

THE USE OF DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL

***Devi Eka Ariyuni¹⁾, Abd. Waris²⁾, Jamiluddin³⁾**

^{1,2,3)} English Education Study Program, Faculty of Teacher Training and Education
Tadulako University, Palu

*deviekaariyuni17@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah penerapan teknik Dictogloss dapat meningkatkan keterampilan menulis siswa kelas delapan. Peneliti menerapkan desain penelitian pra-eksperimental. Populasi dalam penelitian ini adalah siswa kelas VIII SMPN 5 Palu yang berjumlah 137 siswa. Sampel penelitian ini adalah kelas VIII A yang berjumlah 23 siswa. Pengumpulan data dilakukan dengan menggunakan tes yang diberikan dua kali, yaitu pre-test dan post-test. Data dianalisis secara statistik. Hasil analisis data menunjukkan bahwa nilai t hitung (15,3) lebih tinggi dari nilai t tabel (1,717) dengan menerapkan taraf signifikansi 0,05 dengan derajat kebebasan (df) 22(n-1). Hal ini membuktikan bahwa hipotesis diterima. Dengan kata lain, penerapan teknik Dictogloss dapat meningkatkan keterampilan menulis siswa kelas VIII SMPN 5 Palu.

Kata Kunci; meningkatkan; keterampilan menulis; teknik dictogloss

ABSTRACT

The objective of this research is to find out if applying Dictogloss technique can improve writing skills of eighth-grade students. The researcher applied pre-experimental research design. One hundred and thirty seven students of SMPN 5 Palu took part in this research, and class VIII A which consisted of 23 students were selected samples of the research. The data were collected using a test administered twice; it was in the form of a pre-test and a post-test. The data were analyzed statistically. The results of the data analysis showed that the t-counted value (15.3) was higher than that of the t-table (1.717) by applying a significance level of 0.05 with a degree of freedom (df) 22(n-1). This means that the hypothesis is accepted. In other words, applying Dictogloss technique can improve writing skills of eighth-grade students of SMPN 5 Palu.

Keywords; improve, writing skill, dictogloss technique

INTRODUCTION

Writing is one of the productive skills in learning a language besides speaking. It is a means of communication between readers and writers in readable form. Through writing, writers can share ideas, thoughts, experiences and feelings. Graham (2019:277) states, "Writing is a fundamental skill. Writers use this versatile skill to learn new ideas, persuade others, record information, create imaginary worlds, express feelings and entertain others." In other words, writing is an activity aims to channel information and clarify the intentions of the mind between the writer and reader.

Learning writing skill is not easy for EFL students as “writing involves a lot of practice due to the complexity of its phonological, morphological, semantic and syntactic structures” (Rao, 2017:75). Therefore, in the division of language skills, writing comes in the last place after listening, speaking, and reading. It means, in order to be able to master writing skills students are supposed to have good ability in three other skills.

Furthermore, writing activity performed by students at schools aims to record, report or notify, convince and influence their writing achievement. However, the aims can be achieved when the students are already able to arrange and express their ideas, thoughts, and argument clearly. This clarity depends on reasoning, organization, grammar, vocabulary, spelling, and punctuation used.

Clearly, Curriculum of 2013 mentions that in writing students are expected to develop their skills in expressing meaning and rhetorical structures through simple text using written language varieties accurately, fluently, and appropriately in daily life context to interact with others in the form of descriptive, recount, narrative, procedure and report. Grade eight students, in particular are expected to write a descriptive text, how to describe something using appropriate social function, generic structures and language features of the text.

However, the result of interview of English teacher of grade eight indicated that most students hardly ever followed the writing stages. They did not know how to build sentences that are grammatically correct, had no ideas to express, lack of vocabulary and they often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the textbooks. They had ideas but they got difficulty to arrange and develop their ideas in papers. It happened because they did not have a lot of vocabulary. The other problem that the students found in writing descriptive are they do not know the material of descriptive itself. It makes them cannot write correctly and make their achievement in writing that was still low.

Considering the problems above, the researcher proposes to apply Dictogloss Method to determine if it can help students improve their writing skills. Dictogloss is a technique for language learning in which students work in groups to reconstruct a text dictated by teacher using their own words. Dictogloss was introduced as an alternative

method to teach grammar. In this method, students as the active learners get the opportunity to know about their weaknesses in language use, that allow students don't know, and what the need to know.

Dictogloss is a task-based procedure which is designed to help language learners about grammar works on a text. The purpose of Dictogloss is to improve students' knowledge of text structure and grammar within an authentic context. The learners are insisted to create the text with their own grammatical and linguistic resources. It can be concluded that Dictogloss is integrated technique that can be used for all basics English skills which encourage students to explore their linguistic and grammatical knowledge on a text. In which the students are asked to reconstruct the text with their group about the text they have heard twice. Then, they re-create the text with their own version.

Dictogloss teaching technique can create the teaching learning process effectively, especially for teaching the writing skills and grammar. By the effective learning teaching process the writer will improve student achievement. As the result, based on these situations, the writer tried to conduct the research about the using of Dictogloss to increase English writing achievement.

METHOD

This research used pre-experimental design that involves one group only. The group of students was given pre-test, treatment and post-test.

The following research design is illustrated as proposed by Sugiyono (2013:111)

$$\boxed{O_1 \quad X \quad O_2}$$

Where;

O_1 : Pre-test of the experimental group

O_2 : Post-test of the experimental group

X : Treatment of the experimental group

The design of this research was pre-experimental research by conducting pre-test, treatment, and post-test. A test was used to administer a pre-test before treatment as prior information of students' ability. Meanwhile, post-test was used to know the

students' progress after the treatment. The population of this research was the grade seven students of SMP Negeri 5 Palu. Based on the design of this research, the researchers chose a sample by applying the cluster random sampling technique. The sample was VIIIA. The research instrument of data collection was a test, pre-test, and post-test. Then, the researchers gave a score and calculated the result based on the test.

Table 1 Distribution of the test
The Scoring Rubric of the Test

ASPEK	SCORE	PERFORMANCE DESCRIPTION
GRAMMAR (G) Use Present Tense Agreement	4	Very few grammatical or agreement inaccuracies.
	3	Very few grammatical or agreement inaccuracies but not effect on meaning.
	2	Numerous grammatical or agreement inaccuracies.
	1	Frequent grammatical or agreement inaccuracies.
WORD CHOICE (W) Vocabulary	4	Effective word choice and word forms.
	3	Few misuse of vocabularies, word forms, but not change the meaning.
	2	Limited range confusing words and word form.
	1	Very poor knowledge of words, word forms and not understandable.

FINDINGS AND DISCUSSION

FINDINGS

The results of this research were analyzed statistically. In offering data, the researchers analyzed the data taken from pre-test and post-test that was given to the group. The researchers use the data to measure the effectiveness of the treatment used in this research, which is Dictogloss technique to improve students' writing skill at SMPN 5 Palu.

The pre-test was conducted on August 26th, 2021 in class. The researchers conducted a pre-test to measure the students' abilities before using Dictogloss Technique. Then, the post-test was on October 4th, 2021. The post-test was given to the

students after the treatment to measure the effectiveness of Dictogloss Technique in teaching English process to improve students' writing skill. The results of the pre-test and post-test are shown in table 2.

Table 2, the result of Pre-test and Post-test

Class	N	Lowest score	Highest score	Total score	Mean score	Deviation	Square Deviation
Pre-test	23	37,5	87,5	1200	52.17	725	25,000
Post-test	23	62,5	100	1925	83.69		

The table above shows that the lowest pre-test score is 37.5 and the highest score is 87.5. Based on the result of pre-test, there were only 5% or it can be said that only 1 students who gained score above 75 which is a standard score based on curriculum used by the school. After calculating the individual score, the researchers found that students' mean score of pre-test was 52.17.

After conducting the treatment, the researchers gave a post-test. The result indicated that students' scores on post-test were increased. The table above indicates that the highest score obtained by students in post-test is 100 and the lowest score is 62.5. Almost all of the students that are 80% of them got a higher score than the maximum standard of the school that is 75. While the students who got a score lower than 75 is only 10%. After getting the individual score, the researchers calculated the mean score of post-test and got the result of 83.69. It means that there is significant progress of the mean score of the experimental group from (52.17) in the pre-test to (83.69) in the post-test.

After getting the mean score of pre-test and post-test, the researchers then calculated the mean deviation and the sum of square deviation of the students' pre-test and post-test. The highest deviation score was 50, while the lowest score was 25. Then, the highest square deviation was 1406,25 and the lowest square deviation was 265. Moreover, the total deviation was 725 and the total square deviation was 25,000. After getting the total deviation and square deviation, it can be found that the mean score of

deviation was 31.25. Then, by getting the mean score of deviation, it was found that the sum of square deviation was 2,146.74.

After calculating the sum of squared deviation, the researchers analyzed the data by using the t-counted formula to find out a significant difference. The testing hypothesis was used to prove the research is accepted or rejected. The researchers reveal the criterion of the testing hypothesis was if t-counted is higher than t-table, the hypothesis is accepted, but if t-counted was lower than t-table the hypothesis is rejected. In order to attain t-table value and to find out the significance difference between the value of t-counted and t-table, the researchers apply formula to count the degree of freedom of the t-table by applying the df ($N-1 = 23-1=22$) and 0.05 level of significance.

Furthermore, the value of the t-table was 1.717, while the t-counted was 15.3. As a result, it shows that the t-counted value was higher than the t-table value. It means that the research hypothesis was accepted. This research implies that the Dictogloss Technique has an effect on improve writing skill of the eighth grade students of SMP Negeri 5 Palu.

DISCUSSION

This research aims to find out whether the use of Dictogloss Technique can improve students' writing skills. The researchers measure students' writing skill by asking the students to write a descriptive text by listening to the text read by the researcher. The researchers found the problem that most of the students had difficulty expressing their opinions and ideas when they started to write. In addition, they did not know how to make sentences that are grammatically correct because of the lack of vocabulary. It was the reason for the researchers to conduct the research.

After conducting the data analysis, the researchers would describe about the research finding. In this research, the students firstly received the pre-test. It is used with the aimed to know the students' English prior knowledge before given the treatment. Based on the result of pre-test, there were only 5% or it can be said that only 1 students who gained score above 75 which is a standard score based on curriculum used by the school. After calculating the individual score, the researchers found that students' mean score of pre-test was 52.17.

The researchers use the dictogloss technique when teaching English. There were six meeting for doing research, two meeting for doing the test (once in the pre-test and once in post-test) and four meetings for doing the treatment to prove that dictogloss technique can improve the students' ability in writing descriptive text. The researchers introduce and explains how to learn to use dictogloss technique. After all, students understood what is Dictogloss technique, the researchers divide them into several groups which each group consist of 4 or 5 students. Then the researchers show students some keywords through the screen, where the keywords will appear in paragraphs and a picture that illustrate the topic that used in the teaching process. After students look for a friends of group who are determine by the researchers, then the researchers start dictated the text twice to the students in normal speed. Which is the first dictation the students did not write anything and in the second dictation the students wrote down or took note some keywords about the important information that they could catch from the text read without worrying about the best word. Then the students were asked to discuss through WA Group and pooled their notes with their friends and tried to reconstruct their own version and pay attention to the component of writing. And the text should not be same at all with the original text, but the meaning should be same as the original text. Next, the researchers provide them an opportunity to share the result of their group works in WA Group. After students share the result of their group works in WA Group, other groups were asked pay to pay attention what other groups' shows. In the end, the researchers ask the students to conclude what are they have learned.

During the treatment, the researchers did not have difficulty using the technique because the students were not passive and they showed their enthusiasm during the teaching and learning process. It is proven when researchers explain the material, students are stimulated to interact and work together in groups, think, and learn during the learning process.

After conducting the treatment, the researchers gave a post-test. The result indicates that students' score on post-test was increased. Almost all of the students that are 80% of them got a higher score than the maximum standard of the school that is 75. While the students who got a score lower than 75 is only 20%. After getting the individual score, the researchers calculate the mean score of post-test and got the result of 83.69. By seeing the post-test result, it showed that the students' writing skill was

better than their writing skill in the pre-test, or in other words that the implementation of the Dictogloss technique really effective to improve students' writing skill. This result *is* supported by several previous researchers, such as; Lismawati (2017), Fikri (2016) both of them apply the Dictogloss technique and the results of his research indicate that the Dictogloss technique can improve students' writing skills.

CONCLUSION

After discussing and analyzing the data, the researchers concluded that using Dictogloss Technique can improve students' writing skill of the eight grade students of class VIII A of SMP Negeri 5 Palu. It was proved by the result of this research that the mean score of the pre-test of the students is 52.17 and the post-test is 83.69. Therefore, the t-counted value (15.3) is higher than the t-table value (1.717). It was proved that the hypothesis is accepted in which there was the development of the students after giving the treatment. It means that the use Dictogloss Technique is effective to improve students' writing skill.

ACKNOWLEDGMENT

The researchers give all her praises to the almighty God, Allah SWT, for all blessing, mercy, health, and opportunity given to her, so that she is able to complete this research. First, the researchers would like to convey her special thanks to her beloved parents, A.Sufriani and Darwis Dg.Gassing who have given love, care, support, help, and prayers during his life for the support and kindness given to me during my studies, without them all, it is impossible for the researcher to finish his study. Second, the researchers would like to express her deepest gratitude to her wise supervisor; she presented her high appreciation to her supervisor, Dr. H. Jamiluddin, M.Hum., for all the valuable guidance, ideas, suggestions, and comments during the completion of this skripsi. Thereafter, the researchers would like to express gratitude to her reviewers, Drs. Abdul Waris, M.Pd. and Budi, S.Pd., M.Pd. who gave precious comments and suggestions to this undergraduate skripsi. Third, as a student of English Department of Teaching Training and Education Faculty at Tadulako University, the researchers would like to express her gratitude and appreciation that are delivered to lecturers of the English Education Study Program for experience, suggestion, and motivation to the

researchers until she can finish this skripsi. The researchers also does not forget to thank to the eighth grade students of SMP Negeri 5 Palu who have participated.

REFERENCES

- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, Vol.3 (3), pp.21-34
- Annisa Cahyalina. 2019. *Improving Students' Writing Skills in Descriptive Text Using "Card Sort" at Seventh Grade Students of MTs N 1 Purworejo*. Salatiga : State Islamic Institute (IAIN).
- Arikunto, S. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktek (Edisi revisi VI)*. Jakarta: Binapura Aksara.
- Brown, H. D. *Language Assesment Principles and Classroom Practice*, California: Pearson ESL, 2003.
- Clark, S, K. (2014). *Writing Strategies for Science (2nded)*. USA : Shell Education.
- Davis, Paul and Mario Rinvoluceri. 1988. *Dictation New Methods, New Possibilities*. New York: Cambridge University Press.
- Depdiknas. (2006) *Kurikulum Tingkat Satuan Pendidikan (KTSP) Petunjuk Teknik Pengembangan Silabus SMP/MTs, Mata Pelajaran Bahasa Inggris*. Jakarta : BSNP
- Dewi, Ratna Sari. 2018 "Teaching Writing through Dictogloss", *IJEE*, vol. 1 no.4 (2014),<https://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/File/1750/1457>
- Dietsch, Betty Mattix. *Reasoning and Writing Well*. New York: McGrawww-Hill, 2006
- Faisal., & Suwandita K. (2013). The Effectiveness of Fresh Technique to Teach Descriptive Paragraph. *Journal of Education and Learning*,7 (4) pp.239-248. Purwokerto: Muhammadiyah University.
- Fauziah. 2019. "The Effect of Using Dictogloss Technique towards Students' Ability in Writing Descriptive Paragraph of Second-grade Students at MTs DDI At-taqwa Jampue Pinrang." Pare-pare : State Islamic Institute (IAIN).
- Graham, S. (2019). Changing How Writing is Taught. *Review of Research in Education*, Vol. 43, pp.227-303. DOI : 10.3102/0091732X18821125.
- Harmer, J. (2007). *The Practice of English Language Teaching (3rded)*. Cambridge, UK: longman.
- <http://www.ccsenet.org/journal/index.php/elt/article/view/5212>
- _____. 2004. *How to Teach Writing*. England: Pearson Education Limited.
- _____. 2007. *How to Teach English*, new edition England: Pearson Education Limited.
- Hyland, K. (2003). *Second Language Writing*. Hongkong: Cambridge University Press.

- Nik, Y. A., Sani, B. B., Kamaruzaman, M. N. B. W. C., Hasbollah, H. R. B., et al. (2010). The Writing Performance of Undergraduates in the University of Technology Mara, Terengganu, Malaysia. *Journal of Language and Culture*, Vol.1, pp.8-14.
- Rao, P.S. (2017). The Characteristics of Effective Writing Skills in English Language Teaching. *Research Journal of English*, Vol. 2 (2), 75-86.
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Thornbury, Scott. 1999. *How to Teach Grammar*. Harlow England: Pearson Education Limited.
- Vasiljefic, Zorana. 2018. " Dictogloss as an Integrative Method of Teaching Listening Comprehension to L2 Learners", *English Language Teaching*, Vol. 3 No. 1 (March 2010).
- Weigle, S. C. (2009). *Assessing Writing*. Cambridge: Cambridge University Press.