

# USING DICTOGLOSS TO FOSTER COLLEGE STUDENTS' LISTENING ABILITY IN UNDERSTANDING BREAKING NEWS TEXTS: A CLASSROOM-BASED ACTION RESEARCH

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## ABSTRAK

Penelitian tindakan kelas ini bertujuan untuk (1) meningkatkan kemampuan mendengarkan mahasiswa pada mata kuliah *Listening III* dengan menggunakan *dictogloss* sebagai sebuah strategi interaktif mengajar keterampilan mendengarkan, dan (2) mengetahui respon mahasiswa terhadap penggunaan *dictogloss*. Penelitian ini melibatkan 32 mahasiswa. Didasarkan pada hasil pre-tes, terindikasi bahwa mahasiswa memiliki kemampuan mendengarkan yang rendah. Pengumpulan data penelitian menggunakan tes, kuesioner, diari peneliti, dan wawancara informal. Penelitian terlaksana dalam dua siklus dan hasil penelitian mengindikasikan peningkatan kemampuan mendengarkan mahasiswa. Peningkatan ini terjadi karena dinamika kelas yang mengalami perbaikan. Sifat kooperatif dan interaktif *dictogloss* melalui proses negosiasi makna dalam kerja berpasangan dan kelompok memungkinkan terjadinya pembelajaran teman sejawat dan pengajaran teman sejawat dalam pembelajaran mendengarkan di kelas, yang dilihat dari perspektif pembelajaran kooperatif dalam pembelajaran bahasa, dapat meningkatkan jumlah input yang dapat dipahami—sebuah faktor penting dalam pembelajaran bahasa kedua. Sejalan dengan dinamika kelas ini, respon mahasiswa dilaporkan positif terhadap penerapan *dictogloss*.

Kata kunci: *dictogloss*, kemampuan mendengarkan, teks *breaking news*

Listening as a subject is very important for learners of English as a second or foreign language for, at least, three reasons. First of all, it gives listening practice for students—a basic function which is related to pronunciation and perception of meaning (Saricoban, 1999). The significance of listening is also due to its role in providing language input to learners in the forms of language use such as the use of vocabulary, grammars, and discourse (Cahyono, 2010). Of the same importance is its role as a medium that can be used by children, teenagers, and adults to obtain knowledge about the world—which consists of various pieces of information about various aspects of life, values, and many other things—that helps shape their understanding of

the world (Saricoban, 1999). Referring to Nunan (1998 as cited in Nation & Newton, 2009) who stated that more than 50 percent of the time spent by students dealing with foreign language is allocated for listening, it is, therefore, important that listening should deserve fair attention in an English as a Foreign Language (henceforth, EFL) program.

Due to the importance of listening as noted previously, a series of listening courses are offered to students of the English Education Department (EED) of Ganesha University of Education (Undiksha), starting from Listening I in the first semester to Listening II in the second semester, and to Listening III in the third semester (*Buku Pedoman Studi Universitas Pendidikan Ganesha*,

2009). An emphasis on the mastery of listening skill along with the other three basic language skills—speaking, reading, and writing—in the earlier semesters is based on an assumption that its mastery will support the students' success in taking more advanced courses in the higher semesters.

In Indonesia, English is taught as a foreign language and it is believed that for most of the students, listening is a very difficult skill to master. Therefore, if not treated in an effective and interesting way, the image that listening is a difficult lesson will become a *mental-block* (Beare, 2008) for the students, especially those with poor listening ability, in their learning of English. However, based on the preliminary study conducted in the class under study, that is, Class IIIC of EED, Undiksha, in the academic year 2010/2011, it could be inferred that the Listening III class was conducted in a traditional listening instruction mainly characterized by a passive learning process. In this traditional fashion, students were firstly asked to listen to the language input, that is, the listening material in the form of cassette or MP3 file which presented the voice of a native speaker of English. They, then, should catch the information in their short-term memory. Finally, the students were required to do a follow-up activity after listening from the provided listening material. It was aimed at testing their comprehension through such activities as answering comprehension questions, filling in the blanks, and writing down what they have heard. Being passive, the class, as a result, became less interesting and tended to be boring since there was no interaction among individuals in the class. It was so because the students just sit down, listened to the tape, did the follow-up activity such as answering the comprehension questions, and, then, discussed the answers without any challenging activities for the students to do. The passive listening instruction tended to create boredom and reduce students' enthusiasm.

The passive listening class also proved to result in ineffective learning as indicated by the

results of the pre-test which revealed that the students' mean was 53.85 out of 100 which was below the success indicator set in the study, which was 70.00. The worse was that 87.5% students in the class under study obtained scores less than the success indicator. It seemed that the passive listening instruction could not facilitate the students to learn optimally, provide opportunities for them to understand their problems, and finally help them attend and solve their problems when listening to a text which was a breaking news text.

Based on the nature of the problems revealed from the preliminary observation and pre-test, it was argued that the students would have learned listening better if they had been given opportunities to interact and cooperate with each other. Through sharing, the students could learn and ask for help from each other whenever they found problems to better understand the text they listened to. Interactive activities would facilitate negotiation of meaning among the students, which according to the cooperative learning theories related to language learning, can increase the amount of *comprehensible input*—an important factor in the success of second language acquisition (Jacobs & McCafferty, 2006). Since dictogloss is an interactive and cooperative technique for teaching listening, it was decided that dictogloss was employed in the research to overcome the problems faced by the students in their listening class.

Dictogloss is an interactive technique of teaching listening which was developed firstly by Ruth Wajnryb in 1990 (Herrell & Jordan, 2004; Nation & Newton, 2009). In general, the technique involves students listening to a text read fluently at a normal speed and repeated by the teacher, and then, based on the information they recorded from the teacher's reading, the students in group reconstructed the text. According to Herrell & Jordan (2004), the procedures for implementing dictogloss include (1) the teacher reads the text once at a normal speed and the students just listen—not writing anything—to the text read by the teacher, (2) the reading is done

again for twice or more (depending on the difficulty level of the text) and the students individually write down as many as possible the words from each of the reading, (3) the students work in pairs and work together to recreate the text, (4) two pairs are then combined to make a new group where the students reconstruct the text again as best as they can, (5) finally, the students are required to think critically to review the texts they created by comparing them with the original text. According to Vasiljevic (2010), in the reconstruction step, the point is not to recreate exactly the same text as the original one, but rather to maintain the same information as in the original text. From the steps of implementing dictogloss, it is clear that the students not only practice their listening skill but also are involved in a cooperative interaction with their friends to recreate and evaluate the text.

Understanding listening needs some prerequisite knowledge. Buck (2001:3-4) mentioned that in order to be able to understand spoken language, the listener should have sufficient knowledge of the language (phonemes, words, sentences, and discourse as meaningful units, as well as stress and intonation), knowledge of the world, and contexts of communication which consist of co-text and context of situation. Vasiljevic (2010:42) stated that, for beginners, listening to understand linguistic input is the main goal, but as the students' listening ability improves, meaning-based activities are getting more important, and for dictogloss, *direct meaning comprehension*—as opposed to *inferred meaning comprehension*—is more appropriate.

As with the listening material used, Vasiljevic (2010) suggested that the listening material appropriate for dictogloss procedure is that which contains uninterrupted speech such as academic lectures or stories rather than dialogues because transactional texts such as stories are much easier to reconstruct than interactional texts such as dialogues. It is also suggested that the text used is no longer than two minutes in length and it is better to use prepared listening passages than the

authentic ones for authentic material tends to be fast in speed, contains difficult language, and has varied situations, different voices, and frequent overlaps that are difficult to identify, except for advanced learners.

In the EFL context, listening is referred to as listening comprehension. In terms of its process, listening comprehension has been defined in three cognitive processes, i.e. bottom-up process, top-down process, and interactive process. According to Buck (2001:2), listening as a bottom-up process happens in a one-way process from the lowest process to the highest one, that is, it begins with decoding acoustic input into phonemes, from which then larger units such as words and sentences are identified to be able to arrive at the understanding of the literal meaning of the sentences. The final step is interpreting that literal meaning to understand what the speaker means. Thus, based on this view, listening happens in some successive stages, and the output of one stage becomes the input of the next higher stage.

On the other hand, top-down process (Nation & Newton, 2010) proceeds from the whole to the parts, that is, listeners use their prior knowledge and their content and rhetorical schemata to understand what is conveyed by the speaker. The key word here is inferring. In EFL listening practices, neither approach is superior to the other—learners with bottom-up processing often fail to activate higher order L2 schemata and those with top-down processing often neglect the language input (Hinkel, 2006). Rather, listening is viewed as an interactive process which sees both bottom-up and top-down process as complementary to one another (Alagözlü & Büyüköztürk, 2009). In other words, both identification skill such as that in the bottom-up process and interpretation skill like the one in top-down process are of the same importance for fluent comprehension.

Looking at the procedures of implementing dictogloss, it seems that interpreting the meaning conveyed by the text is the first mental process that the students should undergo before

they can successfully decide on which words or phrases they should write down to be used later on to reconstruct the text. To get the meaning of the text involves top-down processing and, on the other hand, when the students try to identify words to be written down in their notes, they apply bottom-up processing. Thus, during the implementation of dictogloss, top-down processing seems to be applied first before the bottom-up processing comes into play. However, during the whole process of dictogloss implementation, both processes complement each other because along the process, the students are continuously engaged in associating the meaning that they perceive while listening to the text with the words that they think best represent that particular meaning.

Vasiljevic (2010:45-47) mentioned that as a technique for teaching listening, dictogloss has some advantages. First of all, dictogloss is an effective way of combining individual and group work so as to enable a wide access for peer learning and peer teaching to occur. Secondly, analysis and correction while recreating the text in the pair and group work enable students to make hypotheses of the language they use, providing a practice for them to see their strengths and weaknesses in producing language. Thirdly, discussion in the pair and group work facilitates the improvement of students' communicative competence as far as they are required to use English, not their mother tongue. Fourthly, dictogloss fosters students' autonomy in learning since during the process, the students are dependent more on their friends rather than on their teacher. Fifthly, comparing the text recreated and the original text can help foster students' vocabulary development. Finally, working in pairs and groups can lower students' anxiety towards their teacher in learning.

The use of dictogloss as a technique for the teaching of listening in the research was also due to the positive results of the application of dictogloss reported by some previous researchers (Wajnryb, 1990 as cited in Herrell & Jordan, 2004; Parianingsih, 2008; Wilson, 2003 as cited in Vandergrift, 2008). A study by Wajnryb (1990

as cited in Herrell & Jordan, 2004) revealed that dictogloss successfully increased motivation of elementary level students in listening narrative texts. Likewise, a study done by Parianingsih (2008) proved that dictogloss could improve junior high school students' participation and achievement in listening instructions. Meanwhile, Wilson (2003 as cited in Vandergrift, 2008) found that comparing the text recreated and the original text could improve students' perceptual processing skills because they could understand their own problems in comprehending a text, attend to the causes for their errors, and finally evaluate the errors. For the present research, dictogloss was used to improve the students' listening ability in understanding breaking news texts and it appears Wilson's finding is very relevant to listening instructions at college level since perceptual processing skills are characteristic of adult learners—the focus of the current research. Therefore, by using dictogloss, it was expected that the students could improve their perceptual processing skills, which would contribute to improving their listening ability.

Seeing all of the advantages that dictogloss has in the teaching of listening and the positive results reported by some researchers as discussed previously, dictogloss was chosen as a solution for the problems faced by the students in Class IIIC of EED in the academic year 2010/2011 in their Listening III class, who had low listening ability and experienced boredom in their learning. Theoretically, dictogloss allows the students to be helped by their friends when having a problem through the interactive process of creating the text in the pair and group work. Working in a small group will make learning less anxious for the students, making them more motivated in learning. This kind of learning situation is appropriate for poor students who have less motivation in their learning such as the one experienced by the subjects of the study. Besides that, dictogloss can also improve the students' perceptual processing skills (Wilson, 2003 as cited in Vandergrift, 2008) which will enable them

to learn about their problems in comprehending a text, the causes of their problems, and evaluate the problems. Having these advantages, it was believed that the low listening ability of the subjects could be improved. Based on the above discussion, the research question of the present study was “How can Dictogloss improve the listening ability of the students of Class IIIC of EED Unidiksha in understanding breaking news texts in their Listening III class?”

## METHODS

The current research employed a classroom action research (CAR) design by Kemmis & McTaggart, (1988). According to them, a CAR is a cyclic process where each cycle is conducted in four interrelated steps: planning, acting, observing, and reflecting. The research was done at Class IIIC of EED, Ganesha University of Education, in the academic year 2010/2011 and accomplished in two cycles. The subjects consisted of 32 students: 17 females and 15 males. The research was done in the class under study since the students’ listening ability in that particular class was low as revealed by the pre-test results.

Data collection in each cycle which belongs to the observation step in Kemmis & McTaggart’s CAR design (1988; cf. Latief, 2010) was done through the uses of such instruments as tests, questionnaire, researcher’s diary, and informal interview. There were three kinds of tests used, namely pre-test, post-test I, and post-test II. The data were analyzed descriptively qualitatively. Descriptive analysis was done to the results of the tests and questionnaire while the results of the researcher’s diary and informal interview were analyzed qualitatively. The results from the tests, questionnaire, researcher’s diary, and informal interview were cross-checked with each other to find comprehensive results of the study.

In the study, the students were to listen to breaking news texts. In the first cycle, the researcher used his own voice for the students to listen to. However, in the second cycle, MP3 files

presenting native speaker’s voice were used. This was done with the assumption that after getting used to the steps of dictogloss implementation and after showing improvement in their listening ability in the first cycle, native speaker’s voice was used to give the students more challenge in their listening class.

## RESULTS

### Attainment of Success Indicators of Students’ Listening Ability

There were three success indicators set in the current research, i.e. mean of students’ listening ability, percentage of class success, and students’ positive response. The mean score for the post-test used as the success indicator in the study was 70.00 out of the maximum score 100. In terms of class success, the study was considered successful if at least 75% students in the class under study obtained score at least 70.00 in the post-test. Meanwhile, the criterion for students’ positive response set as the success indicator was that at least 75% students gave response under positive categories (*agree* or *strongly agree* for positive statements, and *disagree* and *strongly disagree* for negative statements) in the questionnaire distributed to the subjects.

Based on the results of the post-tests administered in the two cycles of the study, it was found that the students’ listening ability improved from cycle I to cycle II. The students’ means in the pre-test, post-test I, and post-test II are presented in Table 1. The results showed that the success indicator for the mean of the students’ listening ability was 70.00. In addition, the mean of the students’ listening ability for the pre-test was 53.85, while the means of the students’ listening ability for post-test I and II were indicated differently: 73.22 for the post-test one and 79.47 for the post-test two. The means of listening ability in the post-test I and post-test II were above the success indicator of mean. This implied that the students’ listening ability could successfully be improved through the implementation of dicto-

gloss in the listening instruction in the two cycles of the study. See Table 1 below.

Table 1. Success Indicator of Mean of Students' Listening Ability and Results of Pre-test, Post-test I, and Post-test II

Success Indicator of Mean	Mean of Pre-test	Mean of Post-test I	Mean of Post-test II
70	53.85	73.22	79.47

The results on success indicator of class success revealed that class success was also showed to improve from cycle I to cycle II as demonstrated in Table 2. Table 2 shows that the success indicator of class success in the study was 75%. The class success of the pre-test indicated that only 12.5% of the students successfully achieved the minimum score of listening ability of at least 70.00, which was still below the success indicator of class success of 75%. The class success of post-test I and post-test II were 84.4%, and 93.75% respectively. This implied that the class success in the two cycles of the study was above 75%, meaning that the success indicator of class success could successfully be met. See table 2 below.

Table 2: Success Indicator of Class Success and Class Success of Pre-test, Post-test I, and Post-test II

Success Indicator of Class Success (%)	Class Success of Pre-test (%)	Class Success of Post-test I (%)	Class Success of Post-test II (%)
75%	12.5%	84.4%	93.75%

The students' positive response as revealed by the questionnaire results in the post-test one and post-test two was indicated differently as demonstrated in Table 3. The success indicator of students' positive response set in the study was 75%. The students' positive response in the post-test one indicated 82.29%, while the students' positive response in the post-test two was 96.04%. From this, it can be inferred that from cycle to cycle, there was an increase in the students' positive response. It is also showed that

the percentages of the students' positive response in cycle I and cycle II were above 75%, implying that the success indicator of the students' positive response in the study could be satisfactorily fulfilled. See Table 3 below.

Table 3: Success Indicator of Students' Positive Response and Students' Positive Response in Post-test I and Post-test II

Success Indicator of Students' Positive Response (%)	Students' Positive Response in Post-test I (%)	Students' Positive Response in Post-test II (%)
75%	82.29%	96.04%

### Learning Process Using Dictogloss

Based on the results of the observations during the dictogloss-based listening instruction, it appeared that the strength of dictogloss lay in the opportunities it provided for the students to learn from each other through interactions both in pair and group work in reconstructing the text. Before the implementation of dictogloss, it appeared that most of the students were involved in a passive listening instruction—listening to the tape or audio file, and then answering the comprehension questions through class discussion. This did not make learning occur optimally. The students with low listening ability were not attended to maximally since the learning process did not allow them to interact to one another, share and express their learning problems, and learn from their friends by exchanging information with each other.

A different class atmosphere, on the other hand, was created during the implementation of dictogloss in the two cycles of the study. As indicated by the observation results, all students were actively involved in the lesson and it seemed that no students were left with doing nothing because they should work together, either in the pair or group work, to reconstruct the text. Along the learning process, the students actively engaged in discussing the correct words to express their ideas in the reconstruction process. They helped

each other in determining the right vocabulary and structures to make sentences that best conveyed the meaning that they intended based on what they heard. All members of the group, be they poor or good students, contributed in the collaborative work of reconstructing the text. Many active activities such as posing problems, giving explanation, giving suggestion or alternative solutions, confirming certain information, adding information, correcting other's answers or opinions, asking opinions from friends, and giving opinions also frequently emerged from the students' discussions during the text recreation. What can be said from the active participation of the students is that dictogloss could stimulate the occurrence of active learning in the listening class, and changed a teacher-dominant, passive listening class into a more active, student-centered listening instruction.

The results of the observations also showed that the students responded positively to the implementation of dictogloss in their listening class. This was obviously reflected in the learning activities during the implementation of dictogloss. The students, for instance, showed great enthusiasm in discussing the appropriate use of vocabulary and grammars in reconstructing the text in both the pair and group work. All of them remained focused and gave their full attention during the lesson. They seemed very enthusiastic in giving contribution to the text reconstructed by their group. Their enthusiasm was also showed when they displayed their recreated texts on the display board as well as when they reviewed the other groups' recreated texts. The students looked very motivated in comparing their texts with the work of the other groups since by the end of the class, the teacher would select and announce three best texts.

The results of the questionnaire, both in cycle I and cycle II, also confirmed that the students gave a positive response toward the implementation of dictogloss. The results of the questionnaire as demonstrated in Table 3 above revealed that the positive response was 82% in

cycle I, and 96% in cycle II. The evidence of this positive response was reflected from the students' responses to some items of the questionnaire. Most of the students (93%) responded that they liked listening instruction using dictogloss technique in cycle I, and this response improved to 100% in cycle II. Most of the students (90% in cycle I and 100% in cycle II) felt that they liked to have an interaction with their friends in the listening instruction with dictogloss. As many as 91% students in cycle I and 94% in cycle II said that they felt comfortable to learn under the implementation of dictogloss. To the unfavorable item asking if they were unmotivated to learn listening with dictogloss, 91% of them in cycle I and 100% of them in cycle II stated their disagreement to the question. However, to the item that reads "Through dictogloss, listening instruction becomes much easier", only as many as 66% students in cycle I and 78% in cycle II agreed with the statement. This indicated that, regardless of the positive responses by most of the students in the questionnaire, most of them still felt that listening was a difficult subject, confirming the shared belief that for EFL students, listening is a very difficult subject.

The students' positive response was also reflected by the results of the informal interview done by the end of each cycle. Most of the students stated that they enjoyed learning under the implementation of dictogloss. In addition, most of them said that through the pair and group work in reconstructing the text, they could learn from one another. They also said that they felt motivated to learn with dictogloss because, as they said, it could enhance their existing knowledge as well as enable them to understand the text better.

From the results of the post-tests, percentages of class success, and percentages of the students' positive responses in each cycle, it can be inferred that dictogloss was able to improve the listening ability of the students in Class IIIC of EED in the Listening III course in the 2010-2011 academic year since all three success indicators set in the study had been met. Given these satis-

factory results, it was decided that the study was not continued and terminated at cycle II.

## DISCUSSION

In general, the implementation of dictogloss in the first cycle of the study consisted of 6 steps; they were (1) reading the text in a slow pace while the students attend to and just listen to the dictated text, (2) reading—or, playing if audio files are used—the dictated text two more times and the students write down as many words as possible from the text, (3) working in pairs to recreate the text, 4) working in a group of four by combining two pairs and recreating the text, 5) displaying the recreated texts, 6) comparing the recreated texts and the original text. To add a sense of appreciation among the groups, the teacher announced three best recreated texts to the class at the end of the implementation of step 6. Above all, as revealed by the results of the study as demonstrated in Table 1, the implementation of the six steps proved to be effective in improving the students' listening ability in the Listening III course. The results of the study, thus, confirmed the results of the previous studies on the use of dictogloss as reported by Wajnryb (1990 as cited in Herrell & Jordan, 2004) and Parianingsih (2008).

After the implementation of dictogloss, the students were able to improve their listening ability, and this improvement was apparently due to the characteristic of dictogloss that could combine individual learning and cooperative learning (Vasiljevic, 2010). As revealed in the study, individual learning occurred when the students wrote down as many words as possible from the three-time readings of the text by the teacher, or through the audio files played. Here, they were given an opportunity to apply all linguistic knowledge—vocabulary, grammar, discourse knowledge—they had possessed as a preparation to do the next step: reconstructing the text. When they worked together to recreate the text, the students were involved in a negotiation of creating

meaning through a discussion with their peers to ascertain that the vocabulary and grammar they used conformed to the meaning they wanted to express. This negotiation of meaning was intensified later on in the group work involving two pairs. Sharing involving more than two individual students facilitated more effective sharing between the members of the group in constructing the text.

From the observation results, it can be inferred that listening instructions using dictogloss could give wider access for peer learning and peer teaching among the members of the group that in turn could maximize learning opportunities for all individual students. This maximized learning was what caused the increase in the students' listening ability as proved by the students' learning achievement in the post-test in both cycle I and cycle II. The increase of the students' listening ability as a result of negotiation of meaning through the discussions in the listening instruction using dictogloss finds support from the cooperative learning theories. Cooperative learning theories in relation to language learning as stated by Jacobs & McCafferty (2006) contended that negotiation of meaning such as asking to repeat, or clarifying as well as seeing if the others understand what has been discussed, can increase the amount of *comprehensible input*—an important factor in second language acquisition—in the learning process. Since learning using dictogloss depends much on the interaction among the students rather than with the teacher in an anxiety-free learning environment, there are more opportunities for the students to receive more comprehensible input in their learning.

Another strong point that made the listening instruction based on dictogloss optimal in each of the cycle was the negotiation of meaning that also occurred in the step when the groups compared their works with one another and with the original text. By comparing their recreated texts with one another, the students could see how much their texts differed from the other groups' texts, allowing them to learn from each



other by giving corrections to the other groups' texts. On the other hand, comparing the recreated texts and the original text enabled the students to find out linguistic errors they made in recreating the text, and then, to evaluate their errors by using the original text as a model. Through the discussion among members of the group in the comparing activity, the students were actually trained to identify the errors they made as well as the reasons for why they made such errors, and then to find the appropriate alternatives to improve the errors, thus finally improving their perceptual ability (Wilson, 2003 as cited in Vandergrift, 2008). In other words, during the implementation of dictogloss, the students were actually involved in a continuous practice of improving their perceptual ability through discussions which enabled them to analyze why certain grammars and vocabulary were less appropriate in constructing certain sentences in the process of recreating the text, and why certain grammars and vocabulary could give more appropriate meaning. This is in line with Vasiljevic's (2010) statement that dictogloss can improve the students' vocabulary and grammar knowledge.

Another interesting thing revealed by the observations results was the fact that dictogloss could 'push' every individual student from the individual work to the group work to actively engage in meaningful, creative activities. Even though the text was read or played and repeated several times, constructing a text exactly the same way as the original one was actually an impossible thing for students—especially for poor students like the subjects of the study—to do. This is where dictogloss shows its strength, that is, empowering the students' existing knowledge as well as making them think creatively to recreate the text. The essence is that with all the words they got from the text read by the teacher and also the words that they might themselves add in case they could not successfully write down all the words dictated to them, they were 'forced' to use their own language in order to be able to make a new text that has the same message as the original

text. From the observations, it was often revealed that the students were involved in discussions to match certain vocabulary and grammars used to express the appropriate meaning as conveyed by the text that they listened to from their teacher's readings.

Compared with the passive listening instruction before dictogloss was implemented, the listening lesson tended to occur in lower cognitive levels, that is, the step of identifying English sounds as well as understanding the message of the text heard, i.e. finding the main idea and specific information from the text. On the other hand, if viewed from the cognitive levels based on Bloom's taxonomy that has been revised by Anderson and Krathwohl (2001 as cited in Forehand, 2010), in the listening instruction with dictogloss, the students were not only involved in lower cognitive activities but also in a higher cognitive activity, creating. The higher cognitive level of creating, however, did not require the students to create something to exist from something which was previously non-existent. The creation here occurred when the students created a new text with the help of the words the students wrote down from the dictated text as scaffolding. Hence, in the listening instruction based on dictogloss, the demand for the students to do the higher cognitive level of creating was done through the text reconstruction activity which was actually at a difficulty level solvable for the students. Yet, it still provided a challenge for them to do—much more, especially if compared with the passive activities they used to have prior to the implementation of dictogloss.

From the results of post test I, there were 84.4% students who had successfully achieved the criterion of success set in the study, that is, a mean score at least 70. However, there were still 5 students (15.6%) who still failed to achieve the required success indicator. Therefore, the study was continued to cycle II with some modification. In cycle II, the implementation of dictogloss was modified slightly in which the students were given scaffolding before the text was dictated

by the teacher. This scaffolding was done firstly through activating the students' schema related to the topic of the listening text by giving some questions related to the topic as well as some lexicogrammar-related questions (a discussion or a small quiz). The questions were aimed at focusing their attention during the listening process; the questions asked such things as (1) What is the text about?, (2) What is the purpose of the text?, (3) Who are the persons/parties mentioned in the text?, (4) What are the main events/things discussed in the text? The second form of the scaffolding was a review of the genre of the breaking news text—which includes *lead*, *key events*, and *quotes* (Macken-Horarik, 2002, as cited in Emilia, et al., 2008)—so that the students would be more mentally prepared in listening the structure of the text they would have.

In fact, the provision of scaffolding is in line with Celce-Murcia & Olshtain (2000) who called for the need for teaching students the conversational structures, options, as well as expressions used in the English text (in their example, telephone conversation) before they listen to it because it is believed that this can facilitate them in their learning. From the informal interview, this modification could, in fact, help them understand the main ideas in the text, which in turn could help them reconstruct the text. The comprehension questions appeared to serve as scaffolding for the students in the process of constructing the text.

After the modification done in cycle II, there was an increase in of the percentage of the students who achieved the success indicator in terms of mean score to 93.75% with only 2 students (6.25%) who still obtained mean score below the success criterion. The study was, therefore, not continued because the results of the study in cycle II had been satisfactory.

## CONCLUSIONS AND SUGGESTIONS

Based on the findings and discussion, some conclusions can be drawn, i.e.: (1) dicto-

gloss could improve the listening ability of the students in the Listening III course since the mean of the students' listening ability exceeded the success indicator set for the students' mean in the study, (2) dictogloss could successfully improve the students' listening ability in the Listening IIC class classically, as seen from the percentage of the students achieving the minimum mean set as the success indicator in the study, (3) the students gave a positive response towards the implementation of dictogloss as proved by the mean of the students' response which met the success indicator set for the students' response, (4) the improvement of the students' listening ability in the Listening III course by using dictogloss was done in 8 steps, i.e. (1) giving scaffolding (questions) in the form of overview on the text structure and lexico-grammatical features, (2) reading the text in an average pace while the students listen to the reading, (3) reading the text two more times and the students write down as many words as possible from each of the reading, (4) making a group of two and reconstructing the text, (5) making a group of four and reconstructing the text, (6) displaying the recreated texts, (7) comparing the groups' created texts with the other groups and with the original texts and discussion, (8) teacher's announcement on the three best students' recreated texts.

Based on the results of the study, some suggestions can be given, namely (1) English teachers can use dictogloss as an alternative technique to teach listening, especially to students who are still beginner ones or who have poor listening ability, and in schools which possess limited listening materials since the technique just uses teacher's voice, and (2) other researchers could study the use of dictogloss to improve students' grammatical ability since from the study, it was indicated that dictogloss facilitated the students' learning of English grammar during the discussion of reconstructing the text as well as when comparing the recreated texts among groups and between the recreated texts and the original text. The other researchers can further investigate the

effectiveness of dictogloss by comparing it with the traditional technique in the teaching of listening through experimental research.

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