

Junior High School Student's Perception of Using Dictogloss for Their Listening Ability

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Abstrak

Kemampuan menyimak menjadi salah satu aspek penting dalam mempelajari Bahasa Inggris. Namun, aktivitas menyimak dalam kelas Bahasa Inggris seringkali kurang diminati dan hasilnya kurang maksimal. Oleh karena itu, penggunaan Dictogloss dirasa dapat menjadi solusi. Penelitian ini dilakukan untuk mengetahui pengaruh penggunaan Dictogloss dalam meningkatkan kemampuan menyimak siswa dan persepsi siswa terhadap penggunaan teknik Dictogloss. Dengan metode kualitatif, penelitian ini dilaksanakan pada siswa kelas delapan di salah satu sekolah menengah atas Surabaya. Pengumpulan data dilakukan melalui pelaksanaan tes dan observasi. Hasil penelitian mengindikasikan peningkatan yang signifikan dalam pembelajaran. Selain itu, siswa mengungkapkan bahwa teknik ini dirasa cocok untuk mereka karena dinilai inovatif dan menantang.

Kata Kunci: Dictogloss, Persepsi, Menyimak.

Abstract

Listening ability is one of the crucial aspects in learning English. However, listening activities in English classes are often boring and less optimal. Therefore, the use of Dictogloss is considered as a solution. This research was conducted to determine the effect of using Dictogloss in improving students' listening skills and students' perceptions of using the Dictogloss technique. Applying the qualitative methods, this research was carried out on eight grade students at one of the junior high schools in Surabaya. The data collection process was carried out through conducting tests and observations. The results indicated significant improvements in learning. In addition, students perceive this technique is suitable for them since it is innovative and challenging.

Keywords: Dictogloss, Perception, Listening

INTRODUCTION

Listening skill is one of the human's vital abilities. This ability allows people to receive the information in the communication process. Thus, mastering listening skill is considered crucial in learning a different language, in this case is English (Wallace et al., 2004 in Aminatun, M. P., 2021). This is aligned with Christine C. M., Goh, & Vandergrift, L. (2012) that listening is a vital aspect in learning a second language since it provides the beneficial input for them in mastering the language itself. These statements prove the idea that without a good listening ability, it can be a challenge to communicate effectively. However, previous studies explain that listening activity is considered as the most challenging aspect especially in Indonesia due to the lack of students' engagement in the listening activity conducted.

Considering this idea, several methods were applied in order to engage students' participation as well as improve their listening ability. Longo, A. L. (2017) in his study stated that teachers as the facilitator should be able to apply the right strategy in order to create an interactive class activity. Align with that, Dictogloss is considered as the effective technique to use in the listening activity. Garcia, M. P. (2018) defines Dictogloss as a text-reconstruction task where the text will be read twice at an average speed. Jacob, G. (2003) Aminatun, M. P. (2021) explained the concept of

Dictogloss is doing the dictation which invites the students to collaborate together in reconstructing the text being read by the teacher. Applying this technique allows teachers to apply a variety of activities. Not only that, it will also engage students' focus and minimize the boring environment during the listening session. Moreover, this technique also triggers students' critical thinking and improves their listening skill (Jacob, 2003).

Previous studies have explored the application of Dictogloss in senior high school students. Whereas, there are only a few studies which investigate its effectiveness in junior high school students. Therefore, this study was conducted in one of the junior high school in Surabaya with 8th grade students as the participants to answer these two research questions:

1. What is the junior high school student's perception before using Dictogloss to increase their listening ability?
2. How do students perceive after they practice the Dictogloss technique in their class?

Regarding those research questions, the results of this study were expected to provide the information of students' response before and after the application of Dictogloss in the listening activity.

METHODS

This research applied the descriptive qualitative method so the detailed explanation of students' perceptions can be provided (Strauss, A. L., & Corbin, J. M., 2015). The

subjects of this research were 29 8th grade students in one of the junior high school in Surabaya which applied Dictogloss technique in their listening activity. The students came from the same class and it consists of both male and female students.

Furthermore, the data collection process was carried out by administering the questionnaires and doing observation. The questionnaires were in the form of closed-ended questions which were administered to the students after they did the Dictogloss listening activity. Whereas, the observation was carried out during the Dictogloss listening activity. During the observation, the researcher used the observation sheet to collect the data needed. Moreover, some pictures were taken as the documentation which could help the researcher in interpreting the findings.

Moreover, the collected data was analyzed through several descriptive processes. The first step was organizing and familiarizing which include the re-reading process that allows the researcher to be familiar with the data. After that, the data was going through coding and reducing which includes the process of finding the main idea and omitting the irrelevant data. Finally, the researcher interpreted and represented the data by presenting the result through table and chart as well as providing the descriptive explanation for each of them.

RESULTS AND DISCUSSION

The results revealed student's perceptions before and after the application of Dictogloss technique in their listening activity.

1. Students' Perception Before Implementation of Dictogloss Technique

Tabel 1

Students' Perception Before Implementation of Dictogloss Technique

No.	Question	Percentage		
		Agree	Neutral	Disagree
1.	Have you often heard of the Dictogloss technique before?	97%	3%	0%
2.	Does the teacher always implement the Dictogloss technique?	10%	0%	90%

The table revealed that 97% of students agreed that the teacher often applied Dictogloss technique in their listening activity. Thus, it is known that students are already familiar with this technique. However, 90% of students disagree that Dictogloss was always applied in the learning process. Moreover, 55% students agreed that Dictogloss was only applied in listening activity. Based on the results, it can be concluded that students are familiar with the application of Dictogloss since the teacher often uses it in the listening section.

This result aligned with study by Garcia, M. P. (2018) who stated that Dictogloss has been applied for its effectiveness in encouraging students to focus on some formal language features.

2. Students' Perceptions After Implementation of Dictogloss Technique

The further investigation has been conducted after obtaining the data of how students perceive Dictogloss technique before its application. Before knowing their perception, the observation was conducted to get the information of how Dictogloss technique applied in the listening activity. Based on the observation sheet, the data were as follows:

Tabel 2

The Application of Dictogloss Technique in The Listening Activity

Observation Sheet			
Phases	Dictogloss Stages	Teacher's Activities	Students' Activities
Pre-teaching Activity	1 st stage	Explained Dictogloss technique	Paid attention to teacher's explanation
Whilst Activity	2 nd stage	Teacher dictated a text to the students	Students listened carefully to what teacher dictated
	3 rd stage	Teacher asked students reconstructing the text that has been dictated	Students reconstructed the text in their notebook
	4 th stage	Teacher gave some corrections to students' work by asking them comparing their work with the keywords from original text	Students submitted their task

Based on the table, it can be seen that the teacher applied all four stages of the Dictogloss technique. Those techniques were explaining the concept of Dictogloss technique, dictating the text, asking students to reconstruct the text, and correcting students' work. This result was aligned with the study by Jacob, G. (2003) about four stages that should be applied in Dictogloss technique. Applying

those stages was considered crucial since it influences the effectiveness of Dictogloss application itself (Gilakjani, 2016). In addition, the application of Dictogloss technique turns out to increase students' engagement and enthusiasm in listening activity. Moreover, during the observation, the students were more conducive and focused in constructing the text that dictated. This result then confirmed that Dictogloss is the effective technique to be applied in the listening activity since it promotes students focus on meaning and form in learning a language as stated by Ajmal et al. (2020) and Calzada and Mayo (2021).

Furthermore, a questionnaire was administered to get the data of how students perceive the application of Dictogloss technique. The data obtained were as follows:

Tabel 3

Students' Perceptions ffter Implementation of Dictogloss Technique

No.	Question	Percentage		
		Agree	Neutral	Dis.
1.	Does the teacher's pronounciati on when applying the dictogloss technique sound very clear?	45%	34%	11%
2.	Do you like the technique so far?	62%	28%	10%
3.	In your opinion, is the dictogloss technique boring to you?	38%	10%	52%
4.	Is the technique challenging for you?	55%	35%	10%
5.	In your opinion, is the dictogloss technique suitable for junior high school students?	52%	38%	10%

Related to students' perceptions after the application of Dictogloss, 45% of students are strongly agree that they were able to listen clearly of what the teacher said during the listening activity. This aspect is important since whether or not the students able to listen clearly of what the teacher said can influence their listening score. Not only that, during the application of the Dictogloss technique, the teacher also repeated the dictation several times in order to make sure students understand what sentence has been dictated. This technique can be beneficial since it facilitates students in constructing their text. This technique is then believed to promote 62% agreement of students that they favor the

application of Dictogloss technique. From this result, it is confirmed that students enjoyed the application of the Dictogloss technique in their listening activity.

Moreover, the data also shows that 52% of students disagree that Dictogloss technique is boring. This result aligns with 55% students who agree that they feel challenged during the implementation of Dictogloss technique. Furthermore, 52% of students confirmed that the Dictogloss technique is suitable to be applied at junior high school level. Therefore, the questionnaire shows that most students perceive the application of Dictogloss techniques positively since it can engage their focus, enthusiasm, as well as improving their listening ability.

Regarding those positive perceptions, the results confirmed previous studies about the advantages of applying Dictogloss technique. As in Dewi, R.S (2015), Lindstromberg et al., (2016); and Garcia, M. P. (2018) who are concerned about how effective is Dictogloss ' technique in engaging students' focus in the listening activity as well as their listening skill.

On the other hand, the result of the current study put the consideration that the application of Dictogloss technique is not only suitable for senior high school students as in Aminatun, M. P. (2021) but also suitable for junior high school level.

CONCLUSION

This study concludes several points. First of all, it is known that 8th grade students at one of the junior high school Surabaya were familiar with Dictogloss technique since the teacher implemented this technique in their listening activity through four stages; explaining the Dictogloss technique, dictating the text, asking students reconstructing the text, providing correction through some keywords. Second of all, this study revealed the positive perceptions among the students that the application of Dictogloss technique could enhance their focus, enthusiasm, and that this technique is considered suitable for junior high school students.

Regarding those conclusions, several suggestions were given for further consideration. First, it is suggested for future study to explore the most suitable technique for the listening learning process with the current study as a basic guideline. Moreover, the more specific questions in knowing students' perception can also be explored. Second, considering the result, it is suggested to the teacher who applied the Dictogloss technique to ensure the clarity of the way they dictated since it can affect the score. Third, it is also suggested for junior high school teachers in improving more listening activity in order to facilitate the students in enhancing their listening ability which is considered crucial in communication.

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