

# Dictogloss Technique In Aviation English Ii : Basis For Developing Cadet Listening Skills (A Classroom Action Research At Air Transportation Management Batch VII Bravo, Civil Aviation Polytechnic Of Surabaya)

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**Abstract**—This study aims to: (1) explain whether the Dictogloss Technique can improve the listening skills of cadets or not; (2) know to what extent the Dictogloss technique can improve listening skills; (3) know the changes in the class situation that occurred after using the Dictogloss Technique in aviation English II learning. It is hoped that through this research, the lecturers who teach the Aviation English II course will be able to find solutions to overcome problems during the implementation of Aviation English II learning for air transportation management cadets class VII B Surabaya Aviation Polytechnic Academic Year 2021/2022. This research was carried out at the Surabaya Aviation Polytechnic from April to July 2022. The subjects of this study were cadets in semester 2 of class VII B of the Surabaya Aviation Polytechnic Academic Year 2021/2022 consisting of 24 cadets. The method used in this study is classroom action research. The authors used interviews, photographs, class observations, documents, and field notes to collect data. Researchers analyze data using qualitative methods consisting of data reduction, data presentation, and drawing conclusions/ verification. In addition, quantitative data were analyzed using descriptive statistics. The results of the study found that the Dictogloss Technique was able to improve the ability to listen to cadets, this can be seen from the increase in the average value from 70.50 when the pre-test increased to 80.09 in post-test 1 and increased to 87.27 in the second post-test. In addition, the class situation has become more active.

**Keywords**—Dictogloss Technique, Aviation English, Classroom Action Research

## I. INTRODUCTION

A language is a communication tool that has an important role in relationships between people. Among international languages such as English, Arabic, or Mandarin, English is the most widely used international language in the world to communicate. In schools with majors specific to a particular sector, English serves as English for Specific Purposes (ESP). In the field of aviation, English is used to support the fluency of communication in the aviation world. English for the world of aviation is called Aviation English.

Mastery of English includes both oral and written mastery. In oral feelings, listening skills are needed to support speech skills so that the response given is appropriate and understandable to others, not just oneself. Listening is a skill that is the beginning of all skills in the language. These skills are receptive, namely acceptance or absorption. At the time of communication, one should use listening skills to capture the intention of the interlocutor. Listening, in essence, is listening and understanding the content of the material being listened to, therefore it can be concluded that the main purpose of listening is to capture, understand or internalize the message, idea, or idea, implied in the simakan material. There are 15 characteristics of ideal listening including being physically and mentally prepared, concentration, motivated, objective, thorough, appreciating the speaker, selective, earnest, not easily distracted, quickly adjusting, knowing the direction of the conversation, contact with the speaker, summarizing, assessing, and responding. Thus, listening skills have a great role in the process of communication between people. [1]

Hearing is defined as capturing sounds (sounds) with the ears. To listen is to listen to something earnestly. To listen is to listen carefully (to pay attention) to what people say or talk about [1]. Hearing is the process of receiving sounds that are carried out accidentally or by chance, while listening is the process of receiving language sounds that are carried out intentionally but there is no element of understanding. [2] Thus the listening process is not completed by only hearing sounds but being able to understand what is heard so that it can produce an appropriate response.

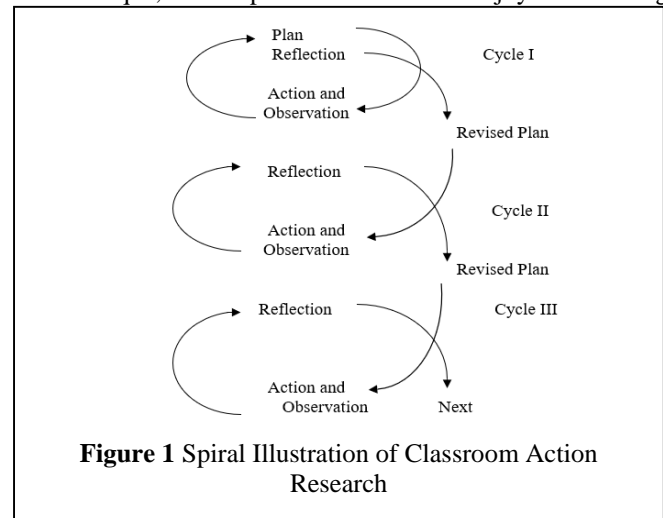
Based on the results of interviews and observations on aviation English I learning in air transportation management cadets in the second semester of class VII B, several weaknesses were found that could affect the cadets' listening skills. Such weaknesses include: 1) cadets are unable to keep up with the speed of the speaker's

speech, 2) cadets do not understand the general understanding of the material being listened to, 3) cadets cannot capture information details of the text being listened to, and 4) stripping stripping artists have limited vocabulary that affects the ability to listen. The fundamental problems faced by listening learners are (1) the inability to control the speed of the speaker's speech, (2) the absence of opportunities to repeat speech, (3) limited vocabulary of the learner, (4) failure to recognize the signs of the speaker, (5) difficulty interpreting discourse, (6) inability to concentrate, and (7) learning habits. These weaknesses will definitely have an impact on children's ability to listen to skills. [3] In order for cadets to be able to absorb lecture material optimally, it is appropriate for an educator to develop interesting learning in the classroom with students as a center of learning activities (student-centered). For this reason, it is necessary to plan student-centered learning activities by emphasizing work activities in groups. One learning model with such a characteristic is the use of the Dictogloss Technique in listening learning.

From the origin of the word, the dictogloss technique comes from English which consists of two words "dicto" meaning dicte and the word "gloss" meaning interpretation. The Dictogloss technique is a classroom dictation activity in which participants are asked to reconstruct short texts or conversations by listening to and taking notes of key words, which are then used as a basis for reconstruction.

The dictogloss technique teachers read a short discourse at a normal pace to learners who listen and write as many words as they can identify. They then collaborated in small groups to reconstruct the text of the passages they had written. [4] Dictogloss involves learners in listening repeatedly. Initially, learners only listen but on later readings they note the text as much as possible. Then, learners come together in pairs working together to combine their notes and reconstruct the text as much as possible. [5] In teaching listening, a technique that is still classified as communicative is dictogloss. In this technique the teacher reads a short discourse to the students at a normal pace and then the students are asked to write down as many words as they can. They then work together in small groups to reconstruct the discourse by basing it on the fragments they have written.[6]

The dictogloss technique is one of the listening teachings that is classified as communicative or easy to understand. [3] With the application of the Dictogloss Technique, it is hoped that cadets can enjoy the learning



**Figure 1** Spiral Illustration of Classroom Action Research

process with a pleasant situation and be motivated to study hard which will ultimately affect the level of concentration, the speed of absorbing lecture material, and the maturity of understanding of a number of lecture materials so that learning outcomes reach optimal. Dictogloss technique is quite well known in the teaching of foreign languages. In the application of the dictogloss technique, the teacher will read or play a recording of a short discourse to the learner at a normal speed. Then, learners are asked to write down as many keywords as they can afford. They were asked to work together in small groups to reconstruct the discourse based on their understanding of the keywords they had written. At the final stage, the results of such reconstruction will be analyzed and corrected by the learner. Using dictogloss, learners are trained to listen, understand, interpret, and respond to the information they listen to. [7]

As already explained that the most problem that learners face is their inability to determine the keywords that must be considered in listening. During the listening learning process using the Dictogloss technique, students are asked to find and capture keywords from the audio they are listening to.

The purpose of this study is to: 1) explain whether the Dictogloss Technique can improve the listening skills of cadets or not; 2) knowing to what extent the Dictogloss Technique can improve listening skills; 3) knowing the changes in the classroom situation that occur after using the Dictogloss Technique in aviation English II learning. In line with these objectives, the formulation of the problem can be determined as follows: 1) can the Dictogloss Technique improve the skill of listening to cadets or not? ; 2) to what extent can the Dictogloss knic Technique improve listening skills?; and bagaimana changes in class situations that occur after using the Dictogloss Technique in aviation English II learning?

## II. RESEARCH METHODS

### D. Reflections

**Table 1.** Data collection

Research steps	Purpose	Participants	Technique	Data
Pre-Research	To find out the problems faced by lecturers	√ Lecturers √ Researchers	• Interview • Observation	• Interview results • Field notes
Implementation	To know the mastery of the skills of listening to cadets	√ Researchers	• Observation • Photograph • Document	• Field notes • Photos during the learning process • Lesson plan documents • Cadet assessment
Discussion Results	To find out the improvement of	√ Lecturers √ Researchers	• Researcher's diary	• Reflective Notes
Research Results		Before Class Action	After Class Action	
1. Improved listening ability, including:		The ability to listen to cadets, in general, is still low	The ability to listen to cadets increases	
a) Themahaman of Matter		Cadets cannot interpret the speech that is listened to correctly	Cadets have a good comprehension in identifying speech	
b) Mastery of pronunciation		Cadets have many errors in listening to the pronunciation of the recording	Cadets are able to listen to words with the right choice of pronunciation.	
c) Mastery of grammar		There are many grammar mistakes dominating the sentences that are listened to .	Cadets found no grammar errors in listened sentences	

This research is about improving the listening skills of cadets by using the Digtogloss technique. Listening is a very important skill in language teaching. These skills cannot support the speaking skills that are the benchmark for almost every language teaching. This means that language teaching cannot be said to be successful before listening skills have been mastered. Therefore, this research was conducted as a class action research in the Aviation English II course with the research subjects of Class VII B students in the second semester of the Air Transportation Management study program of the Surabaya Aviation Polytechnic where the skills of the cadets in listening still needs to be improved. The study was conducted from April to October 2022.

Action research is a way of reflecting on teaching. [8] Action research is a fact-finding application to practical problem solving in social situations with a view to improving the quality of action in involving the collaboration and cooperation of researchers, practitioners and laypeople. [9] Action research is research designed to uncover effective ways to deal with real-world problems.[10]

#### A. Planning

Develop an action plan through the information in can to improve what is already happening.

#### B. Action

The moment of action is an action to carry out the plan.

#### C. Observation

Observing the effects of actions that unearth information in the context in which it occurs.

reflection. [9] The following are the fundamental steps in the spiral process. The spiral model can be illustrated in figure 1 as follows:

Reflects the effect as the basis for further planning, the action of digging up subsequent information and so on, through succession at the stage.

Research data was collected using several data collection techniques which include: interviews, observations, research diaries, and document analysis. Researchers analyze data using qualitative methods consisting of data reduction, data presentation, and drawing conclusions / verification. In addition quantitative data were analyzed using descriptive statistics. The application of data collection in this study is summarized in the table below:

## III. RESULTS AND DISCUSSION

After analyzing the data, such as transcripts of interview results, audio recordings, photos of the learning process,

lesson plans, cadet assignment results, and cadet pre-test and post-test scores, several things were found that answered the questions from the problem statement as follows:

As we can see in table 2, there are two research results found relating to research questions. The first is an improvement in the listening skills of cadets, including mastery in interpreting speech, being heard, pronunciation of words listened to, grammar mastery of the sentences

heard, mastery of vocabulary the heard, and the mastery of the spelling of the word.

In the aspect of mastery of interpreting the speech listened to, cadets experienced an increase because they had to collect word pieces from all members of the group and discuss them together. To complete individual tasks, they have become accustomed to record things that are heard and interpreted based on the pieces of the word heard. Thus the cadets really mastered what they were looking at.

solve because cadets lack the motivation to study on their own outside of the classroom. However, when discussing in the wording stage in the group, cadets can solve the problem together. This can be seen when one of the cadets makes the wrong sentence, the other cadet will help correct the sentence. Thus, the cadets could see their mistakes in composing English sentences.

Cadets also experienced an increase in the mastery of word spelling. This is due to several factors. The first is

d) Mastery of vocabulary	Cadets have little knowledge of English vocabulary so they are unable to capture the meaning of the sentences heard	Cadets capture more of the meaning of the sentences heard and choose the right choice of words
e) Mastery of word spelling	Most cadets are unable to capture the spelling of English words correctly because they have little knowledge about the spelling of words	Cadets more capture the spelling of the word that is listened to precisely
2. Increase in the average score of students	The results of the cadet listening test are still very low. Pre-test average value : 70.5	The results of the cadet listening test increased. Post-test average score of 1: 80.09 Average post-test 2 score: 87.27
3. Improvement of the class situation	The listening class situation looks passive because cadets are afraid and nervous to answer questions about the material being heard	The class situation is becoming more active and lively. Cadets seem to be more enthusiastic and relaxed when participating in the listening learning activities in class.
4. Factors that cause an increase in the ability to listen to cadets		
1) Lecturer factor	Initially, lecturers were very rigid and monotonous	Lecturers become more creative, flexible, attractive, and warm.
2) Cadet factor	<ul style="list-style-type: none"> <li>• Cadets feel nervous when answering questions related to listening materials</li> <li>• The motivation of cadets to be able to listen is low</li> <li>• Cadets are only exposed to English speaking during class lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Cadet nervousness can be overcome by organizing fun activities so that they feel safe to disclose the material they hear</li> <li>• Cadets are more motivated by group work and competition between groups.</li> <li>• Lecturers give assignments in groups and use the Dictogloss Technique in the hope that cadets will better prepare themselves and practice listening to English speech</li> </ul>

Cadets also experienced improvements in vocabulary mastery. Initially, vocabulary was a serious problem for cadets which hindered them from listening. This happens because the mastery of the cadet vocabulary is still very low. Through Dictogloss, the problem of vocabulary mastery can be solved. During the digging of collecting pieces of words in groups, cadets will find new vocabulary. Whenever cadets are blocked by a certain word when interpreting a speech, their friends will immediately help, so that they will not experience any significant obstacles in interpreting the speech.

Grammar is also an obstacle that hinders the understanding of listening to cadets, because they have poor mastery of grammar. This is even more difficult to

because the results of the discussions of cadets in the group are very authentic because they are the results of the writings of all group members, so they are motivated to present the results of their discussions. In addition, each group must compete with other groups, so that they can give maximum effort to become the best group. For these two reasons, cadets can be a little confident to be able to express their opinions. The activities in the group also make the interpretation process much smoother. The second factor is because their problems related to grammar and vocabulary have been solved, so they can listen more smoothly. This is characterized by a reduced demand for cadets to repeat recording playback.

Another indicator of improving the listening skills of cadets is their value from

The illustration in picture 2 shows an increase in the value of listening to cadets after the lecturer teaches listening skills using the Dictogloss Technique. The average value of pre-test 1 was 70.50, an increase in post-test 1 to 80.09. The average score of the pre-test 2 became 87.27. This suggests that the value of cadets increases over time, although such increases are not very significant due to several factors. These factors can be divided into two, namely the cadet factor and the lecturer factor. The cadet factor includes the nervousness of the cadets themselves when taking English classes, especially listening lessons, the listening skills of cadets in general which are still very low, and cadets only practice listening to English speech when they are inside class.

The first factor is the nervousness of the cadets themselves when taking English classes, especially listening lessons. Some cadets seemed to have no motivation to learn. The class looks passive. Taruna never had the initiative if not asked by the lecturer. After the Dictogloss Technique is applied in the listening class for several times, they can be more active and enthusiastic in the classroom. The second factor is the ability to listen to cadets, which is still very low. Initially, taruna often asked the lecturer to repeat the recording that was played. In addition, when asked to record what they heard, most of their papers were still blank. By the time Dictogloss is applied, cadets fill each other. Word for word can be arranged like puzzles that complement each other. At a time when cadets make a lot of mistakes in phrasing, friends in groups correct each other between friends. Because they are immediately justified when they make a mistake, cadets feel that they are not intimidated to blame the lecturer. Third, they only practice listening in English in class, they have no motivation to improve their abilities outside of class. To solve this problem, the implementation of dictogloss is maximized at the time of learning in the classroom. Cadets individually recorded in advance what they heard from the recording. Then, they are divided into groups with the division of tasks to focus on a specific part of the recording to be listened to. After discussing with the members of the group who have the same focus, they return to the original group to explain the part that was already studied at the time of existence in groups with the same focus. The results are used by each group to compose the text as a whole. The last factor is the involvement of cadets in the learning process which tends to be passive. During the application of the Dictogloss Technique in listening learning, cadets are expected to be more independent in learning. The role of dosen in the classroom is a learning facilitator, for that cadets who must be more actively participating during the learning process. Pthere at first, aviation English lecturers seemed sacrosanct and monotonous which made the cadets feel nervous about joining their classes. But, after applying the Dictogloss Technique in the listening class, the way of

teaching lecturers can become more interesting, flexible, and warm in facilitating learning in the classroom.

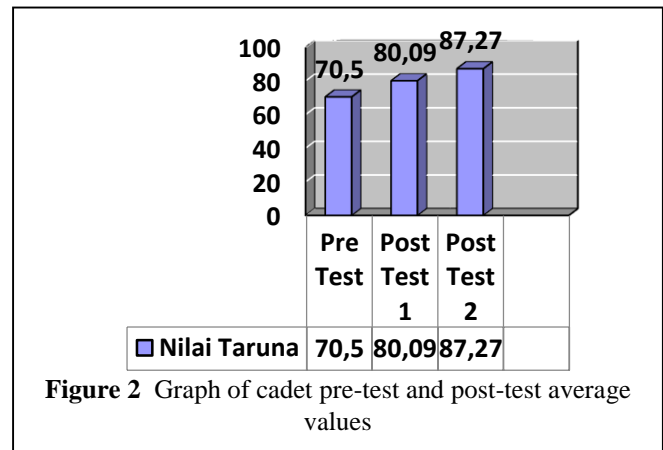


Figure 2 Graph of cadet pre-test and post-test average values

The second finding is the improvement of the classroom situation. Based on the results of interviews with taruna, they said that in English learning they always feel nervous in class. Most of them are afraid of being asked or asked to answer questions from lecturers that make them very passive. But, after applying the Dictogloss Technique to teach listening, the classroom situation can become more active and lively. This is shown by interactive activities in some class sessions, cadets are willing to answer questions or put forward their opinions and even they raise their hands before the lecturer appoints them. Another change is in the feelings of cadets. The existence of fun group activities and safe classroom conditions, in fact, can reduce the anxiety of the cadets when taking language classes.

From all the explanations above, it can be said that learning using the Dictogloss Technique can improve the listening ability of cadets and be able to improve the class situation from being initially passive to being more active and fun.

#### IV. CONCLUSION

The results showed that the use of the Dictogloss Technique in listening teaching was able to improve the ability to listen to cadets, including: 1) understanding of the material, 2) mastery of vocabulary, 3) mastery of grammar, 4) mastery of pronunciation, and 5) mastery of word spelling. Through the Dictogloss Technique, the five aspects of listening can be improved. On the aspect of understanding the material, cadets achieved improvement because they had to search and study the material for each topic before coming to class. At the time of group work they discussed with each other to get input from group friends in understanding the material being listened to. The role of working in this group can also be felt at a time when mereka can find out the correct pronunciation and spelling by getting help from other members of the group. In the mastery of grammar and vocabulary of cadets also experienced a better development.

In addition, the use of the Dictogloss Technique can improve the classroom situation. Before the implementation of the engineering work of Dictogloss, the class situation seemed awkward and lifeless, but after applying Dictogloss, a new atmosphere appeared, which motivated taruna to learn enthusiastically, actively and creatively. This study brings some findings, which can be summarized in the following Table:

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- [5] Heller, A., & Jordan, M, Fifty Strategies for Teaching English Language Learners, Prentice Hall, Ohio, 2008, pp 242
- [6] Aziez, F, Communicative Language Teaching,

**Table 3.** Summary of Research Results

Before Action	After Action
The ability to listen to cadets in general is still very low	The ability to listen to cadets increases
During the listening to many words in English that are not known pronunciation. This is very fatal because it will affect the meaning of	Cadets checked each other's pronunciation from the remarks they listened to during group discussions
Limited mastery of vocabulary becomes a barrier for cadets to listen . They often stall on a certain word and cannot focus on continuing to listen to the next word.	Enthusiasm in listening with the dictogloss technique makes cadets forget the problem of limited vocabulary. They apply corrections directly between friends, and help other group members who have difficulty finding the appropriate meaning of the word.
There are many wording arrangements with incorrect spellings written by cadets after the listening process.	Optimizing the activities of mutual correction between friends so that every time they make a mistake they can justify without feeling judged.
Taruna often can not continue listening to the whole sentence, they often lag behind in listening to the native speaker, so they often ask the lecturer to repeat recordings that are played	Bottlenecks when recordings are playing can be resolved because other group members help when they encounter the issue
The wording they make in reconstructing the listened to text pays little attention to the correct grammar so that it sometimes confuses the reader	The composed grammar can be controlled because in one group all members of the group remind each other.
The content of text reconstructions sometimes does not fit the topic	The content of the reconstruction of the text is relevant and in accordance with the topic
The results of the listen test in general are still low Average pre-test value: 70.50th	The results of the listen test in a number of times are increasing An average post-test score of 1: 80.90 Average post-test score: 87.27
Listening class situations tend to be passively caused by the nervousness of cadets and the fear of making mistakes when contributing to the learning process in English classes Lecturers are very strict and monotonous in delivering listening material <ul style="list-style-type: none"> <li>• Cadets feel nervous and afraid to make mistakes</li> <li>• Cadets have low motivation to learning</li> </ul>	The class situation is becoming more active and lively. Cadets are more enthusiastic and comfortable while attending lectures.  Lecturers become more creative, flexible, attractive, and warm. <ul style="list-style-type: none"> <li>• The nervousness and fear of cadets can be reduced by providing fun activities and making cadets feel comfortable during listening activities</li> <li>• The cadets were very enthusiastic about showing the results of the reconstruction of their texts and building an atmosphere of competition between groups to show their best</li> </ul>

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