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A Quantitative Study on Using Dictogloss in Improving Students' Note-taking Skills in Listening Class.

Article Info	Abstract :

This Quantitative study investigate the use of Dictogloss to improve students' listening skills in formal setting. The participants were 29 English Department students of UIN Ar-Raniry Banda Aceh. Data were collected through an experimental teaching along with pre-test and post-test, and also questionnaire. The findings indicate that the use of dictogloss affected students' note-taking skills in which the difference of mean score between pre-test (M = 38,2) and post-test (M = 53,8), and the result of paired samples test also proved that there was a significant difference in the scores. The result shows that dictogloss and note-taking gave positive effect for students listening skill. Moreover, the students could recognize the unfamiliar words by using dictogloss stage as well as lectures be remembered by taking a note.

Abstrak:

Penelitian kuantitatif ini menguji penggunaan *Dictogloss* untuk meningkatkan keterampilan mendengar siswa dalam situasi formal. Data berasal dari eksperimental teaching dan pelaksanaan pre-test dan post-test, dan juga penyebaran kuesioner berasal dari 29 mahasiswa. Temuan menunjukkan bahwa penggunaan dictogloss dapat mempengaruhi keterampilan mencatat siswa dengan perbedaan skor rata-rata antara pre-test (M = 38,2) dan post-test (M = 53,8), serta hasil uji sampel berpasangan juga membuktikan bahwa ada perbedaan yang signifikan dalam skor. Selanjutnya, temuan menyatakan bahwa *dictogloss* dan pencatatan berdampak positif bagi keterampilan mendengar siswa. Selain itu, siswa dapat mengengidentifikasi kata-kata yang tidak dikenal dengan menggunakan tahapan *dictogloss* memudahkan mengingat

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INTRODUCTION

Teaching listening skills was one of the most commonly neglected aspects of language learning in formal setting. In fact, it is one of the primary skills in studying foreign language. As (Cahyono, 2009, p. 194) stated, "A new-born baby will first listen to the voices and sounds in his/her environment in order to internalize linguistic input, before he/she speaks and learn to read and write". Through listening, one can develop the other skill as well. Floyed said, "Listening as a process entailing hearing, attending to, understanding, evaluating and responding to spoken message" (as cited in (Bozorgian, 2012, p. 658). This statement underlines that listening does not mean just to listen, but people must understand and evaluate the information that they absorb as well. The purpose of this study is to identify how *dictogloss* affects students' note-taking skill and does the use of *dictogloss* improve their note-taking skill.

The development of listening lead to the development of the other skills. Lack of listening also means lack of speaking, because you will not be able to speak up your mind when you do not have enough vocabulary to respond, that is why listening skills are important. While listening, you do not only hear the word but your brain and vision also actively included in interpreting the meaning of the word (Barclay, 1952, p. 10).

Listening also take a part of test in every examinations of English language while speaking is rarely taken a part, such as in national examination, in junior or senior high school, English test begins with listening section while the rest of it just reading comprehension and grammar section. English proficiency tests such as TOEFL or IELTS also provide listening section in the first period of test to assess learner's skill in listening comprehension activities. Those situations proved that listening is the first skill to be developed while the other skills will follow after it.

However, people rarely realize this phenomenon and they tend to think that speaking is more important than the others because it was needed in communicating with others. Even in the school, teacher normally will spread

reading and writing topic instead of listening practice. Finally, it can be concluded that listening skill is under-valued (Field, 2008, p. 1).

Therefore, people start to find difficulties in sharpen their listening skills because they did not know the method to use since the lack of practicing in listening. Students' need is abandoned in this matter. In fact, it is commonly the case in Indonesian teaching context where teachers will provide listening exercises only few months before the test was administered. Teacher expects students to find their own way in understanding the recording while they are rarely taught about listening material. Insecurity of this situation will affect student motivation in learning. Failure at a basic level often leads to a loss of confidence, and belief that listening is too difficult (Field, 2008, p. 4)

Based on this situation, the writer offered one possible method to improve learner's listening skill which is called note-taking. The reason for chosing note-taking is because a listener will never re-listen what he or she listen to. So, it is important to recall the information needed by looking through someone notes.

In listening, the purpose of note-taking is to improve the learner's ability to learn from the spoken expressions. Castallo (1976) defined note-taking as "two steps process in which the student must listen for the important information and then write it in some organized way" (as cited in Mee, 1991, p. 5). In other words, that students do not only listen, but also focus on some important words and note them to extract the information they got while listening to the lecture. As Mee (1991, p. 6) also explained, "the ability to listen for a certain kind of information and apply it to one of these needs is a note-taking skill which can be learned and practised."

In order to improve students' note-taking skill as well as their listening skills, many researchers have been trying to elaborate methods to be used in listening classroom and one of them is dictation method. Traditional dictation is one of method in dictate activity. The method could be applied in developing and improving note-taking skills because students will only focus on word by word in the text which is read in normal speed and clear pronunciations. But still, there are three problems appeared in traditional dictation method based on

Essberger (2001, as cited in Oliveira, 2012, p. 122): time consuming, does not develop writing skill, and teacher-centered activity. But if language instructors use more tricks to make class interesting, dictation class will be really affected students' skills. Wajnyrb (2003) then developed traditional dictation and creating a new method called *dictogloss*.

This method was formerly introduced by Wajnyrb in 1990 as a method of teaching grammar. Vasiljevic (2010, p. 41) described, "*dictogloss* is a classroom dictation activity where students listen to passage, note down key words and then work together to create a reconstructed version of the text." There are four procedures used in this method as follow:

a. *Warm-up* when the students find out about the topic and do some preparatory vocabularies work.

b. *Dictation* when the students listen to the text read at a normal speed by the teacher and takes fragmentary notes. The students will typically listen to the audio three times. The first time the teacher reads the text, the students just listen but do not write. The second and third times, the students would take notes.

c. *Reconstruction* when the students work together in small groups to reconstruct a version of the text from their shared notes.

d. *Analysis and correction* when students analyze and compare their text with the reconstruction of other students and the original text, then make the necessary corrections (Vasiljevic, 2010; Wajnryb, 2003).

This method leads students to use language appropriately and understand English grammar deeply through reconstruction task. *Dictogloss* offered chance to develop another skills of language learning over listening to short passage and taken down several main points of it.

The purpose of this study is to examine whether this method will be useful to improve note-taking skill among the students or not. With these general goals in mind, the present study aims at answering the following research questions: To what extend does the use of *dictogloss* in improving students' note-taking skill in listening classroom?

RESEARCH METHOD

This study is a quantitative study using the pretest, treatment, and post test measurement for a single group. The writer focused on the affect of *dictogloss* method in students' note-taking skill. There several data collecting procedure: they are Experimental Teaching, Tests (pre-test) and after (post-test), Questionnaire (administered after students took both experimental teaching and tests completed.

Participants

The population of this study was English education department students of UIN Ar-Raniry who was taking Listening I course. Total number of students in this semester is 225 which were divided in 6 units of study. The sample were representative of Department of English Education students who was taking Listening I. Gay & Dhiel (1992) stated that experimental study should have minimal 15 people in a group to be able to complete the study (p. 15).

The techniques of data collection used to obtain the data were; experimental teaching, test, and questionnaire. The explanations were discussed as follows:

Data collecting procedure

1. Experimental Teaching

Treatment using *dictogloss* to improve students' skill in note-taking was applied in unit 2 Listening I for three meetings. First Meeting, having introduced, the writer explained the purpose of research and the data needed. Then, the writer administered a pre-test to gain the data of their note-taking skill before giving treatments. In the pre-test, the audio was proceeded three times to the students. But they had to take a note in the second and third time of audio listening. Next, they created their own passages based on their notes. The writer then asked students about the obstacle in listening and their awareness of note-taking skills. The writer then introduced and explained about *dictogloss* method.

In the second meeting, having explained some common symbols and abbreviation used in note-taking, the writer explained the difference between

mapping, outlining, sentence, and topic and concept cards method of note-taking. Students then were asked to listen to the audio three times again and took some notes based one of the four methods explained, but before that, writer questioned them about any related vocabularies or clue words to the topic discussed in the audio. Moreover, students then were set in a group to go on with the next stage of *dictogloss* which was reconstruction. Students reconstructed the passage based on their notes as a group. The result then was discussed to the class in the last stage of the method, then analysis and correction.

In the third meeting, writer explained the cornell method, two-column, and charting methods of note-taking in this meeting. After that, students practiced the method while listening to the audio. The audio proceeded for three times while they were taking a note in the second and third time of listening, then the students reconstructed a passage as a group. Furthermore, they also analyzed and corrected their passage.

Furthermore, writer gave the post-test in the end of the meeting. Students listened to the audio as same as the pre-test, and took a note based on note-taking method as had been explained in the second and third meeting by choosing one method. Finally, writer asked them to create their own passage based on their notes. In the end of the class, the questionnaire was distributed.

2. Tests

Tests were given to the students in order to identify their ability before and after treatments given. Students took some notes while listening to the audio and reconstructing the text based on their notes. The reconstructed text would be measured by reseracher. In pre-test and post-test, the students listened to the audio entitled "Barack Obama" along 1:22 minutes and recorder was proceeded for three times to the students.

a. Pre-Test

The pre-test was carried out to measure students' ability before treatment. The audio proceeded for three times while they were taking some notes in the

second and third times of audio listening. At the end, students were asked to create their own passage based on their notes for measurement.

b. Post-Test

Meanwhile, the post-test was done after the treatment and purposed to look on improvement. The instructions of post-test were similar with the pre-test. Then, the results of the pre-test and the post-test were compared.

3. Questionnaire

Questionnaire is any written instruments that presented with a series of questions or statements to which respondent reacted by writing or selecting the answer (Brown, 2001, p. 62). The questionnaire in this study was modified in 12 questions which were consisted of 10 close-ended questions and two semi open-ended questions. The questionnaire was adapted and modified from study conducted by Intan (2014), Department of English education student. Her questionnaire only focused on the effect of note-taking on university students while this study focused on applying *dictogloss* method in improving note-taking skill. Therefore, the questionnaire was then modified and distributed after the post-test.

DATA ANALYSIS AND DISCUSSION

This chapter focuses on the data analysis including the findings and the result of study. There are two kinds of data that need to be analyzed, tests and questionnaire. The result of these data analysis denotes the answer of study questions and brings out some points and issues for discussion.

 A. The Data Analysis of Tests

After conducting the pre-test and the post-test, the data obtained was statistically calculated in order to find out whether there is a significant difference or not in pre-test and post-test scores after treatments. The participants were the members of unit 2 of Listening, which only 29 students participating in the pre-test and the post-test.

After gathering the data, the pre-test and the post-test were analyzed by using *Statistical Package for Social Science* (SPSS) computer software. Formerly, the

writer counted the mean of pre-test and post-test scores before doing the analysis. The results can be seen in the following table;

Table 4.1 : Pre-test and Post-test scores

No	Name	Pretest (1)	Posttest (2)	Gain (d). (posttest-pretest) (3)
1	S1	28	39	11
2	S2	31	39	8
3	S3	22	47	25
4	S4	80	91	11
5	S5	37	45	8
6	S6	37	78	41
7	S7	66	84	18
8	S8	37	70	33
9	S9	48	54	6
10	S10	79	105	26
11	S11	38	61	23
12	S12	21	32	11
13	S13	37	49	12
14	S14	27	37	10
15	S15	33	60	27
16	S16	42	47	5
17	S17	36	54	18
18	S18	57	73	16
19	S19	26	26	0
20	S20	27	64	37
21	S21	45	56	11
22	S22	30	47	17
23	S23	20	34	14
24	S24	40	39	-1
25	S25	29	42	13
26	S26	28	26	-2
27	S27	27	31	4

28	S28	33	75	42
29	S29	48	56	8
	Total Score	1109	1561	452
	Mean Score	38,2	53,8	15,6

After counting the mean of the data, the writer next followed the stages of testing data in SPSS; *Normality test, Homogenity test, and paired samples t-test* to analyze the data and hypothesis of this study.

1. Normality Test

The *Normality test* was used to find out the normality of data distribution of the study. This test applies *One Sample Kolmogorov Smirnov Test* in processing the data. The result showed in the table below;

Table 4.2 : One-Sample Kolmogorov- Smirnov of Pre-test Result

One-Sample Kolmogorov-Smirnov Test

		Pretest
N		29
Normal Parameters[a,b]	Mean	38.2414
	Std. Deviation	15.45190
Most Extreme Differences	Absolute	.196
	Positive	.196
	Negative	-.119
Kolmogorov-Smirnov Z		1.055
Asymp. Sig. (2-tailed)		.216

a. Test distribution is Normal.

b. Calculated from data.

H_o: Pre-test data distributed normally

H_a : Pre-test data does not distributed normally

α : 5% (0,05)

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Test criteria of examining hypothesis in these tests are: H_o is accepted and rejected H_a if value of *Asymp.Sig. (2-tailed)* or *p-value* is higher than α = 0,05 and H_o is rejected while accepted H_a when *p-value* is lower than α = 0,05.

In *Normality test* result, it was found that the value of *Asymp. Sig. (2-tailed)* or *p-value* of pre-test was 0,216. This value was higher than 0.05, which means H_o was accepted and the pre-test data distributed normally.

Table 4.3 : One-Sample Kolmogorov- Smirnov of Post-test Result

One-Sample Kolmogorov-Smirnov Test

		Post-test
N		29
Normal Parameters[a,b]	Mean	53.8276
	Std. Deviation	19.85495
Most Extreme Differences	Absolute	.117
	Positive	.117
	Negative	-.081
Kolmogorov-Smirnov Z		.632
Asymp. Sig. (2-tailed)		.820

a. Test distribution is Normal.

b. Calculated from data.

H_o: Post-test data distributed normally

H_a : Post-test data does not distributed normally

α : 5% (0,05)

If *Asymp. Sig. (2-tailed)* value is lower than 0,05 then H_o is rejected and vice versa. But *Normality test* table showed the value of *Asymp. Sig. (2-tailed)* was 0,820 or higher than 0,05 which means H_o accepted and post-test data distribution was normal either.

2. Homogeneity Test

The *homogeneity test* was examined by using *Levene test*. The result of the tests explained in the following table:

Table 4.4 : Homogeneity Test Result

Test of Homogeneity of Variances

Var1

Levene Statistic	df1	df2	Sig.
2.438	1	56	.124

H_o : data of the study has homogenous variances

H_a : Research data does not have homogenous variances

α : 5% (0,05)

SPSS test calculations showed that *p-value* obtained of homogeneity test result was 0,124 which is higher than α = 0,05. It can be concluded that H_o was accepted and rejected H_a; in the other word, the study data had homogeneous variances.

3. Paired Samples T-test

The *Paired Samples t-test* was conducted to compare two mean values from the same individual but measured in two different times (Hatcher, 2003, p. 451). Both of those mean values typically represented pre-test and post-test that was conducted in Listening I. The purpose of the test is to determine whether there is statistical evidence of the mean difference on the outcome score.

Table 4.5 : Description of Data Analysis of The Study

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	38.24	29	15.452	2.869
	Posttest	53.83	29	19.855	3.687

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Based on Table 4.5, can be concluded that the mean value of Listening I students in pre-test was 38,24 with a standard deviation of 15,452. While the mean value of students post-test was 53,83 with standard deviation of 19,855. Based on those results, it can be confirmed that the mean value of students Listening I post-test was higher than its pretest score. The difference of mean value in pre-test and post-test was quite large, so there were significant differences between the pretest and post-test score, but it was necessary to conduct *paired t-test* to ascertain whether there is a significant difference or not between students pretest and posttest values.Table 4.6 : Paired Samples Test Result

Paired Samples Test

		Paired Differences						
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2-tailed)
Pai r 1 Pretest – PostTest	-15.586	11.918	2.213	-20.120	-11.053	-7.043	28	.000

H_o: There is no significant difference between mean values of students pre-test and post-test.

H_a: There is a significant difference between mean values of students pre-test and post-test.

Test criteria for rejection and acceptance of hypothesis as follow;

- If *Sig. (2-tailed)* > 0,05, then H_o is accepted and H_a is rejected
- If *Sig. (2-tailed)* < 0,05, then H_o is rejected and H_a is accepted

SPSS output of *paired samples t-test* showed that value of *Sig. (2-tailed)* or *p-value* was 0,000, or lower than 0,05. Furthermore, the writer concluded that H_o was rejected while H_a was accepted. Thus, it can be stated that there was a significant difference between mean values of pre-test and post-test score.

In short, since the result of post-test was higher than that of the pre-test, then the conclusion can be depicted that the use of *dictogloss* improved students' note-taking skills in listening classroom.

B. The Analysis of Questionnaire

Questionnaire was distributed to the students in order to gain their responses toward the use of *dictogloss* method in improving note-taking skill. The questionnaire contains with total 12 questions; 10 structured questions and 2 semi open-ended questions.

The Analysis of Structured Questionnaire

Table 4.7 : Percentage of responses to the questionnaire (Structured Questions)

No	Statements	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	I have learnt note-taking skill.		51,7%		48,3%	
2	I have learnt *dictogloss* method.		100%			
3	I usually take notes and its help me in listening class	3,5%	3,5%	17,2%	24,1%	51,7%
4	Stages of *dictogloss* method help me in recognize more words in listening material			20,7%	41,4%	37,9%
5	*Dictogloss* method helps me to improve my note-taking skill			20,7%	44,8%	35,5%
6	Taking notes made me easier to remember the information			13,8%	27,6%	58,6%
7	Taking notes made me easier to reconstruct the passage in *dictogloss* method		3,5%	17,2%	37,9%	41,4%
8	Taking notes distracted me while listening to the material	27,6%	13,7%	34,5%	20,7%	3,5%
9	I can remember the information better without taking a note	69%	17,2%	13,8%		

No	Statements	SD	D	N	A	SA
10	I am interested in learning note-taking skill by using *dictogloss* method	3,5%	10,3%	27,6%	24,1%	34,5%

For more detail information, the writer classified the statements of questionnaire into some scope that represent students' opinion towards *dictogloss* method and note-taking skill in listening classroom.

1. Awareness of note-taking and *dictogloss* method

Table 4.8 : Students' awareness of note-taking skill and *dictogloss* method

No	Statements	SD	D	N	A	SA
1	I have learnt note-taking skill		51,7%		48,3%	
2	I have learnt *dictogloss* method		100%			

The data showed that 51,7% of students did not aware of note-taking skill. But 48,3% of them have learnt about this skill before. So they have a basic of note-taking skill. Meanwhile, all of the students did not aware of what *dictogloss* method was. It can be concluded that this was the first time they listened to this method. Therefore, it is why introduced them to *dictogloss* method was necessary.

2. The advantages of note-taking skill

Table 4.9 : Students' opinion towards advantages of note-taking

No	Statements	SD	D	N	A	SA
3	I usually take notes and its help me in listening class	3,5%	3,5%	17,2%	24,1%	51,7%
6	Taking notes made me easier to remember the information			13,8%	27,6%	58,6%
7	Taking notes made me easier to reconstruct the passage in *dictogloss* method		3,5%	17,2%	37,9%	41,4%

The questionnaire results indicate that note-taking skill affected students' listening ability and teaching learning process. Most of them usually taking notes during the class and almost all of the students choose *agree* that taking a note help

them to remember material contents better; it was proven that in teaching learning process that they could answer the idea of the material easily by looking through their notes. In addition, by taking a note, the students could reconstruct their own passages in the three stages of *dictogloss* and organized the idea well. Although, it is about 3,5% of them disagree to the statement 7, the writer assumed that they could not listen to materials which were spoken too fast, so they think that they could not get the idea of the content and barely took a note. Thus, it made students a bit difficult to construct their own passages.

3. The advantages of *dictogloss* method

Table 4. 10 : Students' opinion towards the advantages of *dictogloss* method

No	Statements	SD	D	N	A	SA
4	Stages of *dictogloss* method help me in recognize more words in listening material			20,7%	41,4%	37,9%
5	*Dictogloss* method helps me to improve my note-taking skill			20,7%	44,8%	35,5%

As can be seen in the Table 4.10, most of students agree that stages in *dictogloss* method helped them in recognizing more words. It means, by using *dictogloss*, students became more familiar to the unfamiliar words as Wajnyrb (2003) explained that preparation stage makes students being more receptive because they already aware of what the passage are. Furthermore, by recognizing more words, the students could write proper notes and produce reconstructed passage.

4. The disadvantages of note-taking

Table 4.11 : Students' opinion towards the disadvantages of note-taking

No	Statements	SD	D	N	A	SA
8	Taking notes distracted me while listening to the material	27,6%	13,7%	34,5%	20,7%	3,5%
9	I can remember the information better without taking a note	69%	17,2%	13,8%		

The data indicated that more than 20% of the students felt distracted while taking a note and listen to the material at the same time. The writer assumed that statement 8 is related to the statement 7. The students found it was hard to catch up with the recorder while taking their notes. But the rest of them argued that they did not distract by doing two different activities at the same time. Whilts, more than 69% agreed that taking-note give them better information then remember it all along without notes as Clark et al. (2013, p. 3) stated that listeners can off-load information from the passage into their notes rather than having to mentally retain all information from a single presentation.

1. The Analysis of Semi Open-Ended Questions

Question 1: *What is your obstacle of applying note-taking in listening activity?*

In response to this question, about 69% of students clarified that the speaker of the audio material spoke too fast and they rarely took some notes in their first time listening to the audio. Moreover, the rest of them was distracted while writing some notes because they cannot catch up with the audio.

Question 2: *In your Opinion, did dictogloss method help your noting skill?*

The finding of this question showed that the fast majority of the students (80%) said that *dictogloss* help them in recognizing the words of audio material. Besides, they also write their notes in more detail by recognizing those words. Furthermore, the rest of them admitted that they treatment should be given more in order to improve their note-taking skills.

CONCLUDING REMARKS

The result of this current study is incouraging that the Applying *dictogloss* method in listening classroom may help to improve students' note-taking and listening skills. This statement is relevant with students' score in which the result of post-test was higher than that of the pre-test. The students' improvement was also showed in the paired t-test calculation where H_a (There is a significant difference between means value of students pre-test and post-test) was accepted. In the other words, *dictogloss* method affected students' note-taking skill in which

students' listening skill was improved in the other way. By using preparation stage of *dictogloss*, they could be easier to recognize the words of audio prepared because preparation stage of *dictogloss* helps students in building vocabulary of the theme before listening to the audio. Therefore, the unfamiliar word would be familiar when teachers exposed this stage of *dictogloss* method. Further study should have more participants to increase the quality of generality of the theory.

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