

# **USING DICTOGLOSS TECHNIQUE TO TEACH LISTENING FOR SENIOR HIGH SCHOOL**

**ARTICLE**

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# USING DICTOGLOSS TECHNIQUE TO TEACH LISTENING FOR SENIOR HIGH SCHOOL

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## **Abstract**

This paper is aimed to give explanation about using dictogloss technique to teach listening for Senior High School, and how to teach listening by using dictogloss especially for senior high school students. Dictogloss is a technique to dictate text that is listened by the students and they have a note taking and reconstruct the text by using their own appropriate words with what they have heard. Dictogloss technique can help the students develop all four languages skills in integrative way, and dictogloss it can improve the students ability in understanding the text, and make listening activities more effective.

**Keywords :** *Teaching Listening, Dictogloss Technique*

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## **A. Introduction**

In Indonesian education curriculum system, students have to fulfill the requirements of passing in particular subjects, one of this subjects is English. Such demand is implemented at Elementary School, Junior High School and Senior High School. To help students reach the English passing grade, it is certain if responsibility of all aspects in the school specifically students and teacher. The present tendency in language teaching focuses much attention on communicative skills. Implementing English in the real life and even can communicate globally, can give a chance to the students to increase their English ability.

One important element to be communicative is listening. Why is listening very important in language skill?. Based on the writer's opinion, when we were a child we only listened before we had skill in producing one or two words to be a sentence. So by focusing on listening the students will get some experience and can communicate each other. But in the learning process, the students still have problem to study listening skill especially for senior high school.

The purpose of listening is to make the students understand about the communication between two speakers . For the students it may be difficult to comprehend it because English is not their

mother tongue. If a listener does not understand what a speaker says so each of them has meaningless communication. Another problem in listening is some teachers use inappropriate technique to teach it. For example the teacher use the story telling technique which make the students difficult to understand the teacher's say. To solve the problem, the teachers must have a good technique to improve listening skill of the students.

Based on the problem above the writer wants to propose a problem solver in teaching listening by using dictogloss technique for senior high school. The writer would like to present dictogloss technique in teaching listening in order to apply an effective teaching process in the classroom and to accustom student to listen to English sounds. Dictogloss is a technique to dictate text that is listened by the student and they have a note taking and reconstruct the text by using their own appropriate words with what they have heard. So, it can accustom to the students to listen. To more clearly about the using of dictogloss technique in teaching listening will be explained in the next chapter.

## **REVIEW OF RELATED LITERATURE**

### **A. Concept of Listening**

Morley (1991:1) states that listening comprehension is the most common communicative activity in daily life

interaction, listening can cover all aspect of English. In addition, according to Willis in Saricoban (2011:1) listening as a language skill consists of several micro-skills, which she calls enabling skills. They are:

- 1) Guessing what people are going to talk about.
- 2) Using someone's own knowledge to help the other one understand.
- 3) Having note-taking, recognizing discourse markers and cohesive deices.
- 4) Understanding inferred information.

Based on the expert's explanation above, the writer can conclude that listening is a process that needs high concentration to understand something that is uttered by someone.

### **B. Teaching Listening**

Teaching listening is the process of activity in the classroom that should solve the problem in listening systematically. Brown (1990) suggests several steps to solve some problem in listening , as follows: a teacher should limit the length of the spoken text; ask students to listen for certain specific points; get the students to work in a group.

In addition Saha and Rezwan (2008) state that teaching listening requires a bit more on the part of the teacher than that of the learners. There are some main principles of teaching listening, they are: 1) should use a familiar language for training listening comprehension 2) the material should never

be presented visually at the first step. Good listening lessons go beyond the main listening task itself with related activities before and after the listening.

From the experts explanation above, it can be concluded that there are some rules in teaching listening as like as the expert explain above. They are the instructure should limit the material, using the well known word and the material has not to show visually.

### C. Concept of Dictogloss

Wajnryb (1990) states that dictogloss is a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. The original dictogloss procedure consists of four basic steps:

- a. **Warm-up** when the learners find out about the topic and do some preparatory vocabularies work.
- b. **Dictation** when the learners listen to the text read at a normal speed by the teacher and takes fragmentary notes. The learners will typically hear the text twice. The first time the teacher reads the text, the students just listen but do not write. The second time, the students take notes.
- c. **Reconstruction** when the learners work together in small groups to reconstruct a version of the text from their shared resources.
- d. **Analysis and correction** when students analyse and compare their text with the

reconstructions of other students and the original text and make the necessary corrections.

Over the past decade, dictogloss, which Wajnryb (1990) developed from dictation, has become well known in English learning classrooms. Jacobs and Small (2003) set out a reason for advocating the use of dictogloss: it is because it involves not only students' attention to form but also to all four language skills (listening, speaking, reading and writing). He also notes that dictogloss encourages learner autonomy, cooperation among learners, curricular integration, focus on meaning, diversity, thinking skills, alternative assessment techniques and involves teachers as co-learners. In short, if implemented correctly, the dictogloss approach results in active involvement of the students and offers a challenging and rewarding learning experience

### D. Advantages of Dictogloss

Montalvan (2000) states in Dictation update Guideline for Comprehension to Language Learning that there are some advantages of dictogloss:

- a. Firstly, dictogloss can help the students develop all four languages skills in integrative way.
- b. Secondly, students develop their aural comprehension of meaning and also

- of relationship among segments of language, they are learning grammar.
- c. Thirdly, dictogloss helps to develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down.
  - d. Also, practice in careful listening to dictogloss will be useful later on in note taking exercises.
  - e. Last, correcting dictogloss can lead to oral communication.

Furthermore, in Grammar Dictation, Wajnryb (2003) states that there are some advantages of dictogloss in teaching listening they are:

- a. To encourage the students to focus on meaning when listening the text.
- b. To provide an authentic opportunity for cooperative learning.
- c. To improve the students' ability in understanding the text, to make listening activities more effective.
- d. And also can improve student's ability in writing, because the teacher ask the students to recreate the text by using own word.

## **IMPLEMENTING THE PROCEDURES OF TEACHING LISTENING BY USING DICTOGLOSS TECHNIQUE**

### **A. Preparation**

Before a teacher teaches listening by using dictogloss technique, he or she must

prepare the material first. Teachers should choose the appropriate material before teaching listening process in the classroom. And then they have to learn the material, they must master about the structure of the material. After that the teachers outline the material.

The teacher should outline the material before presenting it to the students. He or she should tell the outline of the material and ask the students to make a note. Telling the outline to the students can help them to understand material. So, the students will not find difficulties to understand the lesson on that day

### **B. Pre-Teaching**

Before starting the lesson the teacher must give warm up activity to the students. For example a game which is the game can break up all of the passive situation as a result of an applying monotonous teaching. Doing teaching learning process by game is believed can make the situation more fun and relax. A game can motivate and challenge the students. Game also can facilitate the students to apply their listening and other language skill.

To prepare the students to face the teaching learning process, the teacher asks the students to do the game. Here is an example of the game that the teacher can give to the students. The game can be called Dictation Fun. The teacher asks the students

to sit in group of seven students. Group A challenges group B, group C to D. Group A dictates sentence to group B, then group B writes down the sentence, after that they announce it. If there are some mistakes, group B will get punishment.

Example:

Group A dictates : At 00.00 Am Cinderella went from the castle but she left her shoe.

Then group B write down what group A says, then “B” tell it in front of class. Also for the group C and D do the same thing..

### C. Whilst-Teaching

At whilst –teaching, the teacher gives dictation to the students . The process that the teacher will do are as follows:

- a. Before the teacher dictates the text, the teacher asks the students to have note taking the key words while teacher dictates.
- b. Then the teacher dictates aloud the text that has been chosen to a group of students at normal speed. The text that the teacher will read ” Snow White “, here is the text below:

### Snow White

(Wihelm Girmm and Jacob Girmm)

*Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died.*

*One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn’t have enough money to take Snow White with them.*

*Snow White didn’t want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.*

*In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep*

*Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; “What is your name?”. Snow White said; “My name is Snow White”. One of the dwarfs said; “If you wish, you may live here with us”. Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.*

- c. After that the teacher asks the students to reconstruct the text by using own word based on the key words that they write while teacher dictates.
- d. Then the teacher shows the original text in front of the class.
- e. And the last the students change their work with friends, then they compare it with the original text that the teacher shows and make the necessary correction if some mistakes are

identified. After that the teacher gives score for each students' work.

#### **D. Post-Teaching**

Finally the process of teaching listening by using dictogloss technique are over. Before the teacher and students leave the class, they can do a game i.e saying vocabulary based on the alphabet.

There are some characteristics of game. First, a game must be fun because uninteresting game can make the students bored. Beside that, a game should build a good competition atmosphere. A game should make the students participate and active in the class, and also can make them concentrate in the using of language. The important thing that should be remembered is that a game have to give a students a chance to learn.

Here is the example of post-teaching game. The game is saying vocabulary based on alphabet. Student A is asked to say one vocabulary, then student B say one vocabulary also based on the last alphabet of student A's

Example : Student A says "Snow White"

Student B follow with "Enough"

Students C "Heard"

Student D "Dwarf"

And it continuous to the student who sit at the back. For the student who cant not

say one vocabulary will get a punishment, like sing a song, dance or other.

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This paper has discussed the use of dictogloss as an alternative teaching technique. In learning class the teacher, of course, needs to select an appropriate teaching material to the students and present an interactive teaching activities. Then the students are encouraged to follow the learning activities at the classroom. It is important for the teacher prepares the teaching and learning activities to use appropriate technique in order to make learning effective and interesting.

By having listening activities through dictogloss technique, the teacher can give interesting information from the text by reading it to the students and ask them to listen it. The teacher does not only teach English listening but also introduce an interesting and attractive story or information available from reconstruction the text. So, Dictogloss technique can accustom the students to listening and also to reconstruct the text.

#### **B. Suggestion**

The writer suggests to the teacher to use appropriate and interesting technique to teach listening, and one of the techniques is dictogloss. It gives exercise and is

accustomed the students with their listening skill. And dictogloss is not only accustomed for listening but also to write skill of the students. Finally, the students will think that English is not difficult and easier.

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