

## THE STUDENTS' PERCEPTION ON THE USE OF DICTOGLOSS STRATEGY IN TEACHING

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: June 9, 2021 Revised: July 6, 2021 Accepted: August 26, 2021 Published: August 31, 2021</p> <p><b>Keywords:</b> Perception Dictogloss strategy Teaching Listening</p>	<p>This study aims to find out (1) the students' perception; (2) The result of this research can help the teacher to more comfortably present the material about Dictogloss strategy, (3) The result of this research can be used as a reference to improve the ability of the student in understanding more about Dictogloss Strategy. This study uses a descriptive quantitative approach and data collection questionnaire. The result findings found that on two types of students' perceptions. The first type is students' positive perception, and the second types are students' negative perception on the use of Dictogloss strategy in teaching listening. At point 1 which was positive, namely, I feel motivated to do my English task on Dictogloss Strategy, this was evidenced by the large students' response showing that 16 (61.53%) out of the students choose to Agree, and 9 (34.61%) choose Strongly Agree. Meanwhile, at point 14, students prefer to ask classmates about something they don't know then ask the teacher. The question is negative so that many students disagree with the question, the response showing that 14 (53.84%) out of the students choose strongly disagree, and 6 (23.07%) choose to disagree. The fact is that students prefer to ask the teacher to ask their classmates. Dictogloss strategy most of the students gave a positive response in teaching listening.</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
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## INTRODUCTION

Listening is a natural part of our everyday experience. Most people spend a large part of their hours listening with varying degrees of attention to language and other stimuli. The Dictogloss strategy in teaching listening is aimed at developing the students' competence in listening. Besides, it is also aimed at raising the students' awareness of the nature and importance of English that can improve their nation's competitiveness in the global society.

The target of teaching listening at SMA Muhammadiyah Sungguminasa is to enable the learners to achieve the functional level of teaching listening. In daily life, people listen more than they read, speak, or write. The grade twelve of SMA Muhammadiyah Sungguminasa have to master the listening skills so that they can understand some instructions from their teacher in the teaching listening and learning process and they can finally respond to them well.

According to Rivers (1997: 72), we have to spend much of our time through listening activities. He estimated that the time an adult spent in communication activities is 45% for listening, 30% for speaking, 16% for reading, and 9% for writing skills. We always want to know what we'll hear. Of course, it needs a listening ability.

Listening is one of the four language skills and categorized as a receptive skill. This is essential in communication because we cannot catch someone's idea that transmits to us if we do not have a good listening ability. According to Bowen (1985: 74), states that Listening is attending to and interpreting oral language. It means that communication will not be running well without listening comprehension.

Vandergrift (2012) further states that Listening plays a significant role in the learning of the second language. This is because it gives the learner information from which to build the necessary knowledge input for learners to acquire the language needed for practicing a speech. Heaton (1984: 64) states that an effective way of developing the listening skill is through the provision of carefully selected practice material. The materials for teaching listening comprehension should be suitable for what the students need and want. The students' will be interested in studying if the teaching materials are unusual for them, and it is what they want to know, but also, the Research should be considering the students' needs.

However, it is not easy for English teachers to teach students to reach their primary goal. It can be seen from the scores of their final exam. Many of them failed to

meet the minimum standard score. It happens because they are unable to listen to the English text well in the class. When they can listen to the sentence, they sometimes fail to write what they hear.

The lack of interest and motivation of the students to study may arise because of the methods and techniques that are not suitable for the students' needs or the students' attention. Of course, it can be a severe problem for the students. As a result, they are not enthusiastic about learning English, and it can influence their achievement, such as in listening.

Based on the problems, the researcher was conducted research with the title *The Students' Perception on the use of Dictogloss Strategy in Teaching Listening to find out Students' positive and negative perceptions.*

## RESEARCH METHOD

The perception from the Latin *percipio* is the organization, identification, and interpretation of sensory information to represent and understand the environment. Perception is the ability to see, hear, or become aware of something through the sense, how something is regarded, understood, or interpreted (Oxford Dictionary, 2016). Perception is the process through which the information from the outside environment is selected, received, organized and interpreted to make it meaningful to people. Also, Darmuh (2016) defined that perception of sensory to give significance in their environments.

The nature of perception refers to the interpretation of sensory data. Sensation involved detecting the presence of a stimulus, whereas perception involved understanding what the stimulus means. For example, when we saw something, the visual stimulus was the light energy reflected from the external world, and the eye becomes the sensor. This visual image of the external thing became perception when it was interpreted in the visual cortex of the brain. Thus, visual perception refers to interpreting the image of the external world projected on the retina of the eye and constructing a model of the three-dimensional world.

Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our

environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful.

The word dictogloss comes from English and consists of two words, the word dicto or dictate, which means dictation, and the word gloss, which means interpretation. The author believes that this technique is a combination of two techniques, namely dictation, interpretation. After the text is read in a dictated way, students must interpret the text of the story that he has heard.

David Nunan in Azies and Alwasilah (1996: 85), suggested that the dictogloss technique, which is a technique in listening that is classified as communicative. In this technique, the teacher reads a short discourse to students at average speed, and students are asked to write as many words as they can. They then work together in small groups to reconstruct the discourse based on the fragments they have written. This technique is similar to the traditional dictation technique, although the only superficial in nature.

With this technique, students are trained to listen, understand, interpret, and to respond to information that he listens to. Based on the description above, it can be seen that in the dictogloss technique, two techniques are used as an effort to understand an oral discourse, namely dictation, and keyword identification techniques. The dictation technique is used when the discourse is played to students at average speed, while the keyword identification technique is used when students are asked to write down keywords or content words as much as they can.

In this research, the researcher used descriptive quantitative. The researcher came to the college as a nonparticipant researcher to collect the data using the questionnaire. The population of this research is the students at the Grade Twelve of SMA Muhammadiyah Sungguminasa academic year 2019-2020. It consists of Two Classes, and the total population is 57 students. Sugioyono (2008), said that "the sample is a portion of the population selected for the data source". In this research, the sample has a purposive sampling technique. The researcher selected one class that suitable for the criteria of this research that has been by using the Dictogloss Strategy.

As for the used period, it is applied in odd and even semesters in grade eleven. The researcher taken 26 students in the class was selected.

This research used two variables namely the independent variable and dependent variable. The independent variable of research is students' perception in teaching listening skills and the dependent variable is Dictogloss Strategy. The research instrument used for data collection is a questionnaire. The questionnaire has been to find out the students' perceptions of students' positive and negative perceptions in teaching listening by using the Dictogloss Strategy. The students had to answer what they felt about the statements or questions. There were 20 statements that the students were answers.

In this research, the researcher collected the data by using a questionnaire. Before the students started to fill the questionnaire, the researcher gave instructions on how to respond to the questionnaire and gave 15 minutes to the students to answer the questionnaire. After collecting the data, the researcher classified and analyzed the data from the students. In this research, the type of data, namely, data from the questionnaire to find out the students' perception on the use of Dictogloss Strategy.

## RESULT AND DISCUSSION

The research was conducted at the grade twelve students at SMA Muhammadiyah Sungguminasa. The objective of this research was to know the students' perception on the use of Dictogloss strategy in teaching listening.

The result found that there are three types of students' perceptions, the first type is students' positive perception. The second types are students' neutral perception and, the third types are students' negative perception on the use of Dictogloss strategy in teaching listening on the research instrument. At point 1 which was positive, namely, I feel motivated to do my English task on Dictogloss Strategy, this was evidenced by the large students' response showing that 16 (61.53%) out of the students chose to Agree, and 9 (34.61%) choose Strongly Agree. Meanwhile, at point 14, students prefer to ask classmates about something they don't know then ask the teacher. The question is negative so that many students disagree with the question, the response showing that 14 (53.84%) out of the students choose strongly disagree, and 6 (23.07%)

choose to disagree. The fact is that students prefer to ask the teacher to ask their classmates. Dictogloss strategy most of the students gave a positive response in the teaching listening process because the Dictogloss strategy help to increase students to develop of Dictogloss Strategy in listening class. If the students use the Dictogloss strategy in the class. They can understand how to express ideas, opinions, and help each other to solve problems in learning.

Based on the findings, the result of students' perception on the use of Dictogloss Strategy can be categorized in the following table.

Table 4.21 Category of the students' perception on the use of Dictogloss Strategy.

Score Classification	Percentage %	Frequency	Category
61-100	92,30%	24	Positive
21-60	7,69%	2	Neutral
0-20	0	0	Negative
	<b>100%</b>	<b>26</b>	<b>Positive Perception</b>

Table above showed that 24 (92,30%) the mean of the score students was greater. It indicated that the students' perception of Dictogloss Strategy is positive. 2 (7,69%) had Neutral category, and none out of the students had a category negative. While to find the mean of the score:

To get the main score of the students, the writer used the following formula.

$$-x = \frac{\Sigma x}{n}$$

$$-x = \frac{2.085}{26}$$

$$= 80,19\%$$

## CONCLUSION

Teaching listening using the Dictogloss strategy at the grade twelve of SMA Muhammadiyah Sungguminasa was perceived positively. Proven by the result of the analysis, the students had an excellent category. The researcher concluded that the mean score of the student's questionnaire was categorized positively in teaching listening using the Dictogloss strategy. It means that the students liked and enjoyed doing the Dictogloss strategy in the class, and this technique is still effectively used in teaching listening.

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