
A Photovoice Study on Teacher's Emotional Experiences and Challenges in Applying the Dictogloss Technique for Teaching Listening

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Abstract

The challenge in applying a learning technique must be one of the difficulties faced by the teacher in teaching English as a foreign language. This study's aim is to discover the teacher's emotional experiences and challenges in applying the Dictogloss technique for listening class. The PhotoVoice method was used in this study as the research design. The research regarding the challenges and emotions of teachers in implementing the dictogloss technique for teaching listening has not been carried out much by other researchers, especially using the photovoice research design. The data in this research were analyzed using thematic analysis based on Braun and Clarkes. Based on the findings of this study, the participant has an average positive emotional experience. Furthermore, the results of this study indicate that there are a variety of difficulties in implementing each stage of the Dictogloss technique in teaching listening.

Keywords: Dictogloss technique, English language teaching, Listening class, PhotoVoice Study

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1. Introduction

As a teacher who wants to see student success in learning, a teacher must be able to implement interesting, interactive and communicative learning techniques for students, especially in the listening class. One technique that teachers can apply in listening classes to improve student scores is the Dictogloss technique. Dewi (2017) explored that the Dictogloss technique can also help to integrate language skills, such as listening skills (to the teacher in the dictation stage), writing and grammar skills in the reconstruction stage, speaking skills to the group members during the reconstructing process, and reading comprehension in note-taking in the listening stage, after the dictation stage, and in the analysis-correction stages. Vasiljevic (2010) argued that listening is essential in overall language ability and also dominant in the Dictogloss technique. She described the four stages in the Dictogloss technique for teaching listening, including preparation, listening procedures, reconstruction, and analysis-correction stages.

Many researchers discussed the Dictogloss technique in teaching and learning English. Some studies were conducted by Al Yakin et al. (2019), Dista (2017), Gibran (2021), Mamonto (2019), and Pohan and Napitupulu (2016). They have explored the effectiveness, implementation, and student's perception of using the Dictogloss technique for teaching listening comprehension. In their study findings, the use of the Dictogloss technique has a positive effect and can improve students' understanding in the listening class.

Meanwhile, few researchers discussed and explained in detail how the teacher's challenge and emotional experience in implementing the Dictogloss technique for teaching listening comprehension. The purpose of this study is to find out the challenges faced by teachers when implementing the dictogloss technique in listening classes. In addition, this study also aims to find out the teacher's emotional experience when implementing the Dictogloss technique in listening class.

Dornyei (in Richards, 2022) argues that emotions play an important role in language teaching because teaching is not only a rational activity but also a social one. In a classroom, the emotions of teachers and students can affect the smooth process of a lesson because emotions are believed to affect one another in an environment. By finding out what are the challenges and teacher's emotional experience in applying the Dictogloss technique in listening class, it is hoped that the future solutions will be found to overcome these challenges so that teaching listening using the Dictogloss technique will be even better.

2. Theoretical Framework

2.1. Dictogloss Technique

The Dictogloss technique is one of the techniques that can be used in the language learning process. The Dictogloss technique was first introduced by Ruth Wajnryb in 1990 in her book

“Grammar Dictation”, this book aims to help students have a better understanding of using grammar in grammar classes. However, although the original purpose of the Dictogloss technique was to learn grammar, there are many ways to adapt the technique that allows teachers and learners to focus on different language goals. Dictogloss techniques can help integrate language skills. Dewi (2017), argues that Dictogloss can integrate skills, such as listening, speaking, listening, and writing skills in the step of the Dictogloss technique. Therefore, apart from teaching grammar, Dictogloss can be used to teach other language skills or sub-skills.

The word “Dictogloss” comes from two words, namely Dictate and Gloss. Dictate means dictation, while gloss means interpretation. Wajnryb (1990) explained that the Dictogloss borrows a little from traditional dictation (hence part of its name). But in fact Dictogloss is quite different from dictation in procedures and purposes. The traditional dictation is in which the teacher reads the text slowly and repeatedly and then asks students to exactly write what the teacher reads without doing any thinking.

In the Dictogloss technique, the teacher reads a material text at a moderate or normal speed to students in the class. Then the students write down the familiar words they have heard. At the end of the dictation stage, most students only have a few random notes of the words they have heard (fragments). Then in small groups, students are asked to collect resources (their notes) to reconstruct the full-text version as the original text. Finally, in the comparison and analysis stage of the dictogloss technique, the reconstructed texts that have been produced by the students will be analyzed. In Short, Dictogloss is a technique in which the teacher read the material text and the students make brief notes and then try to reconstruct the text in the small group. The aim is to convey the meaning and style of the text as closely as possible, not to reproduce the text word by word.

2.1.1. Advantages of Dictogloss Technique

Vasiljevic (2010) explored that the Dictogloss technique has some advantages. First, Dictogloss is an effective way of combining individual and group work activities. Students listen and take notes individually and then work together to reconstruct their texts.

Second, The Dictogloss procedures facilitate the development of communicative competence among learners. A collaborative reconstruction task gives learners opportunities to practice and use all modes of language in communication, such as using verbal and written confirmation and clarification.

Third, the reconstruction stage helps students to develop their strengths and overcome their weaknesses. It helps them to compare input to their own representation of the text.

Fourth, Dictogloss can develop strategies for solving problems. It leads learners to help each other in recreating their own version of a text that depends on information from the

teacher. The analysis and correction stage enables students to see their linguistic shortcomings where they have done well and where they need to improve.

Fifth, Dictogloss offers a unique blending of teaching listening comprehension and the assessment of students' listening ability. In a Dictogloss task, students need phonemic identification, lexical recognition, syntactic analysis, and semantic interpretation. The reconstruction task offers insight into the student's performance at all stages of the speech perception process. From their notes, the learners and their teacher can verify and identify the parts of the text and specific words or structures that may have caused miscomprehensions. Furthermore, the nature of the reconstruction task forces students to listen carefully to other students' input, providing additional opportunities for listening practice.

Sixth, the reconstruction task also promotes the acquisition of second language vocabulary. Students need to recall the meanings and the written form of vocabulary items introduced at the preparation stage. In addition, students may need to use new words to form complex sentences, and the teacher can direct the attention of the learners to the target language.

The reconstruction task can be used to raise the awareness of the students about patterns in the target language. Those facilitate the ability of students to understand and manipulate patterns of textual organization and should make them more sensitive to discourse markers and other cohesive ties in the ESL language that they are learning to acquire.

Another advantage of the Dictogloss is working in small groups reduces students' anxiety as they only have to perform in front of a small audience. They may also feel more relaxed and confident when they share ideas that represent a group rather than themselves.

Finally, Dictogloss can build students' motivation in "co-opetisi" (cooperative and competitive) activities. It offers a sense of togetherness, self-confidence, and responsibility so they should feel comfortable when doing the activity. Also, the competition in the closing activities offers chances for the students to prove and to show their individual abilities.

2.1.2. Disadvantages of Dictogloss Technique

There are also some disadvantages of Dictogloss technique. Alderson (in Dista, 2017) explained that Dictogloss technique has several disadvantages.

First, Dictogloss takes a lot of time to apply well in the teaching-learning processes. Second, it may not be so effective with lower-level learners. Second, if the dictation is not recorded on tape, the test will be less reliable, as there will be differences in the speed of delivery of the text by different readers. Another disadvantage is that dictations are actually written passages that are read aloud so Dictogloss does not help students understand the difference between spoken and written language. Then, the exercises can be unrealistic if the

text used was created to be read aloud rather than spoken in dialogue. The worst disadvantage is that learners unfamiliar with this teaching technique may want to write down every word dictated. Moreover, learners may be reluctant to discuss and/or correct their texts with other groups.

Dictogloss has been used in language learning for many reasons. However, the use of Dictogloss has always had two sides; advantages and disadvantages.

2.1.3. Teaching Procedure of The Dictogloss Technique

Vasiljevic (2010) describes that there are four stages in the Dictogloss technique for teaching listening. These stages are as follows:

a. Preparation

The purpose of this stage is to make students more responsive and receptive during the listening process. Teachers can facilitate students during this process by providing background information on the topics to be heard and assisting students with unfamiliar languages. In other words, the teacher provides a topical warm-up and familiarizes students with the vocabulary that will appear in the text.

b. Listening procedure

When the teacher uses the Dictogloss technique procedure for the first time in the classroom, students may need to hear the text read by the teacher several times. In the first dictation, students are asked only to listen carefully to get an overview of the text they are listening to, students are not allowed to take notes or write anything. In the second dictation, students are allowed to take notes and the teacher should emphasize that students should focus on taking notes only on keywords that will help them reconstruct the text later (these are often words introduced at the preparatory stage). In the third dictation, students can confirm the information and revise the notes they have made if necessary.

A pause of approximately five minutes between the second and third dictations should be made by the teacher to allow students to discuss and identify the points they need to focus on in their notes. In addition, the teacher can only read the text twice when the students are familiar with the Dictogloss technique procedure and their listening comprehension improves.

c. Reconstruction

The reconstruction stage is the central activity of the Dictogloss technique in listening comprehension activities. The teacher divides the class into several small groups consisting of three to four people. In groups, students reconstruct the text in writing by discussing what they have heard with the help of notes they have each and trying to produce content and organizational text that is close to the original version of the text. The purpose of the

reconstructed text is not to be the same as the original text (replicating), but to maintain its information content.

Students are asked to use all vocabulary words from the preparation stage to ensure vocabulary targets and main points are included. The teacher's role during this reconstruction stage is to monitor activities and observe group interactions to ensure that all students participate in the group. It should be noted that during the reconstruction process, the teacher did not provide any language input.

d. Analysis and correction

The analysis and correction stage in the listening comprehension using the Dictogloss technique has the aim of identifying students' problems in understanding the text. Therefore, even though the reconstruction task requires writing ability, spelling errors should not be of much concern.

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. For example, each group writes a version of their reconstructed text on the blackboard or reads it aloud in front of the class, and other groups are asked to analyze and correct it, another way is that the text can be photocopied and distributed to other groups to correct each other between other groups, students can also compare their reconstructed text version sentence by sentence with the original text by themselves, and other ways can also be done by giving some questions by the teacher related to the content of the text.

During this analysis and correction stage, the teacher's role 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 deal with problems with content or language by circulating among groups of students. In addition to providing feedback, teachers can discuss with students how interactions between group members can be improved or modified to make them more effective.

2.2. Teacher's Emotion

Emotion is one thing that is considered an integral part of teachers' professional lives. Dornyei in Richards (2022) argues that emotions play an important role in language teaching because teaching is not only a rational activity but also a social one. It involves people coming together in a social space, one in which emotions influence both the teachers' instructional practices as well as the learners' response to the experience of teaching and learning. Emotions can shape the way teachers teach and can influence learners' willingness to make use of what they have learned. Teng (2017) comments that emotions are part of the very fabric that constitutes the teacher's self, implying that teachers at various times get angry, love, fear, worry, enthuse, become irritable, doubt, brood, feel proud, joyful, anxious and despondent, and so on. As emotional practitioners, teachers can decide whether to make their

classroom exciting or dull by displaying appropriate actions. Strong emotions may motivate a teacher to take actions that he or she would not normally perform.

Pekrun et al (2002) have investigated in depth the impact of emotions upon learning, coming to the conclusion that while negative deactivating emotions on the part of the teacher take a negative toll in the classroom, positive activating emotions render a positive effect on student learning. Li et al (2020) discussed about how emotions spread from one person to another, and how they can spread throughout a classroom. It shows that when someone is happy around us, the chance of happiness is increased by about 25%; that is, the feeling of happiness spreads throughout the social network like an infection. Conversely, if a person is around others who are experiencing negative emotions, the individual will be affected by those negative emotions. Hagenauer et al (2015) analyzed emotions both positive and negative as generated by the interpersonal relationship between the teacher and the student, classroom discipline, as well as the student's engagement in classroom activities, finding that these important relationships were combined with experiencing the emotions of joy, anger, and anxiety.

Teachers' emotions can be said to be closely related to students and their learning, teachers themselves and teaching, as well as contextual factors (such as collegial relationships, supervisor support, parental expectations, and educational policies). The most frequent and intense emotions experienced by teachers come from teaching activities and interacting with students, these emotions can be aroused by various situations and events inside and outside the classroom (Burić, Slišković, & Sorić, 2020). In line with previous citations, Sutton and Wheatley (2003) said that teachers interact with different people in their work (e.g. colleagues, and parents), but interactions with their students seem to be the most powerful in terms of evoking positive or negative emotions, as (mostly qualitative) empirical studies have shown. The teachers' emotions, whether positive or negative, have a certain effect on their memory and motivation. Positive emotions are important, but not completely encompassing, elements of intrinsic motivation. However, negative emotions frequently diminish the intrinsic motivational level of the teacher.

From the several opinions that have been described above, it can be concluded that teachers' emotions are generally divided into two categories, namely positive emotions and negative emotions.

2. Method

In this study, the PhotoVoice method was to explore someone's and the community's lived experiences and contexts in deep and critical understanding (Lichty, 2013). Wang and Burrell in McKernan et al (2019) stated that PhotoVoice uses a participatory approach for data generation where participants are asked to take photos according to the context in capturing a visual understanding of individual life experiences. Wass et al (2019) explained that by

using photos, whether real photos of their experiences or metaphorical photos, participants can get help to express the complexities of the feelings, reflections, and emotions of their experiences. In short, PhotoVoice as the data generation technique provides in-depth data that is not accessible through other qualitative methods which makes it more nuanced and unique.

The reason why this study chose this research design is because it was suitable for the research which aims to get a holistic picture which then is explained in the results chapter and a discussion of how the teacher's challenge and emotional experience in implementing the Dictogloss technique procedure. In collecting the data, the participant was asked to take photos that could be used to express feelings, reflections, and emotions of participant experiences. Then, the participant was asked to write or voice record a photovoice text using the following moves: (1) the context in which the photo took place, (2) the reasons why the photo was taken, (3) the emotional reactions that the teacher faced in applying the Dictogloss technique for teaching listening, (4) and the challenge that the teacher faced in implementing the Dictogloss technique for teaching listening.

This study occurred in a junior high school at Kuala Kapuas, Central Kalimantan. The participant was an English teacher who taught students in grades 7, 8, and 9. This research was done on eighth-grade students in listening classes by using the Dictogloss technique. The research was conducted over approximately one month, from January 9th until February 7th, 2023. In this study, the data sources are the photos and PhotoVoices texts written by the participant about the teacher's challenge and emotional experience in implementing the stages of the Dictogloss technique for teaching listening comprehension.

In analyzing the data, this study used thematic analysis. Braun and Clarke (2006) describe Thematic Analysis as the process of coding information that can produce a list of themes, complex models of themes or indicators, qualifications usually associated with that theme or any combination of the above. A theme refers to a specific pattern found that captures some crucial information about the data in relation to the research questions and features patterned meanings across the data set. There are six steps of the Thematic Analysis approach based on Braun and Clarke's (2006) as follows, familiarizing yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

Based on the six steps of analyzing data by Braun and Clarke as explained above, in this study, the first step taken when analyzing the data was: familiarizing the data findings in the form of photos and interview results from participants, then giving color code to the participant's reflection or photo explanation description, the codes are grouped into four themes, which are based on the four categories in PhotoVoice: context, reason, emotional experience, and challenge. The four categories of PhotoVoice will each be included in the

theme based on each stage of the Dictogloss technique: preparation, listening procedure, reconstruction, and analysis correction stage.

3. Findings and Discussion

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 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.


	<p>I took this photo 20 minutes after the lesson is over at the kemenag office page. I think the photos of flowers and green plants describe my mood at the time the learning took place. 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. 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.</p>	<p>Context Reasons Emotions Challenges</p>
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Figure 1. Teacher's PhotoVoice in the Preparatory stage

When applying the preparatory stage of the Dictogloss technique, participants chose metaphorical images in the form of flowers and green plants which they interpreted as a sense of coolness and serenity.

Feelings of coolness and serenity can be classified as positive emotions possessed by the teacher in the early stages of this Dictogloss technique. 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.

The next interview question asked by the researcher was to find out what challenges in this stage. Based on the participant statement that 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.

From the participant's statement, it can be concluded that she 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) 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.


	<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>	Context
		Reasons
		Emotions
		Challenges

Figure 2. Teacher's PhotoVoice in the student listening procedure stage

Drawing on the photovoice evidence in Figure 2, 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.

Based on the participant's statement, 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, the researcher tried to explore 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. This is in line with Alderson's opinion (cited in Dista, 2017) which reveals that one of the shortcomings of the dictogloss technique is that it cannot help students distinguish written and spoken language because dictation is actually a written passage read aloud or via audio recording. The next challenge faced by the participant in this stage is that she feels the audio is playing too fast. Meng (2000) argues that students do not listen clearly to what the speaker is saying, most students think that native speakers in audio usually speak too fast. But to overcome this, the participant kept repeating the audio until she really felt the student had understood it.

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. The dictogloss technique in its implementation in the field has some weaknesses such as lack of media procurement because the dictogloss technique requires good and appropriate media, and lack of time available because this dictogloss technique needs more time. (Gibran, 2021).


	<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 Reasons Emotions Challenges</p>
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Figure 3. Teacher's PhotoVoice in the reconstruction stage

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 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 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. Sutton and 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. Frenzel et al. (2016) stated that teaching with enthusiasm is part of the enjoyment emotions experienced by the teachers. Positive emotions for teachers include warmth, affection, student progress, positive teaching responses, pleasure in helping learners find successful learning methods, and awareness of building self-esteem and confidence in students (Richards, 2022).

For the challenge at this 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). 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 (Vasiljevic, 2010).

As seen in Figure 3, the participant used the green leaf metaphor to reflect on her experiences in the analysis and correction stages. One thing the researcher realized was 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 represent feelings of coolness and serenity, while in PhotoVoice at the analysis and correction stage, the participant took a metaphorical photo in the form of a green leaf which is the participant's favorite color that 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. 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.


	<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 Reasons Emotions Challenges</p>
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Figure 3. Teacher's PhotoVoice in the analysis and correction stage

The challenge experienced by participants at this stage is the lack of available time. Participants stated that this stage would be quite effective if more time was provided to explain the content of the text so that students could fully understand it. Alderson (in Dista, 2017) stated that Dictogloss requires a lot of time to be implemented well in the teaching and learning process. Furthermore, participants also thought that this technique was quite effective if it used good media.

4. Conclusion

This research can be concluded that on average teachers have positive emotional experiences in applying the dictogloss technique in listening learning. Positive emotions that teachers experience such as feelings of joy, coolness, serenity, enthusiasm, not giving up easily, happiness and relief, peace, and coolness in thoughts and feelings. In addition to the positive emotions experienced by the teacher, negative emotions such as anxiety caused by various challenges in applying the dictogloss technique for teaching listening also emerged. In addition, the findings from this study also reveal that there are several challenges faced by teachers in implementing the dictogloss technique in teaching listening, such as (1) The teacher had difficulty when asking multiple questions to students to activate background

knowledge about the topic to be studied and the teacher also encountered issues in assuring students knew what to do later; 2) Some students do not understand written and spoken language; 3). The audio listening is playing too fast; 4). Lack of media procurement; 5) and insufficient time.

Each learning method or technique must have advantages, disadvantages, and challenges for teachers in implementing it. The Dictogloss technique for the listening class as in this study also has its advantages and disadvantages, the disadvantages of which can be seen from the teacher's difficulties or the challenges faced by the teacher when implementing the Dictogloss technique in the listening class. Therefore, this study provides suggestions for other researchers to be able to conduct further research to find solutions in order to overcome the challenges faced by teachers in implementing the Dictogloss technique to teach listening so that learning to listen using the Dictogloss technique becomes even better.

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