

The Effect Of Dictogloss Technique On Improving Students Writing Skill Of Descriptive Text At The Tenth Grade Students Of SMK Muhammadiyah Kudus

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ABSTRACT

The aim of this study is to examine the effect of dictogloss technique on improving the writing ability of students on descriptive text at tenth grade students of SMK Muhammadiyah Kudus in the academic year of 2019/2020. This study was classroom action research using model of Kemmis dan McTaggart containing reconnaissance, planning, action dan observation and reflexion conducted in two cycles. The total samples of this study were all students of tenth grade of SMK Muhammadiyah Kudus consisting of 70 students. Later on, the data were collected through observation, interview and tests using interview guidelines, observation sheet and English writing rubric and then analyzed using descriptive analysis. This study showed that the use of dictogloss technique was able to improve writing skill of descriptive text for students. It can be seen from the different means from pre test and post test in the way that mean score of pre test was 8, in the cycle one was 9.5, in the cycle two was 11.63, and in the post test was 14,5. Furthermore, based on the application of its technique the students were able to generate their idea to produce well organized descriptive texts. They were also able to use the appropriate vocabulary, grammar, punctuation, spelling and capitalization in the writing. During the teaching and learning process they also showed positive responses towards the lesson, enthusiastically joined the teaching and learning activities and did the task well.

INTRODUCTION

In Vocational school, English belongs to the important subjects in the curriculum which will be tested in the national final examination. On the other hand, some students said that they had difficulties in learning English, especially in learning writing skill therefore they did not know what to write and how to write something in English. Later on, most of them also did not understand the process

of writing in English. Richards and Renandya (2002) state that writing is the most difficult skill for second or foreign language learners to master. Moreover, As Brown (2001) states that written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals. The difficulties are not only in generating and

organizing ideas, but also in translating these ideas into a readable text. And then, the difficulty becomes more noticeable if their language proficiency is weak.

Teaching and learning process of writing especially must be able to create fun and interesting activities. The appropriate teaching technique will have create the success of students' writing ability. Furthermore, teaching writing will be influenced by the teaching technique which is used by the teacher. Dictogloss is one of the teaching techniques that can be used to teach writing. Dictogloss is a relatively recent procedure in language teaching which borrows a little from traditional dictation (hence part of its name) but in fact is quite distinct from dictation in both procedure and objectives (Wajnrybn, 1990). Dictogloss, moreover, has some stages that facilitate the students to improve their writing ability and the reconstruction stage of dictogloss facilitates the students to be able to reconstruct a dictated-text by using their own language. Furthermore, Harmer (1991) adds Dictogloss is an activity which should involve students and teachers and that can be useful in the learning process. Like many teaching techniques that go completely out of fashion for a time, dictogloss is making a coming back. This shows that Dictogloss Technique is an integrated skill technique relatively procedure for language teaching and learning in which students work together to create a new product based on a text read by the teacher. The correction-analysis stage provides feedbacks that facilitate them to correct their mistakes in the writing aspects, namely content, organization, language use and mechanics. In addition, dictogloss technique is the integrated skill technique for language teaching and learning in which students work together to create a new product based on a text read by the teacher. Therefore this study examines the

effectiveness of dictogloss technique in solving the problem of students' writing skill of descriptive.

METHOD

This study was an action research used the model by Kemmis and Mc Taggart (1988) which stated that there are four steps in Classroom Action Research (Burn, 1999) including 1) planning which aims to identify a problem or issue and develop a plan of action in order to bring about improvements in specific area of the research context, 2) action which aims to involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time, 3) observation which aims in observing systematically the effects of the action and documenting the context, actions and opinions of those involved, and 4) reflection which aims to evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly.

The population of this study was all students of tenth grade of SMK Muhammadiyah Kudus consisting of 70 students which were taken by total sampling. The participants were later given pre-test to measure descriptive writing achievement before the treatment using dictogloss technique, and then they were given post-test after the treatment.

To collect the data, this study used some instruments including 1) observation which is the activity of giving total concern to research object of the sense which aims to explain the situation in class activities, individual involvement in some activities and the relation between situation, activity and individual. 2) Documentation is done to get information explicitly. And 3) test which is in the form multiple choice question. After data were collected, they were later analyzed into qualitative and quantitative analysis to explain the result of observation and test.

FINDING

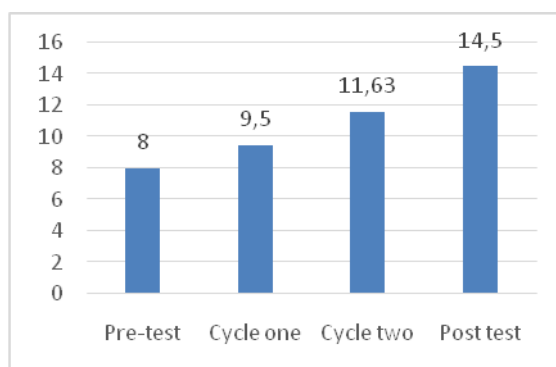
Some steps conducted in this stud were:

- 1) giving pre test to all participants, 2) explaining dictogloss as a technique to help students' in writing on descriptive text, 3) giving excercise for cycle 1 and 2, and 4) giving post test.

1. Result of the tests

The pre-test was given to the students' participants for the first time before the threatement. After that, the use of Dictogloss as teaching technique was employed to help students' in writing on descriptive text. In the treatment, the students are explained by meaning, purpose, and generic structure of descriptive text and language features and use word class verb of descriptive text. Moreover, the students are dictated text from the teacher whiles the students were without taking notes, did pre writing, writing, and revising using Dictogloss technique by writing down the dictation text. And then, the students did editing and publishing the written text. The last, the students' participants are given post test.

Based on the result of the pre-test, cycle one and cycle two test, and post test. The students have improvement in the average score in the class which is shown in the below diagram:



It can be seen from the above diagram that there is an improvement

of average score from pre test (8), cycle one (9,5), cycle two (11,63), dan post test (14,5). Therefore it can be concluded from the result of above tests that dictogloss is very effective to improve the writing ability of students.

2. Result of observation and Interview

In the observation of Cycle 1, it is found that the material is little bit difficult for the students therefore the students are quite hard to develop their writing and then students ask to have easier topic to be taught in the second cycle. In the Cycle 2, the students have the good responses in learning writing because the topic is easier and the class is so interesting. One of them said that she felt comfortable and happy to study English in the new technique. Another student said that the material was easier to understand in addition they were motivated to develop the sentences into good paragraphh. The English teacher also gave the positive response to this new technique. Based on the results of the second cycle, it is also found that the dictogloss technique can help students overcome the problems in learning the writing skill in the form of sentences and paragraphs arrangements. They felt more comfortable and active in joining the classroom activity. It also effected their results in writing.

Therefore, it can be concluded from the observation of Cycle 1 and 2 that the implementation of dictogloss techniquemakes the students have better writing skill. The students' writing skill increases in terms of sentences and paragraphs order. Later on, they also have good arrangement of English word order and diction in developing the sentences in their writing. The students' vocabulary mastery are also

increased because the teacher gives several texts which have more new vocabularies.

DISCUSSION

The application of Dictogloss technique for students affect to the better achievement in writing skill which is proved by progress of average score form pre-test, Cycle 1 and 2, and post test. The indicators used to analyze the students' assignments before and after the treatments consist of content, organization, vocabulary, grammar and mechanics. Furthermore, before the treatment applied most of the students do not know the organization and the suitable grammar for writing descriptive text, but after the intensive treatment, the students get better understanding of writing descriptive text Besides, the students also get rich vocabulary with this technique because they must explore their ideas and write it in the sequence times.

Teaching and learning process of writing by using Dictogloss technique make the students learn how to write more intensively. The problems to start writing are they have difficulties in developing sentences, limited vocabularies and do not understand the concept to write the descriptive text therefore in the teaching and learning process with Dictogloss technique, teacher acted as a guide who helped the students to develop their ideas in a written form.

Moreover, the teaching and learning process shows positive changes, the students who previously thought that learning writing was difficult because they think they have to organize their idea, find it helpful that there are guiding questions that follows after the teacher read the text. It helped them to make an outline first and to organize their text better because the answers of guiding questions are important points that are in the right order

according to the text. The students also enjoyed working with their friends in groups to reconstruct the text because they might miss the points from the text and their friends could get the important points of the text and they could help each other. They learned to cooperate with each other in order to help them reconstruct the text and produce the best writing text. The students can enjoy writing activities better than before, and the researcher encourages them to write as often as possible.

CONCLUSION

In short, the use of Dictogloss technique is effective improve the students' writing skill of descriptive text which is shown by the result of several tests. Moreover, Dictogloss technique makes the students learn how to develop their vocabulary, ideas, and wrote it in a proper organization therefore, the writing activity becomes easy because they knew the steps to build a good written form.

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