

USING DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL

¹⁾Moh. Choirul Huda ²⁾Piping Rahadianto

STKIP PGRI Tulungagung

¹⁾choirul.huda@stkiptulungagung.ac.id

²⁾pienkbaladewa@yahoo.com

Abstract

This study is aimed at upgrading the students' writing skill by employing Dictogloss technique as the teaching technique in writing class. The setting and participants were the eleventh grade students totally 20 students at MA Sunan Giri Gondang. The design of this research is a classroom action research consisting 4 steps, such as planning, acting, observing, and reflecting. The data collection methods were writing test, interview to teacher and student, observation, field notes, and questionnaire. The findings show that the students' writing skill got improvement after being taught using Dictogloss technique. The score mean increased from 66,9 (preliminary study) to 74,3 (Cycle 1) to 77,6 (Cycle 2). It can be concluded that the implementation of Dictogloss technique can improve the students' writing skill.

Keywords: dictogloss, writing skill

©Pendidikan Bahasa Inggris FKIP UM Palembang

Introduction

According to PP RI No. 19 Tahun 2005 about The Standard of National Education revised on PP RI No.32 Tahun 2013 states that in the level of SMA/MA /SMALB, or other equals, National Examination covers Indonesian, English, Mathematics, and Sciences. Therefore, English here becomes one of primary lessons in Senior High School.

Writing is one of four English language skills besides listening, speaking, and reading included in the School Based Level Curriculum (KTSP) that should be mastered by the students of Senior High School. Among of them, writing is considered to be very vital or important (Munirah, 2017).

However, leading the students to be good in writing is not something easy. Because writing involves all elements of language such as spelling, grammar, vocabulary, semantic, etc. It is in line with the preliminary study done by the researcher at the eleventh grade students of MA Sunan Giri Gondang. The students' writing score was under expectation. There were 65% of the students who were categorized into

failed or under the criteria of success. It means that the students mostly still have problem in their writing ability.

To find out the possibilities of the cause then the researcher did interview to the English teacher and some students, he could find some information related to the students' problems in writing. The first problem is that students often made mistakes in arranging the sentences and phrase in English or got difficulties in grammar. Second, the students were often difficult in developing their idea into writing. Third, students sometimes got difficulties in word choice. Fourth, students are often confused in building a good cohesiveness of writing. Furthermore, the teacher was often doubt to use variety of teaching technique, so she often uses the same or monotonous technique in teaching writing. As a result, the student often felt bored in the class.

The success or failure of students' learning is not far from the role of teacher and the teaching technique she/he uses in teaching and learning process. Inappropriate technique for teaching often drives to the problem of

learning goals to achieve. It is important that teachers learn to use a variety of teaching techniques in order to cater for the range of learning needs and requirements that are present within most class environments. Within this section a variety of teaching techniques will be explored and their various advantages and disadvantages outlined (Campbell, Farrows, & Riley, 2004).

However, teaching English in Indonesia is not as easy as teaching Bahasa Indonesia because English is still considered to be a foreign language. Said (2013) states that teaching English as a second or foreign language has been a constant challenge due to the interference of the first language. Hence, the teacher is demanded to be as creative and active as possible in teaching. As instance, the teacher should be up-to-date with teaching techniques or methods. Furthermore, the teacher should have a good teaching technique to bring the students into a good goal expected. Tsui (2009), Abro, Ansari, and Qaisrani (2014) believe that the concept of good teaching techniques varies from subject to subject, culture to culture, place to place and time to time. It means that no single teaching technique which is perfect. It depends on the students' condition and the class atmosphere or situation. Once more, it is absolutely the teacher's right to choose which teaching technique is appropriate and which is not. In other side, it is the teacher's responsibility to choose the right teaching technique for their students.

Specifically for teaching writing, generally there are many teaching techniques or methods that have been researched by many researcher, educators, and or teachers. Based on the problems identified above, the teacher should use teaching technique that fits with the students' condition. The teaching technique that is considered to be appropriate to solve the problems

above is Dictogloss technique. According to Wajnryb (1990), Gholam, Abbasian, and Mohammadi (2013), Dictogloss is defined as a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. The advantages of Dictogloss technique are: (1) emphasizing on the meaning of the whole text, (2) Encouraging learner autonomy – error correction, proof reading & editing skills, (3) Integrating testing and teaching of language, (4) Presenting grammar in context, (5) Helping learners who require support with writing tasks, and (6) It has the experiential factor – learners learn best by actively participating in tasks designed to use specific language.

There are four stages in implementing Dictogloss technique, such as (1) Preparation, when the learner finds out about the topic of the text and is provided some related vocabularies, (2) Dictation, when the learner hears the text and takes notes, (3) Reconstruction, when the learner reconstruct the text, (3) Analysis and Correction, when learner analyze and correct their text (Wajnryb, 1990:7).

Abbasian & Mohammadi (2013) had investigated the effectiveness of Dictogloss in developing general writing skill. He explored the effect of Dictogloss technique on learner's writing in general which covered its content, organization, vocabulary, language usage, and mechanics. The result shows that the treatment using Dictogloss technique affected the participants' general writing positively. It can enhance their organization and mechanics but not content, language usage and vocabulary.

Dewi (2015) also conducted the similar research dealing with Dictogloss technique applied to develop students' ideas in writing. The result assumes that

it is a good technique should be applied in writing class to help students to train their writing skill. It has eight valuable variations in helping and experiencing students to learn English, especially writing. The variations are dictogloss negotiation, student-student dictation, student-controlled dictation, dictogloss summaries, scrambled sentence dictogloss, elaboration dictogloss, dictogloss opinion and picture dictation.

Claudia, Sada, and Wardah (2017) conducted an action research to improve the students' achievement in writing a paragraph orientation of narrative text through Dictogloss technique. The result shows that Dictogloss technique is able to improve students' achievement in writing a paragraph orientation of narrative text, Dictogloss technique improves the class situation, Dictogloss technique helps students to minimize the students' unfamiliar vocabulary, Dictogloss technique helps students to be brave to present their text.

By investigating some advantages and the findings of previous researches dealing with Dictogloss technique above, it can be hypothesized that Dictogloss technique can improve the students' writing skill. Consequently, this research is aimed at improving the students' writing skill through Dictogloss technique applied in their writing class. The participants of this research were the eleventh grade students in Academic year 2016/2017 while the setting was at MA Sunan Giri Gondang. The writing material was limited to the one of text genre covered in School Based Level Curriculum (KTSP) of Senior High School, i.e Hortatory Exposition text.

Methodology

Based on the background of the research, the research design was a Classroom Action Research (CAR). It

consisted of four steps; they are planning, acting, observing and reflecting (Kemmis, McTaggart, & Nixon, 1999).

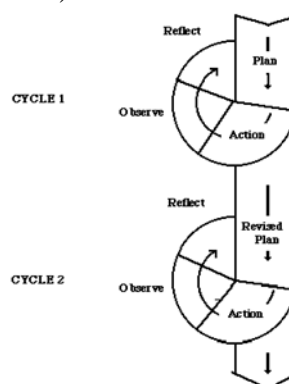


Figure 1. Procedure of Action Research adopted from Kemmis and Mc Taggart Model

The researcher conducted this study collaboratively with the English teacher of MA Sunan Giri Gondang. It was done collaboratively in order to get the optimum result the researcher expected. As the collaborator, the teacher was involved in the process of research activities such as being a teacher when teaching and learning process and giving suggestions dealing with lesson plan.

The source data was the researcher, English teacher, and the eleventh grade students of MA Sunan Giri Gondang in academic year 2016/2017 totally 20 students. The technique of data collection used were (a) Writing Test, (b) interview to teacher and student, (c) observation, (d) field notes, (e) photograph, and (f) questionnaire. The instruments were (1) the writing material dealing with Hortatory Exposition text, (2) observation sheet, (3) field notes, (4) Test sheet, (5) questionnaire sheet, (6) interview guide. The data collected was analyzed using qualitative analysis adopted from Milles and Huberman (1992), Zubaidah (2015) which includes data reduction, data display, and conclusion. *Reduction*, in this step, all

data which were collected were noted and rechecked accurately and carefully. From these data, the researcher reduced and chose data and focused on the unity theme. By characterizing and grouping the data, the researcher found the outlined data. *Data display*, in this step,

the researcher displayed the data with narrative text and graph. *Conclusion*, the researcher made conclusion based on the data reduction and data display. The test was scored using scoring rubric adapted from Brown (2007:352).

Table 1. Scoring rubric for writing assessment

Components of Writing	Score	Level	Indicators	Weighting
Content (C)	4	Excellent	Present the information well chosen details across the paragraph	3
	3	Good	Present the information with details in parts of the paragraph	
	2	Fair	Present the information with some details	
	1	Poor	Present no clear information	
Vocabulary (V)	4	Excellent	Good in vocabulary choice	2.5
	3	Good	Error in vocabulary choice are few and do not interfere with understanding	
	2	Fair	Error in vocabulary choice are and sometimes they interfere with understanding	
	1	Poor	Many error in vocabulary choice that severally interfere with understanding	
Grammar (G)	4	Excellent	Good in grammar	2.5
	3	Good	Error in grammar choice are few and do not interfere with understanding	
	2	Fair	Error in grammar choice are and sometimes they interfere with understanding	
	1	Poor	Many error in grammar choice that severally interfere with understanding	
Mechanics (M)	4	Excellent	Good in spelling, punctuation and capitalization	2
	3	Good	Error in spelling, punctuation and capitalization are few	
	2	Fair	Error in spelling, punctuation and capitalization, and sometimes interfere with understanding	
	1	Poor	Error in spelling, punctuation and capitalization and severely interfere with understanding	

$$\text{Final Score} : \frac{3C+2.5V+2.5G+2M}{40} \times 100$$

Result and Discussion

Research findings

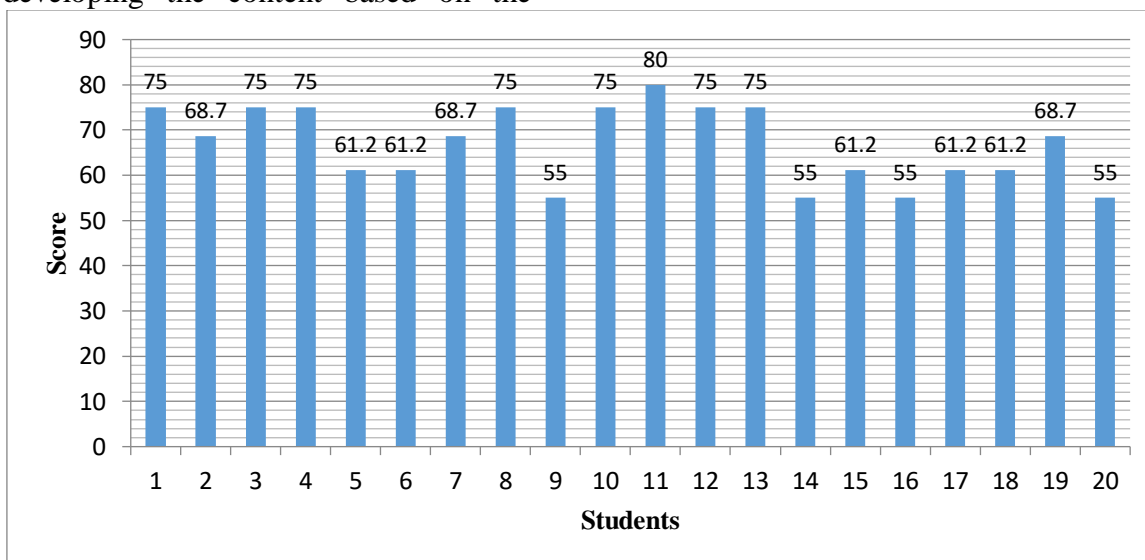
This study was first begun by conducting *preliminary* study, this session was important to conduct for investigating the actual situation and problem at that moment. Sequences of activities such as class observation which observed the teaching and learning process, interview to both teacher and students, and written test

which was designed by giving test of *writing* individually, were done.

From the analysis of the data, then it can be concluded that (1) the teacher too often used same teaching technique in every meeting so it looked like monotonous, (2) The students are mostly passive because the technique used did not facilitate them to work actively, (3) the students tended to be bored in their writing class, (4) mostly

students, 65%, got the score under Minimum Completeness Criteria, i.e. 75. Besides, specifically it was found that (a) the students often got confused in developing the content based on the

topic given, (b) the students' writing were mostly not good in grammar, (c) the students often got mistakes in chosen words or vocabulary.



Graphic 1. The students' test score in Preliminary Study

The graphic above shows that there were 8 students who were categorized into successful or passed while 12 students were unsuccessful or failed. It means that 65% of the students could not pass the criteria of success. In this phase, the criterion of success used was Minimum Completeness Criteria (Kriteria Ketuntasan Minimal), i.e. 75. The students were classified into successful when they got score above or minimal 75, otherwise they were failed. By considering all the findings above which shows the students' problems dealing with their writing skill, then it goes to the next step, that is Cycle 1 consisting *planning, acting, observing, and reflecting*.

1. Planning

Based on the findings in Preliminary Study, then it can be considered the sequences of Planning made for Cycle I as follows. (1) preparing a vocabulary short game for warming up, (2) explaining the generic structure of Hortatory Exposition text,

(3) explaining its related language feature, (4) practicing to arrange the text, (5) practicing to create the text using Dictogloss technique, (6) creating the text individually which was designed by giving a writing test which consisted about an instruction to create a Hortatory exposition text. The criteria of success were also prepared such as (a) the students who categorized into success or passed if they got score above or minimal 75. The Cycle was categorized into success if the number of students who passed could reach above or minimal 90%.

2. Acting

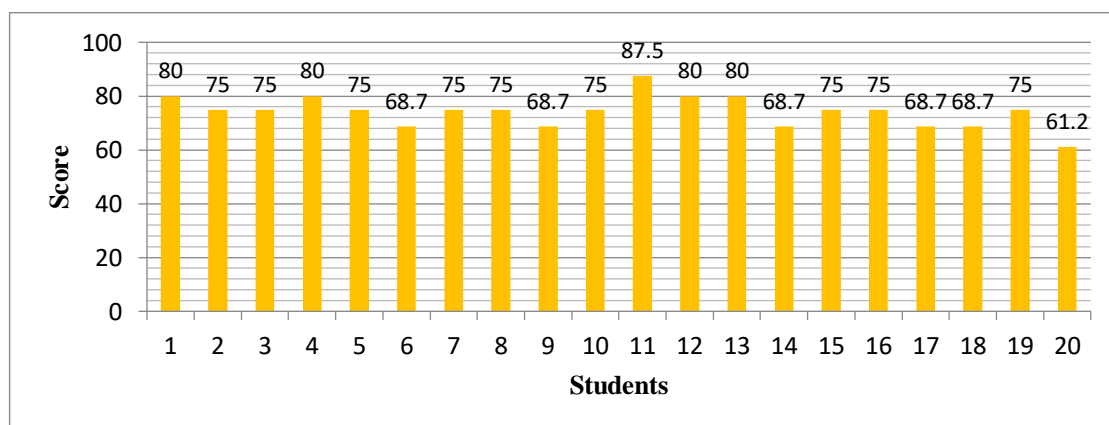
The process of Acting in Cycle I can be described as follows. Meeting 1, the teacher applied "Make the Most Word" game, then giving brief explanation dealing with the text, generic structure, and language feature, continued to give an example of Hortatory Exposition text and then analyzing it based on its generic structure and language feature. The next

activity was listening to the text which was read by the teacher. Then the students listened and jot down familiar words or phrases that they could catch, then they discussed in a group to reconstruct and make their full text better based on the text listened. The students were led to their awareness of chosen word, grammatical accuracy, and textual cohesion. Meeting 2, the group worksheets then were discussed together by exchanging their works each other. Then the teacher displayed the original text using projector. The students' correction was focused on chosen word and grammatical accuracy. Then each group presented their result of correction while the teacher guided them. Meeting 3, the students did Writing test individually.

3. Observing

The data got from observation sheet shows that the students and the teacher did the teaching and learning process as what it was planned. Furthermore, there were some important notes got from field notes data. The

students looked crowded and need much time when choosing their group member. It seemed that the students who had good ability level tended to choose the member who were equal. The students who had low ability level tried hard to choose the member who had good ability level. Thereat, it can influence the equity of students' distribution. Besides, when the teacher did warming up to stimulate students with some vocabularies orally, the students looked enjoy but the vocabularies were not too relevant with the topic discussed. Furthermore, when the teacher started to read the text by the topic "Culture", some students looked dislike with the topic of the text read. In meeting 3 where the students did the writing test individually, several students in certain times looked getting difficulties and sometimes tried to see the other students' work. It looked they dislike or unfamiliar with the topic given. The topic was "The importance of English". The students' score can be seen in Graphic 2 below.



Graphic 2. The students' test score in Cycle 1

From graphic 3, it can be explained that the students' score had improved. The students' mean score improved from 74,3 (Cycle 1) to 77,6 (Cycle 2). The students who were

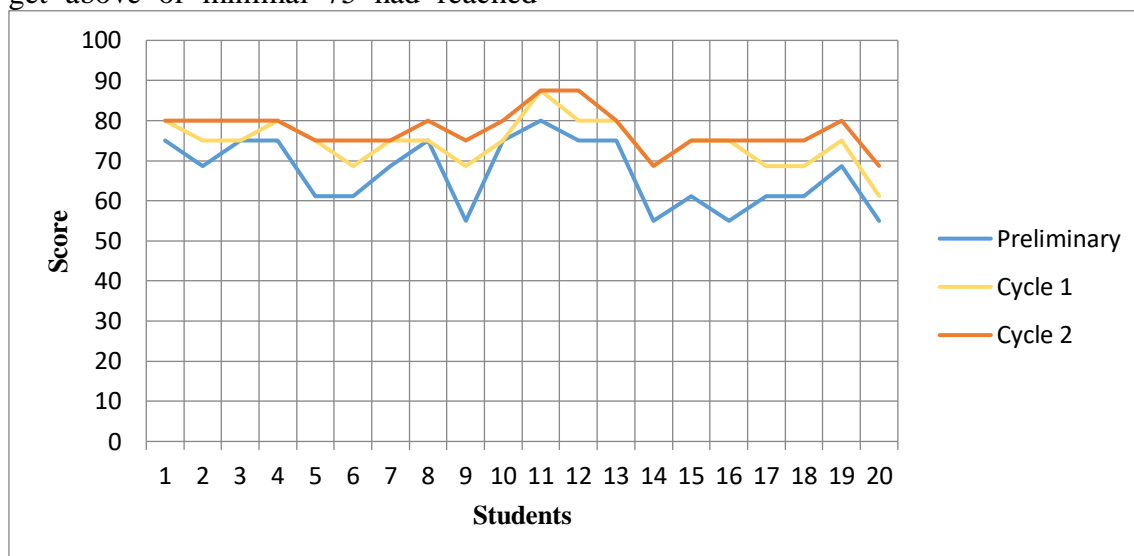
categorized into Passed increased from 14 students to 18 students.

4. Reflecting

Based on the data above it can be reflected that the students' writing got improvement (see the score comparison

on Graphic 1). The revised Planning works well and gave positive effect for the implementation of Cycle 2. The students' mean score was above 75. Meanwhile, the number of students who get above or minimal 75 had reached

90%. It means that the implementation of Cycle 2 had reached the criteria of success planned or in other word the action was successful. Therefore, the Cycle could be stopped.



Graphic 4. The students' score comparison from Test in Preliminary Study, Cycle 1, and Cycle 2

However, the number of students who were categorized into Passed could not reach 100%. Based on observation and investigation, the problem was on the students themselves. Their background of ability level was very low among others. They got very lack of vocabulary and grammar. It is in line with Abbasian & Mohammadi (2013:1379) investigated on their research that Dictogloss technique could not really help the learner who had very low level on vocabulary.

From the whole result of the test in Preliminary study, Cycle 1, and Cycle 2, the students' achievement has improved. Besides, this technique can make the class atmosphere enjoyable and challenging. From the observation data, it can be seen that the students looked serious listening when the teacher read the text. In the second turn of listening, the students actively made notes.

Based on the data got from questionnaire which is scaled using

Likert scale, it can be seen that the students have positive reaction dealing with the teaching and learning using Dictogloss technique. From the question "When Dictogloss technique is applied in my writing class, I feel motivated", it reaches 80% students that choose "Agree". Besides, the students feel their improvement when Dictogloss technique is applied. It is supported by the data that 85% students answer "Agree" and 10% students answer "Strongly Agree" for the question "After Dictogloss technique is applied in my writing class, I feel better in writing". Therefore, it can be concluded that the students feel better in writing and motivation after being taught using Dictogloss technique.

Discussion

The implementation of Dictogloss technique to improve the students' writing was successfully done.

Based on the findings above, it can be seen that it can improve the students' writing. The research was passed through two Cycles. The improvement can be seen from the students' score in preliminary study, Cycle 1, and Cycle 2. Dictogloss technique improves the students' writing by allowing the students to work in a group to share their idea each other. Hence, it can help students in finding new idea. Elizabeth, et al (2005) , Claudia, Sada, & Wardah (2017) working together can help students to learn and perform the stages of writing more effectively. Besides, in grouping the students should consider the students' ability level. As happened in cycle 1, when the students chose their group themselves, the students tended to choose the member which had good ability level. It did not fit with the condition in which the students who had good ability level were not comparable with students who had medium or low ability level. Thereof, it is better to the teacher to specify the member of group so as the students' distribution can be spread evenly. When the group consists of heterogeneous member, it will have positive interdependence and face-to-face promotive interaction (Marzano, Pickering, & Pollock, 2001). Besides, Evaluating and correcting each other also occur when the students work in a group.

The aim of Dictogloss originally is to provide an opportunity for learner to use their productive grammar in the task of text creation (Wajnryb, 1990:6). It means that this technique is designed for giving high contribution in the building of students' grammar accuracy in writing. In this research, based on the students' condition in which the English ability level is not too high and still so many issues dealing with the building of their writing skill, the first focus hence here is content. However, the grammar is not far ignored. From the 4 components

of writing such as content, vocabulary, grammar, and mechanics which become the focus measurement of this research, grammar becomes the second focus which has weighting 2,5 of 10. This weighting is based on what Brown (2007) suggests that it is needed to consider score weighting to emphasize students on aspect of writing to which they need to give special attention. However, the finding shows that the students' grammar was getting better after the implementation of Dictogloss, especially for using word order.

In addition, this technique does not help much for the students who were lacked of vocabulary. Even in Preparation as the first phase of Dictogloss procedure gives a list of difficult vocabularies but it only give stimulation to map or anticipate what they will hear (Wajnryb, 1990). It is supported by Abbasian & Mohammadi (2013) on their research that Dictogloss technique does not have any significant effect on the learners' ability to use appropriate vocabulary. In addition, Claudia, Sada, & Wardah (2017) also find on their research that by applying Dictogloss technique there is improvement on some aspects of writing such as content, organization, and mechanic but grammar and vocabulary did not improve.

Analysis and correction is the last phase of Dictogloss procedure. According to Wajnryb (1990) there are various ways of conducting this phase. Teachers may conduct this session in their own preferred session. In this research, the correction is done by exchanging worksheet each other among the groups. It is better than the teacher directly displays the full text on whiteboard then discussed. However, one group will correct another group worksheet then there will be discussion among the groups.

Conclusion

According to the findings above, it can be concluded that Dictogloss technique can improve the students' writing skill. Furthermore, Dictogloss technique can make the students more active and enjoy learning. The students' score in Preliminary study shows that only 35% students who passes the Minimum Completeness Criteria (75). After the implementation of Cycle 1, it increases to 65% students and it is continued to Cycle 2 where the improvement increases to 90% students who are categorized into Passed.

The improvement made is influenced by the scenario applied in the classroom. It can be described as follows. First, the teacher gives stimulation by giving warm-up. It is about inviting the students to think about a familiar issue. By having this activity, the students at least will know what they will discuss about. Second, the teacher lists some unfamiliar vocabularies for students by writing down on whiteboard. It will assist students to have new vocabularies that they cannot infer. Third, the teacher reads the text twice. First turn, the students may listen only. It makes the students get a global feeling for the whole passage. Second turn, the students may listen and make notes. It makes the students having some details or specific information dealing with the text. Fourth, working in a group. This phase let the students discuss their notes in a group. It helps if each group has a 'scribe' through whom all suggestions are channeled. The scribe writes down the group's text as it emerges from group discussion. Fifth, each group exchange their work each other to make correction. By this way, the students will get some corrections or information from other group. Sixth, each group presents their work while the teacher guides and makes correction. In this way errors are exposed and discussed together.

According to findings above it is known that Dictogloss technique is a good teaching technique to teach writing. Hence, it suggested for English teacher to use Dictogloss technique in their writing class. Furthermore, for next researcher, it is suggested to use this result of study as their reference in conducting a further research in different field or skill such as listening and speaking skill.

Acknowledgment

This article is written based on the research report of Hibah Penelitian Dosen Pemula (PDP) tahun 2016/2017. Hence, I would like to express my gratitude to DRPM Kemenristekdikti for the facility and support given to me to conduct this research. I also dedicate my deep thank to STKIP PGRI Tulungagung for giving me a chance to be its affiliation. I am also hugely appreciative to the teachers and students of MA Sunan Giri Gondang for having time to be participant in this research.

References

- Abro, A., Ansari, M.A., & Qaisrani, N. (2014). "Impact of teaching techniques on the performance of learners in Pakistan". *International Research Journal of Arts & Humanities (IRJAH)*, Volume 42, hlm. 223-242.
- Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd ed.). New York: Longman
- Campbell, B., Farrow, M. & Riley, S. (2004). "Development learning & teaching", <http://ehlt.flinders.edu.au/education/DLiT/2004/13DLT/TeachMethodologies.htm>. (Diunduh 22 Oktober 2017)

- Claudia. C, Sada. C, & Wardah. (2017). "Improving students' ability in writing a paragraph orientation of narrative text through dicogloss technique", *Jurnal Pendidikan dan Pembelajaran*, Nomor 8, Volume 6, hlm. 1-9
- Crystal, D. (1997), 2003. *English as a global language*. New York: Cambridge University Press
- Dewi, R.S.(2014). "Teaching writing through dictogloss". [*Indonesian Journal of English Education*, volume 1, Nomor 1, hlm. 65-76.](#)
- Gholam., Abbasian, R., & Mohammadi, M. 2013. "The effectiveness of Dictogloss in developing general writing skill of Iranian Intermediate EFL learners". *Journal of Language Teaching and Research*, Volume 4, Nomor 6, hlm. 1371-1380.
- Kemmis, S., McTaggart, R., & Nixon, R. (1999). *The action research planner*. Victoria: Deakin University.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria: VA: ASCD.
- Munirah. (2017). "The effectiveness of concept sentence model toward writing skill of persuasive paragraph". *Theory and Practice in Language Studies*, volume 7, Nomor 2, hlm. 112-121.
- Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 23 tahun 2006 Tentang Standar kompetensi lulusan Untuk Satuan Pendidikan Dasar Dan Menengah.
- Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 49 Tahun 2014 Tentang Standar Nasional Pendidikan Tinggi
- PP RI No. 32 th 2013 Tentang Perubahan atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan.
- Wajnryb, R. (1990), (2003). *Grammar dictation*. Oxford: Oxford University Press
- Zubaidah, E. (2015). "Peningkatan kemampuan mahasiswa menulis cerita anak melalui strategi menulis terbimbing". *LITERA: Jurnal Penelitian Bahasa, Sastra, dan Pengajarannya*, Volume 14, Nomor 1, hlm. 157-169.