

CHAPTER IV

FINDINGS AND DISCUSSION

The chapter consists of findings and a discussion of the research. The research findings present the result of the participant's photo descriptions and interview data on the emotional experience and challenges of the Dictogloss technique in teaching Listening. The discussion of the research is a further explanation of the findings.


A. Findings

In this part, the findings based on data obtained in the field will be explain, the data was obtained in the form of photos that have been taken by participant, the photo was taken by the participant to be able to help her represent emotional experiences and challenges when applying stages by stages of dictogloss techniques in teaching listening. The next data is in the form of a description of each photo that has been taken by the participant, the description is obtained from the results of interviews conducted by researchers to find out the context and reasons for taking photos as well as to find out why the photo can represent emotional experiences and challenges faced by participants in applying Ditogloss techniques In teaching listening.

The implementation of the Dictogloss technique process was divided into four stages: Preparatory stage, student listening procedure stage, reconstruction stage, and analysis and correction stage. The following are the results of data in the form of photos and descriptions by the participants

obtained by researchers in each stage of the dictogloss technique in the listening class:

Figure 4.1


Teacher's PhotoVoice in the Preparatory stage		
	I took this photo 20 minutes after the lesson is over at the kemenag office page.	Context
	I think the photos of flowers and green plants describe my mood at the time the learning took place.	Reasons
	Photos of flowers and green plants depict coolness and serenity, just like how i felt during preparatory stage of the dictogloss technique in teaching listening.	Emotions
	There are several challenges in preparation, namely preparing students to face the text they will hear by asking questions, discussing pictures by discussing vocabulary, and ensuring that students know what to do in the next stage.	Challenges

This study tried to find out the context of the photo at the preparatory stage in the dictogloss technique that had been taken by the participant, the researcher asked "When and where did you take this photo?", the answers given by the participants to this interview question were "I took this photo 20 minutes after the lesson is over at the kemenag office page". Next, to find out about the reason for taking the photo and the reason why the photo could

represent the participant's feelings when she was doing the Dictogloss technique in the preparation stage. The researcher asked "What did you think when you took this photo and why can this photo help you to represent your feelings at the preparatory stage?", based on the results of the interview answers given by the participant to this question; the participant chose metaphorical images in the form of flowers and green plants to reflect her joyful mood which according to her when applying the preparatory stages it felt like coolness and serenity. Feelings of coolness and serenity are feelings that can be classified as positive emotions possessed by the teacher in the early stages of this Dictogloss technique, in another sense the teacher starts learning and enters the class accompanied by these positive emotions.

The next interview question was to find out what challenges the participants faced when implementing the preparatory stage of this dictogloss technique. Participants said that "There are several challenges in preparation, namely preparing students to face the text they will hear by asking questions, discussing pictures by discussing vocabulary, and ensuring that students know what to do in the next stage". Based on the results of the answers from the participant, she felt during the preparatory stage were experiencing difficulties in the topical warm-up section and vocabulary preparation when asking several questions to students to activate background knowledge about the topic to be studied, then the teacher also experienced problems in making sure students knew what to do at a later stage.

Figure 4.2

Teacher's PhotoVoice in the student listening procedure stage		
	<p>This photo was taken when I'm on my way home on the road to my house. What I was thinking about when i took the photo was how difficult it was for the old man to walk while pulling his cart, but he kept his spirits up and didn't give up. This photo represent my feelings because the photo made me excited and didn't give up during the listening stage to the students, even though there were a few obstacles that I experienced at that stage. From the photo you can see an old man walking on foot pulling a cart with slightly difficult steps. Under these conditions, he kept his spirits up and didn't give up. That's what I experienced during the listening stage in class, there are some students who cannot understand spoken and written language, that's why I keep repeating the audio until students really understand the text. Students (also) have a little difficulty in the listening stage because the audio is playing too fast. Another difficulties I faced at this stage is the lack of media procurement because at this listening stage requires good and appropriate media and also the lack of time available because this stage requires a longer time.</p>	<p>Context</p> <p>Reasons</p> <p>Emotions</p> <p>Challenges</p>


Drawing on the photovoice evidence above, the participant took a picture of an old man who was walking while pulling his carriage to illustrate the participant's feelings during the students' listening stages in the Dictogloss technique.

"This photo represent my feelings because the photo made me excited and didn't give up during the listening stage to the students, even though there were a few obstacles that I experienced at that stage. From the photo you can see an old man walking on foot pulling a cart with slightly difficult steps. Under these conditions, he kept his spirits up and didn't give up" said the participant for the reason why this photo could represent her feelings while carrying out the students listening procedure stage in the Dictogloss technique. Based on the participant's answers, it can be seen that the positive emotions she felt were excited emotions and not giving up easily. In the sentence resulting from the participant interview which reads "an old man walking on foot pulling a cart with slightly difficult steps", there is an implied message conveyed by the participant in this expression, namely regarding the difficulty of the students listening procedure stages in the Dictogloss technique.

Furthermore, explored about the difficulties of the participant or the challenges that the participant experienced during the student listening procedure stage. According to the participant, she experienced several obstacles at this stage, but under these conditions, she remained enthusiastic and did not give up easily. The challenge faced by the participant at this stage is that she finds that some students do not understand written and spoken

language. The next challenge faced by the participant in this stage is that she feels the audio is playing too fast. Another difficulty faced by the participant was that she was constrained by the lack of media procurement and the lack of time to be able to maximize learning using this technique.

Figure 4.3


Teacher's PhotoVoice in the reconstruction stage		
	<p>I took this photo right after lesson was over in front of the classroom. All I thought at that time was clear skies and not too hot weather. This photo illustrate my feelings because at the reconstruction stage I was quite happy and relieved to see the enthusiasm of the students at that stage. The photo depicts a clear sky and the same as I see students who are quite excited at the reconstruction stage. The students work and discuss well in their groups during the text reconstruction stage. At this stage I don't find it too difficult, it's just that I have to give students the freedom to express their thoughts, ideas and opinions in groups and discuss what they have heard through audio so as to produce text content that is close to original version.</p>	<p>Context</p> <p>Reasons</p> <p>Emotions</p> <p>Challenges</p>

This photovoice illustrates how the teacher feels joy during the reconstruction phase of the Dictogloss technique. Participants used an image of a clear sky which also depicts nice weather that is not too hot.

The participant in her phrase says “..I was quite happy and relieved to see the enthusiasm of the students at that stage. The photo depicts a clear sky and the same as I see students who are quite excited at the reconstruction stage”. The participant described her feelings that were quite happy when she saw the enthusiasm and excitement of the students at the reconstruction stage in the Dictogloss technique. In addition, the participant also expressed her positive emotions in the phrase "The students work and discuss well in their groups during the text reconstruction stage", based on this statement, the participant felt quite happy at this stage because she saw students who were enthusiastic and worked well together in their groups when reconstructing the texts they had heard in the listening stage.

The participant said that she did not have too many problems in this reconstruction stage, because she give the freedom to students to express thoughts, ideas, and opinions to discuss in groups. This is in line with the steps for implementing the reconstruction stages of the dictogloss technique for teaching listening expressed by Vasiljevic (2010), he argues that during the reconstruction process, the teacher does not provide any language input and only plays a role in monitoring activities and observing group interactions to ensure that all students participate in the group.

Figure 4.4

Teacher's PhotoVoice in the analysis and correction stage		
	<p>I took this photo at home in front of my house. What I was thinking when I took this photo was that leaves are green and green is my favorite color. Seeing the green leaves makes peace and coolness in my thoughts and feelings. For me, the photo illustrates the atmosphere at the analysis and correction stage, the students really feel helped and can correct their work with the original version of the text sheet that has been distributed to them. My difficulty at this stage is constrained by the lack of available time, at this stage it takes longer to explain and so that students are able to understand the contents of the text. I feel it takes a lot of time to be applied properly and this technique is quite effective if longer time is added and the media is good and right.</p>	<p>Context</p> <p>Reasons</p> <p>Emotions</p> <p>Challenges</p>

As seen in this photovoice, the participant used the green leaf metaphor to reflect on her experiences in the analysis and correction stages. In this study, the researcher realize that the photos and reasons taken by the participant in this analysis and correction stage were almost the same as the preparation stage.

In the preparation stage, participants take photos of flowers and green plants which according to the participants, the photos represent feelings of coolness and serenity ("Photos of flowers and green plants depict coolness and serenity, just like how I felt during the preparatory stage of the dictogloss technique in teaching listening" said the participants in the preparatory stage of PhotoVoice), while in PhotoVoice at the analysis and correction stage, the participant took a metaphorical photo in the form of a green leaf which according to the participant's narrative, the color of the green leaf in the photo is the participant's favorite color which can describe her feelings at this stage because it depicts peace and coolness in her thoughts and feelings. The participant felt that way because she felt that the students really found it helpful and could correct their work with the original version of the text sheets that had been distributed to them.

When the participants were asked about the challenges in implementing the analysis and correction stage, the participant's answers were quite the same as the challenges she faced when implementing the students listening procedure stage, namely regarding the lack of time availability. This was conveyed by the participant in the phrase "My difficulty at this stage is constrained by the lack of available time, at this stage it takes longer to explain and so that students are able to understand the contents of the text". The participants also thought that this technique was quite effective if the time available was longer and the media used was good and right.

B. Discussion

In this part, the data collected on the finding was used to answer the problem statements of this research. The research question is How do the photos represent the teacher's emotional experience and challenges in implementing the Dictogloss technique for teaching listening? from the findings above this study found the teacher's emotional experiences and challenges in implementing the Dictogloss technique for teaching listening.

There are four stages in the implication of the Dictogloss technique for teaching listening, the four stages are: preparatory stage, student listening procedure stage, reconstruction stage, and analysis and correction stage. At each stage of the Dictogloss technique for teaching listening, this study found the emotional experiences and challenges experienced by the participant, as follows:

The teacher's emotional experience in implementing the dictogloss technique for teaching listening

The first stage in the Dictogloss technique for teaching listening is the preparatory stage. The preparatory stage in the dictogloss technique is designed to facilitate students to gain background knowledge on the topics to be studied and to familiarize students with the vocabulary that will appear in the texts they will study. Vasiljevic (2010) states that the purpose of this stage is to make students more responsive and receptive during the listening process. In this stage, the teacher is responsible for providing stimulus background knowledge or activating schemata to students related to the topic

to be studied such as providing a number of questions that can be discussed with students, and the teacher must also provide vocabulary that is considered important and seems not so familiar to students.

At the preparatory stage in the Dictogloss technique for teaching listening, there were two emotional experiences of the participant, namely positive emotions and negative emotions.

- Coolness and serenity

Feelings of coolness and serenity are feelings that can be classified as positive emotions possessed by the teacher in the early stages of this Dictogloss technique, in another sense the teacher starts learning and enters the class accompanied by these positive emotions. This is in line with the opinion of Sutton & Wheatley (2003) who argued that teachers can have a sense of joy and comfort when they have just entered class, especially if students actively communicate and are responsive to their teachers.

- Anxiety

From the participant's statement "There are several challenges in preparation, namely preparing students to face the text they will hear by asking questions, discussing pictures by discussing vocabulary, and ensuring that students know what to do in the next stage", it can be concluded that the participant experienced anxiety at the preparatory stage in the dictogloss technique. Sutton & Wheatley (2003), argue that negative emotions such as anxiety are often experienced by teachers

because of the uncertainty in achieving learning objectives and the complexity of the teaching they experience. In line with this statement, Frenzel et al (2016) in their study stated that teachers often feel anxious when carrying out teaching activities, such as; preparing to teach the students often causes the teacher to worry and worried the teaching activity is not going well for their students.

The second stage in the Dictogloss technique is the student listening procedure stage. In the student listening procedure stage, the teacher can read short texts to be heard by students or play audio to students using loudspeakers. At this listening stage, the teacher directs students to listen carefully to the audio that will be played for the first time until it is finished and may not write anything from the audio they have heard. After that, the teacher will play the audio several times and ask students to make notes about the important things they have heard from the audio listening.

At the student listening procedure stage in the Dictogloss technique for teaching listening, participants experienced positive emotions. In the words of the participants "...This photo represents my feelings because the photo made me excited and didn't give up during the listening stage to the students." Based on the participant's statement, it can be seen that the positive emotions she felt were excited emotions and did not give up easily. The participant implicitly said that this stage was the most difficult stage in the Dictogloss technique, but even so, the participant still tried her best not to give up easily to make

students understand the information in audio listening and can continue to the next step of Dictogloss technique.

The third stage in the Dictogloss technique is the reconstruction stage. The reconstruction stage is the central activity of the Dictogloss technique in listening comprehension activities (Vasiljevic, 2010). In this stage, the teacher's duty is to divide and direct students to work together in small groups consisting of 4 or 5 students. In these groups, students are asked to discuss and work together to create a reconstructed text or rewrite the text they have heard in the listening phase with the help of each note they have. The content of the text reconstruction does not have to be exactly the same as the original text, (replicating) but it must still maintain its information content. During the reconstruction process, the teacher's role is to observe the nature of group interaction to ensure that all students participate actively and during the reconstruction process, the teacher does not provide any language input

The emotional experience felt by the participant during the reconstruction stage in the Dictogloss technique was in the form of positive emotions which can be seen from the participant's expression "...I was quite happy and relieved to see the enthusiasm of the students at that stage. The photo depicts a clear sky and the same as I see students who are quite excited at the reconstruction stage." The participants felt quite happy seeing the students enthusiasm and excitement at this stage. In this case, Li et al (2020) pointed out that the emotions of someone around us can easily affect our emotions. Emotions can spread from one person to another, emotions spread throughout the social

network like an infection. When someone feels happy around us, then we also increase the possibility of feeling happy.

In addition, the participant also expressed her positive emotions in the phrase "The students worked and discussed well in their groups during the text reconstruction stage", based on this statement, the participant felt quite happy at this stage because she saw students who were enthusiastic and worked well together in their groups when reconstructing the texts they had heard in the listening stage. Sutton & Wheatley (2003) describe that when students can work together with fellow students without significant distractions and can get things done well it is a source of joy and pride for teachers.

The positive emotions may include the warmth and affection teachers receive through their relationships with their students, seeing the progress their students make, the positive response to their teaching which they receive from their students, the pleasure they get from helping learners find successful ways of learning, and an awareness that they can help students build self-esteem and believe in themselves and their ability to learn (Richards, 2022).

The last stage in the Dictogloss technique is the analysis and correction stage. The analysis and correction stage in the Dictogloss technique is designed to identify students' problems in understanding the text. There are several ways of correction that can be done during this stage, whether it is done together with the whole class or in groups. The teacher's role during this analysis and correction stage is to ensure that peer feedback is correct and to provide additional guidance if necessary. Teachers can observe and interact

with all students and help them overcome problems with content or language by circulating among groups of students. In addition to providing feedback, teachers can discuss with students how the interaction between group members can be improved or modified to make it more effective.

During the analysis and correction stage, the participant experienced positive emotional experiences. The participant used the green leaf metaphor to reflect on her experiences in the analysis and correction stages, the participant said that green is her favorite color and she also added that "seeing the green leaves makes peace and coolness in my thoughts and feelings", the participant felt that way because she felt that the students really found it helpful and could correct their work with the original version of the text sheets that had been distributed to them. Vasiljevic (2010) pointed out that one of several ways that can be done at this stage is that students can compare their own reconstructed version of the text sentence by sentence with the original text. "For me, the photo illustrates the atmosphere at the analysis and correction stage, the students really feel helped and can correct their work with the original version of the text sheet that has been distributed to them." Said the participant.

The teacher's challenges in implementing the dictogloss technique for teaching listening

The challenge in the first stage of the Dictogloss technique was the participant experiencing difficulties in the topical warm-up section and vocabulary preparation when asking several questions to students to activate background knowledge about the topic to be studied, then the teacher also experienced problems in making sure students knew what to do at a later stage.

In the second stage of the Dictogloss technique, there were various challenges experienced by participants in implementing the students listening procedure stage, namely: 1). Participants said that there were some students who could not understand spoken and written language, this is in line with Alderson's opinion (in Dista, 2017) which reveals that one of the drawbacks of the dictogloss technique is that it cannot help students distinguish written and spoken language because the dictation is actually a written passage read aloud or via audio recording. 2). The next challenge experienced by the participants was that the listening audio was playing too fast. Students did not listen clearly to what the speaker was saying, most students thought that native audio speakers usually spoke too fast (Meng, 2000). To overcome this, the participant kept repeating the audio until he really felt the student had understood it. 3). Participants said another challenge they faced was the lack of media procurement because the dictogloss technique requires good and appropriate media provided by the school to maximize learning in class. 4).

The final challenge faced by the teacher at this stage is the lack of available time. Gibran (2021) says that the dictogloss technique requires precise time management because this technique requires quite a lot of time to be fully implemented.

In the third stage of the Dictogloss technique, when the participant were asked what were the challenges in implementing the reconstruction stage in the Dictogloss technique, the participants answered simply "At this stage I don't find it too difficult, it's just that I have to give students the freedom to express their thoughts, ideas and opinions in groups and discuss what they have heard through audio so as to produce text content that is close to the original version." From the participant's statement, indeed basically that it was the teacher's task at the reconstruction stage only to monitor and observe the nature of student interaction in groups to ensure that all students actively participated and teachers are also not encouraged to provide language input (Vasiljevic, 2010), coupled with the participant's statement "The students work and discuss well in their groups during the text reconstruction stage", this statement also supports her statement about implementing this stage which is not too difficult, in other words, the participant does not express the significant challenges during the implementation of this stage of reconstruction.

In the last stage of the Dictogloss technique, the participant stated that the lack of available time was what made it difficult for her at this stage, the participant in her phrase said "My difficulty at this stage is constrained by the

lack of available time, at this stage it takes longer to explain and so that students are able to understand the contents of the text. I feel it takes a lot of time to be applied properly and this technique is quite effective if longer time is added..", this challenge is also one of the challenges faced by participants in the student listening procedure stage. Quite a lot of time is really needed to apply the Dictogloss technique in teaching listening to the fullest. Dictogloss takes a lot of time to apply well in the teaching-learning processes (Alderson in Dista, 2017).

