

THE EFFECTIVENESS OF DICTOGLOSS TECHNIQUE IN TEACHING LISTENING AT SMPN 2 MESJID RAYA

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Abstract

In SMPN 2 Mesjid Raya, based on the passing grade of students in listening (75), however only some students got the score reached the passing grade (75). The teacher was confused about this condition because just the big 10 of the classroom who could get the point 70 up. She admitted that the listening comprehension of her students was still low. It was proved by the score that students got on the daily test. That's why, she added the score of students' daily test and the task score to improve their points. The writer used experimental research in which there were two classes: one was an experimental group which was taught by using dictogloss, and the other was a control group which was not given any treatment. The students in the control group were taught by using non-dictogloss technique as usually used by the teacher in teaching listening. Based on research findings, it was proven by the value of independent t-test that $t_{\text{obtain}} < t_{\text{table}}$ that is $0.59 < 2.00$. Therefore, the null hypothesis is accepted in which both experimental and control groups in the pre-test have a similar ability. In other words, there is no significant difference between the experimental and control classes. However, after the treatments were given, the students who were taught by using dictogloss achieved better listening scores than those taught by means of the conventional technique. It was proved by the result of the dependent t-test of each group by pairing the pre-test and post-test that the result of t-test in the experimental group is higher than that of t-test in the control group ($9.063 > 6.265$). It indicates that there is a significant improvement in post-test of the experimental group after dictogloss was introduced. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted. It can be stated that dictogloss is effective in teaching listening that it can increase the students' listening ability.

Keyword: *Dictogloss, Listening*

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INTRODUCTION

Background of the study

Listening is considered as the basic form of language acquisition. It is proved by a new born baby who starts to acquire language by listening to the voices around his or her environment before he or she starts to speak, read or write. Furthermore, listening is also regarded as a medium for people to gain a large portion of education. As a result, listening becomes crucial in human language development. Language dominantly achieved by receiving understandable input and listening ability is the critical component in achieving the understandable language input. Listening is a medium for humans to get information as knowledge (Krashen, 1985).

Teaching listening in the classroom is different from real life listening. According to Ur (1998) a real life listening fulfills some conditions such as : (1) we listen for a purpose and with certain information, (2) we make an immediate response to what we hear, (3) we see the person we are listening to, (4) there are some visual or environmental clues as the meaning of what is heard comes in short chunks, (5) most heard discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy noise and colloquialism, and its auditory character.

Those facts above show that teaching listening is really important in daily life. In junior high school, listening is one of the skills that should be mastered by students in learning English. Therefore, listening comprehension is regarded theoretically as an active process in

which individuals concentrate on selected aspects of aural input, from meaning from passage, and associate what they hear with existing knowledge.

In SMPN 2 Mesjid Raya, the teacher taught listening to the students but the students still got low score on this section. Based on the passing grade of students in listening (75), however only some students got the score reached the passing grade (75). The teacher was confused about this condition because just the big 10 of the classroom who could get the point 70 up. She admitted that the listening comprehension of her students was still low. It was proved by the score that students got on the daily test. That's why, she added the score of students' daily test and the task score to improve their points.

Based on the observation that the writer conducted to the second year students of SMP N 2 Mesjid Raya, most of the students found difficulties in listening comprehension. There are some factors that make students of SMPN 2 Mesjid Raya assume that listening is difficult: 1) first factor is the students' lack of vocabulary, 2) the second is the students' lack of grammatical knowledge, 3) students' perception of native speaker's speed in speaking. In conclusion, those factors contribute to some difficulties for the students such as: a) they have difficulty identifying the communicative purpose in the listening material, b) they have difficulty finding the main idea in the listening material, and c) they have difficulty finding specific information in the listening material.

Furthermore, dictogloss is perceived as a teaching technique that may help to solve the teacher and the students' problem of teaching and learning listening as mentioned in the previous paragraphs. It calls for active participation in problem solving and critical thinking that encourage students to be more active and increase their self-esteem to use English communicatively and understand the materials being taught easily. Moreover, the students may have more chances to practice English while learning since they are engaged to such activities that stimulate them to use the language.

Dictogloss technique is a combination of classic teaching technique where listeners are required to reconstruct a text by listening and noting down keywords. Hence, students are able to sharpen their listening comprehension using this technique, and it is hoped that it can motivate students to have good attitude in learning listening. Vasiljevic (2010) describes that dictogloss is a classroom dictation activity where students listen to a passage, note down key words and then work together to create a version of text. The original dictogloss procedure according to Wajnryb (1990) consists of four basic steps – i.e. *warm-up/ preparation* in which students find about the topic and do some vocabulary preparation, *dictation* in which the teacher either reads or plays the audio of the text three times at a normal speed, *reconstruction* in which the teacher asks students to reconstruct the text they have listened to base on their notes, and *analysis and correction* in which students analyze and correct their

reconstruction text with the teacher's guidance. Based on the background stated above, the questions of this study is “do the students who are taught by using dictogloss technique achieve better results in English listening than those who are taught by using non-dictogloss technique?”

Finally, the objectives of this study is to find out if the students who are taught by using dictogloss technique achieve better result in English listening than those who are taught by using the non-dictogloss.

LITERATURE REVIEW

1. Listening Comprehension

Listening and listening comprehension are synonymous. Listening as comprehension is a traditional way of thinking about the nature of listening. The main function of listening in second language learning is to facilitate understanding of spoken discourse. Listening is the ability to identify and understand what someone is saying. Taylor (1981) as cited in Cardona (2013) describes that units are decoded and linked together to form words; words are linked together to form phrases; phrases are connected together to form utterances; and utterances are joined together to form complete meaningful texts. In other words, the meaning is interpreted from the last step in the process.

Nunan (2003) says that listening is a process of decoding the sounds that one heard from the smallest meaningful unit (phonemes) to complete text. Furthermore, Brown (2001) suggests that learning to listen really means

learning to respond and continue a chain of listening and responding.

Cook (1996) affirms that listening limitations may be caused not by lack of language, but by lack of memory or vocabulary knowledge. Lynch (1996) also explains that in order to understand the oral message emitted by the speaker, it necessary for listeners to gather and incorporate information from several factors, such as phonetic, phonological, lexical, syntactic, semantic and pragmatic. Listening that occurs in real time, with no opportunity for repetition, means that what is said is heard only once in daily situations, unless the listener asks the speaker to say it again. Thus, the speaker determines the speed of the message; therefore the listener is most of the time unable to re-hear the message (Buck, 2001).

2. Obstacles in Learning Listening

Normally, most people would agree that listening to a radio broadcast of a policy discussion is relatively difficult, while listening to a child reading from a book of fairy stories is much easier. It will usually be easy for one person but more difficult for others depending on the present level of language development of each person and the background knowledge of the topic being presented (Wolvin & Coakley, 1996). According to Anderson and Lynch (1996: 40) the first thing that learners have to develop is an ability that will enable them to identify the topic of the conversation and help them to find a relevant reaction. Secondly, learners should also develop an ability to predict the development of the topic as this ability will

help them to prepare a suitable response in advance. Thirdly, they ought to recognize and also indicate when they do not understand enough to make a relevant response. Learners have to learn how to cope with problems of the topic clarification by using expressions such as “excuse me?, pardon? or Sorry, I do not understand?” or simply by repeating the speaker’s words to show that they are having problems.

Brown and Yule (1983) have also listed some factors that complicate oral language. First of all, the speaker, his/her style, accent and even number of speakers affect the spoken text. The listener’s role also has an impact on listening, whether it is participatory or non-participatory, whether response is required or the listener is an eavesdropper. Another factor is the content of the text and finally whether or not it is accompanied by visual aid for support.

Furthermore, Rixon (1986) explained that the sound of English is a major problem for the L2 learner making listening the most difficult skill. She lists four sources of difficulties arising from pronunciation: 1) the weak relationship between English sounds and the way they are spelt in the written language 2) Changes in sounds when they occur in rapid, connected speech. 3) The rhythm pattern of English speech. 4) Different ways of pronouncing the ‘same’ sound. The problem with sound is that when English is spoken the words are not very clear or emphatic since natural talk is unrehearsed; full of pauses, repetition, hesitation and it is swift, slurred or even unclearly articulated. Rixon (1986)

shows that words sound different depending on whether the word is spoken in isolation or in connected speech.

3. Dictogloss

Dictogloss is considered a multiple skill and system activity with a focus on communicating meaning and correct use of grammar (Wajnryb, 1990). Dictogloss is an excellent way of practicing grammar and vocabulary as learners work on combination of meaning and form. Wajnryb (1990) argues that dictogloss is a relatively recent procedure in language teaching, and different from language dictation. He emphasizes on making the differentiation because in dictogloss learners are exposed to listen to a short text read to them at normal speed and reconstruct it in small groups until it has the same meaning as the original text. In contrast with dictation where learners only write down what is read by the teacher or audio source. The use of dictogloss involves students' attention to all four language skills (i.e. listening, speaking, reading and writing) and encourages learner's autonomy, cooperation, curricular integration, diversity, thinking skills and alternative assessment techniques (Jacobs & Small, 2003).

Jacobs and Small (2003) report in their study that dictogloss does not always have to involve writing sentences and paragraphs. Learners can do other activities based on what the teacher reads to them. For instance, they can complete a graphic organizer in which the facilitator finds or writes a description of a drawing that includes relevant details about vocabulary and concepts

of the topic. The authors explained that during the task, first, learners listen to the description and do drawing based on what they heard; second, they compare their production with a partner and make composite drawing per pair to finally compare their drawing with the original one.

Several studies have considered some stages that describe dictogloss as an innovative strategy to learn a second language. In addition, Shak (2006) explains in her research of children using dictogloss to focus on form five basic stages (*listening, noticing, activity, checking, and writing*) that can be implemented in the teaching/ learning process as in the following:

- 1) **Listening stage:** in which the teacher prepares learners for the topic of the dictogloss text via storytelling and whole class discussion.
- 2) **Noticing stage:** it is applied by learners when they take notes after listening to a text for a second time at normal speed.
- 3) **Activity stage:** it is when learners work together in small groups to create the text prepared for the lesson.
- 4) **Checking stage:** it is used to analyze and compare the learners' writing versions in a whole class setting, and to check if they are in the right track.
- 5) **Writing stage:** it is specially implemented to bring learners the opportunity to produce a similar text individually and demonstrate what they have understood about the reading.

On the other hand, Wajnryb (1990) describes in detail the four stages of dictogloss that are implemented the most in teaching listening. These stages are preparation, dictation, reconstruction, and analysis and correction.

The **preparation stage** is used when the teacher implements the dictogloss instruction. They must give students clear commands about the task that they have to do and organize them into groups before the dictation begins. The main goal in this step is preparing learners to the known and unknown vocabulary for the text they will be hearing by exploiting the warm-up activities in each lesson. This type of vocabulary-centered warm-up makes learners more receptive to the listening in the next stage.

In the **dictation stage**, learners should listen to a text twice. The first time, they are not allowed to take key words; nevertheless, Kondo et al. (2010) claim that during the first reading, learners are instructed to grasp the gist of the text but are disallowed to take any notes. In the second listening, they need to write down notes about the content of the topic prepared for the class as a useful tool to put the text together in the reconstruction stage.

Within the **reconstruction stage**, learners and teacher work together. In that sense, while learners proceed to collect notes in groups and work on the version of their texts in order to help them check the grammar, textual cohesion, and logical sense, the teacher monitors the activity and points out some possible grammatical errors without providing any actual language input.

The teacher conducts **the analysis and correction sessionstage** in their own preferred style to encourage learners to compare the various versions and discuss the language choices made. Some examples of the different ways to conduct the analysis and correction step include: using the blackboard where learners' texts are written for all to see and discuss, an overhead projector, a copying text from the original one to be examined by the whole class. It is important to clarify that the original text should not be seen by learners until their own versions have been analyzed.

4. Advantages and Disadvantages of Dictogloss

a. Advantages of Dictogloss

According to Vasiljevic (2010) dictogloss has some advantages, as follows:

- 1) Dictogloss is an effective way of combining individual and group work activities. Students listen and take notes individually and then work together to reconstruct the texts. The reconstruction task gives students focus and a clear objective.
- 2) Dictogloss procedures facilitate the development of learners' communicative competence. A collaborative reconstruction task gives learners the opportunities to practice and use all modes of language in communication. There is turn-taking among them which uses confirmation and clarification.
- 3) The reconstruction stage helps students to encourage their strengths and weaknesses. It helps them to compare input to their own representation of the text.

- 4) Dictogloss develops strategies for solving problems. It leads learners to help each other in recreating their own version of text that depends on the teacher's information. The analysis and correction stage enables students to see their linguistic shortcomings where they have done well and where they need to improve.
- 5) Dictogloss offers a unique blending of teaching listening comprehension and the assessment of students' listening ability. In a dictogloss task, students need phonemic identification, lexical recognition, syntactic analysis and semantic interpretation. The reconstruction task offers an insight into the students' performance at all stages of speech perception process. With the notes learners and teacher can verify and identify the parts of the text and specific words or structure that cause miscomprehension. Furthermore, the nature of reconstruction task forces students to listen carefully to other students' input, providing additional opportunities for listening practice.
- 6) The reconstruction task also promotes the acquisition of L2 vocabulary. Students need to recall the meaning and the written form of vocabulary items introduced at the preparation stage. In addition, students use new words to form complex sentences, and the teacher can direct learners' attention to the target language.
- 7) The reconstruction task can raise students' awareness of theoretical patterns in the target language. Those facilitate students' ability to understand and manipulate the patterns of textual organization and make them more sensitive to discourse markers and other cohesive ties in language they are trying to acquire.
- 8) Working in small groups reduces students' anxiety as they have to perform only in front of small audience. They feel more relaxed and confident when they share ideas that represent a group rather than themselves.
- 9) Dictogloss can build students' motivation in "coopetisi" (cooperative and competition) activity. It offers a sense of togetherness, self-confidence and responsibility that they feel comfortable to do the activity. The competition in closing activity offers the chance to the students to prove and show their ability

Dictogloss as one of techniques that can be used in language teaching conveys some advantages when it is implemented. It can be summed up that dictogloss is beneficial to be implemented in teaching and learning process for some reasons. Dictogloss provides opportunities for learners to learn as individual and as group by using critical thinking, promotes learners' autonomy which makes them not only depend on the teacher in learning but also depend on their peers to get or gain knowledge, provides writing activity which can assist learners to identify what they have done well and what they need to improve and offers an alternative way for assessing students' ability.

b. Disadvantages of Dictogloss

Besides the advantages of dictogloss above, there are also disadvantages of dictogloss stated by Alderson (1997), as follows:

- 1) Dictogloss has a very long procedure and needs much time to apply perfectly in the teaching and learning process.
- 2) Not as effective for lower level learner.
- 3) If the dictation is not recorded on tape, the test will be less reliable, as there will be differences in speed of delivery of the text to different audiences.
- 4) Dictation is in fact written passages that are read out aloud so they do not help students to understand the difference between the oral and written language.
- 5) The exercises can be unrealistic if the text used has been previously created to be read rather than heard.

Dictogloss has been used in language learning for many reasons. However, the use of dictogloss has always been have two sides; advantage and disadvantage. The disadvantages that shows above bring Learners unfamiliar with the teaching technique may want to write down every word dictated. Learners may be reluctant to discuss/correct the text with other groups.

RESEARCH METHODOLOGY

In conducting this study, the writer used experimental research in which there were two classes: one was an experimental group which was taught by using dictogloss, and the other was a control group which was not given any treatment. The students in the control group were taught by using non-

dictogloss technique as usually used by the teacher in teaching listening. The point studied was the students' achievement in listening comprehension which was taught by using dictogloss. In addition, both of the groups received the different materials, hence, they were treated differently.

An experiment typically involves a comparison of two different groups. The method used in this research is experimental research. Gay et al. (2006) define experimental research as the only form of research which can test hypotheses or establish cause-effect relationships. Besides, it also shows the explanation of the links between variables clearly.

FINDINGS

1. Result

The data were collected through test and questionnaire. There were two tests given to the students on the first day (pre-test) and on the last day (post-test). The objective of the tests was to investigate the students' listening achievement after the implementation of the dictogloss technique. It was assumed that the students' score in the pre-test (57) was higher than that in the post-test (77). In addition, the use of dictogloss in teaching listening was responded by students positively. The students agreed that dictogloss helped and motivated them to comprehend the listening. . Moreover, the result of the data analysis from the questionnaires indicates that almost all students (93.3%) respond positively toward the dictogloss application in teaching listening comprehension.

2. Discussion

Based on research findings, the first discussion deals with the improvement after the use of dictogloss in teaching listening. After the researcher collected and processed the statistical data by using SPSS, the findings revealed that the distribution of the experimental and control groups' scores on the pre-test was normal and the variance value of the two groups was also homogeneous. The data obtained from the pre-test score showed that the students both in the experimental and control groups had the same English ability. It was proven by the value of independent t-test that $t_{\text{obtain}} < t_{\text{table}}$ that is $0.59 < 2.00$. Therefore, the null hypothesis is accepted in which both experimental and control groups in the pre-test have a similar ability. In other words, there is no significant difference between the experimental and control classes.

However, after the treatments were given, the students who were taught by using dictogloss achieved better listening scores than those taught by means of the conventional technique. It was proved by the result of the dependent t-test of each group by pairing the pre-test and post-test that the result of t-test in the experimental group is higher than that of t-test in the control group ($9.063 > 6.265$). It indicates that there is a significant improvement in post-test of the experimental group after dictogloss was introduced. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted. It can be stated that dictogloss is effective in teaching listening that it can increase the students' listening ability.

Reflecting on the result obtained from the dictogloss application in teaching listening. It develops effectively due to several reasons. In a dictogloss class, students' interaction is much more natural. A collaborative reconstruction task gives learners opportunities to practice and use all modes of language and to become engaged in authentic communication. There is more turn-taking and students are more likely to use confirmation and clarification strategies. The variety of interaction was found to be more productive in terms of language development than the actual linguistic forms used (Wills & Wills, 1996). The reconstruction task gives students focus and a clear objective. Students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching. After the teacher provides a framework for understanding the passage by explaining the background information, cooperative groups can develop more appropriate comparisons or examples that will assist learners with their comprehension (Thornton, 1999).

Dictogloss offers cooperative learning. Cooperative learning means students work together to accomplish shared goals. They are given two responsibilities: to maximize their own learning and to maximize the learning of all other group members (Johnson & Johnson, 1999a). Gardner (1999) shows that heterogeneously grouped teams bring more benefits than homogeneously formed teams. Due to differences in background and in ways of learning, different people tend to attend to different information in the discourse. It means

that members can learn from each other and learn to appreciate the value of variety.

Finally, working in small groups reduces learners' anxiety as they have to perform only in front of "a small audience." Students tend to be quiet and are not used to voicing their ideas in front of the whole class. In Japan, for example, students are often shy and group conscious. They feel insecure about their English ability and rarely volunteer their answers. They seldom initiate conversation, generally avoid bringing up new topics and rarely seek clarification (Burrows, 1996). When asked a direct question by a teacher, an individual student will often turn to her peers and seek advice before producing a response. Students feel more relaxed and confident when they share ideas that represent a group rather than themselves only.

CONCLUSSIONS AND SUGUSITIONS

1. Conclusions

Based on the data calculation, it reveals that the independent t-test of the experimental group is higher than that of the control group ($9.06 > 6.26$). It presents that the students' listening comprehension in the experimental group significantly improved as compared to that in the control group. In other words, the implementation of dictogloss considerably affects the students' outcome in learning listening.

Furthermore, the result of the questionnaires indicated that the students were interested and had positive attitude toward the implementation of dictogloss in teaching listening. The majority of the students showed their agreement, and they even strongly agreed

toward the application of dictogloss in the classroom. There were only a few students who were not interested in the use of dictogloss in teaching listening, especially in the application of group learning. However, the students could still adapt to the application of dictogloss in the teaching learning activity.

2. Suggestions

In relation to the teacher's performance, it is suggested that teachers should have a good understanding on the proper application of dictogloss in teaching listening. Therefore, this technique can be implemented properly as the value and theory of dictogloss. Moreover, teachers should prepare the material and activity to ensure the efficiency of the classroom activity during the teaching learning process. Teachers also need to manage the time effectively, so that both the teacher and students can enjoy the lesson.

More importantly, in dictogloss technique, students need to realize that learning is a two-way process, not only teacher-centered. It means that students also play a significant role in determining their success in study. Thus, they need to involve actively in the learning process. It is also recommended that English teachers employ various media in teaching listening. This may encourage students to practice their listening in order to increase their achievement. It is due to the fact that most students are more interested in learning when teachers offer materials by using a variety of media.

Moreover, the writer suggests that further studies on the application of dictogloss technique in listening class should be

conducted by using more allocated time in order to obtain more accurate information on the issue. Further studies are also required to investigate the effective application of

dictogloss technique on other students' levels as well as on other English skills in order to enrich the knowledge about the implementation of dictogloss technique.

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