

CHAPTER II

DICTOGLOSS METHOD AND LISTENING COMPREHENSION

A. Dictogloss Method

1. The Nature of Dictogloss

Dictogloss firstly introduced as a teaching method to teach grammar, where students are asked to listen to a speech and reconstruct the text. Dictogloss does have similarities to dictation; the difference is in dictation students write down what they exactly hear, while Dictogloss asks students to recreate from what they heard (Wajnryb, 1990:4). Thornbury (1999:82) stated “Dictogloss is a form of dictation, but one in which the students hear and reconstruct the whole text, rather than doing so line by line. Dictogloss also involves the students collaboratively reconstructing the text from memory and then comparing it with the original”. Dictogloss firstly created by borrowing some dictation process. The only difference between both dictation and Dictogloss is that Dictogloss focuses on how students recreate their own speech.

Dictogloss originally developed as a method to teach grammar. However Dictogloss has been proven to be useful to develop other language skills such as listening, speaking, reading, and writing. Vasiljevic (2010:41-52) exclaims that Dictogloss is useful in teaching listening comprehension in which it allows the students to develop both decoding and encoding processes. Similar results stated by Jacobs & Small (2003:50-62) show that the use of Dictogloss involves students' attention to all four language skills (listening, speaking, reading and writing), and encourages learner's autonomy, cooperation,

curricular integration, diversity, thinking skills, and alternative assessment techniques. It is safe to say that Dictogloss indeed useful to teach other language skill than just to teach grammar.

Dictogloss allow students to develop their skill by comparing their work to other work and confirming their knowledge. Dictogloss help language learning by making students focus on the language form of phrase and clause level constructions, and by providing feedback on the accuracy of their perception (Nation & Newton, 2009:59-60). By recreating their own text students able to notice the differences from their constructed text to the original recording transcript, and gain understanding about their comprehension. The process of comparing their text to the original text (script) is helpful in rising students' consciousness of their knowledge about the form of the language.

It can be conclude that, Dictogloss is different from the common dictation. In dictation students just listen to the teacher reading a text slowly and the students write exactly what the teacher says without doing any thinking. While in Dictogloss, the student recreate the text they heard based on their understanding. Where in recreating the speech, Dictogloss allows students to use their own understanding of the message and compare it to the original text to clarify their comprehension. This makes Dictogloss suitable teaching method for all language skill, including listening comprehension.

2. Procedure of Dictogloss

There are four stages in Dictogloss adopted from in Wajnryb (1990:7-9) and Vasiljevic (2010:41-57), they are:

a. Preparation stage

In preparation stage teacher make sure students are ready to listen to the recording. The preparation stage is used when teachers implement the Dictogloss method within the instruction. They must give students clear commands about the task that they have to do and organize them into groups before the dictation begins (Cardona *et al* 2013:25). At this level, teacher will do some warm-up that includes unknown vocabulary and topic introduction. Wajnryb (1990:7) also said that before continuing to the next step, the teacher can organize students into some groups.

b. Listening stage

In listening stage, students are allowed to listen to the recording twice. The first try does not allow students to take any note. While in the second try the students need to take a note of words that can help them to reconstruct the text (Nation & Newton, 2009:68-69). Teacher will play the recording at normal speed twice to the students. Students are only allowed to write down important word from the recording at the second listening act.

c. Reconstruction stage

This is very important stage to confirm any mismatch that happening in input and output (Thornbury, 1997:331-332). At this stage students will do discussion with their group to create a coherent conclusion of what they

heard based on the notes they take. While the students are doing their work, the teacher will assist the students checking their grammar so that they can continue to the next stage.

d. Analysis and correction

The last stage in Dictogloss is analysis and correction of students' text. Wajnryb (1990:9) said that the teacher can choose their own style to compare the groups' work. Wajnryb suggests using blackboard, projector, or make a copy of a group work to be discussed in class. This method of analysis can be varying from teacher to teacher based on preference. Whichever teacher selects, students should be encouraged to compare the various versions and discuss the language choices made. In this way errors are exposed and discussed so that students understand the hypotheses, false and otherwise. Ideally, the original text should not be seen by students until after their own versions have been analysed.

3. Advantages of Dictogloss

The Dictogloss model offers several potential advantages over other models of teaching listening comprehension according to Vasiljevic (2010:45-46) and Cardona *et al* (2013:67-69).

- a. Dictogloss method 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. Students are actively involved in the learning

process and there are multiple opportunities for peer learning and peer teaching.

- b. Dictogloss procedure facilitates the development of the learners' communicative competence. Students' speaking time is significantly longer than in a traditional teacher-centred classroom. At the same time, the pressure to reconstruct the text within the time limit also means that students are more likely to use time effectively. Furthermore, unlike in a typical discussion class where students are presented with a list of topics or discussion questions and communication activities often have a simple question-and-answer format, in a Dictogloss class, students' interaction is much more natural.
- c. The reconstruction stage helps students try out their hypotheses and subsequently to identify their strengths and weaknesses. A reconstruction task encourages students to consider the input more closely. The reconstruction and correction stages help the students to compare input to their own representation of the text and to identify the possible gaps. It is through this process of cognitive comparison that new forms are incorporated, students' language competence improves and students' interlanguage is restructured.
- d. The Dictogloss procedure also promotes learners' autonomy. Students are expected to help each other recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enables the students to see where they have done well and where they need

to improve. Students gain insights into their linguistic shortcomings and also develop strategies for solving the problems they have encountered.

- e. The reconstruction task also promotes the acquisition of foreign and second language students' vocabulary. Students need to recall the meaning and the written form of vocabulary items introduced at the preparation stage. In addition, by asking students to use new words to form complex sentences, teachers can direct the learners' attention to collocations and usage restriction in the target language.
- f. The reconstruction tasks can raise students' awareness of rhetorical patterns in the target language. Reconstruction tasks facilitate students' ability to understand and manipulate the patterns of textual organization and make them more sensitive to discourse markers and other cohesive ties in the language they are trying to acquire.
- g. Last, working in small groups reduces learners' anxiety as they have to perform only in front of "a small audience" This approach may be particularly suitable for those cultures in which students tend to be reticent and are not used to voicing their ideas in front of the whole class. Students feel more relaxed and confident when they share ideas that represent a group rather than themselves only. Group interaction is also important for the feedback stage. Peer feedback can either draw students' attention to gaps in their language knowledge or provide confirming feedback which consolidates that knowledge.

4. Disadvantages of Dictogloss

Much to the advantages, there are two drawbacks from the implementation of Dictogloss according to Vasiljevic (2010:46-47) and Cardona *et al* (2013:69-70). The first one is concerns work-group composition and dynamics. Cooperative learning mean that students work together to accomplish shared goals. Due to differences in background and in ways of learning different people tend to attend to different information in the discourse. This difference in perspectives means that members can learn from each other and learn to appreciate the value of diversity. As a result of this interaction they can subsequently perform better as individuals. However, not all students perceive cooperative learning as effective and useful. Simply placing students in groups and telling them to work together does not automatically result in cooperative efforts. Teachers should also not assume that students will know how to work effectively in groups. Some students may lack confidence in their English ability and consequently be reluctant to participate in group interactions; other students may try to dominate the group. Therefore, it is crucial that instructors pay sufficient attention to group dynamics and ensure that positive learning is maintained.

The second concern is related to students' assessment. The assessment should emphasize the individual accountability of each member. It is important that students understand they cannot get "a free ride" on the work of others, but also that they will not be penalized for other students' low level of performance. One criterion for students' assessment can be their cooperative

skills – how much they contribute to the group, whether they assist other students in meaningful and productive ways, and so on. While the students work on reconstruction, the teacher collects data about the quality of explanations, interaction patterns among group members, students' social skills, efforts to work together cooperatively, reasoning processes and problem solving strategies. The teacher then provides feedback and coaching.

B. Listening Comprehension

1. The Nature of Listening Comprehension

Listening plays a significant role in a language development. Other than that, it is believed that listening is the first skill obtained in language learning. Nation and Newton (2009:38) explain listening as “time of observation and learning which provides the basis for the other language skills”. Listening gives students a chance to develop their language skill by collecting information they heard. While Brown (1990:8-10) explain listening as a process of understanding what a speaker said. By understanding what the speaker has in mind, the listener able to exchange information with the speaker. It can be said that listening helps in understanding spoken discourse and developing other language skill.

Listening comprehension skill can be defined as the ability to recall and understand information might be presented orally. Listening mostly seemed as a passive activity, while in the reality it is one of the most complex processes in human brain. Burley-Allen (1995:2-3) said that listening is far more complicated than just hearing. Hearing designates the process in which

sound waves are received and modified by the ear. Unlike psychological process of hearing, listening refers to process of becoming aware of sound sequences. In listening to speech, the person first identifies the component of sounds and recognizes sounds sequences as known words through the avenues of auditory analysis, mental reorganization and association of meaning (Imhof, 2010:97-103). It can be conclude that listening is complex mental process of deciphering a spoken discourse by series of activity that linked to each other.

Listening is different from hearing. It is different because there is a complex mental process that's happening in the brain that does not exist in hearing process. The complex mental process stated before refer to the process of decoding a spoken discourse into some meaning full speech. This mental process helps students in understanding the context or the topic of the spoken discourse which also can help students in communication. In addition to that listening helps students to develop other language skill, especially speaking.

2. Process of Listening

Several models have been developed to explain how the listening process functions in adults. There are two widely known process of listening, they are bottom-up and top-down process (Richards, 2008; Brown, 2006; Nation & Newton, 2009).

- a. Bottom-up processing is prompted by the incoming inputs. These data enter the system in the form of best fitting, bottom-level schemata. Schemata are hierarchically organized, form the most general at the

top to the most specific at the bottom. As these bottom-level schemata go the higher level, the more general schemata become activated. In the other words, in bottom-up processing, the incoming data enter the listener's system through the bottom-most (most specific) to the most abstract on the top. This kind of processing focuses on the small components of the language, such as individual sounds, morphemes or words, to interpret the message (Richards, 2008; Flowerdew & Miller, 2005). Simply said, listener divides the stream of speech into its smallest part, sounds and phonemes, to later build up into words that can be used to make meaningful sentences to form a text where the message derived. That is to say, in bottom-up the decoding focus mainly on how the listener's interpreting the sounds heard.

- b. Top-down processing occurs as the listener trying to predict what most likely to happen next. Brown & Yule (1988:234-235) state in top-down "we are predicting, on the basis of the context plus the composite meaning of the sentences already processed, what the next sentences is most likely to mean". In top-down processing, the listeners arrange the previous knowledge to guessing the coming speech means. Therefore, the listener does not depend on their phonological knowledge to understand the message. This suggests that the listener not only rely on the speech input to decode a verbal message but also on the prior contextual knowledge as well (Flowerdew & Miller, 2005:25). Listener can still understand a word

that they do not know by linking the word to the other words and catching the context of the speech.

3. The Difficulties of Listening Comprehension

It is essential for researcher to understand what kind of difficulties that occur in listening comprehension before applying the treatment. There several difficulties that students face in listening comprehension. These difficulties vary from linguistic problems to cultural problem. There are eight most common difficulties adopted from Brown (1990), Rost (2011, 2013) and Brown (2004) listed as below:

a. Understanding the phoneme of the speech

Students having difficulties in processing the sound, this process involve students to clustering the phoneme, and then linking it to form understandable word. This problem also occurs because the students were 'unsure' if they heard the word and 'unsure' the word they had in mind is what they heard. In addition to that, from the technical side, the quality of the recording can affect students hearing chance. For example, the cassette may be recorded while there are noises around or the cassette is used for such a long time so the quality is worn out. Unclear sounds resulting from poor-quality equipment can also interfere with the listener's comprehension. The more the noise of a recoding, the more difficult it is for the students to 'hear' the speech. This kind of difficulties will have more effect on bottom-up process.

b. Understanding the context of the speech

The topic of the speech usually based on the English as first language country's culture. The differences between cultures in this speaker-listener relationship can cause information gap that can lead to misconception, false understanding or delayed understanding. For example the Halloween celebration in United State of Amerika does not exist in Indonesia. For that reason students without extra knowledge about it will be struggling in understanding the main idea.

In addition to that, limited vocabulary also causes students hardly 'catching' the main idea. Generally, vocabulary is knowledge of word's meaning. For that reason, students will have difficulties in understanding the speech if they do not know most of the word used by the speaker. Vocabulary is one of language foundation, the more students familiar to a word the easier for the students to understand the topics.

c. Remembering the information from the speech

Listening is a mental process, it does include memorizing. In listening, the input speech will enter from ear and stored in Broca part of brain for further processing. The problem occurs when students could not recall what was said by the speaker. Usually it happens when students focus on trying to find the meaning of a word they heard and lost track of other words or sentences. It can be said that students easily forgot the speech after the speaker finish speaking or forgot the meaning of a certain word.

d. Maintaining attention and concentration

Many students face problems in the instructions that affect their attention and concentration. During listening lessons students are required to be attentive since in a very restricted time they are required to process and understand a strand of information. Unable to concentrate will result in the students missing some of the speech content, which will eventually affect their understanding of the whole speech. However, this may be attributed to the fact students do not pay enough attention to improving their memory.

e. Reduced form

The language in oral speech does slightly different from written speech. In oral speech there are some reduced sentences that are created to save time and simplified the communication. However, reduced form of sentences does not occur in written speech. These reductions pose significant difficulties, especially to classroom students who may have only been exposed to the full forms of the English language.

f. Idioms, slangs and colloquial language

Colloquial language is a special challenge. If listening materials are made up of everyday conversation, they may contain a lot of colloquial words and idioms as well as slang. Students who have been exposed mainly to formal or written English may not be familiar with these expressions. The uses of colloquial and slang expressions are likely to

cause problems for foreign or second language students in understanding the speech.

g. Speech rate

Listeners need to follow the speakers delivery speed and continue processing the speech instantly. However, faster speech rates tend to have a negative impact on the comprehension for foreign or second language students. As a result, the students absolutely encounter certain difficulties in listening comprehension since they lack control over the speed at which the speakers speak.

h. Stress, rhythm and intonation

Understanding prosodic elements (stress, rhythm and intonation) always far more difficult than understanding phoneme. Yet understanding different intonation patterns and uses of stress helps listener clueing to meaning and social setting. Still, it can be problem for foreign or second language students if they are not use to the stress, rhythm or the intonation.

Spoken prose, as in news broadcasting and reading aloud written texts, is characterized by an even pace, volume, pitch, and intonation. Natural dialogues, on the other hand, are full of hesitations, pauses, and uneven intonation. Students used to the first kinds of listening material may sometimes find some words difficult to understand.

4. Teaching Listening

It is relatively new to teach English listening comprehension to foreign and second language students. Especially with the thought of listening can be

learnt naturally as the students start learning the language from the teacher or from recording (Brown, 1990:144). Progress in listening will provide a basic for the development of other language skills. By becoming aware of the links between the listening and other skills and by consistently pointing out these links to the students, teachers can assist the students in their overall language development.

Another reason to teach English is to introduce students to different varieties of spoken English. Harmer (2001:97) said “they need to be exposed not only to one variety of English (British English for example) but also varieties such as American English, Australian English, Caribbean English, Indian English or West African English”. For that matter, the act of teaching listening is very crucial for language learning. Meanwhile, to teach listening, the teacher must create a lesson format to deliver the material systematically. The most current format for listening lesson can be elaborate as below:

Table 2.1 Listening Lesson Format

<p>Pre-listening</p> <ul style="list-style-type: none"> Establish context Create motivation for listening Pre-teach only critical vocabulary <p>Extensive listening</p> <ul style="list-style-type: none"> General questions on context and attitude of speakers <p>Intensive listening</p> <ul style="list-style-type: none"> Pre-set questions Intensive listening Checking answers to questions <p>Post listening (optional)</p> <ul style="list-style-type: none"> Functional language in listening passage Learners infer the meaning of unknown words from the sentences in which they appear Final play; learners look at transcript

Adopted from Field (2008)

a. Pre-listening

In pre-listening stage the teacher will primarily focus on introducing and engaging the students to the topic. According to Field (2008:17-18), pre-listening consists of pre-teach of vocabularies, establishing context and creating motivation that helps both in bottom-up and top-down processing. Pre-teaching vocabularies does not mean to teach all the unknown vocabularies because it will take a long time. The main focus for pre-teaching vocabularies is to teach critical words. The critical word means if the students do not know the word, the topic of the speech will not be able to be comprehended.

Next to vocabularies is establishing context, it mean that the teacher will explain the general information of the recording speech (who is the speaker, what are they going to talk about, the events, etc.). Yet, in explaining the general information, the teacher should not elaborate it too far to prevent the students guessing the information and skipping the recording that consist the right answers.

The last part in pre-listening is creating motivation. Field (2008:18) states “This is an important goal of pre-listening, and one that is sometimes neglected”. Creating motivation is important to build good mental set for the students by giving the purpose to listen. Students with great mental set will be able to predict what happen next and choosing possibilities.

b. Extensive listening

At this stage students are first asked to listen to the recording generally, in order to gain some idea as to who the speakers are and what they are speaking about. Extensive listening has a similar purpose to skimming a reading text: it ensures some familiarity with the content and also allows the listener to establish the structure of the recording in the form of what information is provided where. The kind of question that the teacher might ask at this stage is extremely general: Who are the people? What are they talking about? and/or How are they feeling?

c. Intensive listening

This stage is more specific than the extensive listening. After gaining general information about the recording, students are able to listen to details and responds to more focused questions. The approach to intensive listening has been divided into three steps (Field, 2008:20-21). First step is pre-question, in this step students listen to the recording without knowing the question. Basically, the students will listen to the recording without any direction of what to find from the teacher. For that matter, students can only rely on their memory of what they heard.

Next is intensive listening, students are now having advance knowledge of the recording, at this point students can write down their answers without depending on memory. Last is checking answers to

the questions. The teacher allows the students to write down their answers and check them with the class. Students might have insecurities to check their answers to the class; to overcome this, it is better for students to check it in pair first.

d. Optional post listening.

This stage is an optional stage where it can be used when needed. Post-listening is divided into three approaches; functional language, inferring vocabularies and final play (Field, 2008:21-25). Functional language focus on replaying the recording in order to reinforce recently taught grammar and other linguistic aspect. However, most of recording in published listening materials represent common social interaction. Therefore, this kind of interaction thought to be useful for foreign and second language students to be more familiar with the expression.

Next, inferring vocabularies helps students coping the 'difficult' vocabularies that they heard from the recording. The teacher identifies a number of useful words in the recording which may be new to the class and whose meanings are relatively clearly illustrated by the context within which they occur. The teacher then writes the words on the board, and replays the sections of the listening passage which contain them. Then students try to guess the meaning by suggesting possible meanings. However, not every teacher engages to this practice due to difficult to apply and time consuming.

Lastly, final play allows the students to read the transcript of the speech. This is a valuable activity, since it allows students to clarify sections of the recording which they have not so far succeeded in decoding. It may also enable them to notice, for example, the presence of short weak-quality function words which they would otherwise have overlooked.

5. Aspects of listening

In order to prove that the students have mastered the listening comprehension, students needed to achieve some aspects of listening. There are three indicators stated by Brown (2006:6) based on the use of listening; they are listening for main idea, listening for detail, and listening and making inference. It is believed that in listening students must be able to distinguish the main idea from its supporting idea. By understanding the topic, students can understand broad messages easily. To support that, students also needed to comprehend some specific information when understanding the main idea is considered not enough. Comprehending the details will help students in recognizing the specific information they might need (i.e. information of a manual). The last is, listening or making the inference. Since not every speaker will state the conclusion of the message, to take into account listeners need to conclude the message themselves, to figure out what it really means.

In addition to that, some indicators derived from the types of listening stated by Wolvin and Coakley. Wolvin and Coakley (1988, 1993) mention assigning meaning to the message delivered by the speaker is the important

aspect in listening as comprehension, it is useful to avoid any critical judgement by the listener. In this research, the researcher will also focus on the students' vocabulary mastery. Meanwhile Rost (2011:182-200) refers to two different types of listening from an academic point of view, which are intensive listening and selective listening. According to Rost, intensive listening is a type that focuses on the recognition of precise sounds, words, phrases, grammatical units, and pragmatic units. Next listening type is selective listening, refers to the situations where students listen in order to answer specific questions, mostly in main idea, rather than to remember every detail. The suggested activity for selective listening is note taking, which is essential in listening to lectures.

Based on the argumentation from some experts above, it can be concluded that the aspects to a good listening must contain the ability to recognising sounds, recognising words, determining the main ideas, finding the specific information, understanding and mastering new vocabularies, recognising grammatical units, recognising pragmatic units, finding references, also finding and making inferences. However, due to limited sources and times, the researcher will only use determining the main idea, finding specific information, understanding and mastering vocabulary, and finding and making inference as the indicator in of the test.