

The Effect of Dictogloss Technique on The Students' Listening Comprehension at Stmik Prabumulih

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Abstract

This study is concerned with the effect of the dictogloss technique on the students' listening comprehension. It uses an experimental design. The population of the study was the third semester Information Systems study program students of STMIK Prabumulih. The samples were taken by applying random sampling technique. Pretest and posttest were carried out with participant students from the two classes, experimental and control class. The independent samples t-test was carried out to compare the means of the two independent groups. The finding reveals that the t_{count} value was greater than the t_{table} value at the 0.05 significance level with df 62 ($3.58 > 1.67$). With the result of this calculation, the null hypothesis is successfully rejected. It means that the listening comprehension of the third semester students of STMIK Prabumulih taught by using dictogloss technique is higher than students taught with conventional technique and thus dictogloss technique significantly affect students' listening comprehension.

Keywords: *dictogloss, effect, experimental, listening fifth keywords*

1. INTRODUCTION

In gaining knowledge or understanding English, there are four skills that are interrelated with one another. The four skills are listening, speaking, reading, and writing. When learning one of these skills, other skills will also be involved. These four skills are called macroskills. In order to achieve good and sufficient language acquisition in communication, these macroskills certainly cannot be separated from microskills.

Listening requires comprehension. Adapted from Richard (1983), according to Brown (2007, p. 256) in understanding oral texts the microskills involved such as using short-term memory to store information, distinguish sounds, recognize word classes, and others. The microskills that must be gained give an idea of the obstacles that usually make listening more difficult.

Pronunciation that is different from what is written can be an obstacle in listening such as a silent letter that is not pronounced. Silent letters are often found in the words 'aisle /aɪl/', 'castle /'kæsl/' 'hour /aʊr/ ', 'honest /'ɑːnɪst/', 'island /'aɪ.lənd/ ', 'know /noʊ/ ', 'muscle /'mʌsl/ ' and so on. The speed of speech also greatly influences listening comprehension, for instance, 'I'm going to have lunch' sounds like, 'I'm gonnahav lunch'. This is also in accordance with what is stated by Bloomfield et al (2003, p. 3), "the pronunciation of words may also differ greatly from the way they appear in print.

Vocabulary and grammar are also major problems encountered by learners. Osada (2004: 59) states "vocabulary and grammar also tend to be far more colloquial and much less formal". This indicates that vocabulary and grammar in spoken discourses are often less formal and different from what was learned before. This certainly affects understanding and causes difficulties in understanding the spoken discourses as explained by Bloomfield et al (2010, p. 12), "an obvious factor that can influence comprehension of a spoken passage is the overlap between the listener's vocabulary knowledge and the vocabulary of the passage".

Listening comprehension can be gained by considering the student schemata as explained by Brown (2007, p. 258) "Since background information (schemata) is an important factor in listening, taking into account full experiences, goals, and abilities of your students as you design lessons". It is also necessary to use authentic language and context, "authentic language and real-world tasks enable students to see the relevance of classroom activities to their long-term communicative goals" (Brown 2007, p. 258).

There is no single way that is acceptable or right for all students. Teachers should be able find out the contributing factors which influence their listening comprehension. Taking the factors into account may help in choosing the most suitable strategies to apply (Hamauda, 2013; Bingol, M.A, et al., 2014; Gilakjani & Sabouri, 2016).

Dictogloss technique is one of language teaching techniques that can be applied in teaching listening, in which students are grouped. They note key words and reconstruct the text heard. Vasiljevic (2010) concluded "if implemented correctly, the dictogloss approach results in active involvement of the students and offers a challenging and rewarding learning experience".

Research dealing with this technique is conducted by Nurul (2016) in the form of Classroom Action Research (CAR) and shows that there is an increase in the students' listening comprehension. Azmi (2017) also found that dictogloss technique was effective technique to use in improving the students listening ability.

In an attempt to increase the students' listening comprehension, this study was carried out at STMIK Prabumulih. Regarding the TOEFL listening scores of students that less than expected, it is necessary to make an effort by selecting a language teaching technique and applying it during the teaching learning process. It is expected that by applying dictogloss technique, the listening comprehension problems encountered by the students could be solved.

2. LITERATURE REVIEW

2.1. Listening

Listening skill is often viewed as a receptive skill because learners do not produce language to do this. It involves *receiving* information, but receiving does not mean there is no process exists in brain. The process begins with the sounds that enter the ears by which the sounds are heard and then the brain processes them to gain meaningful messages. During the process, there is an activity of capturing and interpreting language elements as stated by Pollard (2008, p. 39), "Listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English".

Listening is not merely an activity of listening but also capturing, interpreting, responding to, and using information obtained from spoken discourses. Listening activities involve the use of language and mind by paying attention to accent, tone, intonation and tempo of sound. This is in line with what explained by Brown (2007, p. 249) "listening is not one-way street. It's not merely the process of unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is the psychomotor process of receiving sounds waves through the ear and transmitting nerve impulses to the brain".

Based on the description above, listening can be defined as the activity of capturing, processing and understanding information from spoken discourses in the form of sounds, words, clauses or sentences by paying attention to accent, tone, intonation, speed rate, and also the context of the spoken discourses.

2.2. Listening Comprehension

People who have good listening skills will be able to create two-way communication by giving an appropriate response to the spoken discourses of the

speaker. The right response avoids miscommunication arising from a misunderstanding of the spoken discourses either caused by a mistake in capturing sound or misinterpreting the spoken discourses. Buck (2001, p. 114) defines listening ability as the ability "(a) to process extended samples of realistic spoken languages, automatically and in real time; (b) to understand the linguistic information that is unequivocally included in the text, and (c) to make whatever inferences are unambiguously implicated by the content of the passage". The definition shows that listeners must be able to directly process the spoken discourses when they are delivered even also understand the elements of language that are not clearly spoken and can guess the meaning based on context.

In summary, listening comprehension can be vowed as the ability to capture, process and understand information from spoken discourses in the form of sounds, words, clauses or sentences by paying attention to accent, tone, intonation, speed rate, and also the context of the spoken discourses.

2.3 Purpose of Listening

According to Lindsay and Knight (2006, p. 46) the purpose of listening depends on the situation:

We listen for a purpose, but this purpose can be very different depending on the situation: listening for specific details, listening for general meaning, listening for the general idea or gist. There is also a difference between listening: for information; for enjoyment or social reasons; to learn a new language.

Anderson & Lynch (2003, p. 15), on the other hand, explain the purpose of listening can be both transactional and interactional, "the purpose when we are listening can be either: transactional, where the main purpose is to achieve a successful transfer or exchange of information, or it can be interactional, the use of language for establishing and maintaining social contact".

Listening for information is often done through radio, oral announcements, television, scientific meetings, lectures, and others. By listening, someone can get information and analyze and evaluate information obtained in order to get a full understanding. A new language also can be learned by listening even though the language has never been heard before. Furthermore, listening can also aim to get entertainment, to interact, and to socialize.

2.4. Dictogloss Technique

According to Mohan & Raman (2000, p. 137) dictogloss technique is one of the important techniques in learning activities. It is one of the communicative listening learning techniques. This technique is applied by reading or playing oral text to students at normal speed. While listening to the oral text, students write down the keywords that are heard as much as possible.

Next, in groups the students reconstruct the oral text by using key words that have been written.

Dictogloss technique is almost similar to dictation but dictogloss technique is a bit more complex than a dictation. In dictogloss students do not rewrite word by word from spoken discourses heard but write like making a list of keywords that are heard as explained by Wajnryb (1995, p. 5) "Dictogloss is a relatively recent procedure in language teaching. It borrows a little from the traditional dictation (hence part of its name) but in fact is quite distinct from the dictation in both procedures and objectives". Likewise, the British Council (2007) explains "Dictogloss is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down keywords, which are then used as a base for reconstruction."

Wajnryb (1995, p. 7) explains the four procedures or steps in applying this dictogloss technique, namely the preparation, dictation, reconstruction, and analysis and correction stages.

a) Preparation

At this preparation stage, learners are divided into groups. Learners must be prepared to face the text by asking stimulus questions.

b) Dictation

Learners listen to the spoken discourse twice. First, they only listen and try to get a general description of the spoken discourse. Secondly, they take notes that will help them reconstruct the text.

c) Reconstruction

In this stage, the learners collect notes and reconstruct the text using their own words.

d) Analysis and Correction

In this stage, the analysis and correction of the results of the learner's reconstruction can be done by displaying the work of the learner through an overhead projector (OHP). Then learners compare their work with the original text, sentence by sentence.

3. RESEARCH METHODS

This study uses an experimental design. It is conducted to determine whether there is an effect of something being treated on the research subject. This is consistent with the statement of Ary (2010, p. 265) "an experimental scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable (s).

Table 1: Research Design

Group	Pretest	Treatment	Posttest
Experimental	√	√	√
Control	√	x	√

This design shows that pretest and posttest were carried out with students from both groups, experimental and control groups. The only difference in the two groups is the treatment. The experimental group is treated with dictogloss technique. On the contrary, the control one is treated conventionally.

The population of this study is the third semester students of Information System study program in academic year 2018/2019 at STMIK Prabumulih. The sample is 32 students for the experimental group and 32 students for the control group taken randomly or by random sampling technique.

4. FINDINGS

Data from the experimental group is compared with data from the control one. To make it easier to compare the description of data from each group, the data is presented in the following table:

Table 2: Comparison of Statistical Data on Control and Experiment Groups

Statistical Data	Control		Experiment	
	Pretest	Posttest	Pretest	Posttest
Minimum	14.00	16.00	16.00	20.00
Maximum	40.00	44.00	44.00	50.00
Mean	24.63	26.63	26.63	33.13
Median	24.00	26.00	26.00	23.00
Mode	24.00	24.00	24.00	30.00
Std. Deviation	6.37	6.34	6.37	7.57

The table reveals that the score of pretest in control group distributes from minimum score 14.00, maximum 40.00, mean 24.63, median 24.00, mode 24.00, and standard deviation 6.37. The score of posttest distributes from minimum score 16.00, maximum score 44.00, mean 26.63, median 26.00, mode 24.00, and standard deviation 6.34. The score of pretest in experimental group distributes from minimum score 16.00, maximum 44.00, mean 26.63, median 26, mode 24.00, and standard deviation 6.37. The score of posttest distributes from minimum score 20.00, maximum score 50.00, mean 33.13, median 23.00, mode 30.00, and standard deviation 7.57.

Before testing the hypotheses, prerequisite test was conducted. Normality test was carried out using the Shapiro-Wilk technique. Data can be said to be normally distributed if the significant value is greater than 0.05. The results of normality test in the control group is Sig 0.27. It is exceeded 0.05 and thus the data was normally distributed. And in the experimental group the data is normally distributed where Sig. 0.23 is greater than 0.05

Homogeneity test is also conducted to draw a conclusion about whether the two groups in this study have the same distribution. The result of homogeneity test is 0.70. Because the significance is more than 0.05, it can be concluded that both groups have the same variance.

There are two hypotheses proposed in this study. The first hypothesis is the null hypothesis (H_0), "The students' listening comprehension at STMIK Prabumulih taught by using dictogloss techniques are the same as the students taught without

dictogloss techniques. The second hypothesis is the alternative hypothesis (H_a), "The students' listening comprehension at STMIK Prabumulih taught by using dictogloss techniques are higher than students taught without dictogloss techniques."

Independent sample t-test is used to test the hypotheses, which is to test whether there are significant mean differences between the control group and the experimental group so that it can be decided to accept or reject null hypothesis. The result of the t-observed is 3.583. It is greater than t-table (1.669) at significance level of 0.05 and df 62 and thus the null hypothesis is rejected.

5. DISCUSSION

This study has been completely done with the aim of finding out whether the listening comprehension of the third semester students of STMIK Prabumulih taught by using dictogloss techniques is higher than those taught with conventional techniques. Finding has revealed that null hypothesis is rejected. Dictogloss technique affects the students's listening comprehension which t-observed is greater than t-table ($3.583 > 1.669$) at significance level of 0.05 and df 62.

The difference in term of learning activities between the control group and the experimental group that gets treated with the dictogloss technique was observed during the study. The main difference was in the process of collaboration when they are asked to obtain information from spoken discourses. The students in experimental group were divided in group of four and each group tried to acquire the message of the spoken discourses being heard. Each students in control grup, on the other hand, worked alone.

The students in the experimental group worked more actively. Every group listened to a spoken discourse twice. While listening, they noted some keywords which were used later in the next step. The students interacted well with each other, made a draft, and discussed to reach agreement. The reconstructed text then presented to the class to get analized and corrected by comparing it to the original one.

During the treatment, dictogloss technique worked really well. It even encouraged students to integrate the four skills (speaking, listening, reading, and writing). The students were not otherwise enganged but actively involved in acquaring the message a spoken discourse delivered.

Some less confident students were also get involved actively enough. They participated in group discussion when they were being asked to reconstruct the text. This supports what Thornton in Vasiljevic (2010, pp. 45-46) states that dictogloss is an effective way of combining individual and group 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, which is a pre-condition for effective group work. Students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching.

6. CONCLUSION

The null hypothesis "The students' listening comprehension at STMIK Prabumulih taught by using dictogloss techniques are the same as the students taught without dictogloss techniques" is successfully rejected. This is proven by the results of the t observed (3.583) that is greater than t table (1.669) at significance level of 0.05 and df 62. It comes to a conclusion that dictogloss technique works on the the students' listening comprehension. In regard to the result, it is suggested that dictogloss technique would be considered in teaching listening

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