

The Strategy of Using Dictogloss Methods to Improve Listening Capabilities for Japanese Beginner Learners

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Keywords: Dictogloss Method, Listening, Japanese.

Abstract: This article describes the strategy of using dictogloss methods for Japanese beginner learners. The subject of this research is 40 students who have studied Japanese for one semester. The application of the dictogloss method was made in four stages. The first stage was preparation. The lecturer prepared learning materials with images and some questions related to the topic and also provided vocabulary questions related to the text that would be heard. The second stage was the implementation of the dictogloss method. The lecturer will play a CD related to the text being studied on medium speed and normal speed. Students noted down the sentence that they heard. The third stage was the reconstruction. The process of reconstruction was done with students discussing in small groups perceptions of what they had heard. The last stage was correction and analysis. This stage was accomplished by the lecturer, by providing questions related to the text and providing direction on the text that had been dictated. The student then fixed errors the text. Students had difficulties such as listening to short words and writing sentences. The benefits perceived by students are an increase in the ability to listen to vocabulary and sentence. Also, students could work in groups. So it can be concluded that this method can be used for beginner learners.

1 INTRODUCTION

Language is one of the essential things in our life because we used it as a communication tool in everyday life. Language is used by someone verbally and in writing to convey thoughts, feelings or information to others. It is a means of communication between community members in the form of sound symbols produced by human utterances.

Good communication requires good language skills, such as listening, speaking, reading, and writing skills. The higher a person's language skills, the easier it is to express opinions, the feelings that are strung together through a series of words. In everyday life, the most widely used skill is the ability to hear, which is more than 50% of all communication. So it can be said that listening is the most critical thing in communicating (Yakoyama, 2008).

We acquire good language skills from an interesting learning process. Learning is a combination of studying and teaching. Studying is a process that is carried out by a person to obtain a new

behavior change as a whole, as a result of his own experience in interacting with his environment. Meanwhile, teaching relates to activities carried out by teachers (Slameto, 2003). The process of learning is that the teacher provides experiences that include knowledge, skills, values, and norms that function as controlling the attitudes and behavior of students (Sugandi, 2000). So, in a learning process, there is an interaction between the learner and the teacher.

Interactions that occur between learners and teachers can be centered on one party. If it is the lecturer is the center of the learning activities the process can be called Teacher Centered Learning (TCL). Teachers become a source of knowledge and learners only accept everything they say. Whereas, if learning is student-centered, it is called Student Centered Learning (SCL). One form of learning using this SCL approach is to involve students actively in the learning process by providing simulations. Simulations can be given in the form of a game or through questions posed by the teacher. A game or simulation is a simplified, operational model that provides students with vicarious participation in

various roles and events (Gerlach et.al, 1980). In addition to stimulating learner, The teacher expects that the learner can grow in willingness to delight in learning to develop the educational values to be achieved (Ali, 1979). Broadly defined education means everything that concerns human development and development processes (Rohani et.al, 1995). In education, there is a teaching process which is an activity that includes what is needed to achieve specific goals. The achievement of teaching objectives is in the framework of achieving educational goals (Wajnryb, 1990).

This article will explain one part of language skills, namely listening. More precisely is a listening learning strategy to improve the learner's ability to learn Japanese for the basic level. The method used is the dictogloss. The word dictogloss comes from English and consists of two words, namely the word *dicto* or dictate which means dictation or *imla*, and the word *gloss* which means interpretation. The dictogloss method is a well-known method in teaching foreign languages (Tarigan, 2015). In this method, the instructor will read or play a short discourse recording to the learner at a normal speed. Then learners are asked to write down as many keywords as they can. Then they work together in small groups to reconstruct discourse based on their understanding of the recordings and keywords they have written. In the final stage, the results of the reconstruction will be analyzed and corrected by the learners. By using the dictogloss method, learners are trained to listen, understand, interpret, and respond to the information they listen to.

This dictogloss technique is still classified as communicative (Makino et.al., 2003). In this technique, the teacher reads a brief discourse to students at normal speed and students are asked write as many words as they can. They then cooperate in small groups to reconstruct discourse by basing it on the fragments they had written. This technique is similar to dictation techniques.

Japanese listening learning for the basic level with the dictogloss method in this paper is taken from learning *Choukai II* courses in The Japanese Department of Andalas University. The study was conducted on 40 learners. This course is a compulsory subject in the curriculum structure including and associated with Japanese language listening skill. *Chokai II* is studied by learners after they learn *Chokai I*. Learning these subjects is very important and influences the learning of other subjects, especially subjects related to grammar. This is because the focus of this learning is listening to conversations with sentence patterns that have been

studied in Grammar courses. The following is an explanation of listening strategies in *Choukai II* courses.

2 THE STRATEGY OF USING DIGTOGLOSS METHOD IN JAPANESE LISTENING LEARNING AT THE BASIC LEVEL

The listening lessons studied were *Choukai II* courses in the Japanese Department of Andalas University. Learning Objectives of this course are learners are able to understand the conversations contained in the CD and answer the questions in the learner's handbook. In addition, learners are expected to be able to learn independently and work in a study group, develop their ICT skills, both in finding translations or operating computers that have Japanese programs. This is done so that learners can develop intrapersonal and interpersonal skills.

The expected learning achievement is that after following this course the learner can understand the lecture material around *Choukai II* learning themes. Some of the desired themes and functions are that the learner can ask permission to do something, prohibit bad deeds, show the way, and show how to use tools such as ATMs and ticket machines. Then the learner can answer the questions provided in the handbook.

The contribution of this *Choukai II* course in the Japanese Language curriculum is significant. It is related to the learner's competence to listen to Japanese that relates to the grammar learned in other courses. Also, the competencies obtained in this subject can be the basis for subsequent Japanese language learning.

To support learning, the learning guide used is *Minna no Nihongo Shoukyu I Choukai Tasuku 25* [9]. The approach taken up until the present is Student-Centered Learning (SCL), which focuses the learning on the learners.

The use of the dictogloss method in the *Choukai II* course can be explained briefly as follows: the instructor reads or plays a short discourse recording to the learner at normal speed. Then learners are asked to write down as many keywords as they can. Then they work together in small groups to reconstruct discourse based on their understanding of the recordings and keywords they have written. In the final stage, the results of the reconstruction will be analyzed and corrected by the learners. By using the dictogloss method, it is expected that learners are

trained to listen, understand, interpret, and respond to the information they listen to. So, this technique is a combination of two techniques, namely dictation, and interpretation. In this study the learning objectives that use the dictogloss method are that learners can listen to directions in a place, learners can listen to and understand instructions on how to go somewhere and how to use a tool in Japan such as a Japanese ticket-buying machine. The following is an explanation of the stages of learning with the dictogloss method.

2.1 Preparation

This stage is carried out into 2 steps. First, the lecturer will give questions or pictures related to the topic. The aim is to provide simulations so that learners become interested in attending lectures. The questions asked are those related to their daily lives which are linked to the theme. Questions are asked in Indonesian because Japanese knowledge is still limited. Second, Lecturers give instructions on vocabulary related to the text that will be heard. The technology used in this lecture is to laptops, speakers, CDs and a PowerPoint used by the lecturer to support learning. All of these tools are available in the Japanese Language Department's Laboratory Language Department.

2.2 Implementation of the Dictogloss Method

This is divided into 2 steps. First, the lecturer plays the CD track that is connected with the text learned at normal speed. At this time, learners are only asked to listen without writing so they can gain an overview of what they hear. The second step is a dictation, which involves stopping the CD at the end of every sentence. This is done twice so that learners can freely listen to the pronunciation of the CD well. The lecturer will dictate the text learned. The dictation is carried out.

2.3 Reconstruction

This process is carried out with learners being asked to discuss the listening text in groups. The goal is that learners can equate what has been heard and correct each other's results from the dictation they hear. The object of this activity is that the original text that was played can be reconstructed.

2.4 Correction and Analysis

This correction and analysis process is carried out by the lecturer, namely by asking questions related to the text and giving directions about the text that has been dictated. Furthermore, the learner corrects the text if there is an error.

This learning activity took a learning session to find the answers from the listening text and also reconstruct that text. When the learner tries to interpret the conversation he hears the more vocabulary and sentences are understood, the better the understanding of the theme being studied. The way the learner conveys his response and responds during the discussion or in answering questions provided references for the assessment component of the learning process. The learner's final score is a combination of attendance, attitude, response during lectures, mid semester exam grades, and end of semester exam scores. After using this dictogloss method in class the results of this assessment ranged from A to B. 7 students scored A, 5 A-, 19 B+ and 4 B.

To find the learner's response to learning with this method a questionnaire was distributed to find the shortcomings and advantages of learning with the dictogloss method. Learners were asked whether they found it easier or harder to understand conversations with this method. They were asked their opinion about the text written with this method. And the most important thing is the advantages and disadvantages of this method in lectures according to the learner. This is important for future lectures.

Learning by using the dictogloss method was judged to be easier and more interesting by the learner than learning by only listening to the CD and then answering the questions which. They assume that learners can recall the sentence structure that has been learned when writing the dictated text.

The other advantages of dictogloss methods is that learners could understand long sounds and short sounds in vocabulary writing. Also, learners could work in groups, and discuss the right answers. This method was also enjoyable and not boring. Learners could practice Japanese by answering Japanese questions submitted by lecturers so learners were more active in learning.

In addition to the advantages, some disadvantages were expressed; the long time needed in learning compared to conventional learning. Teachers needed more time to prepare lectures preparing questions related to the theme, also the teacher must allow time for the learners to discuss the material with their

classmates. This requires good time management. Other things that needs to be checked before using this listening activity is the condition of equipment such as speakers and computer.

3 CONCLUSIONS

After the author analyzed the data based on the results of the research in *Choukai II* class using the dictogloss methods, it could be concluded that the use of the dictogloss method in listening can improve learners' listening skills. Therefore, the dictogloss method can be used as an alternative language teaching method that can be practiced by other teachers.

Based on the learning outcomes, overall the learners gained adequate scores from the range A to B. Besides analyzing the test results the researcher has also conducted interviews with the learners which indicated that the dictogloss method was found to help the learner understand the conversation that was heard through the CD. Vocabulary and understanding of Japanese grammar was also increased. However, this method requires equipment for listening that igrammers in good condition.

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