

THE EFFECTIVENESS OF DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL ON NARRATIVE TEXT

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Abstract

This research paper entitled “**The Effectiveness of Dictogloss Technique to Improve Students' Writing Skill on Narrative Text**”. It was intended to fulfill one of the requirements to the English Study Program of FKIP Universitas Bale Bandung for taking find out whether or not Dictogloss technique is effective to improve students' writing skill on narrative text and to find out the students' responses toward Dictogloss technique in teaching writing on narrative text. In this research, the writer choosed the second grade of SMP Tunas Baru Ciparay. The number of sample was 30 students for the experimental group and 30 students for the control group. The result of the pre-test showed that the t-test value was 0.472, where t-table at $p = 0.05$ with $Df = N_1 + N_2 - 2 = 30 + 30 - 2 = 58$ at the level of significance 0.05 for two tailed, the critical value of t is 2.042. Then, the writer observed that the t observe was lower than t-table ($0.372 < 2.042$). It means that there was no significant difference between the experimental group and control group before doing the treatment. The result of post-test showed that the t-test value was 2.543, where t-table at $p = 0.05$ with $Df = N_1 + N_2 - 2 = 30 + 30 - 2 = 58$ at the level of significance for two tailed, the critical value of t is 2.042. as the value of t observe was bigger than that of the t-table ($2.534 > 2.042$). It means that the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted, stating that there was significant difference in the result between using Dictogloss Technique than the conventional method. The result of Dictogloss technique is effective to the students. The questionnaire was only distributed to the experimental group. It was calculated and converted into percentage to find out the students' responses toward Dictogloss Technique to complete the data. The result showed that the students have a good response in implementing Dictogloss Technique could help them improve their writing skill on narrative text. It means that almost all of students gave a good result responses towards Dictogloss Technique.

Key words: Dictogloss Technique, Narrative Text, Writing Skill

Abstrak

Makalah penelitian ini berjudul "*ke efektifan Teknik Dictogloss dalam meningkatkan keterampilan menulis siswa pada Teks Naratif*". Hal ini dimaksudkan untuk memenuhi salah satu persyaratan kepada Program Studi Bahasa Inggris di FKIP Universitas Bale Bandung untuk mengetahui apakah teknik Dictogloss efektif untuk meningkatkan keterampilan menulis siswa pada teks naratif dan untuk mengetahui tanggapan siswa terhadap teknik Dictogloss . Dalam mengajar menulis pada teks naratif. Dalam penelitian ini, penulis memilih kelas 2 di SMP Tunas Baru Ciparay. Jumlah sampel adalah 30 siswa untuk kelompok eksperimen dan 30 siswa untuk kelompok kontrol. Hasil pre-test menunjukkan bahwa nilai t-test adalah 0,472, di mana t-tabel pada $p = 0,05$ dengan $Df = N_1 + N_2 - 2 = 30 + 30 - 2 = 58$ pada tingkat signifikan 0,05 untuk dua kelas. , nilai kritis t

adalah 2.042. Kemudian, penulis mengamati bahwa *t-observe* lebih rendah dari *t-tabel* ($0,372 < 2,042$). Ini berarti bahwa tidak ada perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol sebelum melakukan perlakuan. Kemudian dari hasil *post-test* menunjukkan bahwa nilai uji-*t* adalah 2,543, di mana *t-tabel* pada $p = 0,05$ dengan $Df = N1 + N2 - 2 = 30 + 30 - 2 = 58$ pada tingkat signifikan untuk dua kelas, nilai kritis *t* adalah 2.042. karena nilai *t-observe* lebih besar dari *t-tabel* ($2,534 > 2,042$). Ini berarti bahwa Hipotesis Null (*H₀*) ditolak dan Hipotesis Alternatif (*H_a*) diterima, yang menyatakan bahwa ada perbedaan yang signifikan dalam hasil antara menggunakan Teknik Dictogloss daripada menggunakan metode konvensional. Kuesioner hanya didistribusikan kepada kelompok eksperimen. Kemudian dihitung dan dikonversi menjadi persentase untuk mengetahui tanggapan siswa terhadap Teknik Dictogloss tersebut. Kemudian hasil penelitian menunjukkan bahwa siswa memiliki respon yang baik dalam menerapkan teknik dictogloss tersebut kedalam metode pembelajaran yang baru dan dapat membantu mereka untuk meningkatkan keterampilan menulis teks naratif, dan para siswa dapat saling bertukar pikiran satu sama lain. Jadi, para siswa tidak akan merasa bingung ataupun bosan. Ini berarti bahwa hampir seluruh siswa dapat memberikan respon yang baik terhadap Teknik Dictogloss tersebut.

Kata kunci: Teknik Dictogloss, Teks Naratif, Keterampilan Menulis

INTRODUCTION

According to Brown, (2007: 17) without language, people cannot communicate with each other because language as a tool of communication. In this era of globalization, English is an international language that should be mastered by people. In order that, people could communicate with the others people in the world.

In this research, the writer focuses on writing skill

. According to Barbara, (1985: 27) writing is a useful tool for discovering and thinking: many an attic hold some ancestor's diary, and many serious students or professional writers carry notebooks full of trial phrases, reading notes, drafts, and musing.

However, writing conventional method is boring for students. If students are bored, students will be difficult to learn the subjects. The teachers should apply other technique, method, or strategy that must be used in learning and teaching English activity, especially in writing. When students have interest in learning, they will be easier to write in English text, included writing narrative text (Johnson, 1995: 11) cited in (Renandya, 2008: 47).

Students should pay attention to punctuation marks, dictations, word spelling, and grammar in writing the series of events of narrative text. But, sometime students don't pay attention to this thing. In Dictogloss technique, students practice their listening and writing skills. Therefore, it will be useful for students to not ignore the rules writing.

Based on the problem above, the writer tries to improve students' writing skill by using Dictogloss technique on narrative text. in writer's opinion Dictogloss technique can be more effective than conventional technique in improving students' writing skill because in Dictogloss technique the students cooperate with the others in reconstructing the text after listening to the dictated materials by the teacher. So, the students will not be bored.

THEORETICAL FOUNDATION

Writing

Writing is a process that requires following steps and using strategies to accomplish your goals (McLean, 2012: 380) cited by Mawarni, 2017 says:

“... Writing is a significant support for learning. In other words, it supports the retention and organization of target language knowledge ... writing involves making very explicit the grammatical role of word. In this way, it requires more intensive bottom-up processing than, say, listening comprehension.”

Writing, like other kinds of communication, usually involves a social act with identifiable social purposes (Jones and Farness, 2002: 11) cited in Kurniawati, 2016: 14).

From the definition above writing is a kind of communication that will support for learning, because there is a relationship between writing with the memory in the brain to write. But, for mastering writing students should pay attention to the grammatical role and students' listening to avoid misunderstanding between target language and source language. So, in writing students should follow several steps for mastering writing skill.

Writing Skill

Writing skill is important for improving students' writing in teaching language Shofiyah (2015, cited in Waasaf and Marcovechio, 2001: 10) states “... writing is teachable and learnable, that is skill that can be improved and refined.” As Shofiyah (2015) states “Writing is a craft (at its best, in act) which has to be practiced.

In practicing writing, the teacher acted to improve students' potential by using technique, method, or strategy that would influential well in the world of education and the teacher teach about how to make good writing in writing process and also Heaton (1997: 138) states:

“Writing is more complex and difficult skill to be taught because it is only requiring mastery on grammatical and rhetorical devices but also on conceptual and judgement devices.”

Thus, writing should continue to be studied well in order to have the writing skills that will increase continually because in writing, the writer should master the entire grammar and theories about how to write well in writing process.

Writing Process

Process writing is stressed—most exercises are based on the language of argumentation, comparison and contrast, etc., rather than on solving particular grammatical problems (Homstad and Thorson, 1994).

According to McLean (2012: 380) these are the five steps in the writing process:

1. Pre-writing.
 2. Outlining the structure of ideas.
 3. Writing a rough draft.
 4. Revising.
 5. Editing.
- Prewriting is the stage of writing process during which you transfer your abstract thoughts into concrete ideas in ink on paper (or in type on a computer screen). By

prewriting students are free to write whole thing that is in their brain without having to determine what it used to be written.

- Outlining the structure of ideas, it means determine an outline in the form of a sentence or words that related to the topics to be written from the prewriting text. That will be useful for students, because it will facilitate students for organizing the idea of topics that have been determined (Shofiyah, 2015) cited in Waasaf and Marcovechio (2001: 14).
- Drafting is the stage of the writing process in which you develop a complete first version of a piece of writing (McLean, 2012) cited in Mawarni, 2017: 14). The students do this after outlining the ideas that have been organized, then develop the ideas on the paper.
- Revising is the process of making changes. Revising is the process of learning to write well (Caswell and Mahler, 2004: 170) cited in Herawati, 2010: 16). Because in revising, students try to share their writing to others or partner to get correction. So, students need the directions from the teachers.
- Editing is the last and most important phase in writing a letter (Tooms, 2005: 177) cited in Alawiyah, 2006: 12). In this step, students should be able to read the text and checking for grammatical errors and spelling errors.

The process of writing into prewriting, drafting, revising, and editing stages and explained the stage in writing process is not as a fixed sequence but as a dynamic and unpredictable process in which there is not obligation to complete one stage before beginning others. This means that the writers must not follow and do this process systematically from prewriting to editing stage because this process is actually flexible.

Dictogloss Technique

According to Alan Maley and Ruth Wajnryb (1990: 5) In Dictogloss, a short text is read at normal speed to a class of learners who jot down familiar words as they listen. At the end of dictation stage, most learners have only a small number of isolated words (or fragments) which together make up very incohesive, 'battered text'.

Based on the explanation above, Dictogloss technique is a recent procedure in language teaching that based on pedagogical procedure by doing dictation activity to listen carefully, write, and reconstruct a text in groups or individual.

The Aims of Dictogloss Technique

According to Wajnryb (1990: 6) Dictogloss has a number of aims:

1. It aims to provide an opportunity for learners are to use their productive grammar in the task of text creation. Learners' linguistic resources are called upon as they pool their fragmented notes and consider the various language options available to them.
2. It aims to encourage learners to find out what they do and do not know about English. This is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts.
3. It aims to upgrade and refine the learners' use of the language through a comprehensive analysis of language options in the correction of the learners' approximate text.

Therefore, Dictogloss technique will allow students to use grammar that produces product in writing and reconstructing text by analyzing the language structure and using punctuation marks, dictions, word spelling, and grammar well.

The Advantages of Dictogloss Technique

Every technique has different advantages. So, by doing Dictogloss technique there are some advantages for students. According to Maxom (2014: 234) the advantages of Dictogloss technique those are:

1. Students can work both individually and as a group (and group work result in less pressure for each individual of the students).
2. The objective of the activity is clear throughout.
3. Reconstructing the text together result in more learner autonomy. They do not depend on you for continuous feedback.
4. Students teach and correct each other, which reinforces their learning.
5. Students easily notice the difference between what they understand and what the need to say. This in turn highlights the areas of their learning that they need to improve on.
6. You combine teaching and testing in the same activity, which is an effective use of time.
7. Communication between students is authentic in nature: suggesting, confirming and negotiating are frequent aspects of everyday life.

Dictogloss test a board range of skills including the ability to understand connected speech, instead of isolated words, and to apply syntax.

Therefore, the advantages for students, they can improve their ability to work individually or in the groups in reconstructing the text. Then, students can also communicate well with their friends in expressing opinions about a word or sentence that has been written and understood from the result of dictated material by the teacher.

The Procedures of Teaching Writing through Dictogloss Technique

According to Nunan (1991: 28), there are four stages in the Dictogloss approach:

- Preparation, at this stage, teachers prepare students for the text they will be hearing by asking question and discussing a stimulus picture, by discussing vocabulary, by ensuring that students know what they are supposed to do, and by ensuring that the students are in the appropriate groups.
- Dictation, Learners hear the dictation twice. The first time, they listen only and get a general feeling for the text. The second time they take down notes, being encourage to listen for content words which will assist them in reconstructing the text. For reason of consistency, it is preferable that students listen to a cassette recording rather than teacher-read text.
- Reconstruction, At the conclusion of the dictation, learners pool notes and produce their version of the text. During this stage it is important that the teacher does not provide any language input.
- Analysis and Correction, There are various ways of dealing with this stage. The small group versions can be reproduced on the board or overhead projector, the texts can be photocopied and distributed, or the students can compare their version with the original, sentence by sentence.

So, Dictogloss technique makes students more active when practiced their listening and writing. Because, in Dictogloss technique students could cooperate with the others in reconstruction the text after listen to the dictated materials by the teachers.

RESEARCH METHODOLOGY

This study used a quasi-experimental design to investigate whether or not the use of Dictogloss technique is effective to improve students' writing skill on narrative text and to find out the students' responses toward Dictogloss technique in teaching writing on narrative text. A quasi-experimental design is practical agreement between true experimental and the nature of human language behaviour (Hatch and Farhady, 1982, as cited in Mawarni, 2017: 23). Thyer (2012) stated that comparing the two groups, one gets treatment and the other one does not get treatment or a conventional treatment, have been called quasi-experimental designs. Therefore, the questionnaire will be given to the experimental group to complete the data.

A quasi-experimental design covers quantitative research and statistical technique. Quantitative research is based on the measurement of quantify or amount (Kothari, 2004: 3).

Variable

Variable in an object of the research. Variable always exist in the research because the variable concerning about techniques or methods that will be applied and what is the result of the research. According to Kothari (2004: 33-34):

A concept which can take on different quantitative values is called a variable... If one variable depends upon or is a consequence of the other variable, it is termed as a dependent variable, and the variable that is antecedent to the dependent variable is termed as an independent variable.

Based on the explanation above, the independent variable of this research is Dictogloss technique and the dependent variable of this research is the students' accomplishment writing score.

Hypotheses

Based on Akdeniz (2015: 25), "A hypothesis is an announcement about score characteristic of a variable or a gathering of variables. The research hypothesis is a predictive statement that relates an independent variable to a dependent variable (Khotari, 2004: 34). Thus, hypothesis is a provisional assumption in the study that related to the variable.

Research Instrument

A research instrument is defined as a systematic and standardized tool for data collection (Tran, Nguyen, and Chan, 2017: 26). Research instruments is a tool that used to collect, investigate or observe a problem in the research. Research instruments also for analyzing the data or information that has been collected systematically. The aim of the research instrument for resolving a problem in the research or testing a hypothesis by using a tool in the research.

The instruments that will be used to collect that they know. In other word, the students' writing form pre-test and post-test were scored or assessed by using that scoring rubric. By using that rubric, the students' writing were scored from each scored from each aspect of

writing; content, organization, language use, vocabulary, and mechanics. In addition, the researcher also asked the English teacher's help to assess students' writing.

To obtain the required data from instruments consisting of pre-test, post-test, questionnaire, and to assess students' writing the Administering pre-test, Administering post-test, Administering questionnaire, and the Scoring rubric that is very important for the writer.

Scoring rubric

To assess students' writing, the writer uses this rubric. By using this rubric, the students' writing is scored from each aspect of writing. Such as content, organization, language use, vocabulary, and mechanics.

FINDING AND DISCUSSIONS

Finding

The pre-test scores analysis is done to both the experimental and the control groups which consists of 30 students for each group. The pre-test had been done on 22th of August 2019 to the control group and on 22th of August 2019 to the experimental group.

The Post-test was given to the experimental group on 29th of August 2019 and the control group on 29th of August 2019. The result of post-test was analyzed to find out the student's score after treatment that is the student's score increase or not increase.

The questionnaire was concluded to complete the data to know about students' responses toward Dictogloss technique in teaching writing of narrative text. The result of questionnaire was analyzed by using Guttman scale. The data of questionnaire is derived from the respondents choosing the option 'yes' or 'no' in the column. The option 'yes' is counted '1' and the option 'no' is counted '0' in the calculation process. Then, the scores of respondent are changed into the percentage form.

Discussion

The findings of the research can be concluded that before doing treatment the t-test score is lower than t-table ($0.472 < 2.042$). It means that there is no significant difference between the experimental group and the control group. But after doing the treatment, the t-test score is higher than t-table ($2.534 > 2.042$). It means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted, stating that there is significant difference in the result between using Dictogloss Technique as a means of teaching narrative text to the second grade of SMP Tunas Baru Ciparay than the conventional method. The result shows that this technique is effective. This finding is in line with Cardoso's (2009): Dictogloss is a class dictation activity where students are asked to listen to text (short) read by the teacher, and students can reconstruct the text in their own words. So, the students could improve their writing skill when they try to reconstruct and produce their version of a narrative text that had been dictated by the teacher by working in group.

Then, based on the results of students' questionnaire responses to the Dictogloss technique in teaching writing of narrative text have a good result. Because the students think they can understand writing, it's easier, and the students find it helpful to write narrative text by using dictogloss techniques. It means that almost all of students gave a good result response towards Dictogloss Technique.

CONCLUSIONS AND SUGGESTIONS

In the previous chapter, this research discuss about the data analysis and the interpretations. The result of this study showed that teaching writing on narrative text by using Dictogloss technique got better result because the result of the post-test scores are higher than the pre-test scores. Then, the effectiveness of Dictogloss technique to improve students' writing skill on narrative text had significant difference result between the experimental group and the control group. In other words, the technique is effective in writing skill on narrative text.

Thus, to complete the data the questionnaire were given to the students to know about students' responses toward Dictogloss technique in teaching writing on narrative text. The result of the questionnaire showed that students' responses toward Dictogloss technique in teaching narrative text are positive. By using Dictogloss technique, the students can understand about content or storyline of narrative text and have a good response to learning writing skill of narrative text. So, they are not boring and make their better in Writing English sentences. This technique is needed for the teachers of English that should be applied in learning English. The writer concluded that the effective to be applied in the second grade of SMP Tunas Baru Ciparay.

Suggestions

Suggestions for the Teacher of English

1. The writer suggests that Dictogloss technique is implemented as a means of teaching writing because in this research Dictogloss technique is effective to improve students' writing skill.
2. The teacher should pay attention to the intonation when dictation.
3. The teacher should manage the students when they are discussing.
4. The teacher should know students' character well.
5. The teacher should motivate the student to be more active in achieve a goal in learning and teaching activity.

Suggestions for Further Researcher

1. The further researcher could apply this technique in the different grade, especially in senior high school. Because it has proven that this technique will improve students' writing skill.
2. The writer hopes further researcher could try this technique in different skills in English, not only in writing. Because if this technique is useful for students to improve their writing skill there may be a possibility to implement this technique in other skills of English.

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