

THE USE OF DICTOGLOSS METHOD IN TEACHING LISTENING A HORTATORY EXPOSITION TEXT AT SENIOR HIGH SCHOOL

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Abstrak

Terdapat beberapa masalah yang sering ditemukan di lapangan dalam pengajaran keterampilan mendengar teks *hortatory exposition*. Diantara masalah tersebut ialah kurangnya kosa kata dari siswa untuk memahami teks serta media yang kurang menarik. Hal ini berdampak negatif terhadap kemajuan belajar siswa. Untuk pemecahan masalah tersebut dibutuhkan metoda dan media yang dapat memotivasi siswa belajar. Metoda *dictogloss* dan video dianggap cocok untuk memecahkan permasalahan yang ada. Dalam pelaksanaannya, *dictogloss* terdiri atas empat tahapan; *preparation*, *dictation*, *reconstruction*, dan *analysis and correction*. Video sebagai media akan digunakan pada tahap *reconstruction*. Pada tahap *reconstruction* siswa dituntut untuk menulis sebuah teks berdasarkan apa yang telah mereka dengar dan tulis di tahap *dictation*. Video yang diputarkan pada tahap *reconstruction* merupakan visualisasi dari apa yang telah di dengar oleh siswa pada tahap *dictation*. Video tersebut dapat membantu siswa memperoleh informasi penting untuk menulis teks di tahap *reconstruction* yang mana informasi tersebut mungkin mereka lewatkan di tahap *dictation*. Selain itu video juga dapat memotivasi siswa untuk menyelesaikan tugas mereka di tahap *reconstruction*. Makalah ini membahas penggunaan *dictogloss method* dalam pengajaran keterampilan mendengar *hortatory exposition text* di sekolah menengah atas.

Key words: dictogloss method, hortatory exposition text, teaching listening

A. Introduction

Listening is considered as the basic form of language acquisition. It is proved 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. Furthermore, listening is also regarded as a medium

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through which children, young people and adults gain a large portion of their education--their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. As the result, listening becomes really crucial in human language development. This is supported by Krashen (1985) who argues that language acquisition is dominantly achieved by receiving understandable input and listening ability is the critical component in achieving the understandable the language input.

Furthermore, Feyten (1991) as cited in Valsijevic (2010; 41) says that people spend more than 45% of communicating time by listening. It is supported by Mendelsohn (1994; 9) who says that listening has crucial role in communication since it is mentioned that among the time spent on communicating, listening takes up 40-50%; 25-30% is spent on speaking, and it is followed by reading; 11-16%. The least one is writing. It is said that only 9% is spent on writing.

Those facts above show people that teaching listening is really important. Thus, teaching listening takes great interest. Based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, there are various kinds of monologue texts which students of senior high school should master in a listening task. One of the texts is called hortatory exposition text. It is found easily in forms such as essays, book reports, textbooks, research reports, and educational articles. They are all written in exposition forms. Thus, students are expected to comprehend this text well. However, there are several factors that make students find listening to a hortatory exposition text difficult.

The first factor is the students' lack of vocabulary. They do not have enough vocabulary to understand the text that they listen to. They often find listening to a hortatory exposition text difficult because they lack of vocabulary. In fact, the students need sufficient vocabulary is really needed in order to make meaning from the text that they listen. For the students, an unknown word can be like suddenly dropped barrier causing them to stop listening and start thinking of the meaning of the unknown word. It finally causes them to miss the next part of the speech.

The second factor is the insufficient prior knowledge activation before the students listen to the text. Based on the writer's experience when she practiced teaching she found that the teachers do not maximally activate the students' prior knowledge before they ask their students to listen to a text. The teachers commonly just ask several questions related to the topic and then ask the students to listen to the text. In fact, the activation of prior knowledge about the topic will help the students understand the text.

The last factor is the use of uninteresting media in the classroom. Based on the writer' experience while practicing teaching, mostly the media used in the listening class is tape recorder and if there is not any tape recorder provided in the school, the teachers use their own voice. The use of either tape recorder or teacher's voice is uninteresting because it does not provide any visualization that

can enhance the students' understanding. Furthermore, the use of the teacher's voice may mislead the students since not all teachers have good pronunciation.

Based on the factors above, the teachers need a method that can encourage the activation of prior knowledge and solves the insufficient vocabulary from the students. Furthermore, the use of a media that can provide the visualization of what the students have listen is also reinforced in order to make teaching and learning process becomes interesting. Dictogloss method is a method that can maximally encourage the activation of prior knowledge and prepares students with enough vocabulary before listening.

Due to these reasons, this paper will discuss the procedure of using dictogloss method in teaching listening hortatory exposition text. The purpose of this paper is to explain the implementation or the use of dictogloss method in teaching listening a hortatory exposition text. It is expected that this paper can give an alternative in teaching listening a monologue text especially a hortatory exposition text.

Howat and Dakin in Malkawi (2010; 771) define listening as the ability to identify and understand what others say. Along with this, Underwood (1989; 1) points out that listening is an activity of paying attention to the speaker and makes effort to understand what is heard. Barnes in Gilakjani (2011; 982) says that listening is such a highly- complex problem solving activities in which listeners interact with the speakers to construct meaning, within the context of their experiences and knowledge. Furthermore, Ronald and Roskelly in Islam (2012; 206) defines listening as an active process which requires the skills of predicting, hypothesizing, checking, revising, and generalizing. To sum up, listening is listening is a complex process in which the listeners actively make an effort to make meaning from the aural message delivered by a spoken input through the interaction between their prior knowledge and the new information in the input.

There are two approaches in teaching listening. They are bottom up and top down. Brown (2006; 2) states that bottom-up processing means using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time. Meanwhile, top down means using prior knowledge or experiences; we know certain things about certain topics and situations and we use that information to understand.

Dictogloss method is a method of teaching listening consisting of four stages. Wajnryb (1990; 5) says that ditogloss method 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. In line with this, Newman in Smith (2012; 70) states that dictogloss combines dictation, paraphrase, and interpretation. It is really contrast with traditional dictation in which the learners are not permitted to take note. No paraphrasing is prompted in traditional dictation. The students must copy what exactly they listen. Wajnryb (1990; 7)

outlines four stages of dictogloss method, they are preparation, dictation, reconstruction, and analysis and correction stage.

1. 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.
2. 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.
3. 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.
4. Analysis and correction: In this stage, the students analyze and correct their reconstruction text with the teacher's guidance.

According to Martin in Zang (2009; 5) hortatory text is a text designed to persuade people to do something. He adds that hortatory exposition is more like speech and is commonly found in editorials, letters to editor and so on. Gerot and Wignel (1994; 209) defines a hortatory exposition text as a text which is aimed to persuade the reader or listener that something should or should not be the case. They, furthermore, proposes that a hortatory exposition begins with a thesis, and then it is followed by some arguments, after that it gives a recommendation. Thesis, arguments and recommendation are known as the elements that develops the generic structure of a hortatory exposition text. To sum up, hortatory exposition text is a text to persuade the readers to act what the writer want them to do. It is developed by a thesis, arguments, and recommendation.

B. Discussion

Teaching listening in senior high school is based on the phases stated by Badan Standar Nasional Pendidikan in Permendiknas No.41 Tahun 2007 (Standar Proses). There are three phases for teaching activities:

1. Pre- teaching activities
2. Whilst- teaching activities
 - a. Exploration (looking for information)
 - b. Elaboration (facilitating through giving exercise or assignment)
 - c. Confirmation (giving feedback and confirming the assignment)
3. Post- teaching activities

Based on that regulation it can be implied that a teacher must follow the three phases in teaching process. Teaching activities are started from pre-teaching phase. In this phase, the teacher prepares the students to face the learning process both physically and mentally. After pre-teaching activities, the teacher conducts whilst teaching. This phase is the main activities in teaching and learning process. It is divide into three parts; exploration, elaboration and confirmation. In exploration, the teacher explores or builds the students prior knowledge. In elaboration, the teacher just acts as facilitator who gives students chance to think, create and produce things from meaningful exercises both cooperatively and independently. In confirmation, the teacher confirms the students work. In post teaching which the last phase is, the teacher concludes the lesson with the students.

The implementation of dictogloss method in teaching listening a hortatory exposition text is as below:

1. Preparation

There are some preparations when a teacher uses dictogloss method in her or his teaching. 1) Looking up a video which has an interesting topic for the students. The video should be a short one. The video will be used in the reconstruction stage. The use of video is to make it easier for the students to reconstruct the text. It can help the students to get the information that they may miss out in the dictation stage. 2) Creating a hortatory exposition text based on the video. 3) Changing the text that has been created into an audio by using *Media Pembelajaran Listening* program. The audio will be used in the dictation stage. 4) Grouping the students.

After all of those preparations are done, the teacher can write a lesson plan to guide his or her teaching. The lesson plan usually includes some elements such as, teaching methods, teaching materials, time allotment, assessment, and the purpose of the study.

2. Procedure

a. Pre- Teaching

In this stage, the teacher prepares the students to the learning process. The teacher asks the students the previous lesson and relates it with the lesson that the students are going to study. Dictogloss method has a collaborative task that the students do in their group. In this phase, the teacher asks the students to move into their group. Each group consists of 3-4 students. Thus, each student can participate.

b. Whilst Teaching

1. Preparation Stage (exploration)

a) Topical warm up

In topical warm up, the topic is introduced and the key vocabulary is addressed to the students. The teacher activates the students existing knowledge

about the topic and relate it with the new information in the hortatory exposition text that the students will listen to by conducting a classroom discussion. The teacher asks several questions to the students in the discussion. The first question will recall the students existing knowledge. Meanwhile, the next questions will narrow the discussion to the topic of the lesson. Topical warm up helps the students to be prepared with the text that they are going to listen. Thus, they will be able to comprehend the text better.

b) Vocabulary preparation

In this preparation, the teacher writes down some key vocabularies and the unfamiliar vocabularies in the hortatory exposition text which the students are going to listen on the whiteboard. The teacher will ask the students to pay attention to the key vocabularies when they listen to the text in the next stage. After that, the teacher explains the unfamiliar ones to the students. The teacher can use context clues, examples, and pictures to explain the meaning of the words.

Vocabulary preparation helps help the students with their limited vocabulary. They will not have to be afraid of the unfamiliar vocabulary since they are already prepared to be familiar with the new words that they will encounter. After the preparation stage is done, the teacher can continue to the next stage, dictation stage

2. Dictation Stage (elaboration)

In this stage, the teacher plays the audio three times for the students. The first time the teacher plays the audio, the students are only asked to listen in order to get the general idea of the text. They are told not to write anything while listening as they need to concentrate on the main idea. After listening, the students are given several minutes to recall anything that they can remember from their listening. In the second time, the students are asked to write phrases and key words of text while listening. After that they are given few minutes to expand the phrases and key words into sentences. The last time the audio played, the teacher asks the students to confirm their notes.

Originally, the theory says that the teacher reads the text for the students in the dictation stage. However, the condition and situation in Indonesia does not support it. Some teachers do not have good pronunciation. Furthermore, the national examination which the students will face uses native speakers' voice in the listening part. Thus, it is suggested to use *Media Pembelajaran Listening* to make the audio of the text. This program provides native speakers' voice and the choice for the speed level of the audio. Thus, by using this program the teachers can set the speed level of the audio appropriate with their students' proficiency level and make the students become used to listening to native speakers.

3. Reconstruction Stage (elaboration)

The main task of dictogloss method is in the reconstruction stage. In this stage, the teacher asks the students to reconstruct the hortatory exposition text that they have listened in the dictation stage. The text should be essentially the same

with the original one even though there might be different sentences. Showing the video of the text that the students have just listened can be an excellent idea to make the students become motivated to finish their task. The video will be showed to the students before they start to reconstruct the text. It visualizes what the students have listened in the dictation stage. Thus, it can reduce the students' tension toward their task and helps them to compare their notes with the visual on the video. In addition, the visual clues in the video can help the students to get the information they have missed out in the dictation stage. It also helps them to make meaning from the spoken text they have just listened.

4. Analysis and Correction (confirmation)

In this stage, the teacher checks the students' reconstruction text. In order to check the text, the teacher distributes a reconstruction checklist for each group and asks the groups to exchange their reconstruction text with other groups'. The text will be checked based on the reconstruction checklist. After the students check the texts, the teachers will give correction to any mistake that is made by the students especially about the content of the text. The teacher can give more explanation to the significant errors made by the students. Furthermore, the teacher can compare the differences and the similarity between the students' text with the original one. Since it is a listening class, the teachers are suggested to tolerate spelling and grammatical errors in students' writing as long as it does not change the meaning.

c. Post Teaching

In post teaching, the teachers and the students conclude the lesson together. The conclusion covers the content of the text and its generic structure. After concluding the lesson with the students, the teacher can give the students homework or a project. Furthermore, the teacher can also ask one of the groups as the representative of the class to retell the text in front of the class.

C. The Advantages of Implementing Dictogloss Method and Video in Teaching Listening a Hortatory Exposition Text

The implementation of dictogloss method offers several advantages for the students. First, dictogloss method has a clear task as an output of the learning activity. The students are asked to write a reconstruction text based on their fragmentary notes from the dictation stage. By having the task, the students are promoted to involve actively in the learning process. Second, dictogloss method combines bottom up and top down processing. It enables the teachers to apply bottom up processing in the vocabulary preparation. Similarly, it lets the students recall their knowledge about the topic to help them understand the text (top down processing) in topical warm up. Bottom up and top down processing are also required in the reconstruction stage after the students watch the video of the text. Thirdly, the implementation of dictogloss method uniquely combines teaching listening and the self-assessment. In analysis and correction stage, the students will see how well they have done. They will check their text and see where they

have done well and what they need to improve by analyzing their mistakes. Finally, dictogloss method encourages collaborative learning in the class. It has a task that the students do in small group. The students are expected to help each other to do the task. They will share their notes with their friends to reconstruct the text.

D. Conclusion and suggestion

Conclusion

The use of dictogloss method in teaching listening a hortatory exposition text can help the students comprehend the text better. The vocabulary preparation in the preparation stage can help the students with their lack of vocabulary. It Thus, students will understand the text easily. Furthermore, dictogloss method has topical warm up phase in which the teacher can maximally explore the students' knowledge about the topic of the text. The can prepare the students with what they are going to listen. The use of video in teaching and learning process helps the students to finish their task as an output. In addition, the use of video makes students become more interested in learning process.

Suggestion

There are several suggestions for the teachers who use dictogloss method in teaching listening a hortatory exposition text. First, the teacher's has to manage the class well. The teacher needs to make sure that all students participate in their group since the students will work in group. Second, the teacher is highly required to choose the topic which is interesting and close to the students so that it will be easy for them to reconstruct their text version. Finally, the audio should not be too long so that the students can concentrate well in the dictation stage.

Note: This article is written based on the writer's paper whose advisor is Dra. Aryuliva Adnan, M/.Pd

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