

Students' Attitude toward the Implementation of Teaching Listening Using Dictogloss Technique

Yunik Susanti, M.Pd.

ABSTRACT

Listening is the basis for the development of all other skills and the main channel through which the learner makes initial contact with the target language and its culture. Dictogloss technique is a classroom dictation activity in which learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. This activity combines individual and group activities. The students' attitude toward its implementation in listening teaching learning process is investigated in this study. It is a case study in the second year students of English Department Faculty of Teacher Training Nusantara PGRI Kediri University. The subject of the study was 2C class that consists of 38 students. The structured interview and closed ended questionnaire were used to know the students' attitude towards dictogloss. It was founded that the students have positive attitudes towards this technique especially in the affective aspect. It is suggested that the English teacher should use dictogloss technique in teaching listening comprehension since it the students found it interesting and challenging for them to be more active in teaching and learning process.

Key word: Teaching Listening, Dictogloss, Students' Attitude

INTRODUCTION

Listening is one of the most important language skills. Because it is considered as the basic form of language acquisition. It is proved by the fact that a new baby born starts acquire a language by listening to the voices around his or her environment before he or she starts to speak and learn either to read or write. Krashen as cited in Arief and Adhan (2013: 51) argues that language acquisition is dominantly achieved by receiving understandable input and listening ability is the critical component in achieving the understandable language input. It is supported by Brown (2001: 247) who states that "through reception, we internalize linguistic information without which we could not produce language." Through listening, language learners receive the oral input and then they can learn to imitate, produce and practice the sounds of words, phrases, and sentences of the target language. If listeners can not comprehend the listening materials or input, the communication will break down. As Nunan (2002: 239) points out, "without understand the input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking." Listening comprehension has crucial role in communication. Hasan (2000: 138) points out, "listening comprehension provides the right conditions for language acquisition and development of other language skills". Underwood (1989: 1) says that listening is an activity of paying attention to the speaker and makes effort to understand what is heard. It is supported by Howat

and Dakin in Guo (2008: 2) who define listening as the ability to identify and understand what others say. It means if learner wants to communicate with one another, first he or she has to listen and comprehend what others say. Buck (2001: 1-2) says that: Comprehension involves linguistic knowledge and non-linguistic knowledge. The linguistic knowledge used in comprehension are phonology, lexis, syntax, semantics, and discourse structure. While the non-linguistic knowledge is knowledge about the topic, about the context and general knowledge about the world and how it works. In addition, Rost in Hamouda (2013: 117) states that in listening comprehension listeners understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other use linguistic, paralinguistic, or even non-linguistic clues in contextual utterance. The problems in listening comprehension may be affected by some factors. In a study conducted by Bennui (2007) at Thaksin University showed factors influencing English as a Second Language (ESL)/English as a Foreign Language (EFL) students' listening performance are learner factors, speaker factors, teaching methods factor, linguistic and non-linguistic factors, characteristics of the spoken language, and classroom facilities. As stated above that teaching method affects the listening performance, so teachers need to construct learning activities which will enhance learners' oral comprehension (listening skills) and motivate them, as well. Traditionally, listening skill has been taught in isolation or they are sometimes combined with speaking tasks. However, the nature of real life interaction and the limited time most learners have at their disposal are strong arguments in favour of the integration of the four skills and for different modes of language practice. One of the techniques for improving listening comprehension that is recommended by Vasiljevic (2010: 41) is dictogloss technique, which offers a bridge between different language skills and promotes collaborative learning in the classroom. Over the past decade, dictogloss, which Wajnryb (1990) developed from dictation, has become well known in second language (L2) learning classrooms. Jacobs (2003: 2) sets out a reason for advocating the use of dictogloss: it is because it involves not only students' attention to form but also to all four language skills (i.e. listening, speaking, reading and writing). He also notes that dictogloss encourages learner autonomy, cooperation among learners, curricular integration, focus on meaning, diversity, thinking skills, alternative assessment techniques and involves teachers as co-learners. There are several formats for dictogloss, but Jacobs (2003: 1) states that the basic procedure is as follows: 1) The teacher reads a text aloud to a group of students at normal speed. 2) Students just listen but do not write anything. 3) The teacher then reads the text again at normal speed and the students take notes while they listen. 4) Students work in small groups to reconstruct the text as closely as possible to the original text. 5) The students compare and analyse their version and the original. This procedure involves all four language skills: students listen when the teacher reads or they work in small groups; they speak in the process of reconstructing in groups; they read their notes, the reconstructed text and the original; and they jot down and write the reconstruction from their notes. In addition, during the reconstruction

session, what Jacobs has pointed out can also be observed, such as learner autonomy, cooperation among learners, focus on form and meaning and thinking skills. The effectiveness of dictogloss has been empirically examined in L2 learning research. A number of empirical studies show that dictogloss is effective in promoting L2 learning. Iwanaka (2013) found that dictogloss requires learners to pay attention to both meaning and form and to require them to think about language use deliberately. It requires learners to employ collaborative skills. They are the skills which are needed to work with others: asking for reasons, giving reasons, disagreeing politely, responding politely to disagreement and so on. This study tries to investigate the students' attitudes students towards the dictogloss technique in teaching listening comprehension including the behavior, cognitive, and affective behaviour.

RESEARCH METHODOLOGY

In this study dictogloss is defined as a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. The aim of this technique is not to reproduce the text word for word, but to convey the meaning and style of the text as closely as possible. While attitudes is defined by Gardner (2012: 121) as an evaluative reaction to some references or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. The indicators of attitudes are: (a) behavioral: the way students behave and react toward the objects, (b) cognitive: the believe and ideas or opinions about the object of the attitude, (c) affective or emotional: the feelings and emotions that one has towards an object, 'like' or 'dislike', 'with' or 'against' (Al Tamimi 2009: 33). Interview and questionnaire were used in this case study to know the students' attitudes toward dictogloss technique. The questionnaire was in the form of close-ended questionnaire. The interview was in the form of structured interview and the questionnaire was in the form of closed ended questionnaire asking the respondents to choose one of the available answers. The questionnaire consisted of ten items which related to those three aspects. Four items were related to the behaviour aspect, three items were related to the cognitive aspect, and three items were related to the affective aspect. The items were put in a 5-point Likert scale from Level 1: Strongly Disagree to Level 5: Strongly Agree. The data from the interview was analyzed qualitatively then each items of the questionnaire were analyzed using percentage. The formula is:

P = the percentage of frequency of each respondents' answers

f = frequency of each respondents' answers

N = the total of respondents

100% = constant value

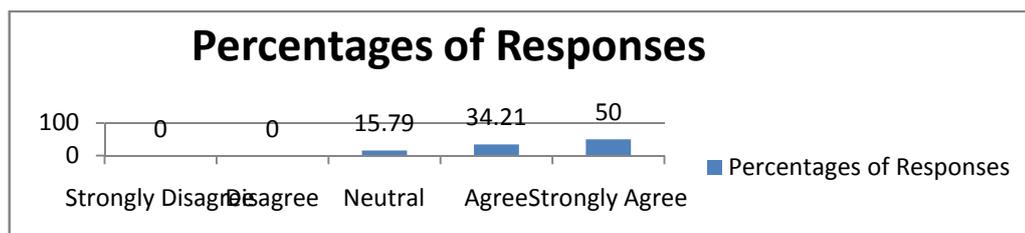
Then, the
$$P = \frac{f}{N} \times 100\%$$
 students' attitudes toward dictogloss. If the percentage shows that more than 50% students agree, it means that the students have

positive attitudes towards dictogloss technique and if the percentage shows that more than 50% students disagree, it means that students have negative attitudes towards dictogloss technique.

RESEARCH FINDINGS AND DISCUSSION

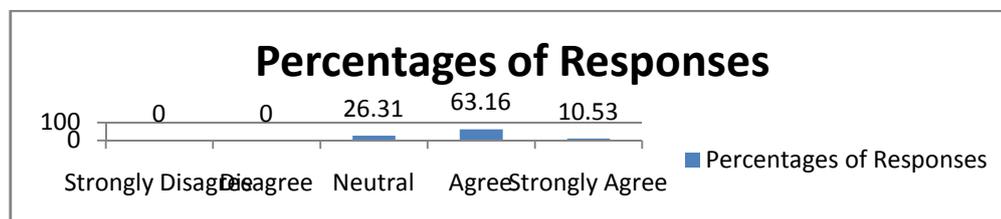
The result of interview and questionnaire were used to know the students' attitude after being taught using dictogloss technique. The result of the interview showed that the students were interested in following the teaching listening using dictogloss technique. It is supported by the result of questionnaire which is described in the following data analysis:

1. Statement 1: I follow the lesson enthusiastically.



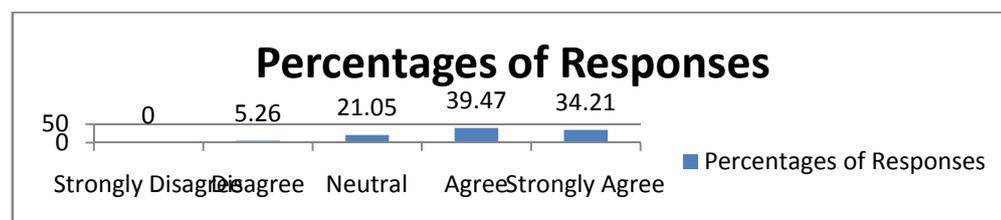
The chart shows that many students (84,21%) agreed or strongly agreed that they were enthusiastic in following the lesson. It can also be observed that some students felt neutral towards this statement (15,79%). This result can be considered as a generally positive attitude towards the statement since there was no students disagree or strongly disagree with the statement (0%).

2. Statement 2: While doing the dictogloss activity, I can answer the teacher's questions actively.



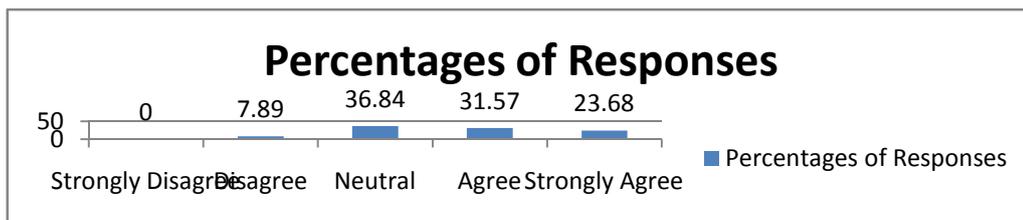
The chart above shows that many students (73,69%) agreed or strongly agreed that they were active in answering the teacher's questions. In addition, some students (26,31%) felt neutral about it. A higher positive attitude towards dictogloss is again expressed by the students when compared to the none (0%) of disagreement or strongly disagreement expressed by them.

3. Statement: I ask questions actively during the dictogloss activity).



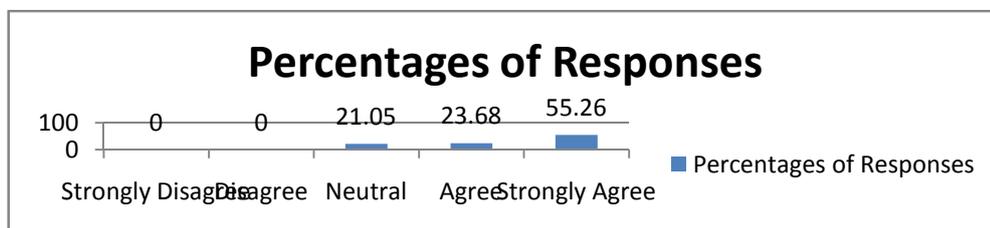
The chart shows that the majority of students agreed and strongly agreed with this statement (73,68%). There are a number of students who disagreed about their being active in asking questions during dictogloss activity (5,26%). Although the result shows that many students had positive attitude towards this statement, but many others felt neutral (21,05%).

4. Statement: I can concentrate well in the dictogloss activity.



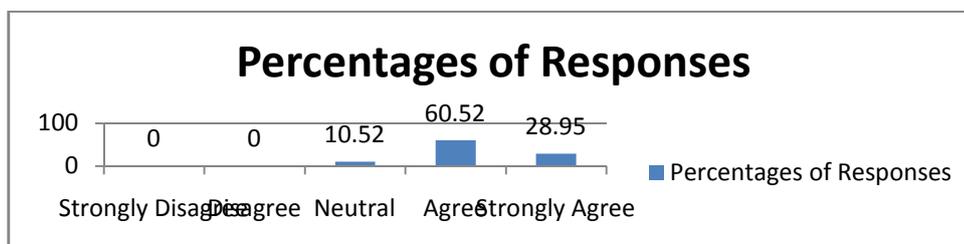
The chart shows that many students agreed and strongly agreed with this statement (55,25%). There a number of students who felt negatively about their good concentration in dictogloss activity (7,89%). Although there are many students had positive attitude towards this statement, but many other students felt neutral (36,84%).

5. Statement 5: In my opinion, learning recount text using dictogloss is easier than using the conventional way.



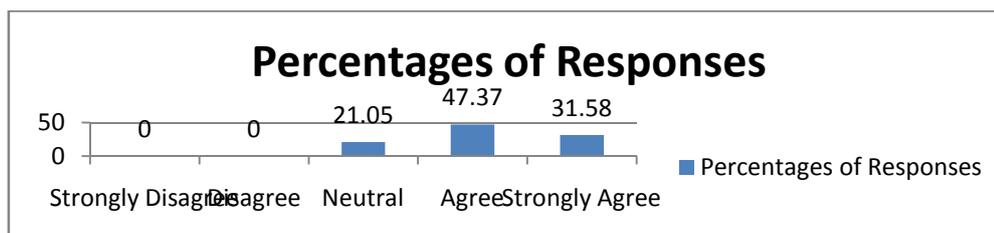
From the chart above, it can be seen that the majority of students agreed and strongly agreed that dictogloss is easier than using the conventional way (78.94%). But, many other students felt neutral towards this statement (21,05%).

6. Statement: I can do the tasks in the dictogloss activity well.



The chart shows that the majority of students agreed and strongly agreed that they can do the tasks in dictogloss activity well (90,47%). Few students also expressed neutral feeling towards this statement (10,52%).

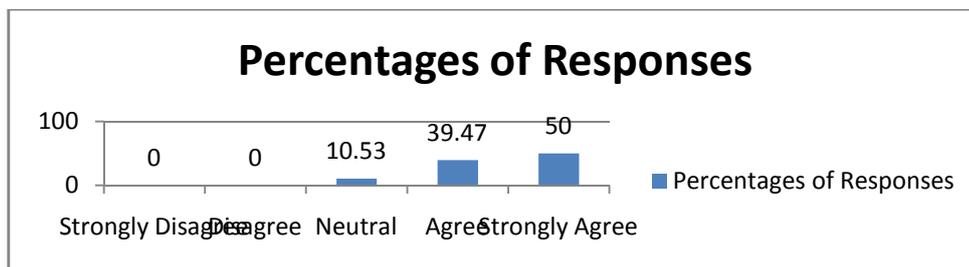
7. Statement: Dictogloss can improve my attainment in listening to the informations included in text.



The chart shows that many students agreed and strongly agreed that dictogloss can improve their attainment in listening to the informations which is include in the recount text they heard (79,85%). This

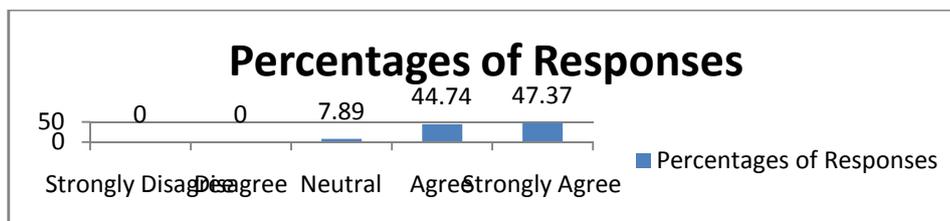
indicates a favorable attitude since there was no students disagreed or strongly disagreed with it. Some students expressed neutral feeling about it (21,05%).

8. Statement: I am interested in following the dictogloss activity.



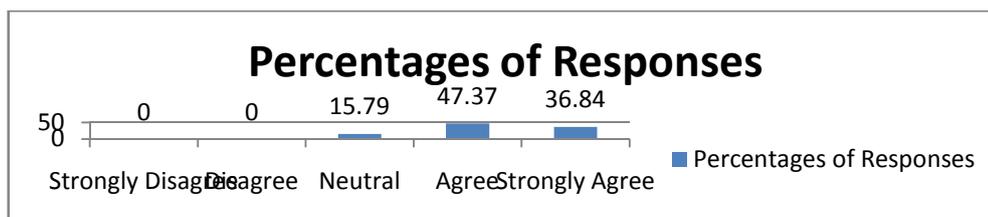
The chart above shows that the majority of the students agreed or strongly agreed that they are interested to follow the dictogloss activity (89,47%). It means that most students indicated a positive attitude towards this statement since the percentage of the agreement is higher than the neutrality (10,53%).

9. Statement: I like to be part of the dictogloss activity.



The chart shows that the majority of students agreed and strongly agreed that they like to be part of the dictogloss activity (92,11%). Few students expressed neutral feeling towards this statement (7,89%).

10. Statement: I enjoy getting involved in dictogloss activity.



The chart shows that many students agreed or strongly agreed that they were enthusiastic in following the lesson (84,21%). We can also observe that quite a felt neutral towards this statement (15,79%). This result can be considered as a generally positive attitude towards the statement that they enjoyed doing the tasks in dictogloss.

The analysis result shows that most students agreed towards statement 1-4 which aimed to find out the students' behaviour towards dictogloss. The result of first statement analysis indicates that students had enthusiasm to follow the lesson when they were taught using dictogloss. The result of the second and third statement shows that the majority of them agreed about their being active in asking and answering questions during dictogloss activity. From the result of statement four analysis, it can be

seen that many students agreed that they can concentrate well in dictogloss activity but some of them felt disagree.

Statement 5-7 were aimed to find out students' cognitive attitude towards dictogloss, it was found that majority of the students reacted positively to those three statements. The students showed their positive attitudes towards dictogloss through the analysis result of statements 8-10. They had more interested in following the dictogloss activities since they thought that the activities were enjoyable.

In summary, dictogloss technique is useful in teaching and learning process of listening comprehension since it provides opportunities not only to listen to the text dictated by the teacher but also listen to their peers input from the dictation. Thus, it gives positive effects to the students' affective which is proved by the data analysis result which shows that the affective aspect get the highest positive response from the students. They liked doing dictogloss activities and they thought that it was enjoyable.

CONCLUSION AND SUGGESTION

Students expressed positive attitudes towards dictogloss. They showed the positive attitudes in behaviour, cognitive, and affective aspects. It means that the students agreed that dictogloss is an interesting technique in teaching and learning listening materials. In summary, it can be concluded that there is positive attitude towards the implementation of dictogloss technique in teaching listening. Based on the result of the research, some suggestions for the improvement of teaching and learning of listening comprehension can be given to the English teacher to dictogloss technique in teaching listening comprehension since it can give students chance to be more active in teaching and learning process as it affects students affective in listening comprehension. They like the activities in dictogloss technique because they are interesting, thus, the students enjoy and feel more interested in following the lesson.

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