds around them before they start talking and learning to write and read (Handajani, 2018). As a result, before beginning to

learn to speak, read, or write, babies must hear many new words from people around them. Otherwise, the baby will have problems communicating.

The researcher claims that Listening is a student's ability or skill for fluency in communication between the listener and speaker. This then impacts the occurrence of feedback between them, based on numerous hypotheses that have been explained when a listener recognizes various sounds and interprets the meaning or substance of what they have heard.

b. Types of listening

There are many different kinds of listening. There are five forms of listening, according to (Puspita, 2016):

1) Informative consisting of information that the learner retains.

2) Appreciative when the student attends in his preferred manner and enjoys it.

3) Critical thinking is founded on remembering knowledge and analyzing it thoroughly.

4) Discriminative, in which the listener recognizes emotions and conclusions based on voice tone.

5) Empathic refers to the nonverbal conduct of a listener paying attention to what is being spoken.

All these types of listening aid us in determining the kind of video material that can be used based on the student's learning styles and listening requirements.

c. Difficulties in Listening

Listening is one of the most crucial techniques in English, yet it can be tough to master. According to Underwood Kurniati (2019), english learners face several challenges when it comes to hearing, including:

1) Listeners can still not regulate the rate at which the person delivering the message speaks, and they believe the news has passed them by before they can comprehend its contents. When they learn one letter, it is followed by the disappearance of another.

2) The listener does not have the option of asking the speaker to repeat or clarify the message delivered, such as while listening to the radio or watching television. Thus the listener must be able to comprehend it as is.

3) The listener's restricted vocabulary prevents them from comprehending the substance of the text, which can lead to boredom and frustration.

4) The listener's failure to identify and comprehend the speaker's signs causes the listener to misunderstand the message's contents.

5) Mistakes in interpreting the message received result in the listener receiving or interpreting the news differently. Not able to concentrate because of various things, such as topics that are not interesting, physical fatigue, noisy environment, and so on.

6) Concerns about the teacher's various methods and materials, as well as content received through audio devices or native English speakers.

d. General Principles in Teaching Listening

Teaching Listening is not like a typical course with a well-defined technical execution. However, when teaching listening, it's important to remember the fundamentals. There are general principles for teaching listening comprehension (Ahmadi, Seyedeh, 2016). The are the details:

1) Listening comprehension classes should have specific objectives that are articulated clearly.

2) Step-by-step planning should be used to develop listening comprehension lessons. This shows that listening activities progress from simple to more complicated; learners are aware of the activities and are given instructions on "what to listen for, where to listen, when to listen, and how to listen."

3) The listening comprehension structure should demand active overt student participants. That is, the most overt student participant includes his written answer to listening comprehension material, and immediate feedback on performance helps keep learners' interest and motivation.

4) Listening comprehension lessons should provide a communicative necessity for remembering to develop concentration. This necessity should come from the task. This is done by giving the learners the writing assignment before they listen to the material.

5) Listening comprehension lessons should emphasize conscious memory work. One of the listening objectives is to strengthen the learners' immediate recall to increase their memory spans. It means that listening is receiving, receiving

needs thinking, and thinking needs memory; there is no way to separate listening, thinking, and remembering.

6) Lessons in listening comprehension should "teach" rather than "test." It indicates that the objective of checking the learners' responses should be considered solely as feedback, helping them to understand how they performed and how they are improving. There should be no pass/fail mindset when it comes to workout modification.

e. Stage of the listening process

Several stages play a significant part in learning to listen. Hearing, attending, Understanding, remembering, evaluating, and responding are the six stages of listening, according to (Astuti et al., 2020). These stages occur in fast succession and order.

1) Hearing

Hearing is the perception of sound, not necessarily paying attention; you must hear to listen, but you do not need to listen to hear; hearing is the perception of sound, not necessarily paying attention; you must attend to listen, but you do not need to listen to hear.

2) Attending

The term "attention" refers to a focus on which our brain concentrates. The brain filters out stimuli and only alPoors a few to come into focus.

3) Understanding

The third stage is understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard.

4) Remembering

The next step is remembering. Remember is a necessary Listening process because it means that an individual. In addition, to receiving and interpreting the message, it has also added it to the mind's storage bank, which means that the information will be remembered in our mind.

5) Evaluating

The listener evaluates the message that has been received. At this point, active listeners weigh evidence, sort fact from opinion, and determine the presence or absence of bias or prejudice in a message.

6) Responding

We have Responding, a stage in which, according to the response, the speaker checks if the message has been received correctly.

f. Assessment in listening

Assessment of listening tests can be done using various test formats to evaluate students' understanding. One of the most frequently used is the multiple-choice test format. Multiple-choice is believed to be used to assess student understanding and is widely used by examiners or researchers. According to Javid (2014), although there are many test formats for students, most examiners or researchers use the multiple-choice test format as a student evaluation material because of its high objectivity and reliability. So it can be said that the multiple-choice test can be used to test various aspects of students' understanding, including the listening element. Thus, in this case, the researcher used the listening test assessment measurement format as a multiple-choice test by paying attention to the aspects of the listening assessment that have been described. Listening, like other English skills, has features that can be used as assessment material. The listening assessment, according to Syam (2018), involves the :

1) Comprehension

This refers to the student's comprehension of the intent and the reaction provided. Excellent 91-100 if the student understands the directions without being aware of the problems, allowing them to work quickly and easily on all of them. Excellent 81-90 if the student understands practically all of the instructions, even if some are repeated, and can complete all the instructions correctly, even if they are a little Poor. Good 71-80 if the student understands the majority of what is being said instructed when the instruction is Poored down and repeated so that the learner is Poor in completing what is required, and sometimes even incorrect. Avg. 61–70 if students find it difficult to directions, there are still many/instructions that are Poored well. Bad 51 - 60 if students. It isn't easy to the instructions because only a tiny portion of them are given. Very bad 1 - 50 if the learner can't do what's asked of them, even if it's just one instruction.

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2) Lexical Resources

This refers to how much language students use and how well they understand. This includes the ability to learn new words and the ability to build a complete vocabulary. Excellent 91 - 100 lexical resources students are right all in a fast and precise way. Excellent students in the 81-90 lexical resources range are almost perfect yet poor. Excellent 71 - 80 lexical resources students are mostly correct, although Poored and repeated to the point where they are poor and sometimes incorrect in carrying out instructions. If students have linguistic resources, the average is 61-70. It isn't easy to instructions, yet many instructions are still poored appropriately. Bad 51-60 years old Lexical Resources is extremely tough, and just a tiny portion of what is required is covered. Very bad students from 1 to 50 lexical resources cannot be implemented and cannot carry out the instructions, even if they are only one.

3) Grammatical Range and Accuracy

This relates to the various structures that students have access to and how correctly they are used. The duration and difficulty of listening comprehension are considered in the evaluation. Amazing 91 – 100 if the grammatical range and Accuracy students are all without trouble doing all the instructions quickly and precisely. Very good 81 -90 if the grammatical range and accuracy are almost all even though there is a queue in the section specific, but can do all the instructions correctly although a bit Poor. Good 71 – 80 if most of the students' grammatical Range and Accuracy were all that was instructed when instructions are somewhat Poored down and repeated so that they are Poor in doing what they are required to do, sometimes even wrong. Average 61 – 70 if grammatical range and accuracy difficult to pronounce by students and difficult to what was instructed, but there are still many instructions that are done correctly. Bad 51 – 60 if the student's Grammatical Range and Accuracy It is very difficult to do what is instructed; only a small part is conducted.Very bad 1 – 50 if in the grammatical range and accuracy the student cannot do what he is required to, even if it is only one instruction. If grammatical range and accuracy are considered, the average is 61-70. Students find it difficult to pronounce and directions, yet many instructions are still poored correctly. Bad 51 – 60 if the student's grammatical

range and accuracy It is tough to instructions, even if only a small portion of them are given. Very bad 1 - 50 if the student cannot accomplish what he is instructed to perform, even if it is only one instruction, in the grammatical range and accuracy.

4) Pronunciation

It describes a student's capacity to understand meaningful speech. Excellent 91-100 If all students have accurate pronunciation and can understand the instructions accurately and quickly. Excellent 81-90. Almost all of the pronunciation and directions are correct, even though some parts are repeated, and we can complete all of the instructions correctly, even if they are a little Poor. Good (71-80) understanding the pronunciation of most and what is heard when instructions are Poored and repeated so that doing what is advised is Poor, if not incorrect. The average is between 61 and 70. It isn't easy to instructions, yet there are still many there are instructions that are poored correctly. Bad 51 - 60 It is very difficult to do what is instructed. Only a tiny part is required. Very bad 1 - 50 unable to carry out what is suggested, even if one instruction only.

3. Perception

a. Definition of Perception

According to the Expert, there are different definitions of perception. Block (2019) argues that perception is a brain process in which the perceptual system creates an internal representation of the world. In addition, Rolfs & Dambacher (2016) also argue that perception is separated from thinking based on its function so that perception influences the purpose of describing the portioned environment, which is then used by other parties' functions of the mind, such as thinking, conscious choice creating, or going to act.

According to Gibran (2021), perception is a process through which knowledge from the surrounding environment is chosen, received organized, and interpreted to make it meaningful to people. This is defined as how information is received by a person or group of individuals and then how these people interpret the data.

In addition to the opinions previously explained, suganda also gave his idea. According to Suganda (2016), perception is the procedure of giving thought to

response patterns in the form of data about the environment provided by the five senses, which are also determined by personal factors. Giving meaning to the environment is a reaction to the input received through the five senses from the perceiver.

The researcher argues that perception is a process in which the brain receives stimulation or input from the outside, changing how a person or group views something. It can be influenced by several factors, both internal and external. In addition, it can also change a person's perspective from negative to positive or from positive to negative.

b. Factors affect perception

Two aspects can influence perception. Perception is controlled by two aspects, according to (Jalaluddin, 2005):

1. Functional Factors: functional elements are created from needs, previous experiences, and other human considerations. The characteristics of persons who respond to these stimuli, not the type or form of the stimulus, determine perception.

2. Structural Factors: structural factors are acquired from the kind of physical stimulus and neurological responses that cause it in an individual's nervous system.

c. Positive and Negative Perception

There are two perceptions, namely positive and negative perceptions. According to Gibran (2021), positive perception is an assessment personal to an object or data with a positive opinion or as predicted from the thing that is perceived or from current rules. In the meantime, negative perceptions are personal perceptions of particular objects or data with negative opinions, direct contrast to what is predicted from the thing that's also interpreted and from current regulations. Positive perception is if the object knows the information in a negative view. In contrast, negative perception is obtained if the thing does not see the info in-depth, and it is also caused by bad past experiences by the object to create a negative perception.

Perception is important in learning because it has a significant role in education. Students' perceptions are opinions and beliefs they can feel, see and

hear about to motivate them to achieve something, including in the learning process (Lolong, 2019). In other words, perceptions can affect students' motivation to fulfil their learning goals. Therefore, perceptions play an essential role in learning because they affect their interests and motivation.

C. Hypothesis

Based on the previous literature reviews and theoretical framework, this study formulates the following hypothesis:

Ha: There is a significant difference in scores between students who are taught using the dictogloss technique and students who are not.

Ho: There is no significant difference in score between students who are taught using the dictogloss technique and students who are not.

D. Conceptual Framework

```
                    ┌─────────────────────────┐
                    │    Listening Skills     │
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │   Dictogloss Technique  │
                    └─────────────────────────┘
                         │               │
                         ▼               ▼
            ┌──────────────────┐   ┌──────────────────────┐
            │ Implementation   │   │ Students' Perception │
            │ of The Dictogloss│   │ of The Dictogloss    │
            │ technique        │   │ technique            │
            └──────────────────┘   └──────────────────────┘
                                       │            │
                                       ▼            ▼
                                 ┌──────────┐  ┌──────────┐
                                 │ Positive │  │ Negative │
                                 │Perception│  │Perception│
                                 └──────────┘  └──────────┘
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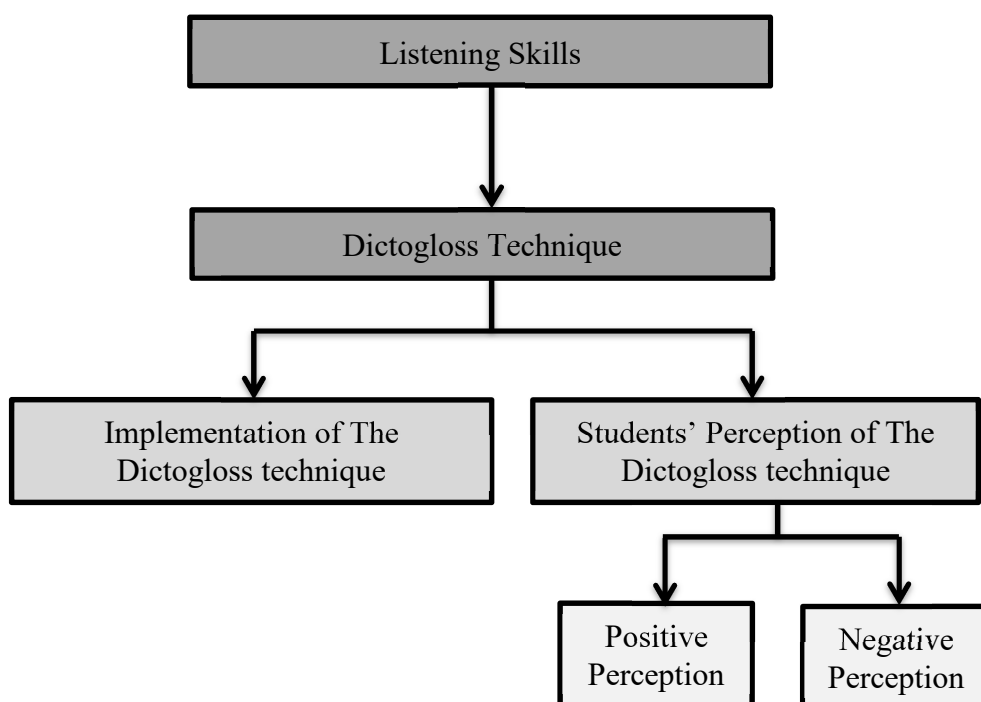
Figure 2. 1 Conceptual Framework

The conceptual framework is representative of this research. This research was conducted at SMAN 3 Majene. This research aims to see how the dictogloss technique affects students' listening abilities and how they perceive the dictogloss technique. This research determines students'

perceptions of the dictogloss technique and what perceptions were given whether positive or negative.

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