THE EFFECT OF APPLYING DICTOGLOSS TECHNIQUE ON UPGRADING STUDENTS' COMPETENCE IN WRITING NARRATIVE TEXT AT GRADE XI OF SMAN 4 KENDARI

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ABSTRACT

This research aims to find out whether or not any significant effect of the Dictogloss technique on upgrading students' competence in writing narrative text. The subjects of this research were all students in class XI MIA 5 of SMAN 4 Kendari which consisted of 34 students, but only 32 students who were participated in the pre-test and post-test. The researcher collected data by given pre-test to know students' writing competence. The treatment conducted in teaching and learning process by applying Dictogloss technique. The post-test to know students' writing competence after being taught by applying Dictogloss technique. The data were analyzed by using paired samples *t test*. The result showed that the use of Dictogloss technique is significantly influenced students' writing competence which is reflected by the enhanmcement of students mean score from pre-test to post-test. It can be seen from the mean score of post-test is 77,78, while the mean score of pre-test is 53,19. Furthermore, the result of hypothesis testing showed that the value of Sig.(2 tailed) was 0,000 while the significance ρ value is 0,05, means that (H_0) is rejected and (H_1) is accepted. Therefore, it can be concluded that there is a significant effect of applying Dictogloss technique on upgrading students' competence in writing narrative test of SMAN 4 Kendari.

1. Introduction

Writing is one skill from four language skills in learning English. According to oxford dictionary, writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Mourtaga (2004) defines that writing is a system of human visual communication using signs or symbols associated by convention with units of language meanings or sounds and recorded on materials such as paper, stone, or clay. Its precursor is pictograph.

Writing has some purposes. Coffin et al. (2003) describe writing is as evaluating process, helping to promote critical thinking, and developing the students' communication and professionalism. Those purposes can be used based on the need of the students in the classroom are related to the different types of writing, different audiences, and different kind of languages used in the writing. Harmer (2004) writes that teaching writing skill is different from teaching other skills. Beside that , it is because the nature of the writing process, the need for accuracy in writing, and the mental process that a student goes through when writing. Therefore, students who write significantly differ from students who speak. Writing needs more time and accuracy.

Dictogloss is one of techniques in the cooperative learning method which was introduced by Ruth Wajnryb in the 1990s. Dictogloss technique consists of four stages: (1) *Preparation,* when student find out about the topic of the text and they are prepared for some of the vocabularies. (2) *Dictation,* when a short text is a normal speed and the student take notes the familiar words or fragmentary notes as they listen. (3) *Reconstruction,* when student work together in small groups to reconstruct the text based on the fragments recorded in stage 2. (4) *Analysis and Correction,* when students analyze and correct their text based on the teacher feedback. Beside that, different from dictation, however, in Dictogloss, students must be more creative and use their language competence to reconstruct the text. Dictogloss is the technique of reconstructing the text; the goal is not only to produce the original, but also to gloss (rephrasing the main idea of the text) it using more language students'.

By Dictogliss, students can learn and practice writing good paragraphs in different ways. Students are given plenty of time to interact with their friends while studying. Vasiljevic (2010) states that Dictogliss also gives opportunities for students to learn something new from their group because every person in a group has different skill in writing. From the

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other members of groups, students can get feedback and correction to their mistakes in writing, so that they can identify their strengths and weaknesses in writing to help them produce better writing. Besides, using Dictogliss not only trains students' writing skill but also trains other language skill, such as listening. In other words, using the Dictogliss technique to learn to write can provide several benefits for students.

By applying the Dictogloss technique, the researcher believed that students' problems in writing can be solved. It is because, the Dictogloss technique, the students are assigned to do the exercises that covering aspect of grammar, vocabulary, sentence construction, spelling, and punctuation particularly in the *R*econstruction stage. Moreover, the student also is encouraged to learn grammar, vocabulary and spelling in the *Preparation* stage. Besides, in the last stage named *Analysis and Correction*, the students are directed to apply their grammar resource, vocabulary mastery, and mechanic system to analyze and correct their writing text by themselves based on the teacher's feedback. This research take student in SMAN 4 KENDARI in class XI MIA 5 as the sample because of the pre-interview that have been conducted with the teacher, the researcher find that the student are lest of ability in constructing sentences. Based on the background described above, thus the research question of this research is: Is there any significant effect of applying Dictogloss technique on upgrading students' competence in writing narrative text at Grade XI of SMAN 4 Kendari ?"

2. Methods

In conducting this study, the researcher employed a quantitative research. The researcher used pre experimental design. The purpose of the research is to know whether or not Dictogloss technique can give a significant effect on upgrading students' competence in writing narrative text. The study was conducted on April 11th 2019 until May 16st 2019. It was done at SMAN 4 Kendari with all students of Class XI MIA 5 as samples.

This study used the students' competence in writing narrative text (Pre-test and Post-test). The topic of the narrative text was about Toba Lake which is used in Pre-test and Post-test. The data of this study was analyzed quantitatively and was interpreted by using descriptive and inferential statistic. Descriptive statistic was used to know the different score that exist in student pre tests and post tests before and after the treatment. Meanwhile, inferential statistic was used to test the hypothesis by using Paired Sample T-test. It was to

know the significance effect significant effect of applying Dictogloss technique on upgrading students' competence in writing narrative text at Grade XI of SMAN 4 Kendari.

3. Findings
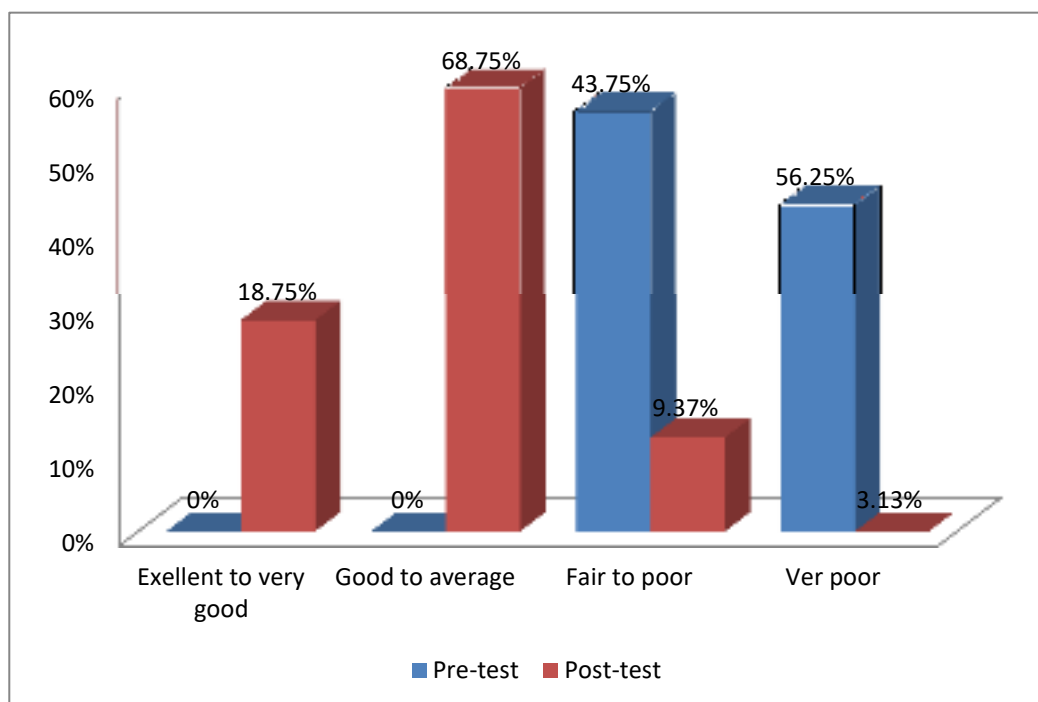
Based on the comparison graph above, the chart above showed the differences in students' writing competency before getting treatment and after being taught by used dictoglos technique. As shown in chart above, it shows that the students who get " Excellent to very good" criteria in post-test are 6 students (18.75%) while no one students get "Exellent to very good" score in pre-test (0%), students who get "Good to average" in post-test are 22 students (68.75%) while in pre-test (0%), students who get "fair to poor" in post-test are 3 students (9.37%) while in pre-test are 14 students (43.75%), there was student who gets "very poor" 1 student (3.13%) in post-test while in pre-test are 18 students (56.25%). The findings above showed that there was a significant effect of applying Dictogloss technique on upgrading students' competence in writing narrative text at grade eleven SMAN 4 Kendari. It can be seen from the comparison of students' pre test and post test scores above.

4. Discussion

Based on the findings above, there was a significant effect between students' competence in writing narrative text in pre-test and post-test, and the researcher believed it is because the applying Dictogloss technique on upgrading students' competence in writing narrative test. It can be seen from the result of the students' score, the sample pre-test and post-test

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scores also had been calculated by using paired-sample t-test through SPSS 20 for windows program. It was proven based on the descriptive analysis in which students' pre-test average score (mean) 53.19 (before treatment), while the mean score of the post-test is 77,78 (after treatment). Moreover, as a result hypothesis testing showed that the *t-test* (23,169) is more than t table (2.039) at *a* 0.05 (df: 32). So, *the t-test > t table* means that H_0 is rejected and H_1 is accepted. Means used Dictogloss technique gives a positive significant effect on students' competence in writing narrative text.

The upgrading of students' writing competence in this research was not directly affected, but it was affected by supporting factors. The technique used in this research was one of the major effects of upgrading besides other factors, such as motivation, interest, material, etc. As the theory of natural approach which had been stated by Krashen (1983) that activities in the classroom focused on all times on topic which were interesting and relevant to the students and encourage them to the express their ideas, opinion, desires, emotion, and feelings. Reflecting the students' attitude during the implementation of the Dictogloss technique, the students gave positive responses and they were enthusiastic in writing legend stories or narrative text. Moreover, the students motivation was increased because the teacher prepared provided interesting topics of narrative text and created an enjoyable atmosphere when the process was going on. It was done in the preparation stage when the researcher activated the prior knowledge and schemata about the topic of narrative text that was going to be listened to. There is some information related to the effectiveness of using the Dictogloss technique in teaching writing based on the teaching process.

In teaching writing, this technique provided many positive things for students. The things included allowing students to address their interest, allowing students to be completely honest because their written responses are anonymous, encouraging students to use higher-order thinking skills (example; analysis, evaluation, synthesis) while engaging in a review and providing students with an opportunity to physically move around while reviewing material (Bowman, 2005). This method encourages students to speak and write the material rather than just hearing it from the teacher.

First, The Dictogloss technique could upgrade students' writing competence because the students were required to use their grammatical competence in reconstructing the narrative text which was listened habituated to identify the keywords. Then, they must be able to get the general idea of the text. After that, the students guessed the contex from two words

provided before dictation. Besides that Dictogloss technique also gave can integrate all of four skills. It was based on the procedures of the Dictogloss technique that involved all four skills in each stage where in the reconstruction stage, the students' writing competence could be improved. Jacob (2003) set out a reason for advocating the Dictogloss technique, because it involved not only students' attention but also used all four language skill (listening, speaking, reading, and writing).

Second, Wajnryb (1990) stated that the Dictogloss technique involved students actively in the learning process. The technique created an interactive situation in the classroom, the interactive classroom motivated students to get involved more actively in the teaching-learning process, such as discussing with their groups, consulting with the teacher, or reading the dictionary. During the treatment process, students were seen actively discussing the results of their dictation. It was different from the one shown by students during the pre-test process using the technique they used to use. Discussion activities in the Dictogloss technique used by researchers during treatment proved to increase student activity and their motivation to produce the best writing text based on the dictation they had. Students were more active in giving their opinions. The development of student acttivity showed that their motivation increased.

Third, students also faced the constraint during learning with Dictogloss technique. The Dictogloss as a new technique for the samples could make them difficult to recognize the keywords. This problem was similar to Retnowaty (2011) who stated that Dictogloss had nothing common with traditional dictation. The procedure and objectives were very distinct. Hearing and then reconstructing a text rather than writing down the exact words that are dictated. When the the text was at a normal speed, students cannot completely write down the whole text but only key words of the text. Lastly, student should understand the meaning and use their own grammatical knowledge to reconstruct.

Text construction task gave students focus and a clear objective, which was a pre-condition for effective group work. Students were actively involved in the learning process and there were multiple opportunities for peer learning and peer teaching. After the teacher provided a framework for understanding the passage by explaining the background information, a cooperative group could develop more appropriate comparisons or examples that would assist learners with their comprehension (Thornton, 1999, p.98).

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Therefore, The groups discussed the keywords and meaning with other friends to assist students to recognize the story. Students worked cooperatively in reconstructing and correcting the text. They also attempted to make their partners more cooperative to work in groups by sharing members' task division. Wajnryb (1990) stated that Dictogloss technique motivated students through cooperative learning. Students could work in-group and interact with the group. In addition, the pre-teaching of vocabularies assisted students in understanding the difficult or confusing word, comprehending the idea of the text, and reconstructing the text.

Based on the description above, it can be said that there was improvement on students' writing competence which can be seen on the composition of pre-test score and post-test score. Furthermore, Applying Dictogloss technique can upgrading students' competence in writing narrative text at grade eleven of SMAN 4 Kendari

5. Conclusion and Recommendation

Based on the finding and discussion of this research, the researcher concluded there was as significant effect of applying Dictogloss technique on upgrading students' competence in writing narrative text at grade eleven SMAN 4 Kendari. Applying of Dictogloss technique can upgrade students' writing competence in terms of Content, organization, vocabulary, language use, and mechanic aspects. However, some factors influence in teaching and learning process, such as class atmosphere, facility, and other important things were students' interets and motivation. In addition, the students still encountered some obstacles as problem, such as in recognizing keywords, finding the meaning of the text, and reconstructing the text. Those problem were caused by lack of the organization, vocabulary, language use, and mechanics. They could resolve the obstacles by relating the text to the vocabulary they have obtained, managing the group to work more cooperatively.

The finding of the research showed that there was as significant effect of applying Dictogloss technique on upgrading students' competence in writing narrative text. Therefore, the researcher tries to give some suggestion as follows after conducting this research. Hence, a researcher may apply to the other skills of English namely listening and speaking. For other research, research may apply the Dictogloss technique at different levels such as Junior High School and University. And for the teacher should be more creative in

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the classroom by knowing the same technique that can be applied in teaching writing and one of the techniques in the Dictogloss technique.

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