

**THE IMPLEMENTATION OF DICTOGLOSS TECHNIQUE IN
IMPROVING STUDENTS' VOCABULARY MASTERY
AT SMPN 10 KOTA GORONTALO****Siti Ramadanti Paramata ^{1*}, Moh. Syahrudin Ibrahim ², Nurlaila Husain ³,
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* sitiparamataa@gmail.com**Received:** 05/06/2025**Accepted:** 20/06/2025**Published:** 30/06/2025**Abstract**

This research aims to investigate the implementation of the Dictogloss technique in improving students' vocabulary mastery in the recount text at the grade VIII students of SMPN 10 Kota Gorontalo. Using a quantitative descriptive research method, the study utilized a pre-test and post-test design to measure students' vocabulary improvement. The participants were selected using purposive sampling focusing on class VIII-3, identified as having the lowest English proficiency. The treatment involved six sessions using the Dictogloss technique, targeting vocabulary indicators such as nouns, verbs, and adjectives. Data collection was conducted through multiple-choice tests administered before and after the treatment. The results revealed a significant improvement in students' vocabulary mastery, as evidenced by statistical analysis (Sig. (2-tailed) = .000), indicating that the increase was due to the applied technique rather than chance. The study concludes that the Dictogloss technique effectively enhances vocabulary acquisition by integrating listening, note-taking, collaboration, and reconstruction skills. This technique is recommended as an alternative strategy for enriching English vocabulary learning at the junior high school level.

Keywords: Dictogloss, vocabulary mastery, recount text**Introduction**

Vocabulary plays a crucial role in language learning, serving as the foundation for effective communication in speaking, listening, reading, and writing (Rosyada & Apoko, 2023). A broad vocabulary enables learners to express themselves clearly and understand others, making it an essential component of English language proficiency. However, despite its importance, vocabulary is often integrated into lessons focused on other skills, such as speaking, listening, reading, and writing, rather than being taught as a standalone subject (Afzal, 2019).

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This integration can limit the effectiveness of vocabulary learning, especially when students have limited exposure to specific strategies aimed at vocabulary acquisition. As a result of this limited exposure, students with poor vocabulary mastery often struggle to express themselves and comprehend language. Alghonaim (2020) emphasize that achieving fluency in English requires learners to acquire an extensive vocabulary. Without this foundation, students may struggle to understand texts, participate in conversations, and write effectively. Furthermore, Daar (2019), highlights that students often experience frustration when they lack the necessary words to express their ideas. This frustration underscores the need for effective vocabulary teaching strategies.

To address this issue, students must develop a strong vocabulary base to achieve English proficiency. Nasri (2022) stresses that learners striving for fluency need to acquire a broad and sufficient vocabulary. Similarly Azizah & Purnamaningsih (2023) argue that vocabulary is an essential linguistic component that students must master independently. In addition, achieving vocabulary mastery requires not only understanding words but also retaining and recalling them effectively. When students successfully store and recall new vocabulary, they can expand their word knowledge and communicate more effectively.

In response to these challenges, the Kurikulum Merdeka promotes flexible and student-centered learning approaches that encourage innovative teaching methods such as the Dictogloss technique. This curriculum emphasizes autonomy, adaptability, and relevance to local contexts, providing teachers with opportunities to adopt strategies that actively engage students in the learning process. One such strategy that aligns well with these principles is the Dictogloss technique Syamsi et al. (2024) stated implementing innovative teaching strategies within the framework of Kurikulum Merdeka has been shown to improve the quality of education.

Occasionally, the teacher incorporates media such as videos or pictures to introduce new vocabulary, but due to limited facilities, the use of such resources remains minimal. Additionally, the teacher identified low student motivation as a major challenge, particularly because students struggle to memorize new words. Despite these difficulties, the teacher believes that the Kurikulum Merdeka offers

opportunities for innovation in vocabulary teaching. For instance, recount texts, which are commonly used in the 8th-grade curriculum, naturally integrate vocabulary learning. This presents a challenge for teachers, who must find effective solutions. To address these issues, various techniques have been developed to enhance students' learning abilities. One such technique is the Dictogloss technique. Dictogloss is a teaching method that can help the teacher to fix these problems. The Dictogloss technique is a combination of classic teaching techniques where listeners are required to reconstruct a text by listening and noting down keywords (Dista, 2017).

Given these challenges, teachers need effective strategies to enhance students' vocabulary acquisition. One promising technique is the Dictogloss technique, which offers a more interactive and student-centered learning experience. According to Dista (2017), Dictogloss is a combination of traditional dictation and note-taking, requiring students to reconstruct a text based on key words they hear. Unlike traditional dictation, which focuses primarily on copying words, Dictogloss encourages students to actively engage with the language. Hepnyi et al., (2023) describe Dictogloss as a relatively new method in language teaching that combines listening, writing, and collaboration. Moreover, Widiastuti & Padilah (2022) highlight that Dictogloss fosters integrated language skills rather than merely improving written accuracy. In this method, students listen to a passage, take notes, and then work in groups to reconstruct the text, reinforcing their vocabulary retention and language comprehension.

Literature Review

Vocabulary Mastery

Vocabulary is word of a language, including single items and phrases or chunks of several words which convey a particular meaning. It represents one of most important skills necessary for teaching and learning a second or a foreign language. It is considered to be essential to improve skills such as reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation (Talib, 2022). Vocabulary mastery is defined as the knowledge or skills a person has in understanding and mastering words (Rahmah et al., 2023). Therefore, developing a

strong vocabulary is vital for achieving overall language proficiency and effective communication

A great deal of literature revealed that vocabulary provides the basis for mastering English skills i.e. writing, reading, listening and speaking (Hanifia, 2023). It will be hard to master the language without mastering or understanding a certain number of vocabularies. Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language (Khalifa & Talib, 2022). Therefore, identifying effective strategies to enhance vocabulary learning is imperative. Notably, vocabulary can be categorized into two primary types: expressive vocabulary, encompassing speaking and writing skills, and receptive vocabulary, involving listening and reading comprehension

Vocabulary could be classified into two major categories which are expressive vocabulary and receptive vocabulary (Talib, 2022):

Expressive Vocabulary

It refers to the words that are used to express ideas and thoughts; for example, Speaking and writing. Speaking vocabulary is all the words that used in speech. It is likely to be a subset of the listening vocabulary (Auza-Benavides et al., 2024). Writing vocabulary is words that are used in various forms of writing from formal essays to social media feeds. Most of written words do not commonly appear in speech (Hall et al., 2014). Thus expressive vocabulary is essential for communication, with spoken vocabulary and written vocabulary.

Receptive vocabulary

It refers to all the words that could be understand while reading books or listening to someone's speech. Reading vocabulary is all the words they can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to read more words by reading than by listening (Wise et al., 2007). Listening vocabulary is all the words that can be recognized when listening to someone speaks (Roch et al., 2023). Therefore, receptive vocabulary encompasses words understood through reading and listening.

Vocabularies Learning Theory

Vocabulary Learning Theory explains that acquiring a second language primarily involves mastering its vocabulary. According to Jamal (2016) learning vocabulary is an incremental and recursive process that requires integrating various forms of knowledge and developing the ability to apply that knowledge effectively in communication. Gao (2021) highlighted that many students lack a deep understanding of vocabulary. They often memorize only the literal meanings of words without grasping their contextual usage. This results in boredom, leading to low motivation in vocabulary learning.

Rahmah et al., (2023) stated that vocabulary mastery is crucial for learning English, as it expands the learner's knowledge and language skills. Without a sufficient vocabulary, students struggle to understand and use English effectively. Rahmah et al., (2023) further stated vocabulary learning involves multiple aspects that need careful attention. These aspects include understanding word meanings, spelling, pronunciation and wordclass. Therefore, Mastering vocabulary is essential for effective language learning, as it enhances communication skills.

Vocabulary Word Classes

Words are used for different purposes. They in other words perform a variety of functions. In this research, the kinds of vocabulary has been seen from the perspective of words, in opinion of Hieber, D (2020) he delivered words into some classes. Those classes are described as bellow.

Noun.

A noun is a word used to identify a person, place, thing, or idea (Hieber, 2023). Nouns serve as the foundation of sentences by acting as subjects or objects, helping convey meaning and structure in communication (Hopper & Thompson, 2023). Nouns primarily function as the core elements in sentence construction. They serve as the subject, which performs the action, or as the object, which receives the action (Hopper & Thompson, 2023). For example, nouns are categorized into common nouns, proper nouns, collective nouns, concrete nouns, abstract nouns, countable nouns, uncountable nouns, and material nouns (Hieber, 2020). Therefore, Nouns are

essential in language because they allow speakers and writers to specify entities and convey precise meanings. Without nouns, constructing clear and meaningful sentences would be difficult

Verb.

According to Hieber, D (2020) verb is described as a word which is used to indicate an action, a state of being of existence or possession. There are two kinds of verbs in English, namely finite verb and nonfinite verb. Finite verbs are limited by number, person, and tense, meaning they change depending on the subject and the time of the action (Ne'matullayevna, 2020). For example, in "She writes a letter," the verb "writes" agrees with the third-person singular subject. Nonfinite verbs, however, do not change based on the subject or tense. These include infinitives (to write), gerunds (writing), and participles (writing, written), which function as nouns or adjectives rather than main verbs in a sentence (Hieber, 2023; Ne'matullayevna, 2020). Therefore, Mastering verb vocabulary such as finite and nonfinite verbs is essential.

Adjective.

Adjectives are words that describe or modify nouns by adding details about their qualities, features, or attributes (Hopper & Thompson, 2023). Adjectives function by providing specific information about a noun, helping to create more precise and descriptive sentences (Ne'matullayevna, 2020). Using adjectives effectively improves communication by making descriptions clearer and more engaging (Hopper & Thompson, 2023). Without adjectives, sentences would lack detail, making them less informative. For instance, saying "The car is fast" provides more information than simply stating "The car is." Different languages may use other grammatical structures to express attributes, such as verbs or nouns instead of adjectives (Ne'matullayevna, 2020). For example, adjectives like "beautiful," "old," and "round" help specify characteristics in sentences allow for clearer comparisons (Hieber, 2023). In conclusion, adjectives play a crucial role in language by enhancing descriptions, providing comparisons, and making communication more precise and expressive.

Dictogloss Technique

Dictogloss is a teaching technique derived from the combination of dictation and interpretation, emphasizing both listening and reconstruction skills (Rahmi, 2018). In this method, students listen to a passage, jot down key words or phrases, and later reconstruct the text in groups, fostering collaborative learning and comprehension (Widiastuti & Padilah, 2022).

This technique enhances listening skills by requiring learners to actively engage with the spoken text and compare their notes with peers (Rani et al., 2020). Instead of directly teaching grammar, dictogloss encourages students to identify their own grammatical challenges, making it a more student-centered approach. Through this process, learners improve their understanding of sentence structure, vocabulary, and coherence in writing (Widiastuti & Padilah, 2022).

Dictogloss is beneficial because it motivates students by engaging them in meaningful language use rather than rote memorization (Rahmi, 2018). By working collaboratively, learners develop both listening and writing skills while reinforcing their grammatical knowledge. This interactive approach allows teachers to address individual student difficulties effectively (Rani et al., 2020).

For example, in a classroom setting, the teacher plays a recorded text, and students complete a task such as tracing a route on a map while listening. The teacher pauses at key points, allowing students to discuss and clarify any doubts. Additionally, students can request pauses to analyze the material further, ensuring deeper comprehension (Widiastuti & Padilah, 2022).

In conclusion, dictogloss is an effective listening and grammar-focused technique that promotes active student participation, collaboration, and self-correction, making vocabulary learning more engaging and interactive.

Steps of Dictogloss Technique

One technique which can improve student listening skill is dictogloss technique. According to Widiastuti & Padilah (2022) there are four stages in the dictogloss approach those are preparation, dictation, reconstruction and analysis/correction :

Preparation.

The teachers prepare students for the text they were hearing by discussing vocabulary. The teacher gives students the target of vocabulary and asks the students to discussing the meaning of the target of vocabulary. The teacher gives explanation about the procedure using dictogloss technique (Widiastuti & Padilah 2022). Dista (2017) stated the main goal in this step is preparing learners with known and unknown vocabulary needed for the text they were listening to by exploiting the warm-up activities in each lesson. This type of vocabulary-centered warm-up makes learners more receptive to listening in the next stage.

Dictation.

Learners hear the dictation twice. They listen only and get a general feeling for the text and then they take down notes, being encouraged to listen for content words which assist them in reconstructing the text. Supported by (Rahmi, 2018) for the reasons of consistency, it is preferable that students listen a cassette recording rather than teacher-read text. Nevertheless, during the first reading, learners are instructed to grasp the gist of the text but are not supposed to take any notes. (Dista, 2017) stated during the second listening, they should make notes about the content and the topic as useful tools to help them put the text together in the next stage, the reconstruction stage

Reconstruction.

At the conclusion of the dictation, learners pool notes and produce their version of the text. During this stage it is important that the teacher does not provide any language. Wajnryb (1990) stated during the reconstruction stage, the learners and their teacher work together. In that sense, while the learners proceed to collect notes in groups and work on their version of the text in order to help them check the grammar, textual cohesion, and logical sense, the teacher monitors the activities and points out some possible grammatical errors without providing any actual language inputs. Widiastuti & Padilah (2022) also stated the conclusion of the dictation, learners pool notes and produce their version of the text. During this stage it is important that the teacher does not provide any language.

Analysis and Correction.

Widiastuti & Padilah (2022) stated there are various ways of dealing with this stage. The small group versions can be reproduced on the board or overhead projector, the texts can be photocopied and distributed, or the students can compare their version with the original, sentence by sentence. Dista (2017) gives some examples of the different ways to conduct the analysis and correction step include: using the black/white-board where learners' texts are written for all to see and discuss, using an overhead projector and copying the original text to be examined to the whole class. It is important to clarify that the original text should not be read by the learners until their own versions have been analyzed.

In addition to the four stages of Dictogloss, Wajnryb (1990) suggests the appropriate time length that teachers must use for instance, the author proposes 20 minutes for preparation stage, 5 minutes for dictation, 30 minutes for reconstruction, and 30 to 45 minutes for the analysis and correction stage.

The Advantages of Dictogloss Technique

Vasiljevic (1994) Dictogloss is a language teaching technique that combines individual and group activities to enhance various language skills. In this method, students listen to a text, take notes on key words, and then work together to reconstruct the text. According to Widiastuti & Padilah (2022), the dictogloss technique offers several advantages in learning listening skills. The reconstruction task provides students with a clear focus and objective. Also, the dictogloss procedure enhances learners' communicative competence by encouraging interaction and discussion.

Dista (2017) stated dictogloss is beneficial to be implemented in the teaching-learning process as it provides opportunities for learners to learn as individuals and in groups while using critical thinking. Widiastuti & Padilah (2022) also stated Dictogloss also supports the acquisition of second-language (L2) vocabulary, as students engage with new words and structures in context. Finally, working in small groups helps reduce learners' anxiety, as they only need to perform in front of a limited audience, making the learning process more comfortable and engaging.

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Several studies have demonstrated the effectiveness of dictogloss in language teaching. For instance, one study found that dictogloss helps students identify their strengths and weaknesses in understanding spoken texts (Jose, 2022). Additionally, another study showed that dictogloss enhances students' writing skills by allowing them to practice sentence structures and vocabulary in meaningful contexts (Hassan, 2023). Overall, dictogloss is an effective language teaching technique that enhances listening skills.

Disadvantages of Dictogloss Technique

While the dictogloss technique offers several advantages in language teaching, it also presents certain challenges. Firstly, its multi-phase procedure can be time-consuming, making it challenging to implement effectively within limited classroom periods (Uday, 2019). Secondly, lower-level learners or those unfamiliar with the technique may struggle, as they might attempt to transcribe every word during dictation, hindering the collaborative reconstruction process (Safitri et al., 2024).

Additionally, if the dictation is not standardized, such as lacking a recorded audio, inconsistencies in delivery speed and style can affect reliability (Safitri et al., 2024). Alderson as cited on (Rahmi, 2018), highlights that the technique requires a long procedure and significant time to implement effectively. It may not be suitable for lower-level learners who struggle with comprehension and note-taking. Additionally, Rahmi (2018) stated if the dictation is not recorded, variations in delivery speed can affect reliability.

Teaching Vocabulary Through Dictogloss Technique

Almost students feel difficult in mastering vocabulary because it is very hard for them to memorize the words. That is why the teacher should use different technique and style in teaching English vocabulary to motivate the learner to enhance their vocabulary and to make them able to speak English properly. One of interesting teaching is Dictogloss technique. Dictogloss is a good way in teaching vocabulary (Pinem, Pangaribuan, & Sari, 2021).

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In opinion of Tsuraya, Rikawati, & 2022), since students followed each stage of Dictogloss enthusiastically because it was a new teaching technique for them. Automatically, it increased the students' vocabulary acquisition. It was supported by Harmer (2004:74) who has stated that Dictogloss is useful for vocabulary acquisition and students' writing habit. It is because the students were asked to jot down any content words they heard and recreate a text based on the vocabulary they got.

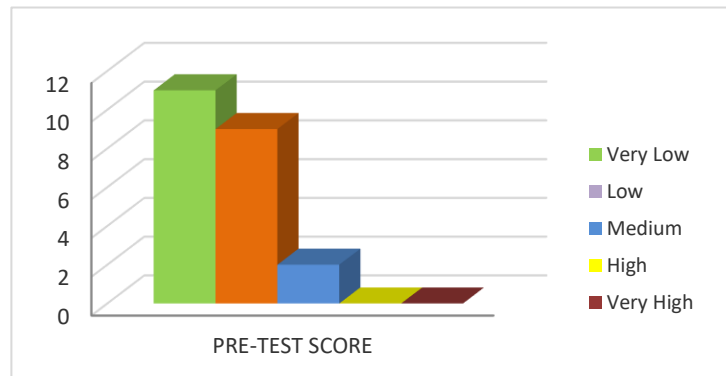
Method

Table 6. Students' score of pre-test

PRE-TEST			
Score	Category	Frequency	Percent
0-34	Very Low	11	50%
35-54	Low	9	40,90%
55-64	Medium	2	9,10%
65-84	High	0	0%
85-100	Very High	0	0%
Total		22	100%

The pre-test results show that out of 22 students, the majority scored in the very low and low categories. Specifically, 11 students scored between 0-34, placing them in the very low category. Meanwhile, 9 students fell into the low category with scores ranging from 35-54. Only 2 students managed to reach the medium category with scores between 55-64. Notably, no students scored in the high (65-84) or very high (85-100) categories. These results indicate that most students had limited vocabulary mastery before the implementation of the Dictogloss technique.

Figure 1. Students' Pre-Test Score



The pre-test results indicate that students at SMPN 10 Kota Gorontalo had a generally low level of vocabulary mastery before the implementation of the Dictogloss technique. The majority of students struggled with vocabulary comprehension, as reflected in their scores. Half of the participants, or 50%, fell into the very low category, scoring between 0 and 34. This suggests that a significant portion of the students had great difficulty recognizing word meanings, using words appropriately, and forming correct sentences.

Meanwhile, 40.90% of students were in the low category, with scores ranging from 35 to 54. Although they performed slightly better than those in the very low category, their vocabulary knowledge was still insufficient. Only two students, representing 9.10% of the total participants, achieved scores within the medium category (55-64), indicating a moderate understanding of vocabulary. However, no students scored in the high or very high categories, meaning that none of them demonstrated strong mastery of vocabulary before the intervention. These findings highlight the urgent need for an effective teaching technique to enhance students' vocabulary skills.

Students' Treatment

In the implementation of the Dictogloss technique as a treatment to improve students' vocabulary mastery, the researcher conducted six sessions, each lasting 2×45 minutes, in accordance with the school's teaching schedule. The treatment focused on enhancing students' listening skills while simultaneously strengthening their understanding of vocabulary. During the first and second meetings, the focus was on nouns. The third and fourth meetings shifted attention to verbs. Lastly, the fifth and

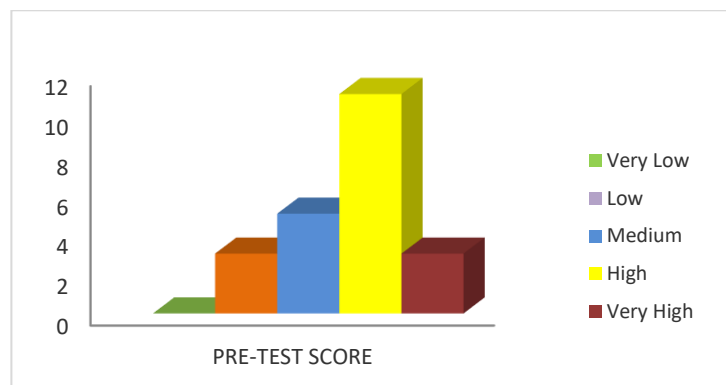
sixth meetings were dedicated to adjectives.

Table 7. Students' score of post-test

POST-TEST			
Score	Category	Frequency	Percent
0-34	Very Low	0	0%
35-54	Low	3	13,64%
55-64	Medium	5	22,73%
65-84	High	11	50%
85-100	Very High	3	13,64%
Total		22	100%

The results indicate that 11 students achieved scores in the high category (65-84), showing strong performance in listening comprehension and vocabulary recognition. Additionally, 3 students reached the very high category (85-100), demonstrating excellent understanding and accuracy. On the other hand 5 students fell into the medium category (55-64), suggesting moderate comprehension but with some difficulties in reconstructing missing words. Meanwhile, 3 students scored in the low category (35-54), indicating the need for further reinforcement in listening and vocabulary skills. Notably, no students scored in the very low category (0-34), reflecting that all participants had at least a basic level of understanding.

Figure 1. Students' Pre-Test Score



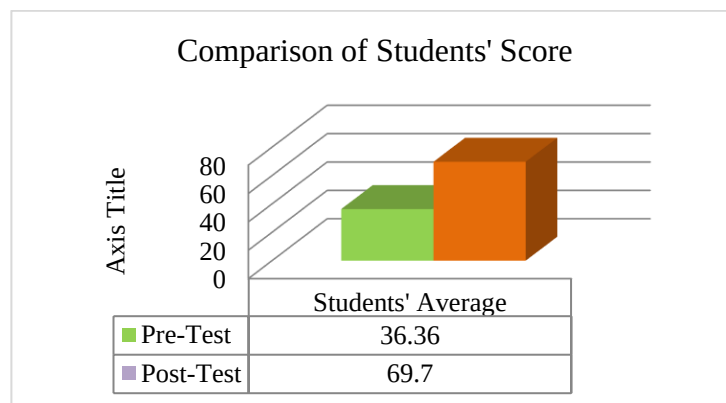
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The results indicate that 50% of students achieved scores in the high category (65-84), showing strong performance in listening comprehension and vocabulary recognition. Additionally, 13.64% reached the very high category (85-100), demonstrating excellent understanding and accuracy. On the other hand, 22.73% (5 students) fell into the medium category (55-64), suggesting moderate comprehension but with some difficulties in reconstructing missing words. Meanwhile, 13.64% scored in the low category (35-54), indicating the need for further reinforcement in listening and vocabulary skills. Notably, no students scored in the very low category (0-34), reflecting that all participants had at least a basic level of understanding. Overall, the post-test results highlight the effectiveness of the treatment sessions in improving students' listening and vocabulary skills.

The Hypothesis Verification

The hypothesis verification process was conducted to determine whether the treatment given during the learning sessions had a significant impact or not.

Figure 2. Students' Post-Test Score



The comparison between students' pre-test and post-test scores indicates a significant improvement in their performance. The average pre-test score was 36.36, which falls into the low category, suggesting that students initially struggled with listening comprehension and the use of adjectives in recount texts. However, after undergoing a series of treatments, their average post-test score increased to 69.70, placing most students in the high category. This improvement demonstrates that the treatment had a positive impact on students' learning outcomes. The percentage of students in the high and very high categories increased, while those in the low category decreased. Before conducting a t-test, it is essential to check the normality assumption to

determine whether the data are normally distributed.

Discussion

The implementation of the dictogloss technique at SMP Negeri 10 Kota Gorontalo has proven to be effective in enhancing students' vocabulary mastery, particularly in listening activities. This conclusion is supported by the significant improvement in students' post-test scores after the treatment, as well as the vocabulary mastery and interactive learning processes observed throughout the intervention. Dictogloss not only supported students in understanding and using vocabulary such as nouns, verbs, and adjectives but also improved their listening comprehension and engagement in the learning process.

Before implementing dictogloss, the researcher conducted a series of preparations, including selecting listening materials that contained vocabulary aligned with the learning objectives primarily focusing on adjectives, verbs, and nouns used in recount texts. The researcher then introduced key vocabulary items to students and explained their meanings, aiming to activate students' prior knowledge and prepare them for the listening activity. This initial phase was crucial for helping students anticipate the content and become familiar with the targeted vocabulary.

The structured implementation of dictogloss consisting of preparation, dictation, reconstruction, and correction stages—played a key role in guiding students through vocabulary development (Widiastuti & Padilah, 2022; Dista, 2017; Wajnryb, 1990). As the researcher did during the dictation phase, the researcher played the recorded text twice. In the first listening, students were asked to listen for general understanding, and in the second, they took notes on key vocabulary items they heard. In the reconstruction phase, students worked collaboratively in groups to rebuild the text based on their notes, encouraging active recall, correct word usage, and sentence formation. The researcher facilitated this process by guiding discussions, prompting students with questions when needed, and encouraging peer feedback. Finally, in the analysis and correction phase, the researcher helped students compare their reconstructed texts with the original version, identify vocabulary and grammatical errors, and reinforce correct usage through class discussion.

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The researcher had ensured that the same vocabulary items were consistently emphasized in each phase from the initial introduction to the final analysis, thus reinforcing students' exposure and recall. For example, the adjectives introduced at the beginning were revisited during group reconstruction and discussed again in the correction phase. Jamal (2016) also emphasizes that vocabulary learning is incremental and recursive. Dictogloss allows repeated exposure to vocabulary across different stages of learning, which supports deeper and longer-lasting mastery..

Through the use of dictogloss, students were encouraged to understand and apply vocabulary in context, rather than memorizing definitions. The researcher also designed comprehension questions and guided group discussions to help students interpret the meaning of words based on how they were used in the passage.

As supported by Gao (2021) further explains that meaningful context is essential for vocabulary learning, as many students struggle when they rely solely on literal definitions.

These theoretical perspectives support the researcher's findings that dictogloss is not only effective in vocabulary learning but also increases student motivation and active participation. The collaborative nature of the technique allowed students to be more involved in the process of language construction. Moreover, it helped them better understand the function and form of different word classes such as nouns, verbs, and adjectives (Hieber, 2020). By integrating vocabulary learning into listening activities, the dictogloss technique addressed students' challenges in both areas and contributed significantly to their overall language development.

The Advantages of Dictogloss Technique in SMP Negeri 10 Kota Gorontalo

Based on the findings of this study, the implementation of the dictogloss technique in teaching listening skills at SMP Negeri 10 Kota Gorontalo brought about significant improvements in students' language learning experiences. Students demonstrated active engagement, improved comprehension, better vocabulary retention, and enhanced confidence during listening activities. The use of a structured and collaborative technique allowed students to participate meaningfully in the process, which was evident from their increased motivation and reduced anxiety during the

sessions. These findings are in line with the theoretical support provided by Dista (2017) and Widiastuti & Padilah (2022), who emphasize the effectiveness of dictogloss in fostering active learning and skill integration.

Enhancing Focus and Providing Clear Objectives for Group Work

Throughout the treatment in this research, students showed better focus during group activities. The need to accurately reconstruct the text pushed them to pay close attention during listening and actively participate in group discussions. This structured focus, observed in the classroom, helped minimize distractions and kept students on task. This finding is supported by Widiastuti & Padilah (2022), who state that reconstruction tasks in dictogloss provide students with a clear objective, which is essential for maintaining focus and ensuring the success of group-based learning.

Developing Communicative Competence

During the reconstruction stage in this research, students engaged in meaningful peer discussions, negotiating meanings and agreeing on word choices and sentence structure. This interaction fostered better communication skills, as students had to express themselves clearly in English. These findings highlight how dictogloss can be a platform for developing communicative competence. Widiastuti & Padilah (2022) support this by suggesting that dictogloss facilitates learners' communicative competence through collaborative interaction.

Encouraging Self-Evaluation and Identifying Strengths and Weaknesses

As students in SMPN 10 compared their reconstructed texts with the original passages, they became more aware of their listening accuracy and language gaps. This comparison allowed them to identify errors and reflect on their comprehension abilities. The findings show that this self-evaluation process encouraged a deeper understanding of language and promoted self-directed learning. According to Widiastuti & Padilah (2022), this stage allows learners to test their hypotheses and recognize their own strengths and weaknesses in language use.

Promoting Vocabulary Acquisition

The researcher' view point showed that dictogloss activities exposed students to new vocabulary embedded in meaningful context. During the reconstruction process, students encountered unfamiliar words, discussed their meanings with peers, and practiced using them correctly. This vocabulary reinforcement occurred naturally throughout the stages of dictogloss, helping students acquire and remember new words. These results support the statement by Widiastuti & Padilah (2022) that the reconstruction phase also facilitates the acquisition of L2 vocabulary through contextual learning.

Dictogloss could promote vocabulary acquisition because the dictogloss technique encouraged learners to actively reconstruct texts, which requires them to engage deeply with word meanings, usage, and context, thereby reinforcing vocabulary acquisition. This aligns with findings by Kim (2008) who observed that dictogloss tasks enhance students' breadth and depth of vocabulary knowledge through collaborative engagement. Similarly, MacKenzie (2011) reported that dictogloss activities significantly improved learners' vocabulary knowledge, attributing this to the interactive nature of the tasks.

Reducing Anxiety and Increasing Confidence

During classroom implementation, it was observed that students felt more relaxed when working in groups compared to individual tasks. This environment allowed them to share responsibility and reduced the pressure of performing alone. Consequently, students became more confident in expressing their ideas and participating in class discussions. These findings align with Widiastuti & Padilah (2022), who mention that small-group work in dictogloss lowers learners' anxiety and builds their confidence by creating a supportive learning space.

Dictogloss could reduce anxiety and increase confidence because implementing dictogloss in group settings fosters a supportive learning environment, reducing individual anxiety and boosting confidence. Students share responsibilities, mitigating the pressure of solitary performance, and become more willing to participate in discussions. This observation is supported by Rahmi (2016) who noted that combining dictogloss with cooperative learning promotes a comfortable atmosphere conducive to language acquisition. Vasiljevic (2010) also emphasized that dictogloss encourages

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learners to focus on meaning and form collaboratively, reducing the fear of making mistakes. Additionally, Swain & Lapkin (1998) found that collaborative tasks like dictogloss enhance learners' confidence by providing opportunities for peer support and shared problem-solving. These findings suggest that dictogloss not only aids in language development but also contributes to a positive affective learning environment.

Encouraging Critical Thinking

The researcher revealed that students were not only recalling information but also analyzing the text during the reconstruction process. They evaluated sentence structure, vocabulary choices, and contextual meaning, which required them to think critically about language use. This deeper level of engagement fostered analytical thinking and enhanced their ability to revise and refine their understanding. The findings are consistent with Widiastuti & Padilah (2022), who argue that dictogloss encourages learners to go beyond surface comprehension and engage in critical thinking about text and language.

Dictogloss could encourage critical thinking because the tasks require students to analyze and reconstruct texts, promoting critical thinking skills. During reconstruction, learners evaluate sentence structures, vocabulary choices, and contextual meanings, leading to deeper engagement with the language. Abd ul-Ridha & Al Azzawi (2023) found that dictogloss techniques enhance students' critical language awareness, encouraging them to think analytically about language use. Moreover, Swain and Lapkin (1998) observed that such tasks push learners to process language more deeply, fostering metalinguistic reflection. Vasiljevic (2010) also highlighted that dictogloss promotes active listening and critical engagement with texts, as students must comprehend and reconstruct content accurately. These studies underscore the role of dictogloss in developing learners' analytical and critical thinking abilities alongside language skills.

Disadvantages of Dictogloss Technique

While the dictogloss technique provides notable benefits, the implementation of this method in SMP Negeri 10 Kota Gorontalo also revealed several challenges that affected both the teaching process and student outcomes.

Time-Consuming Process

Based on the classroom observation during the research, the application of the dictogloss technique consumed a significant amount of time. Each session required multiple stages those were listening, note-taking, group discussion, and text reconstruction which could not always be completed effectively within the limited duration of a regular class period. Some students felt rushed, especially during the discussion and reconstruction stages. This finding supports the statement of Rahmi (2018), who emphasizes that the structured nature of dictogloss demands careful planning and extended instructional time to produce optimal learning outcomes.

This issue was particularly evident during the group discussion and reconstruction stages, dictogloss consumed more time because students needed more time to negotiate meaning and organize their ideas. This is in line with Rahmi (2018), who emphasized that the structured nature of dictogloss requires careful lesson planning and more class time to be effective. Vasiljevic (2010) also warned that while dictogloss is beneficial for promoting language awareness, its multi-step process can make it impractical in time-constrained educational settings. Similarly, Prince (2013) highlighted the importance of time management, arguing that without proper time allocation, the benefits of dictogloss might be diminished due to students feeling rushed or overwhelmed.

Challenges for Lower-Level Learners

The researcher also found that students with lower listening proficiency had difficulty grasping key information from the spoken text. These students often missed important details, which hindered their ability to participate actively in group discussions or accurately reconstruct the passage. Their struggles not only affected comprehension but also reduced their confidence. This aligns with Rahmi (2018), who points out that dictogloss may not be as effective for learners who need additional support in basic listening and comprehension skills.

Dictogloss was challenging for lower-level learner because the activities place heavy demands on listening comprehension and memory. Rahmi (2018) explained that such techniques might not be effective for students who lack basic listening skills, as they

fail to access sufficient linguistic input. Similarly, Prince (2013) found that low-proficiency learners often experience cognitive overload during dictogloss, which can inhibit vocabulary retention. Yu (2020) reported that students with limited prior vocabulary knowledge are more likely to disengage from the task altogether, limiting their exposure to new words.

Variation in Delivery and Listening Challenges

Another challenge found by the researcher, since the text was dictated directly by the researcher instead of using a pre-recorded version, slight inconsistencies in speed and intonation may have influenced students' ability to follow and understand the material. Some students reported difficulty keeping up with the pace, while others found the delivery manageable. This is in line with Rahmi (2018), who notes that variations in delivery can become a problem when dictation is not recorded, potentially affecting how students perceive and comprehend the material.

In this study, the text used during dictogloss sessions was read aloud by the researcher rather than played from a recording. This led to minor variations in pronunciation, speed, and intonation between sessions. Some students struggled to follow the oral delivery, which affected their comprehension and note-taking accuracy. Rahmi (2018) highlights that inconsistent delivery can reduce the effectiveness of dictogloss, especially for auditory learners who rely on steady pacing. Vasiljevic (2010) similarly recommends using pre-recorded audio materials for consistency and repeatability. Murgia (2024) found that variations in speech rhythm and clarity may lead to comprehension gaps, especially among students unfamiliar with the speaker's accent or intonation patterns.

Difficulty in Differentiating Oral and Written Language

The confusion between spoken and written forms of language became apparent, especially for those who tried to replicate the exact words without considering proper grammar or syntax. This supports Rahmi's (2018) view that dictogloss, while valuable, may not always help students understand the differences between oral and written language if they rely solely on fragmented notes.

During the reconstruction phase, many students at SMPN 10 focused too heavily on writing down exact words from the listening phase, rather than attempting to reconstruct coherent and grammatically correct sentences. This led to texts that were disjointed and lacking in fluency, revealing a struggle to differentiate between spoken and written forms of language. Rahmi (2018) notes that dictogloss may unintentionally encourage learners to memorize fragments rather than understand overall meaning, especially if not guided effectively. Swain & Lapkin (2001) argue that unless learners are trained to convert spoken input into structured written output, their reconstructions may suffer from syntactic errors and lack of comprehension.

The researcher found also some students struggled with the authenticity of the listening material. The sentence structures in the dictated text were sometimes unfamiliar and did not resemble the conversational language students typically hear, making it harder for them to reconstruct the passage accurately. This observation echoes Rahmi's (2018) suggestion that dictogloss tasks can be less effective when the texts used are not reflective of natural spoken discourse, thus reducing their relevance and impact in developing real-life listening skills.

Conclusion

The findings of this study indicate that the implementation of the Dictogloss technique significantly improved students' vocabulary mastery at SMPN 10 Kota Gorontalo. The statistical analysis shows that the significance value (Sig. (2-tailed) = .000) is well below the 0.05 threshold, confirming that the improvement in students' scores after the treatment was not due to chance but rather the effectiveness of the technique. This suggests that Dictogloss is a beneficial method for enhancing vocabulary acquisition, as it encourages active listening, note-taking, collaboration, and reconstruction of text, all of which contribute to a deeper understanding of new words. Therefore, the Dictogloss technique can be considered an effective strategy for vocabulary development in English language learning.

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