Enhancing Students' Listening Skill Through Dictogloss

Nurul Puspita

IAIN Raden Intan Lampung
Email: nurulpuspita17@gmail.com

Abstract. *Dictogloss is a technique where the learner receives some spoken input, hold this in their memory for short time, and then write what they heard. Dictogloss can develop student's listening skill, because they listen what teacher dictates in a short piece of text. The steps are students engages discussion on the topic of the upcoming text, reads the text aloud once at normal speed, reads the text again at normal, and identify similarities and differences in terms of meaning. This article refers to an action research about enhancing students' listening skill through dictogloss at English Department IAIN Raden Intan Lampung. The steps of action research are planning, implementing, reflecting, and observing. The population of the research is the second semester students of English Department, in IAIN Raden Intan Lampung. The sample of the research consist of one class; PBI E students. The sampling technique used is purposive sampling. The instruments used to collect the data are listening test, questionnaire, observation sheet, and interview sheet. The data were analyzed by interactive model. Based on the result of the analysis, the findings of the research are: (1) Dictogloss improves the students' listening skill ; (2) in cycle 1, that there were some of the students who could not focus on listening to the text and reconstruct it optimally; (3) in cycle 2, all of the students could focus and reconstruct the text well; (4) in cycle 1, the researcher could not emphasize the use of English and coordinated learning process; and (5) in cycle 2, the researcher used simple vocabulary and made some vocabulary games. In conclusion, that there is an improvement of the students' listening skill after being taught using Dictogloss*

Keywords: *Dictogloss, listening, action research*

A. INTRODUCTION

Listening is a language skill, thus it can be developed through practice. In content and language integrated learning (CLIL) it is important that students are provided with the suitable materials to listen to (Vilamante, 2009). The teacher should prepare various materials for the students. The materials can be taken from many sources. For the example, it can be from recorded teacher, films, videos, and tutorials. In language classes an audio-lingual method was considered to be important for the students.

Listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on the meaning rather than language (Cameron, 2001). For the students, the spoken language is very important for the input. In the classroom this happens by listening teacher, CD, and other sound.

Moreover, Listening requires the utilization of both systemic and schematic knowledge (Widdowson, 1983; Buck, 2001). In order to interpret the discourse, the listener must have a sufficient knowledge of the language system (i.e. an understanding of the phonological, syntactic and semantic aspect knowledge) as well as general knowledge of the world.

Margaret (1988) also states that listening can be considered as the first step in learning a language. It means that language learning, initially, highly depends on listening skill. It provides aural input that serves as the basis for language acquisition and enables its learners to interact in spoken communication and continue to the next skills. Furthermore, the students should have good skill in listening to develop their ability in English. More practice in listening makes them know new vocabulary and are able to send a message to others.

Furthermore, Tusianah (2000) indicates that most of students have difficulties in achieving listening skill, especially in the case of getting the gist of information in

the text. They cannot listen well, especially in getting specific information from the text. Obviously they have difficulties in getting information even though they know what to be listened.

From the fact above, it can be revealed that there are several problems of teaching listening i.e., the low listening achievement especially in getting the gist and reconstruct the text, inappropriateness of teaching technique used by the lecturer at the previous semester in teaching listening. Therefore, it should be an appropriate technique to be applied for the students to increase their listening achievement.

To increase students' listening skill, the researcher proposes to use Dictogloss as an alternative technique. Dictogloss is as a multiple skills activity. The students practice listening, writing and speaking, and use the grammar and lexis to complete the task. The students can open their background knowledge related with the text and then listen what the teacher dictates and write the key answer. This will not make the students bored because they can corporate with their friends. This research will focus on teachers as the only learning sources and speech is as the main learning strategies. Therefore, the researcher proposes Dictogloss as an alternative technique.

In addition, dictogloss has been the subject of a number of studies and commentaries, which have, in most part supported the use of the technique (Swain & Miccoli, 1994; Swain & Lapkin, 1998; Storch, 1998; Nabei, 1996; Lim & Jacobs, 2001). The supporters of the method pointed out that dictogloss are a multiple skills and systems activity. Learners practice listening, writing and speaking and rely on their knowledge of semantic, syntactic and discourse systems of the target language to complete the task. However, the focus of these studies remains on grammatical competence. Improvements in listening comprehension or students' note-taking skills are seen as by-products of the method rather than its objectives.

Furthermore, dictagloss has proven to be a tool that has helped the expert to motivate a great number of students to not only engage in the learning process, often completely in English, but also to enjoy working collaboratively to complete a task. Littlewood points out that (1981:68). "Indeed, it is when the results of successful listening contribute to some further purpose that the learners are most strongly and realistically motivated."A dictagloss activity requires students to utilize the four language skills all the while focusing on form. Most students seem to feel a sense accomplishment and perceive that their English skills have improved as a direct result of the tasks.

Dictogloss offers a context-rich method of assessing how much students know about the topic of the text. The dictogloss has been proposed as a procedure that encourages students to reflect on their own output (Wajnryb, 1990). In a dictogloss the emphasis is on the students' ability to communicate in order to re-convey the meaning of the text, as opposed to re-producing it word for word. The use of dictogloss are that students are encouraged to focus some of their attention on form and that all four language skills – listening (to the teacher read the text and to groupmates discuss the reconstruction), speaking (to note taking while listening to the teacher, the group's reconstruction, and the original text), reading (note taking while listening to the teacher, the group's reconstruction, and the original text), and writing (the reconstruction) – are involved.

Considering the statement above, the researcher would like to propose dictogloss as a technique in teaching listening. The writer hopes that dictogloss will be helpful to improve the teaching learning process in listening. The researcher formulates some problems; (1) Can dictogloss improve the students' listening skill of the third semester students of English Department? If yes, to what extent the implementation of dictogloss can improve students' listening skill?; and (2) What is the class condition when Dictogloss is implemented in teaching students listening skill at third semester students of English department?.

Listening has some definition, listening is an active process requiring participation on the part of listener. Margaret (1988:19) states that listening is an active process in which the listener plays a very active part in constructing the overall message that is actually exchanged between the listener and speaker. The idea above indicates that the listeners are actually playing an active role because they should have ability to digest the message of the speaker.

In addition, According to Howatt and Dakin in Saricoban (1999:1), listening is the ability to identify and understand what others are saying. Moreover, Underwood (1985:1) defines listening as the activity of paying attention and trying to grasp the meaning of something we hear. It is clear then, that listening is the activities while we catch the meaning of the text from the audio. Thus, we can obtain the explanation of the text.

Richard and Rubin (1997) say that Listening is an active process of understanding messages. It is important to recognize all of the language components that are required to understand the message, because it is a fact that students face those language components when they are exposed to real and non-real contexts.

Moreover, listening skill is the process that allows the listener to understand a determinate message, to identify the parts that contains the speech and also it allows the listener to be an active participant in the society he/she is involved. For that reason, it is important to take into account the verbal communication characteristics established by the society that surrounds them. Therefore, the community requires processes by which second language learners are trained to be active listeners, and also to have a high role in an academic environment.

According to Derrington &Groom (2004) there are five types of listening:

Informative, which consists of information retained by the learner; appreciative, when the learner listens according to his style and feels pleasure about it. Critical is based on retaining information and analyzing it deeply. Discriminative in which the listener identifies emotions and inferences through the tone of voice. Empathic consists on nonverbal behavior of the listener that is attending to what is said. All these types of listening help us to identify the kind of video material that can be used depending on the students´ style of learning, and their listening needs.

From the explanation above, it can be concluded that listening is an active process. The listeners play an active role in reconstructing the meaning from the audio. They should have the ability to understand the message or important point while they are listening. They can determine massage and identify the parts that contain speech.

In teaching learning process in the classroom, interesting technique is very important. One of the example techniques in teaching listening is dictogloss. Dictogloss is a classroom activity where learner are required to reconstruct a short text by listening and noting down the key words, which are then used as a base for reconstruction. The audio will be turned on several times. Then, on the last turn the students can take a note.

Moreover, according to Wajnryb (1990) dictogloss is classroom activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. It will take in some steps. For the first, the students get the warm up, dictation, analysis/ correction, and reconstruction. From the audio, the students will get the main point of the text. Then, they can write down some key words. The last, they can reconstruct tye text using their own word.

Thornbury (1999: 82) stated "Dictogloss is a form of dictation, but one in which the students hear and reconstruct the whole text, rather than doing so line by line. Dictogloss also involves the students collaboratively reconstructing them text from memory and then comparing it with the original". Thus, although the basic

procedure of dictogloss is dictation, dictogloss is different from the traditional dictation in which the teacher reads a text slowly and repeatedly and the students make a copy or write exactly what the teacher reads or says without doing any thinking.

Jacob and Small (2003:1) gave their opinion about dictogloss, "Dictogloss is an integrated skills technique in learning a language in which students work together to reconstruct version of text read to them by their teacher".It means that dictogloss is a technique for language teaching which can integrate the language skills; listening, speaking, reading, and writing.

In addition, Robinson (2011) stated that dictogloss provides more communicative and integrative approach to language learning than traditional dictation. When recreate the text, they are doing so by integrating the four language skills, are given chance to do self-correction by critically looking at how they produce the language, and are learning how to do peer correction with their friends.

From the explanation above, it can be concluded that dictogloss is a classroom activity where the listener are given the oral text. They should reconstruct the text using their key words. And then, they can write down using their own words. This technique can cover all English language skills. It is like dictation technique with communicative and integrative approach.

B. RESEARCH METHODOLOGY

This research was done at English Department IAIN Raden Intan Lampung. It was done based on the problem faced by the students and the lecturer when they were in class. The researcher is the lecturer at the class. Based on the problem found by the researcher, the researcher examined the cause of the problem and then finds the solution for that problem.

The population of the research was all third semester students of English Department. The third semester students consist of 7 classes, those are: PBI A, B, C, D, E, F and G. The subject of the research was the students of PBI E class. The class consists of 27 students. The process of selecting subject of the research is by using purposive sampling. Purposive sampling is obtaining information from those who are most readily or conveniently available, it might sometimes become necessary to obtain information from specific target groups.

The method applied in this research was classroom action research. Action research was characterized by problems and actions done by using cycle to solve the problems. In doing the research, the researcher acted as the lecturer. The design of action research procedure includes planning, acting and observing, and reflecting. It is shown on Figure 1.
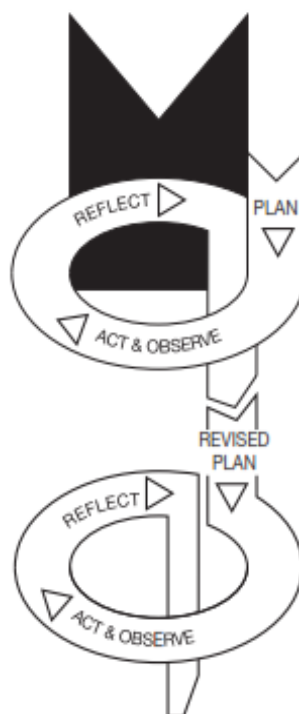

Figure 1. Steps of Action Research

In this research the data of teaching and learning process were gathered through observation, questionnaire, and interview. The observation was done in the classroom, while the interview was done with the students of PBI E at English Department. Then, the researcher also gave questionnaire to the students. Furthermore, to make the research more objective, the result of the test is used as the source of the data.

In analyzing the data, according to Miles and Huberman (1994: 10) in qualitative data, there are three concurrent flows of activity: data reduction, data display, and conclusion drawing/ verification. Meanwhile, in quantitative data used descriptive statistics. In the analysis, the complete picture of the phenomena is described. It is shown on Figure 2.
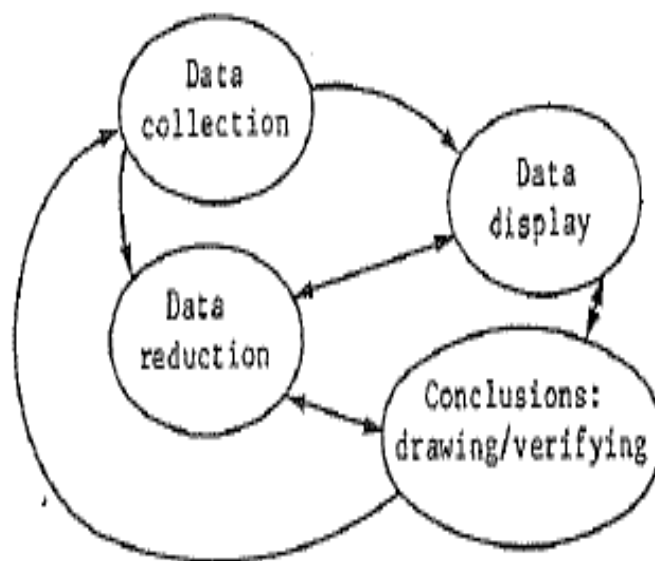

Figure 2. Interactive Model

Before conducting further research, the researcher identified the problems occurring in teaching and learning process. In addition, it was hold to know and

investigate students' listening skill and all problems during the teaching and learning process and also to find base data of the research. The activities during pre-research include: interviewing and observing the students.

The result of pre-research was the students get difficulties in obtaining the gist of the text. They could not grasp the ideas while they were listening to the text. It is caused they could not focus on what they listen to. The condition of the class becomes unstable.

C. DISCUSSION OF THE RESULT

This action research was conducted in two cycles. The researcher decided to hold it in two cycles since the indicators of the research had already been achieved at the second cycle. Before conducting the research, the researcher has observed the condition of the class. Then, the researcher found some problems which included:

1. The low listening achievement especially in getting the gist and reconstruct the text
2. Inappropriateness of teaching technique used by the lecturer at the previous semester in teaching listening and
3. Students cannot focus while they are listening to the audio. In addition, the researcher applied dictogloss to improve students' listening skill.

The result of the research showed that disctogloss can improve it well. It can be seen from the result from cycle to cycle. Below is the explanation:

1. The improvement of students' listening skill

   The result of the research showed that students' listening skill increased after implementing disctogloss. Students are given the audio. The audio are consisted of one part. It was about long talk text. The audio are played three times. At the first turn the students cannot take a note. They just hear the audio. It is the same with the second turn. They are not allowed to take a note. Finally, at the third turn, the students are allowed to take a note. They are allowed to take important

ideas in the audio. Then, they should reconstruct the idea by using their own word. It is based on the theory that the reconstruction stage helps students try out their hypotheses and subsequently to identify their strengths and weaknesses. A reconstruction task encourages students to consider the input more closely. Noticing is known to be one of the crucial elements of the language learning process (Ellis, 1995).

In the previous semester the researcher still sees that there is inappropriateness technique used in teaching listening. The students cannot focus on listening to the audio. They can grasp the ideas from long talk session. After implementing dictogloss in listening class, the students can focus on the audio. They can obtain the ideas through long talk. Even, they can help their friends in discussing the content of the audio. Based on Zorana (2010:46) The dictogloss procedure also promotes learners' autonomy. Students are expected to help each other recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enables the students to see where they have done well and where they need to improve. Students gain insights into their linguistic shortcomings and also develop strategies for solving the problems they have encountered.

2. The improvement of class condition

The result of observation from pre-research to second cycle showed that class condition improved. The class condition was more alive. Students were interested in following the class. They were more active during teaching and learning process. Implementing dictogloss in teaching listening skill gave advantages for both teacher and students. Furthermore, students; interest to the audio was increased. It is also supported by Poorman (2002: 32) integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content. They use their thinking skill during listening session. It helps them manage their ideas. According to George

(2003:4) dictogloss provides learners with chances to use thinking skills as they challenge, defend, learn from, and elaborate on the ideas presented during collaboration on the reconstruction task.

D. CONCLUSION AND SUGGESTION

After conducting the classroom action research by implementing dictogloss in improving students' listening skill at the third semester of English Department, the researcher found that there was improvement of the students' listening skill which increased from post-test 1, and post-test 2. Furthermore, based on the findings and the discussion in chapter IV, the researcher takes the following conclusion.

1. Improvement of Students' Listening Skill

   Dictogloss can improve students' listening skill. This improvement encompasses; (1) student can grasp the ideas from audio, (2) students can reconstruct the ideas by using their own word, (3) students can cooperatively do discussion with their friends.

2. Improvement of the Class Condition

   Teaching listening skill by implementing dictogloss technique in the class could provide better atmosphere, it was indicated by the followings; (1) the condition of teaching and learning process become more alive and attractive; (2) dictogloss can manage students thinking skill, thus they can focus on the audio. They also engaged in free discussion actively.

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