

Using Dictogloss Dictation Method to Improve Students' Skills in Writing Narrative Text

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ABSTRACT

The purpose of this study described the use of dictogloss method to improve students' skills in writing narrative text. This study was classroom action research which consisted of planning, implementation, and reflection. The qualitative data was gathered using an observation sheet, an interview, diary notes. The quantitative data was taken from the writing test. The data in this study was analyzed qualitatively and quantitatively. The findings of quantitative analysis showed that the mean of pre-test was 40.67. In cycle one, the mean of first post-test was 65.6. In cycle two, the mean of second post-test was 70.17. Based on the findings of this study, it was concluded that the application of dictogloss method improved students' ability in writing narrative text. The finding of the qualitative analysis showed that the students were interested in writing narrative text through dictogloss method.

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1. INTRODUCTION

Writing is one important skill in learning language. Writing became important skills to be increased in the classroom (Dewi, 2019). Writing plays a very important role in getting involved with other people who have a different distance and time from us; besides that writing can also be a permanent or semi-permanent memory or evidence, Nunan (1993). Writing is not only about generating and organizing ideas; it is also about turning them into readable text. Writing requires a diverse set of skills. Both higher-level planning and organizational skills, as well as lower-level skills like spelling, punctuation, and word choice, are important for L2 writers (Benesh, 1993). That is why writing is one of the most difficult abilities to be acquired in learning foreign language especially English.

Every grade has different achievement of writing ability. For example, students at junior high school should be able to write or generate a narrative text. Despite the fact that narrative material is intended to entertain the reader, they find it difficult to write it. They know a lot of stories about

narrative texts, but they have a lot of difficulties writing their own. Many pupils find it difficult to generate and develop their own ideas. Students have a concept but are unable to express it verbally. In order to compose a strong narrative text, they also fight to organize their thoughts into a logical order. In fact, they have difficulties in writing English text because they have limited vocabulary, they have lack of grammar, and they do not understand about the generic structure of the text. When L2 learners was given a writing task, they were often overwhelmed. Even at the start, some learners will struggle to get started. (May Al-Gharabally, 2015).

The teachers' teaching methodology and students' attitude and motivation affect the students' performance and ability. Appropriate instructional teaching methods and students' learning strategies enhance the students' achievement (Dewi, 2021). In this study, the dictogloss method was used to improve the students' ability in writing English text. Dictogloss method has many advantages because it can improve the students' writing ability. Many teachers and researcher used the dictogloss method to enhance their students' ability in writing. As Vasiljevic (2010:45) states that dictogloss is an interesting medium in improving students' learning abilities. With dictogloss, students have the opportunity to learn something new from their group because each student has a different writing ability. In addition, students will also practice their analytical skills in determining the strengths and errors in their writing. Therefore, students will learn to write narrative texts with pleasure and comfort and reduce anxiety in learning to write.

In addition, Hidayah (2017:7) states that teaching using the dictogloss technique will be very helpful for teachers and students in improving text narrative writing activities. He revealed that teachers should be able to apply the dictogloss technique in improving students' writing skills, because the dictogloss technique can solve students' writing problems such as grammar, structure, content, vocabulary, and mechanics. Furthermore, Retnowaty (2017:7) proved that dictogloss is an effective method in improving students' writing skills in writing narrative paragraphs of text. The dictogloss method changes the learning situation of previously inactive students to become more active, minimizing students' vocabulary mastery of unfamiliar words. This study also proves that students become more courageous and confident, not only conveying narrative texts, but they also give each other corrections to their friends. Retnowaty (2017) also stated that dictogloss is a perfect technique so that students can master grammar and vocabulary simultaneously by combining a combination of meanings in written form. Based on the previous study above, it was concluded that dictogloss method can improve students' ability in writing.

In this study, the researcher observed that the students have low ability in writing narrative text because many factors, such as students' motivation, teachers' methods and strategies, and students' vocabulary. Many factors influence the students' ability in EFL writing, such as the lack of students' ability to translate words in context, the common vocabulary, lack of the approaches, strategies, and techniques that the teacher and students used, the student's low motivation (Dewi, 2021). To improve the students' ability in writing narrative text, the researcher used dictogloss method in teaching narrative text. Furthermore, this study aimed to describe the application of dictogloss method in teaching writing narrative text and describe the improvement of students' ability in writing narrative text through *dictogloss* method.

2. METHODS

A classroom action research method was used in this study. The author undertakes the research as a pre-service teacher by observing the teaching and learning process in a classroom. Action research is a research method that aims to solve a problem that occurs in students where the problem has been previously identified. The purpose of this action research is to be a reflection for teachers and to improve the quality of the teaching process in the long term. In conducting a classroom action research, the researcher does not need a rigorous study to determine and know the problem clearly, action research is a research method that must be applied and carried out in the field, then an

evaluation is needed whether the decision to conduct this research is the right decision or not. Anne, 2010).

Action Study, according to Phillips and Carr (2010), often encompasses three major phases in a research cycle. Planning, implementing, and reflecting are seen as a continuous cycle or spiral in teaching and research. The phases of doing classroom action research are depicted in the diagram below:

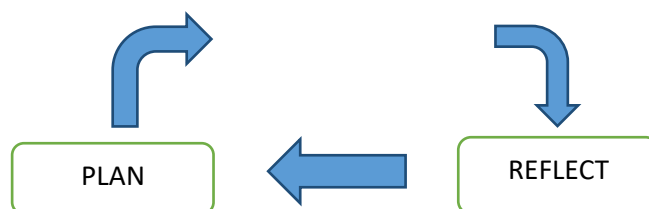


Figure 1. Cycle of Action Research by Phillips and Carr

The subject of this study is 8th grade students of MTs.S Pesantren ArRaudhatul Hasanah on the academic year 2019/2020. This research was classroom action research which consisted some three stages. The first was planning. In this stage, the researcher planned to design lesson plan which used digtogloss dictation method, and to design the media which used in the teaching learning process. The second stage is implementation. In this stage, the researcher used the digtogloss dictation method in teaching narrative text. The last stage is reflection. In this stage, the researcher made the reflection of the implementation of digtogloss dictation method in teaching narrative text.

There was qualitative data and quantitative data in this research. Observation, interview, diary note wer used as the instrument of qualitative data. Tests were used as the instrument of quantitative data. As Philips and Carr (2010) stated that in classroom action research, data is collected via four methods: observation, interview, documentation and diary Note.

3. FINDINGS AND DISCUSSION

In this study, there was two cycles of classroom action research. In the first cycle, the teacher planned the lesson plan using digtogloss method, then the teacher prepared media in teaching learning process, and the observation sheet. The teacher implemented the digtogloss method and made the observation during the teaching learning process. After implemented the digtogloss method, the teacher gave the writing test to find out the students' ability in writing narrative text. The results of the students' written test in the first cycle are listed below.

Table 1. The Percentage of the students' Score in Pre-Test of the First Cycle

	Criteria	Total Students	Percentage
P1	Passed	2	6,67 %
P2	Failed	28	93,33 %
TOTAL		30	100 %

From the table 1, it represented that in pre- test, most of the students failed, it was shown by the percentages of students' scores. It showed that 93,33% of the students failed in writing narrative text, while only 6, 67 % of the students passed in writing narrative text. It meant that the number of pupils who succeeded was only 6.67 percent, with two students passing with a score of up to 70. On the other side, 28 students received a failing grade of 70 or 93.33 percent. When completing action research in the pre-test, it was concluded that the students' talents in composing narrative text were low.

After implementing the digtogloss method, the student was given the writing test. The results of the first cycle's post-test are listed below.

Table 2. The Percentage of the students' Score in Post-Test of the First Cycle

	Criteria	Total Students	Percentage
P1	Passed	14	46,67 %
P2	Failed	16	53,33 %
TOTAL		30	100 %

The table 2 showed that students' ability to write an appropriate narrative text has improved. Although the improvement was still below of the KKM standard. The number of pupils who succeeded was only 46.67 percent, with 14 students passing with a score of up to 70. However, 16 students received a failing score of up to 70, or 53.33 percent. It can be stated that students' ability to write an appropriate narrative text has improved, but they still did not reach the KKM target score when conducting action research in post-test one. As a result, post-testing was carried out again in the second cycle. Based on the observation sheet, it showed that the students' still did not followed the dictogloss method well. They still confused about the steps of the method.

Then the researcher planned the second cycle in improving students' ability in writing narrative text through dictogloss method. In implementing dictogloss method in the second cycle, the students had good response in using dictogloss method. It can be seen from the observation sheet. The students' ability in writing narrative text also improve in the second cycle. It is known from the result of the second post tes as described below.

Table 3. The Percentage of the students' Score in Post-Test of the Second Cycle

	Criteria	Total Students	Percentage
P1	Passed	20	66,67 %
P2	Failed	10	33,33 %
TOTAL		30	100 %

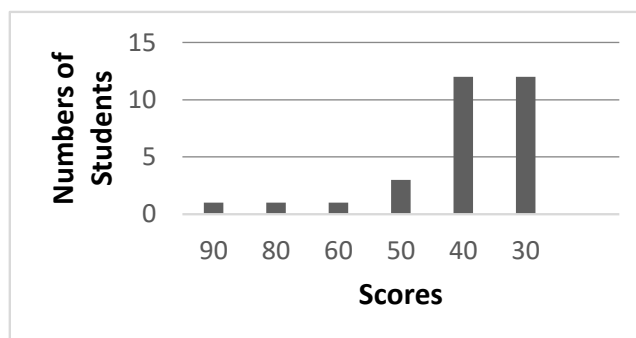
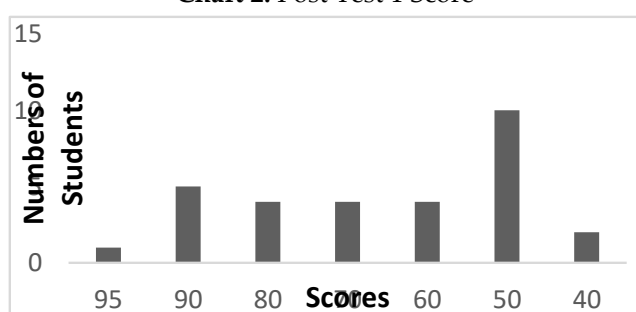
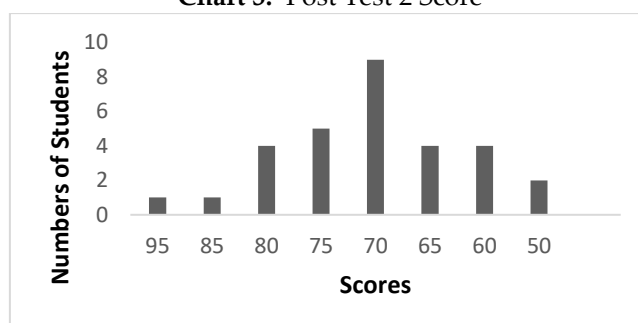
The table 3 showed that the percentage of pupils that passed was 66.67 percent. While, it was 33,33% students failed. It can be concluded that the students' ability to write narrative text has improved greatly. In the first and second Cycles, there was improvement of percentage of the students' ability to write narrative text.

Table 4.

The percentage of the impact of implementing dictogloss method to increase students' ability in writing narrative text in the First and the Second Cycle

	MEETING		THE STUDENTS' WHO GOT UP TO 70	PERCENTAGE
Cycle I	1	Pre-Test	2	6,67 %
	2	Post-Test	14	46,67 %
Cycle II	3	Post-Test	20	66,67 %

The table above showed that the students' scores improved from pre-test to post-test I and post-test II. Only two of the thirty students who took the pre-test received a score of 70 or above (6,67 %). In post-test I, 14 of the 30 students received a score of 70 or higher (46,67 %). From pre-test to post-test I, 40% of the participants improved their scores. In the post-test II, 20 of the 30 students received a score of 70 or higher (66,67 %). From post-test I to post-test II, there was a 20% increase in improvement scores. This chart shows the improvement students ability to write narrative text after using dictation dictogloss method.

Chart 1. Pre-Test 1 Score**Chart 2. Post Test 1 Score****Chart 3. Post Test 2 Score**

The research found that students' ability to write narrative language improved as a result of the quantitative data. The data showed that in a pre-test, the lowest score was 30 points and the highest was 90 points; in a post-test I, the lowest score was 30 points and the highest was 90 points; and in a post-test II, the lowest score was 30 points and the highest was 90 points. The lowest score was 40, and the highest was 90; in post-test II, the lowest score was 50, and the highest score was 95. In the pre-test, 6.67 % (2 of 30 students) received a score of 70 or above. In the post-test I, 46.67 percent (14 of 30 students) received a score of 70 or higher. The percentage improvement in scores from pre-test to post-test I was 40%. In the post-test II, 66.67 % (20 of 30 students) received a score of 70 or higher. The percentage improvement in scores from post-test I to post-test II was 20%.

This study concluded that to the dictation dictogloss method has an effect in increasing students writing skills. The dictation dictogloss method is one of the good learning ways that could be implemented in the classroom. Based on the finding. It showed that there was a differentiation among pre-test, posttest 1 and posttest 2. Mean score of posttest is 40,67 with the total of score is 1220. Meanwhile, post test 1 was 65,5 with the total of score is 1965 and the post test 2 was 70,17 with the total of score is 2105. From the mean score of posttest especially posttest 2. Posttest 2 got highest score than others. It means that application of dictogloss technique gave contribute to students writing skill

in narrative text. Furthermore, the findings of this study suggest that the dictogloss technique is an excellent teaching technique for narrative text production. As Robinson (2011;3) said that dictogloss is meant for grammar at first, but it may be designed for other language abilities as well (writing and listening). As a result, the dictogloss strategy is appropriate and helpful for improving pupils' writing skills.

The results of the data analysis revealed not only a substantial difference between the pre-test and post-test, but also that the dictogloss technique had a considerable impact on the students' ability to write. As a consequence of the data analysis, the group that received dictogloss treatment received higher score than the group that did not use the dictogloss technique to teach. There were several elements that influenced the pupils' capacity to write using the dictogloss approach, including:

Firstly, the students were having fun while learning because they were working together to rebuild the text. It allowed them to communicate and learn from one another in their group. Jacob and Small (2003:1) are in favor of it. Dictogloss is a unified teaching style in which students work together. They worked together to piece together a paragraph from their notes. Second, students participate actively in the learning process. As mentioned by Vasiljevic (2010;45) said that students will actively participate in the learning process because dictogloss provides many opportunities for peer teaching and peer learning, as stated by students will actively participate in the learning process because dictogloss provides many opportunities for peer teaching and peer learning. Because dictogloss combined individual and group activities, students listened and took notes individually before reassembling the text together. Because it was innovative teaching strategy for them, pupils eagerly followed each level of dictogloss. It boosted the students' vocabulary acquisition automatically. It was support by Harmer (2004;74) He claims that dictogloss is beneficial to pupil's vocabulary acquisition and writing habits. The reason for this is that the students were asked to scribble down any content terms that sprang to mind. They had to listen to a paragraph and recreate it using the terminology they learned.

4. CONCLUSION

The use of dictogloss has greatly affected to increase students writing skill, especially writing narrative text. This study has practically implication to give consideration for the teacher in enhancing students' ability in writing narrative text. Teaching narrative text using the Dictogloss dictation approach has a substantial influence on students' capacity and interest to think about the narrative text. Since using this approach, students were able to quickly understand and remember the generic structure of the narrative text. They'd be able to write a good narrative text as well. The Dictogloss dictation approach is recommended as a fun and engaging way to teach narrative text to Senior and Junior High School students.

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