

IMPROVING STUDENTS' LISTENING COMPREHENSION BY USING DICTOGLOSS TECHNIQUE AT DARUL QUR'ANILKARIIM SCHOOL NARATHIWAT- SOUTH THAILAND

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Abstract

This study aims at finding out how the use of Dictogloss Technique improves Thai students' listening comprehension. This is a Classroom Action Research (CAR) conducted in DarulQur'anilkariim Narathiwat-South Thailand. The subjects of the study are Thai students of class 6/1 at the school. The implementation of the technique was by building background knowledge about the text to be studied, then introducing some new vocabulary related to the text, dictating the material, and giving students time to record important matters when dictated. The data were collected from listening comprehension tests and were analyzed by using a qualitative approach. The result of the students' listening comprehension improvement was as follows; the percentage of the students achieving the target score was 55% in the first cycle, and was improved into 75% in the second one. This leads to the conclusion that the students' improved listening comprehension was because Dictogloss combines top-down and bottom-up processing which is appropriate with the students' need.

Key words : *Dictogloss Technique, Listening Comprehension.*

I. Introduction

Language is one of the most important things in communication and is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. English plays an important role in the world. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level. It also happened in Thailand, especially in South Thailand.

Listening is one of the important and fundamental of the four skills in language teaching and learning. Listening to the example given by the teacher is one of the way to make the students easier to learn English. It also has been found that the use of active listening skills can play an important role in effective communication (O'Shea cited in Mc Naughton, 2008). Listening is a skill that acquired by the people at the first time before acquiring the other language skills. It was stated by Nation and Newton (2009) that listening is the natural precursor to

speaking and the early stages of language development in a person's first language and other languages. Eka and Aryuliva (2013) said in the same way that listening is considered as the basic form of language acquisition. It is proven by the fact that a new born baby 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.

Ridgway (2000) argues that students need to practice listening comprehension not listening incomprehension. Therefore, students are not only expected to listen to but also have to comprehend the spoken language. Hasan cited in Kijpoonphol (2008) points out differences between listening and listening comprehension. Listening is a process of just hearing the message without interpreting and responding to the text, while the listening comprehension is a process that includes meaningful interactivity and an overall understanding of the text. Vandergrift (1999) said that listening comprehension is a highly integrative skill. It plays an important role in the process of language learning acquisition, facilitating the emergence of other language skills.

Listening has two processes, they are bottom-up and top-down. Richards (2008) states that bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization (sounds, words, clauses, sentences, texts) until meaning is derived. According to Brown (2006), top-down means using our prior knowledge and experiences; we know certain things about certain topics and situation and use that information to understand.

In order to develop students' listening comprehension, the teacher should concern with all factors involved in it, such as the teaching strategy, classroom management, the materials, students' vocabulary mastery, and the equipment that can influence the goals of teaching and learning process. Dictogloss technique used to improve the students' listening comprehension. This method was originally introduced by Ruth Wajnryb in 1990 as an alternative method of teaching grammar. English Unlimited Teaching Unlimited stated that Dictogloss is a technique in which the teacher reads a short text and the learners make brief notes and then try to reconstruct the text in groups. Wajnryb cited in Eka (2013) said that Dictogloss technique borrows a little from traditional dictation (hence parts of its name) but in

fact is quite distinct from dictation both in its procedure and objective. This technique consists of four stages (Eka and Adnan, 2013);

Preparation

This stage is divided into two phase. The first one is topical warm up where the teacher prepares the students with the topic of the text. The last one vocabulary preparation where the teacher prepares the students with the vocabulary in the text.

Dictation

In this stage, the teacher either reads the text or plays the audio of the text three times at a normal speed. In the first time, the students are asked to get the general idea of the text, and there is no note take while listening. Meanwhile, in the second time, the students are allowed to take notes while listening. They are asked to write phrase and key words from the text. In the last time, the students are asked to confirm their notes.

Reconstruction

In this stage, the teacher asks the students to reconstruct the text they have listened based on their notes. The text must essentially be the same with the original one.

Analysis and Correction

In this stage the students analyze and correct their texts with the teacher's guidance. In Ramlatu and Daura (2013) the main purpose of the analysis and correction stage is to identify the problems students have with text comprehension. The reconstruction tasks ask students to use their language ability to put words into meaningful units. In that process higher ability students are likely to replace the word from the original text with their words.

The implementation of Dictogloss Technique in the teaching and learning listening process has several advantages for the students. First, dictogloss had a clear task as an output of the learning activity. Second, dictogloss combines two

process, those are bottom up and top down. Third, the implementation of Dictogloss technique uniquely combines teaching listening and the self assessment.

Based on the theory above, the action hypothesis of the research can be formulated as follows: “The use of Dictogloss Technique can improve class 6/1 students’ listening comprehension at Darul Qur’anilkariim School Narathiwat-South Thailand by doing the stages in Dictogloss Technique”.

II. Method

The researcher used classroom action research to improve the educational practice, include the students’ ability and the teaching learning process. According to Ary (2006), he stated that in education action research can be applied to such areas as curriculum development, teaching strategies and school reform. Futhermore, Cohen (2007) said that Action Research is a powerful tool for change an improvement at the local level.

The Classroom Action Research was conducted collaboratively with the English teacher who taught class 6/1 Science of Darul Qur’anilkariim School Narathiwat – South Thailand. The collaboration focused on finding and defining the research problem, planning the action, implementing the action of the research, observing the class, evaluating and data analysis. The action was conducted by the researcher in cycles and each cycle covered four stages of activities: planning of the action, implementation of the action, classroom observation and evaluation, and data analysis and reflection of the action (Elliot, 1991).

The procedure of this research shown in more detail in the following steps: Preliminary study was conducted before the planning of the research arranged. The purpose of this step was to find out the problem faced by the students in the class. This step was done by the researcher by interviewing the English teacher of class 6/1. The result of the interview could be concluded that the students of class 6/1 have problem in learning listening comprehension.

Planning

Planning of this research refers to any preparation dealing with the activities of the research. The preparations of this research were choosing the topic based on the curriculum, selecting the materials for teaching and learning process,

constructing the lesson plan, preparing the media, preparing the vocabularies included in the listening material, constructing the listening test to measure the students' listening comprehension and setting the criteria of success.

Implementing

The implementation of this research was done as planned before in the lesson plan. The research was conducted during the school hours as written in the schedule of the English subject. The researcher taught listening by using Dictogloss Technique in order to improve the students' listening comprehension. This classroom action research is possibly carried out in several cycles, but as the researcher has explained before, the second cycle would be done if the first cycle did not achieve the target average score, that is ≥ 65 .

Observing

This step was conducted to control and monitor the activities in the class. There were two evaluation to observe, the process and the product. The evaluation of the process was used to know whether the action of the teaching and learning run as planned and the method could activate the students' comprehension. This evaluation was done by the English teacher by using observation field note. The evaluation of the product carried out at the end of the cycle, that was in the third meeting. This evaluation was done by the students by doing a listening comprehension test. The improvement of the students' listening comprehension would be measured from the result of listening test.

Reflecting

The reflection was done after analyzing the observation field note and the listening comprehension test. The results of students' listening comprehension test were analyzed quantitatively by percentage the students' score of listening comprehension test, to answer the research problem.

The formula used was;

$$E = \frac{n}{N} \times 100\%$$

Notes:

E : The percentage of the students' who get score ≥ 65

- n : The number of the students who get score ≥ 65
N : The number of the subjects

(Ali, 1993, p. 186)

The purpose of doing reflection was to know whether the actions given in cycle are successful or not and to find the weaknesses of the action appearing and to note the strength of the action. The weaknesses that found in the first cycle were used as a guide to revise to the next cycle.

The subjects of this research was the 6/1 students or the XII grade students of Darul Qur'anilkariim School. There were 20 students: male 9 students and female 11 students. Based on the result of preliminary study and the minimum standard score requirement, the actions were considered successful if 70% of the students achieved the target score, that was ≥ 65 .

III. Result and Discussion

Result

Cycle 1

In the first cycle, the observation field not which focused on managing and controlling the condition of the class was done. The result showed that the students still got difficulties in listening comprehension because in teaching and learning process the students still got some difficulties in comprehending the text. The students got bored in accepting new vocabularies from the teacher and the dictation was too fast and unclear, so the students can not differentiate the words and they lost their concentration in the teaching listening comprehension. The observation field note was done by the English teacher of class 6/1.

The students' listening comprehension after being given the action by teaching listening using dictogloss method was unsatisfactory yet. In this research the target score of the students was ≥ 65 and it must be achieved by 70 % of the students. In cycle 1, it was found that there were 11 of 20 students (55%) who got score ≥ 65 . It means that the actions in cycle 1 were not successful and it were necessary to continue the actions into cycle 2.

Cycle 2

Cycle two was conducted as revision of cycle one. Based on the result of listening test, it was found that there were 15 of 20 students (75%) who got score ≥ 65 in cycle 2. Therefore, it can be said that it was successful because more than 70% of the students could achieved the target mean score ≥ 65 . There were some revisions that the researcher and the English teacher discussed in lesson plan of this cycle there were as followed:

1. The researcher should attract students attention by doing various way in introducing the new vocabularies.
2. The researcher should give his/ her attention to the students at whole class.
3. The topic chosen by the researcher should appropriate with the students' ability and can interest them.

The result of the listening test indicated that using Dictogloss Technique could increase the students' listening comprehension. Dictogloss Technique was never used by English teacher in Darul Qur'anilkariim School Narathiwat – South Thailand, as teaching learning strategy. By using Dictogloss Technique made the students easier to study English especially in listening comprehension.

Discussions

The result of the listening test indicated that using Dictogloss Technique could increase the students' listening comprehension. This technique offers combination between top down and bottom up process. The combination of process like this is rare found in other technique. As stated in Eka and Adnan (2013) the implementation of Dictogloss Technique offers several advantages for the students.

1. Dictogloss Technique has a clear task as an output of the learning activity
2. Dictogloss Technique combines bottom up and top down processing
3. The implementation of Dictogloss Technique uniquely combines teaching listening and the self-assessment
4. Dictogloss Technique encourages collaborative learning in the class

Some previous researchers suggest to use this technique to improve students' listening comprehension. The result of this research was supported by some previous research findings. As stated in Eka and Adnan (2013), they said the

use of Dictogloss in teaching listening a hortatory exposition text can help the students comprehend the text better. There only a different with this research, that is the text used. Eka and Adnan made that statement as a conclusion of their research because the research they conduct was successful, it can improve the students' listening comprehension in senior high school. Another researcher who ever conducted a research by using Dictogloss and it was successful is Anwar. Anwar (2013) concludes his research by saying this technique is effective to improve students' listening comprehension. He added it also improves the students' vocabulary, pronunciation, and the most important thing that it can make students interested in joining the class. He conducted his research at SMA Negeri 2 Luwuk, and there were 30 or 96.77% students who successfully achieved the criteria of success as the results of his research. In line with that, Nikmatul (2015) said in her discussion that it could be conclude that the students listening skills after being taught using Dictogloss Technique is better than they were before being taught using Dictogloss Technique. Meanwhile, Jennifer et al (2013) concluded that the outcome of her study suggests that the implementation of Dictogloss tasks help participants to develop the listening skill throughout the stages it offers and the variations that were applied during the sessions.

IV. Conclusion

The conclusion of the research that *Dictogloss* technique can improve listening comprehension of 6/1 Science students at Darul Qur'anilkariim School Narathiwat – South Thailand in the 2014/2015 academic year by doing the stages of *Dictogloss* technique, they are building the students' background knowledge about the text, introducing some new vocabularies related to the text, dictating the listening material, taking some notes while dictating, reconstructing the text based on their notes in group and doing correction together.

This research hopefully can give many benefits for English teacher as an information or alternative strategy in teaching listening comprehension, for students as an interesting technique to improve their ability in listening and for future researcher as suggestion technique to be conducted in their research.

V. References

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