001

A STUDY OF THE APPLICATION OF DICTOGLOSS FOR VISUAL, AUDITORY, AND KINESTHETIC (VAK) STUDENTS IN ENGLISH LANGUAGE LEARNING

Yan Imam Santoso, Paulus Sainyakit, Bagiya, Prasetyawan Aji Sugiharto, Muhammad Reza Ainun Najib.
Universitas Muhammadiyah Kendal Batang, Indonesia
STKIP Terang Bangsa, Indonesia
Universitas Muhammadiyah Purworejo, Indonesia
yanimam121315@gmail.com ; sainyakitpaulusstkip@gmail.com ; bagiya@umpwr.ac.id ; asprasetyawan@mbstkip.ac.id ; reza4ji@gmail.com

Abstract- *The method of English learning has been developed a lot. This allows teachers to choose a suitable method to apply in class. Meanwhile, students' characters and learning models differ from one another. Many teachers do not pay attention to this in classroom learning. This research aims to examine the Dictogloss method for Visual, Auditory, and Kinesthetic students as an optimization of English language learning. This mixed methods research uses questionnaires, tests, interviews, and observations. This research uses pre-tests and post-tests as a tool to measure student development before and after treatment which is assessed quantitatively. The questionnaire was used to determine the sample's learning style, while interviews and observations were used as further research to examine more deeply the use of dictogloss for visual, auditory, and kinesthetic students. From this research, it was found that the dictogloss method can be effectively applied to English language learning characterized by visual, auditory, and kinesthetic learning styles. It's just that several things need to be considered in its application, such as the use of videos, audio recordings, and products produced to facilitate students' learning characteristics. So from this research, it can be concluded that dictogloss can be applied to English language learning with the characteristics of visual, auditory, and kinesthetic learning styles.*

Keywords: Dictogloss; visual; auditory; kinesthetic; English language learning

Corresponding Author:
Yan Imam Santoso
Universitas Muhammadiyah Kendal Batang
Jl. Pemuda No. 42-46, Kendal.

INTRODUCTION

The problem of education is currently one of the urgent problems that to solve between another aspect problem. This problem is triggered by various aspects of facilities, infrastructure, human resources, and government policies that are considered to focus on one party without distribution, to the learning process in the classroom. The many characters of students and teachers as well as the different needs of students often become the most serve problems, so, the problems in schools seem endless. One example is the very complex learning style of students in each class.

Differences in student learning styles certainly underlie the success of education. In the same class with more than 1 student does not necessarily have the same learning style. This difference is the same as that reported by (Himmah & Nugraheni, 2023) with the results that there are 3 different learning styles in a class in his research 48% Visual, 31% Auditory, and 21% Kinesthetic. These results show that the distribution of student learning characteristics will not be equal. Therefore, in learning, a teacher is obliged to examine or conduct an initial assessment to see the learning characteristics of each student. This is an activity that needs to be done to adjust the learning method in class. Learning will be effective if a teacher can pay attention to students' learning styles (Chetty et al., 2019; Kusumawarti et al., 2020).

The difference in learning style is one part of differentiated learning. This learning focuses on adjusting the learning process to meet students' learning needs (Tomlinson, 2000). According to (Wahyuni, 2022) adjustments in differentiated learning are adjustments to student interests, profiles, and student readiness to achieve maximum learning outcomes. However, Tomlinson (2021) also confirmed that differentiation is divided into 3 aspects, namely content, process, and product differentiation (cited in Wahyuni, 2022). Therefore, teachers must know the direction of the learning they will do by mapping these three aspects. One example, adjusting student profiles or student learning characteristics to achieve learning success, as we already know that student learning styles consist of auditory, visual, and kinesthetic often abbreviated as VAK.

On the other hand, not all learning styles can be applied optimally in every class without any adjustments to the method/approach (Khoirunnisa & Iba, 2022; Shanti et al., 2022). In short, some methods only emphasize one or two learning styles, so every teacher must be good at sorting and choosing or even modifying each method applied to adjust

the characteristics of their learning style, adjust to student needs, and adjust to the comfort of learning and teaching both between teachers and students. Thus, students will be well facilitated in their learning, and the goals of each lesson will be easily achieved.

Concerning learning methods in the independent curriculum, teachers are required to prioritize student-centered learning activities. Of the many learning methods available, dictogloss is one method that can accommodate 4 students' language skills, namely listening, reading, speaking, and writing. According to Jibir-Daura (2013), dictogloss is an interactive method introduced by Ruth Wajnryb in 1990 that focuses on listening, taking notes, and reconstructing what students hear. Based on the definition above, this method is an active learning method that is student-centered by maximizing 4 language skills.

Referring to 21st-century learning, students are expected to be able to collaborate and communicate, so dictoglos is one of the attractive methods for supporting 21st-century learning. In the implementation of 21st-century learning, students will be equipped with 4C skills, namely *critical thinking, collaboration, creativity, and communication* (Indarta et al., 2021; Shanti et al., 2022). These competencies are competencies that must be considered when applying methods in the learning process. Therefore, teachers must choose the right method in the process of classroom learning activities.

Seeing how important the 4C competencies are, critical thinking, collaboration, creativity, and communication can be facilitated in this Dictoglos method. Analyzing texts, and reconstructing a text or main idea provides space for students to develop their critical thinking skills and creativity in language, then assignments in groups, this assignment aims to develop communication skills and collaborate with others (Alsamadani, 2022). The application of Dictogloss in English language learning in the 21st century needs to be considered considering the need for learning in this century is student-centered learning. (Pertiwi et al., 2018). Referring to the steps of this learning, the 4 steps of the method that can be done include warming up, dictation, reconstruction, and analysis and correction (Vasiljevic, 2010).

Concerning the use of the Dictogloss method, several studies have been conducted to determine the effectiveness of this method when applied to a particular material. As

has been done by Bataineh & Younis, (2016). Their research is mixed-methods research that uses one control class and one experiment class. The research subjects were 16 Jordanian teachers and 120 students. The purpose of their research was to measure the effectiveness of the dictogloss method on teachers and students in improving students' writing skills. From this study, it was found that there is effectiveness in the use of this dictogloss learning method in improving students' writing skills.

Furthermore, research has been conducted by Abbasian & Mohammadi, (2013). This research focuses on the same things as the previous research; the only difference is the location of the research subjects and the research variables. This study aims to see the effectiveness of this dictogloss method on writing skills in general. Their research used a quantitative approach with an experimental class and a control class. They used 60 participants. The results of their study found that there was a positive effect on participants when writing using the dictogloss learning technique. However, some did not have a high effect on writing content, language use, and vocabulary chosen in writing.

The next research was conducted by Ritonga et al., (2024) they examined the effect of using dictogloss on listening comprehension with the research subjects of 11th-grade high school students. Researchers used a quantitative research quasi-experimental approach. From their research, it was found that there were differences in learning outcomes between the control class and the experimental class. From their findings, the null hypothesis was successfully rejected with the average of the experimental class at 57.80 and the control class at 49.58.

Some of the similarities of their research focus on developing students' writing skills. However, the research they conducted was very diverse in its methods. Referring to the findings presented that dictogloss influences language learning, it is necessary to conduct further research on the effectiveness of this learning method on the development of 4C skills applied to the diversity of student learning characters, namely auditory, visual, and kinesthetic. This research is expected to provide empirical evidence of the effectiveness of the dictogloss method for these students in learning English that supports 21st-century skills.

005

METHODS

Research Design

This study employs a mixed-methods approach, integrating quantitative and qualitative methodologies to provide comprehensive insights. The quantitative aspect focuses on pre-tests and post-tests to measure the efficacy of the dictogloss method, while the qualitative dimension uses interviews and observations to explore deeper student responses and behaviors. Such a design ensures a holistic understanding of how the method influences English language learning among Visual, Auditory, and Kinesthetic (VAK) students. The subjects were 20 tenth-grade students from SMA Muhammadiyah Tersono, Batang Regency. The selection criteria included diverse learning styles to ensure a balanced representation of visual, auditory, and kinesthetic learners. The inclusion of these varied profiles allows for the assessment of dictogloss in meeting differentiated learning needs.

Data Collection

Data was collected through several instruments: (1) Pre-test and Post-test: These tests measure students' progress in writing and reconstructing descriptive texts. The tests serve as benchmarks to assess the impact of the dictogloss method; (2) Questionnaires: Administered to identify the students' learning styles—visual, auditory, or kinesthetic—using structured self-reported responses; (3) Observations: Conducted during learning sessions to document student engagement, collaboration, and adherence to learning processes; (4) Interviews: Semi-structured interviews were held to capture student perceptions, particularly focusing on those who showed significant improvement or stagnation in test scores.

In the data collection phase, multiple instruments such as pre-tests, post-tests, questionnaires, observations, and interviews were utilized to ensure a comprehensive understanding of the research context. The pre-tests and post-tests provided essential quantitative data to measure the improvement in students' learning outcomes after applying the dictogloss method. This quantitative data served as a foundation for qualitative exploration through interviews and observations, aimed at examining specific

patterns or outliers in student responses. The questionnaires were employed to identify students' learning styles—visual, auditory, and kinesthetic—which added depth to the analysis by linking learning preferences with their performance. Observations, conducted during classroom activities, offered real-time insights into students' behavior, engagement, and interaction, which further enriched the interpretation of both quantitative and qualitative findings. Quantitative data analysis was used to describe the results of the tests conducted, and whether there was an increase from the pre-test and post-test. The purpose of this pre-test and post test is as an indicator of the researcher in knowing how much the increase or decrease in value from the results of a test which results will be used as a reference for researchers in considering the results of research conducted through interviews and observations. Qualitative data is used to describe in depth the results of quantitative data obtained using interviews, and observations to examine more deeply the findings obtained as further research. The focus of this qualitative analysis is to examine samples where there is no significant difference after treatment. The interviews used are open-ended in order to get deeper results about the effect of dictogloss in their learning. (Sugiyono, 2012). On the other hand, in the process of determining students' learning styles, researchers used a questionnaire instrument to obtain data on the learning styles of visual, auditory, and kinesthetic students. The questionnaire is made in the form of a set of questions designed in writing and given to respondents so that they can be filled in independently without any interference from any party (Creswell, 2016). Data collection in the form of observation was also carried out to obtain information about student behavior in class.

Data Analyze

In analyzing the data, researchers used descriptive quantitative to describe the data that had been collected to conclude without generalization. The data calculated the average value of the pre-test and post-test results obtained to conclude further research. In qualitative data analysis, this research analyzes with 3 steps, namely: 1) Data reduction, 2) Presentation of data, and 3) Conclusion (Miles et al., 2014).

007

FINDINGS AND DISCUSSION

Findings

Quantitative Data

This quantitative data is taken as a measure of the success of a treatment carried out. In the series of activities in obtaining quantitative data, researchers conducted a pre-test to determine the readiness of students in learning a descriptive. Descriptive material is taken based on adjustments to student learning in class. However, in learning English, all four language skills must be well mastered. In summary, all four language skills are taught simultaneously in this method.

The mapping of students' learning characteristics was carried out before the pre-test was conducted. several questions were asked using a survey that had been prepared. The results of the survey can be seen in figure 1 below.
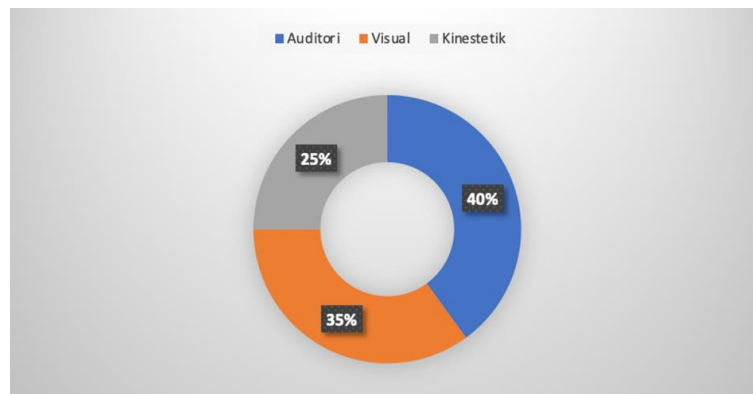

Figure 1. Student Learning Style

In this assessment, the researcher provides an assessment questionnaire to explore information about student learning characteristics. From the assessment, the results obtained from the total students, 40% of students have auditory characteristics, 35% of students have visual characteristics, and 25% of students have kinesthetic characteristics.

Treatment was carried out by providing learning using the dictogloss method. Based on (Vasiljevic, 2010), this method consists of several steps. (1) warming up phase, in this phase students are given information about some texts that will be read and what material will be learned. The task of students in this phase is to prepare some vocabulary, and material according to the topic. The students in this phase are learning in developing

008

reading skills by searching material on other resources. (2) dictation phase, in this phase students are given a text that is read directly by the teacher at normal speed. The student's task in this activity is to capture what he hears and take the main idea given. Vocabulary development is key in this phase. In this phase the students focus on their listening skills. (3) in this third phase students are asked to reconstruct what has been heard, recorded, and discussed. In this reconstruction, students are given the opportunity to discuss in groups, equalizing perceptions with each other. The function of this activity is to give students the experience to collaborate, communicate, think critically, and develop their creativity. Then, they also learn about speaking and writing on this phase. (4) evaluation and correction. In this phase, the teacher and students make some corrections together and provide an evaluation of what is done.

In all these stages, students are finally given a post-test to measure the success of the treatment that has been carried out. In the quantitative data collection stage, researchers summarized pre-and post-tests as the table 1 below:

Statistics	Pre-test	Post-test
Mean	62.5	76.5
Median	60	80
Mode	60	85
Range	30	45
Standard Deviation	10.07	12.44
Highest score	80	95
Lowest score	50	50

Table 1. Pre-test and Post-test Result

Based on the results of the pretest and posttest, there was an increase in the average score of 22% from the initial score of 62.5 to 76.5, and the highest score before the pretest was 80 to 95. However, the lowest value of the test results carried out both in the pretest and posttest is still the same, namely 50. This value needs to be tested again at the qualitative stage.

Qualitative Data

Through the results of the quantitative data that has been carried out, namely in the form of tests conducted through pretests and post-tests, researchers qualify the data for deeper review through observations and interviews. At the observation data analysis stage, researchers observe the student's behavior in the classroom. At this stage, researchers observed how active students were in learning, discussions that were held, and how students communicated verbally to other friends. While at the interview stage, researchers conducted interviews with students in the category of students who had a high percentage of increase in posttest results, students who did not increase or decrease in their posttest results, and responses from all students with visual, auditory, and kinesthetic learning characteristics.

a. Observation

At this stage, the researcher applies the learning flow of warning up, dictation, reconstruction, and analysis and correction based on the theory (Vasiljevic, 2010). Those are:

1. Warming up

At this stage, students are introduced to the material of descriptive text in general, either in terms of structure or basic elements in the text. In this condition, the researcher wanted to know more about the student's readiness and what text topics were more interesting to the students according to the student's needs. The researcher prepared a copy of the text to be given by the students and the group which was divided into 4 people each group. In this stage, the researcher saw that they gave their instruction and attention.

2. Dictation

At this stage, the researcher explained the learning objectives in detail as well as the learning step that will be implemented. In this step, the researcher has given or dictated to the students by reading twice. At first, the text was read slowly and the students were not allowed to make any notes. In the second reading, the text was read slowly and the students were allowed to make notes on what vocabulary they feel is important. Based on the observation, the researcher got data that this condition students listen carefully to the text was read. They see seriousness in doing it or remembering

010 vocabulary that is considered important to note. However, some of them take notes at the end or during a pause in reading.

3. Reconstruction

After the students have listened and noted the vocabulary or some important expressions to be noted, the students are allowed to discuss and assemble sentences from what they have seen before in groups. At this stage, students were very busy discussing each other's notes. Their discussion seemed lively and enthusiastic. Each member provided the notes they had. In brief, the result of observation at this stage is that students look more active in learning. Recalling grammar material is also done by them. Some of them also utilize the internet facility to look for materials and vocabulary that they do not understand.

4. Analysis and Correction

In this final stage, students are given the opportunity to present the results of their discussion in front of the class, they give each other corrections and analyze the results of their discussion. Briefly in this stage they are trained to be able to communicate well and respond to each other before the researcher/teacher gives the original text to them and corrects them together.

b. Interview

Collecting data through this interview, researchers analyzed various kinds of quantitative data obtained previously with certain criteria. The criteria are divided into students who have the highest increase in pretest and posttest results, students with a decrease in posttest scores, and some students with VAK learning characteristics.

1. Students with the highest score

From the data obtained, 2 students have an increase in scores by 41% from the pretest results. Based on the results of the interviews obtained, students feel comfortable learning using this method. This was influenced by the clarity of the researcher/teacher before learning. Their responses are:

Researcher: Does this learning technique help you in writing descriptive text?

Respondent 1: I think this learning makes me listen more deeply to each text that is read. However, this was not too difficult for me because I was allowed to discuss with other friends and was allowed to use my cell phone to find other sources.

011

From these conversations, it can be stated that students feel helped in this learning. With discussion and adequate internet access, they can learn collaboratively and independently. Furthermore, with the same question, students gave responses, namely:

Respondent 2: The teacher gave a very clear explanation, and I happen to like this learning method. So, this helps my learning. When listening, the atmosphere is also quiet. So, I am more focused.

Based on this response from respondent 2, the student's learning character is the auditory type. It can be seen that with his expression he can focus on quiet conditions without distractions. The student also easily captures what was expressed or the explanation given earlier.

2. Students with a decreased post-test score

In the implementation of the pretest and posttest, 3 students dropped their scores with the highest decrease of 23% for 1 person and 20% for 2 people. In this interview, the researcher took 2 students to give feedback on the learning that had been done. They found difficulty when they did not read the text themselves. However, they also gave positive responses that this learning was very helpful when they discussed it with each other. In this condition, they found it difficult not to grasp the concept or topic of the text. Indirectly, their learning character is visual which makes it easier for them to capture information if it is given in the form of visuals or through videos or direct reading.

3. Students with visual learning characteristics

After conducting interviews with these visual students, they responded that this kind of learning makes it difficult for them to understand what they read. So, it is necessary to innovate learning by utilizing some kind of video, graph, picture, or something else because they are indeed happier if given a video. Some of their responses include:

Researcher: does this kind of learning help you in learning?

Respondent 3: It was fun, but I found it difficult to digest the text. Besides some of the words were unfamiliar, so I couldn't guess. On the other hand, it helped me during the discussion.

012

From this conversation, it is clear that this learning activity requires an innovation or modification of learning using video. On the other hand, discussion activities will help students of this character in learning the text in depth.

4. Students with auditory learning characteristics

For the auditory students, it was very easy for them to follow this activity because it suited their learning characteristics. When reading the first text they seemed to have taken notes after listening to the first text. Which means they captured well what was read on the first reading of the text. So in the second reading of the text, they are very easy to complete. From this activity, the researcher asked several questions, among others:

Researcher: Does this kind of learning help you in learning?

Respondent 4: I didn't have any difficulties in this lesson. I was able to catch some vocabulary during the first reading of the text. There were no significant difficulties either in reading or in reconstructing the paragraphs.

It can be concluded that this character is very suitable for this method of learning because they feel facilitated by every learning activity carried out.

5.Students with kinesthetic learning characteristics

Kinesthetic characters are very good characters in discussion activities and presentations in front of the class. Their enthusiasm in discussion seems very active and cooperative. Some of them always provide alternative solutions to every learning activity in class such as looking for other sources of information through the internet, actively writing a summary of the discussion, and being able to provide simulations. This character did make a dominant contribution to the discussion and presentation activities. Their responses to this learning activity were:

Respondent 5: This learning is really cool, the important thing for me is that I am still allowed to look for other information on the internet. This is really helpful. Yes, even though when it was read the first time I didn't get anything, I was able to get words

013 *When it was read the second time, because in the second reading, I immediately took notes.*

Indirectly in this activity, kinesthetic character students will tend to be active in the second reading of the text and during the discussion. The activities carried out by them are certainly very beneficial for them when the learning uses active learning.

Discussion

Differentiated learning is learning that can facilitate student learning activities. Although the context in differentiated learning is divided into 3 types, namely process differentiation, content differentiation, and product differentiation Tomlinso (2021) (cited in Wahyuni, 2022). The learning that has been carried out in this study, has provided empirical evidence that learning activities with the dictogloss method can be applied to students with Visual, Auditory, and Kinesthetic learning characters. It's just that it needs modification when learning is implemented. Teachers with the application of this method need additional devices such as videos, or images to facilitate in-depth for visual student characters.

In answering this research question, researchers have proven that dictogloss can effectively improve English learning for visual, auditory, and kinesthetic student characters. However, this learning method requires special notes in implementing differentiated learning. There are 4 points that are important notes. These four points are based on the different learning characteristics of students. First, not all students have the same learning style, auditory students will be more captured by using this method. For visual students, this kind of learning requires additional aids such as videos or pictures so that they can understand the text clearly. Secondly, it is undeniable that student-centred learning requires materials that match what he/she wants to learn. Some things to note in this context are that students do not need a detailed discussion of descriptive text about animal anatomy because they are not medical students. Third, the expected product for students, or the ability of each student to make a product is certainly different. For students who enjoy making videos, presenting the results of their reconstruction by showing a video will provide a different experience for them from other groups. Creativity in communicating the products they make provides a meaningful experience

for each student. fourth, collaborative learning has a good impact on them in developing their skills. The various characteristics of students will be explored in depth, and their potential will emerge slowly. These notes are summarized in Table 2. below:

No	Learning Development of Dictogloss Technique for VAK Students
1.	Teacher must modify the learning media by replacing the text reading by the teacher with video
2.	The selection of texts, or materials, also needs to be tailored to the needs of the students
3.	The result or product that has been reconstructed will be more facilitating for students if it is made differently in each group
4.	Collaborative learning is highly recommended.

Table 2. Results of The Analysis of The Implementation of Dictogloss in Learning English for VAK Students

Based on table 2. above, it can be concluded that learning with the dictogloss method will have an impact on students with auditory and kinesthetic characters. This is because this method focuses on listening skills and reconstructing the text heard through presentations with a focus on writing and speaking skills. On the other hand, for visual students, every teacher must be able to provide facilities in the form of videos, diagrams, pictures, or others so that they can capture the material being taught. This statement is in line with the opinion of (Vasiljevic, 2010) that it is highly recommended that the text read is a text from a recording or a native rather than a text read directly by the teacher. It is also stated that this method will be very effective if students prepare their own texts to be presented in front of the class.

Furthermore, in anticipating the loss of learning for some students who have certain learning, from the data that has been found, collaborative learning is very beneficial. It can be seen from the interview data that there are some students who feel helped when they discuss in class. This is certainly an important thing in student learning activities. (Kopinska & Azkarai, 2020) also argue that group or collaborative learning activities can increase students' learning motivation compared to individual learning.

CONCLUSIONS AND SUGGESTIONS

This study aims to provide empirical evidence of the effectiveness of the dictogloss method in learning English for students with visual, auditory, and kinesthetic

learning styles. Based on the findings, it can be concluded that the dictogloss method can be implemented for students with visual, auditory, and kinesthetic learning styles. According to the data, the researcher found several things that teachers need to pay attention to if they want to apply this method in their teaching and learning. They are the playback of videos, or recording from native speakers is highly recommended instead of the teacher reading the text. Then, the selection of the text should be based on the needs of students so that the text played will motivate them. Furthermore, the results or products that are assigned should be made different, to optimize their respective potential, and the last is collaborative learning certainly makes the main series of student learning activities in foresting student motivation.

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016

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