

Using Dictogloss Technique to Improve Students' Writing Ability

Lidya Utami*, Sudirman, Huzairin

FKIP Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No. 1 Bandar Lampung

*e-mail: lidyautami252@gmail.com

Abstrak: Penelitian ini bertujuan untuk melihat peningkatan kemampuan menulis siswa dengan menggunakan *Dictogloss Technique*. Tes menulis digunakan sebagai alat pengumpul data dan dilakukan dua kali, yakni sebelum dan sesudah perlakuan. Penelitian ini melibatkan tiga puluh tiga siswa IPS 2 SMA Muhammadiyah 2 Bandar Lampung dengan menggunakan metode kuantitatif menggunakan desain eksperimental *quisy*. Data terkumpul dianalisa menggunakan SPSS v. 20 dan menunjukkan adanya peningkatan secara signifikan kemampuan menulis siswa sebelum dan sesudah menggunakan teknik tersebut dengan tingkat signifikansi ($p = 0,000 < 0, 05$). Maka, disimpulkan bahwa *Dictogloss Technique* dapat diterapkan untuk meningkatkan kemampuan menulis siswa pada materi teks hortatory eksposisi.

Kata kunci: *dictogloss technique, teks hortatory eksposisi, menulis, meningkat*

Abstract: The aim of the study was to find out whether there was an improvement of students' writing ability after the students were taught through Dictogloss Technique. This research was quantitative in nature using pretest and posttest *quisy* experimental design. The subjects were 33 students of IPS 2 SMA Muhammadiyah 2 Bandar Lampung. Pretest and post test were used to collect the data. The result of the research analyzed by using SPSS v. 20 and showed that there was a statistically significant increase of students writing ability after the implementation of Dictogloss Technique with the significant level of ($p = 0.000 < 0.05$). This suggests that Dictogloss Technique facilitates the students to improve their writing ability.

Keywords: *dicogloss technique, hortatory exposition text, writing ability, increase*

INTRODUCTION

Background of the Problem

One of standard competencies that should be achieved by the students is the ability to communicate both in oral and written form by using appropriate, fluent, and accurate language in form of descriptive, narrative, anecdote, analytical exposition and hortatory exposition discourse. There are four skills in learning language, they are listening, speaking, reading, and writing. The ability of writing helps them express their ideas, or shares information through written language. Since writing is one of the productive skills, it should be taught in schools.

Students at XI IPS 2 of SMA Muhammadiyah 2 Bandar Lampung told their problems in writing that they were lack of vocabulary and had weaknesses in grammar and writing activity as it is rarely practiced in the class. For that reason, teachers should use effective teaching technique that encourages students to get involved actively in the class. The teaching learning process has to involve not only teacher and students, but also the students. Students, in every level of study, were expected to be able to write in English. Based on educational unit-oriented curriculum (KTSP 2006) in the English subject syllabus of the second year students in senior high school should be able to write hortatory exposition texts.

In fact, many students thought that writing hortatory exposition text was the most difficult activity to do. Why? Because, it deals with arguing on some issues surrounding. And as mentioned

above, that they were lack of vocabulary, grammar and they were confused how to start writing. They were weak in writing English and took time to think what they want to write. By writing the researcher hoped the students would have a development in English writing ability and would help them to understand what people say in English written text in the future.

Identification of the Problem

Based on the research background above, a number of the problems were identified: The students' ability in writing English was poor, the students were lack of vocabulary, the students' grammar was weak, the students writing organization was weak, it took time to think and write.

Limitation of the Problem

Based on the identification of the problems above, the researcher limited her research problems as follows:

- a. Writing is a productive process.
- b. Developing students' writing ability in EFL by using dictogloss technique.

Generally, writing can be meant as the act of making or tracing a character on a paper with a pen or pencil. Writing is also an action or a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them. Therefore, writing can be said as one of the ways to produce language in particular situations. Graham (2016:1) Says, improving students' writing skills helps them succeed inside and outside the classroom. Effective writing is a vital component of students' literacy

achievement, and writing is a critical communication tool for students to convey thoughts and opinions, describe ideas and events, and analyze information. Indeed, writing is a lifelong skill that plays a key role in post-secondary success across academic and vocational disciplines.

Writing is an activity which expresses the message through a text that can be read by the reader. It can be understood since studying languages tend to make the language as the means of communication to deliver the messages (Pardiyono, 2012:1).

According to experts, there are some compositions that should be followed by the students. One of them is Weigle. Weigle (2002:116) specifically mentions that in order to be effective, a piece of composition should meet the following qualities:

Content

Content refers to the substance of writing, the experience of main idea i.e. group of related statements that a writer presents as units in developing subject. The contents of paragraph do the work of conveying ideas rather than in fulfilling special function of transition, restatement, and emphasis.

Organization

Organization refers to the logical organization of content. It is scarcely more than an attempt to piece together all collection of fact and jumbled ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

Vocabulary

Vocabulary refers to the selection of words that are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she could. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning was prickly rather than skewed or blurred.

Language Use

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

Mechanic

Mechanic refers to the use of graphic convention of the language, i.e., and the step of arranging letters, words, and paragraphs by using knowledge of structure and some others related to one another.

Based on the categories of the writing aspects above, it can be concluded that generally the aspects of the writing are classified into five aspects, namely content, organization, vocabulary, language use, and mechanic. Writing with certain purposes in mind, the writer focuses attention on what the audience is thinking or believing; other times, the writer focuses more on the information she or he is organizing, or on her or his own emergent thoughts and feelings (NCTE, 2016).

The next is re-write, it is defined as a process of making revisions or changes of what they

had written. In the process of writing, spelling becomes a part of writing and not a separate isolated skill. Some believe that if children enjoy writing and engage in a lot of writing, then spelling ability usually takes care of itself.

Goodman in Emilia (2010:38), views that respect for understanding of learning and language was matched by respect for understanding of teaching. Students who are skilled in writing can get better grades than those who are unskilled. Thus, the basics of good writing should be taught and practiced from the early years of learning (Muslim, 2014:4). Deane (2011:6) sketches that normally, given the nature of literacy as an integrated process of communication, one expects to find parallel expressive, receptive, and reflective skills across tasks with similar domains in play. Kellogg (2008:2) states that writing an extended text at an advanced level involves not just the language system. There are three language structures in hortatory exposition text, i.e. thesis statement, arguments, and recommendation. Here are the definitions of the three language structures:

Thesis statement

It consists of introducing the writer's main idea about phenomenon that will be discussed in the class.

Arguments

It is about opinions which support the writer's main idea. The more opinion was written, more attractive the hortatory exposition is. It is because the reader disposed to believe toward a

phenomenon, if we put many opinions inside the text.

Recommendation

It consists of recommendation or elicitation from the writer to the reader.

Kowal and Swain (1997) claim that dictogloss is an effective learning technique since the task provide a context for negotiation. This research examined learners' interaction with the instructional stage of dictogloss to see how it might facilitate L2 learning. The learners' interaction suggests that the four procedural stages of the task were all important for language learning. They are: first, read the dictogloss through once at a normal speed, asking students to listen carefully. Second, read the dictogloss a second time, and encourage students to jot down notes. Third, review difficult or possibly unknown vocabulary that appears in the dictogloss. The last, create short passage that embeds a particular grammatical form to emphasize. It should be a form that the students know well, but that is often produced inaccuracy by students.

Based on the principal of Dictogloss, the researcher found some advantages of teaching writing ability through Dictogloss technique, i.e., the students more active in teaching-learning activity able to express their thoughts, ideas, and able to find their ideas, and have opportunities to develop their language which connects to their daily activity.

RESEARCH METHOD

This research investigated the students' achievement in writing

hortatory exposition text. This research was taken on 16th may, 2016 until 26th may, 2016 in SMA Muhammadiyah 2 Bandar Lampung in the class of XI IPS 2 that was consist of 33 students, and this sample was a purposive sampling. The method of this research was quantitative method *Pre Test and Post Test Design*.

Data, Instrument, and Data Collecting Technique

The data was the result of the students' pretest and posttest score, while the instrument of this research is writing test. The students saw the picture and listened to the teacher text. The students were given the clues then they had to elaborate it into a writing text which was consist at least 250 words.

In collecting the data, the researcher used the following technique:

Pre test

The students were given the writing test before the treatment was given by the teacher to know how far the students writing ability.

Post test

After giving the treatment to the students, the researcher gave the post test to the students. The type of the post test was also in form of production test in this case, writing test. The test was administered to know whether the dictogloss technique could develop the students writing ability.

The Data Analysis Technique

The data from the writing test were arranged from the highest to the lowest one. The data from the pretest

and posttest is analyzed to find out whether the result of the test similar or not. The researcher used *pretest-posttest design* to compare the result of the data from the pretest and posttest with the same subject. Based on the description of the calculation above, it can be inferred that:

1) The $df = 32$ in the significance level of (5%, $df = 0.925, 32$) was 2.042 and in the significant level of 1% was 2.53.

2) The value of t_0 was 2.04

Thus it can be said that $t_0 \geq t_1$ ($2.04 < 11.83 > 4.40$). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis was accepted. Thus, the research found an empirical evident that dictogloss technique was effective to be used as a teaching technique in writing hortatory exposition text because there was a significant difference students' writing score after implementing dictogloss technique. The formula of the group that the researcher uses to know the significance of the different mean was as follows:

$$t = \frac{10.73}{\sqrt{0.21 + 0.10 - 1.4(1.32)(0.32)}} = \frac{10.73}{\sqrt{0.31 - 7.65}} = \frac{10.73}{\sqrt{9}} = \frac{10.73}{\sqrt{6}} = 4.40$$

RESULT AND DISCUSSION

The researcher conducted a small interview for the students

before doing the activities in order to get the information from the classroom about writing ability, especially in hortatory exposition text. At the first meeting the students were given a pre-test in class XI IPS 2 that consisted of 33 students to see the students' initial ability before the action was implemented. The students were given the optional topics, and then they chose the title, which the researcher had presented to them. After the teacher gave the topics, they wrote in hortatory exposition text form, then, they were given the treatment and the post-test on the next days. The material which was taught in this research was hortatory exposition text. After that, the researcher gave the posttest in the last meeting to know the improvement of students' understanding of hortatory text after implementing dictogloss technique. The result score of pretest and posttest was using Arikunto's scoring system (2005:236)

Finding out whether or not dictogloss technique was effective for teaching writing, it can be seen by comparing the t_{value} and t_{table} . If the t_{value} was bigger than the t_{table} , the alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. Meanwhile, if the t_{value} was smaller than the t_{table} , the alternative hypothesis (H_1) was rejected and the null hypothesis (H_0) was accepted.

Table 3.10 Classification of students score

This table explained the students' writing score category by seeing the frequency of the achievement

Score	Category	Students	Frequency (%)
75-100	Excellent	6 students	18 %
65-75	Average to good	23 students	70%
55-65	Poor to fair	4 students	12%
45-55	Very poor	-	0%

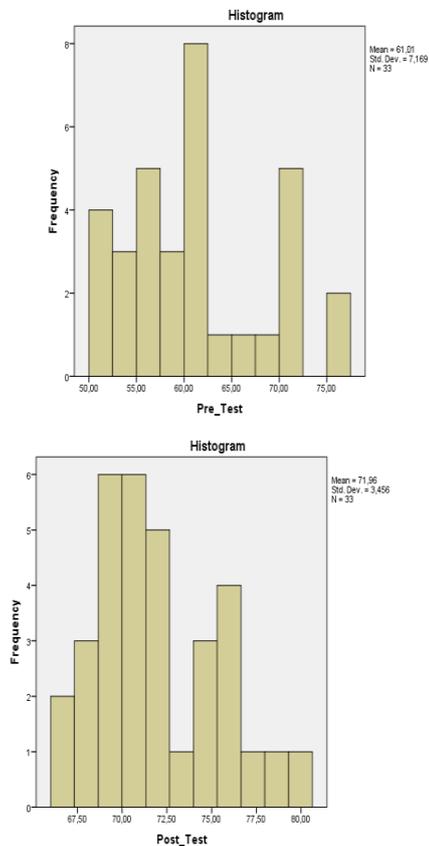
Table 4.1.1. Students' mean score in five Aspect of Writing in the Pre Test and Post Test

This table described the difference mean score between the pretest and the posttest after the students were taught by using dictogloss technique.

Test	C	O	LU	V	M
Pr-Test	27.27	18.18	27.27	21.21	27.27
Po-Test	33.33	33.33	30.30	30.30	30.30

Table 5. 1 chart of the difference of pretest and posttest

The chart showed that there was increase between pretest and posttest



CONCLUSSION

According to the result and the interpretation of the data, the researcher can say that there is a significant difference between students' achievement in writing hortatory exposition text by using dictogloss technique. The technique is applicable to be used in teaching writing hortatory exposition text.

REFERENCES

- Arikunto, S. 2005. *Dasar-dasar evaluasi pendidikan*. Jakarta: Bina Aksara.
- Deane, P. 2011. *Writing assesment and cognition*. Princeton, New Jersey: ETS.
- Emilia, E. 2010. *Teaching writing: developing critical learners*. Bandung: Rizqi Press.
- Graham, S. 2016. *Teaching secondary students to write effectively*. Washington, DC: IES.
- Kellog, R. T. 2008. *Training writing skills: a cognitive developmental perspective*. USA: Saint Louis University.
- Kowal, M., & Swain, M. 1997. *From semantic to syntactic processing: how can we promote it in the immersion classroom*. New York: Cambridge University Press.
- Muslim, I. M. 2014. *Helping EFL students improve their writing*. (Online). International Journal of Humanities and Social Science, Volume 4, No.2, Available: www.ijhssnet.com (December 11th, 2017).

NCTE, 2016. *Professional knowledge for the teaching of writing*. (Online), (<http://www2.ncte.org/state/ment/teachingwriting.html>) Accessed December 5th, 2017.

Pardiyono, 2012. *Pasti bisa! let's write!* Yogyakarta: CV. Andi Offset.

Weigle, S. C. 2002. *Assessing writing*. Cambridge: Cambridge University Press.