THE INFLUENCE OF DICTOGLOSS IN TEACHING LEARNING WRITING ON DESCRIPTIVE TEXT
(An Experimental Research at the Eleventh Grade of MAN 2 Surakarta in 2015/2016 academic year)

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ABSTRACT

The aim of the study was to find out the influence of Dictogloss technique on writing descriptive text Surakarta at the eleventh grade especially in the class of XI IPA 2 of MAN 2 Surakarta as an experiment group.

The research was carried out at MAN 2 Surakarta from August 2015 until October 2015. The research applied was Experimental Research to know if there was a significant difference in writing on descriptive text (1) between the students taught using Dictogloss technique or is referred as Experimental Group (class XI IPA 2), and (2) the students taught without using Dictogloss technique (traditional method) or is referred by control group (Class XI IPA 3). Each class consisted of 20 students. The technique of collecting the data used test and non test. The test consisted of pre test and post test. Non test consisted of the interview, observation and documentation. In analyzing the data, the researcher used quantitative approaches.

The research findings showed that: 1) there was significant difference between the students taught using Dictogloss technique and the students taught without using Dictogloss, and 2) the Experimental Group showed better achievement in writing than the Control Group. It could be seen from the computation of t-test showed that $t_0 = 7.50$ while the $t_t$ for the significant level was 5% ($\alpha = 0.05$) with degree of freedom (df) = 38 was 2.00. It could be known that $t_0$ was higher than $t_t$ ($t_0 = 7.50 > t_t = 2.00$), so Null Hypothesis was rejected. In line with that, Dictogloss technique is effective to increase students’ writing in descriptive text. It could be seen from the research as follows: the mean score of pre test in Experimental group was 44 and increased to 56.25 in post test. The mean score of pre test in control group was 47.5 and in post test they received 51.25. For the researchers who intend to conduct the research more detail about the effect of Dictogloss technique for teaching writing, the researcher hopes that the research findings could be used as a starting point and could be utilized as a reference.

From the result of the research, the researcher concluded that Dictogloss technique is effective to teach writing at the eleventh grade of MAN 2 Surakarta in 2015/2016 Academic Year. The students also got benefit from the teaching learning process using Dictogloss technique. Therefore, Dictogloss technique could be used as a great technique in teaching and learning writing in classroom.

Keyword: Dictogloss Technique, Writing, Experimental Research
ABSTRAK

Tujuan penelitian ini untuk mengetahui pengaruh teknik Dictogloss pada proses belajar mengajar menulis teks deskripsi khususnya di kelas XI IPA 2 MAN 2 Surakarta sebagai kelas eksperimen.


Temuan penelitian menunjukkan bahwa (1) terdapat perbedaan signifikan antara siswa yang diajar menggunakan teknik dictogloss dengan siswa yang diajar tanpa menggunakan teknik dictogloss; dan (2) kelas eksperimen menunjukkan pencapaian yang lebih baik dalam menulis dibanding kelas kontrol. Hal ini nampak dari hasil penghitungan t-tesyang menunjukkan $t_0 = 7,50$ sementara $t_t$ pada level signifikan yaitu $5\% (\alpha = 0,05)$ dengan df = 38 yaitu 2,00. Hal ini dapat diketahui bahwa $t_0$ lebih tinggi daripada $t_t$($t_0 = 7,50 > t_t = 2,00$) sehingga Null Hypothesis ditolak. Sejalan dengan itu, teknik dictogloss efektif untuk meningkatkan kemampuan menulis teks deskripsi siswa. Hal ini dapat dilihat sebagai berikut: skor rata-rata pre test kelas eksperimen yaitu 44 dan meningkat menjadi 56,25 pada post test. Skor rata-rata pre test kelas kontrol yaitu 47,5 dan dalam post test mereka memperoleh skor rata-rata 51,25. Bagi para peneliti yang bermaksud mengadakan penelitian lebih detail tentang pengaruh teknik dictogloss untuk mengajar ketrampilan menulis, peneliti berharap bahwa temuan penelitian ini dapat digunakan sebagai titik tolak dan referensi.


Kata kunci: Teknik Dictogloss, Menulis, Penelitian Eksperimental.
INTRODUCTION

In teaching and learning English, there are certain skills that students need to learn, namely: listening, speaking, reading and writing. Writing is one of the productive skill in language skill. One of the skills that must be mastered is writing. Troyka (1987: 3-4), states that Writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one’s self, to provide information for one’s rider, to persuade one’s reader, and to create a literary work.

In MAN 2 Surakarta the minimum score (KKM=Kriteria Ketuntasan Minimal) for English is 75, it was too high for the students especially the students of XI IPA 2 and XI IPA 3 because the teaching and learning process on writing still simple, teachers used usual technique for example teachers explained the material and the students noted or the teacher gave the instruction to the students to doing the assignments of student’s worksheet and then submitted to the teacher. It felt to be boring for the students and they less want to increase their ability on writing, it was shown the result of English test of the students did not have good achievement yet. Therefore it should be introduced and should be applied new technique in teaching learning process of writing. One of the technique that can be used in teaching learning writing is Dictogloss.

According to Jacobs and Small (2003: 1), Dictogloss is new way to dictation which is developed by Ruth Wajnryb. In line with that, Wajnryb (1990: 6) also state that, Dictogloss is a task-based procedure designed to help language works on a text basis. “Dictogloss is a relatively new procedure in language teaching. It borrows a little from traditional dictation (hence part of its name) but in fact is quite distinct from dictation in both procedure and objectives”. (Wajnryb, 1990: 5). A Dictogloss is a strategy for exposing students to fluent, literay English it is also an exciting way to help them study language. By listening to pieces of literature written in different time periods, students become aware of the ways English vocabulary and usage have changed over the years and of the influence of different linguistic groups on the language of the time. The context of the language can also be emphasized so that students begin to appreciate how
the choices of words and phrasing are influenced by the purpose of the text or speech and the audience for which it is intended. (Herrell and Jordan, 2012: 248).

Thus, Dictogloss is found useful to help teacher to teach writing descriptive text. From the explanation above, the researcher therefore wants to conduct a research related to the influence of Dictogloss in teaching learning writing descriptive text.

The researcher formulated the problem of the study as follows: Is there any significant influence of Dictogloss technique to the students’ writing on descriptive text at the eleventh grade especially in the class of IPA 2 of MAN 2 Surakarta as an experiment group in 2015/2016 academic year?

Writing

According to Haris (1993: 10), writing is process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft. Byrne (1988: 1) defines that writing is producing a sequence of sentences arranged in a particular order and linked together in certain ways. A sequence of sentences whether it is short or long after being put in order and linked together, they will form a coherent whole. The coherent whole is called a text. Beside that Landmarks and Horizon (2002: 7) state that writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words onto paper.

Dictogloss

According to Jacobs (2003: 1), Dictogloss is an activity in which short pieces of language are read out at normal speed to the students. In line with that, Wajnryb (1990: 5) “Dictogloss is a relatively new procedure in language teaching. It borrows a little from traditional dictation (hence part of its name) but in fact is quite distinct from dictation in both procedure and objectives”. Dictogloss is a technique which has steps in the process. There are four steps to conduct Dictogloss technique; they are preparation, dictation, reconstruction, and analysis and correction (Wajnryb, 1990: 7-9).

1. Preparation
At this stage, teacher prepares the material which is going to be taught. The teacher introduces the topic and lists some vocabulary for the students. Moreover, the students are divided into pairs or small groups and given brainstorming before coming to the next step.

2. Dictation
At this stage, the teacher reads the text twice in normal speed and asks the students to listen. On the first dictation, the teacher reminds the students to listen only and not to write anything. While on the second dictation, the teacher asks the students to prepare notebook and write down some words which will be keywords for the next step; that is reconstruction.

3. Reconstruction
At this stage, the teacher asks the students to reconstruct the text based on their keywords in pairs or groups. Those keywords are used as their guided writing to procedure a text which has the same idea as the original text. In conclusion, the principle of guided writing strategy is to provide instructional materials or relevant media to help students write.

4. Analysis and Correction
While at this stage, the teacher asks the students to analyze and correct their text result. It is also done with the teacher’s help by comparing their version to the other group or pair result, and the last comparing with the original one to see the differences.

Descriptive text
According to McCarthy (1998: 5), there is definition of descriptive text,

“Descriptive writing is that domain of writing that develops images through the use of precise sensory words and phrases, and through devices such as metaphor and the sounds of words. The terms descriptive writing rightly makes us think of wonderful poetry, of vivid story paragraphs that have use see settings of forests or seaskapes or city streets, of passages that show us people acting, speaking, and feeling in ways that make them believable and real to us.”
Description focus the people attention on the characteristic features of a particular thing, which deal with a general class of things. The subject might be a person, a place, or a thing. It might be impressionistic/imaginative, or an objective description. (Board of Studies NSW, 1998: 85).

Based on the statement above, it could be concluded that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from report which describes things, animals, persons, or others in general.

RESEARCH METODOLOGY

The research is experiment research. In this research, the researcher involved two groups of sample as the subject of the observation. They were divided in the experimental group and the control group. The experimental group is the group that teach using new technique and the control group is the group teach using the traditional or usual technique. After the treatments had been administered for an appropriate length of time, the researcher observe the groups receiving different treatment to see if they different. If the result average scores and t-test of the groups do differ, then it can be concluded that the treatment have effects. The control group is important in all experimental research, since it enables the researcher to determine whether the treatment have and affect or whether one technique is more effective than another. The technique of collecting the data used test and non test. The test consisted of pre test and post test. Non test consisted of the interview, observation and documentation. In analyzing the data, the researcher used quantitative approaches.

RESULT AND DISCUSSION

A. Results

The research held in MAN2 Surakarta on the eleventh grade students 2015/2016 academic year. It is located at Jl. Brigjend Slamet Riyadi no. 308, Surakarta. The study conducted on August 2015 until September 2015 in 2015/2016 academic year.
In the research, firstly, the researcher gave a test to both classes the pre test. Secondly, the researcher introduced Dictogloss as a technique that would be used by the researcher and would help students’ in writing on descriptive text. Third, the researcher explained the meaning, purpose, and generic structure of descriptive text. Fourth, the researcher explained language features and use word class verb of descriptive text “Farah Quinn”. Fifth, the students were dictated text from the researcher whiles the students were without taking notes. Sixth, the students did pre writing, writing, and revising using Dictogloss technique by writing down the dictation text from the researcher. Seventh, the students did editing and publishing the written text. The last, the researcher gave post test in two classes. The data which was analyzed in this research was taken from the result of the test. The scores of students of the experimental group were compared with the scores of the students of control group.

1. Pre test
   a. Experimental group (XI IPA 2)
      
      Based on the result of the test the researcher found out that the average score or the mean score was 44. The median score or the middle score of the whole score was 44.65, the mode score or the score that appeared most frequently was 45.95 and the standard deviation score was 7.72.
   
   b. Control group (XI IPA 3)
      
      Based on the result of the test the researcher found out that the average score or the mean score was 47.5. The median score or the middle score of the whole score was 46.75, the mode score or the score that appeared most frequently was 45.25 and the standard deviation score was 8.62.

2. Post test
   a. Experimental group (XI IPA 2)
      
      The researcher found out the average score or the mean score was 56.25. The median score or the middle score of the whole score was 52.5, the mode score or the score that appeared most frequently was 45 and the standard deviation score was 10.2.
It meant that the students of XI IPA 2 as the experimental group showed there was significant improvement in writing ability.

b. Control group (XI IPA 3)

The researcher found out the average score or the mean score was 51.25. The median score or the middle score of the whole score was 58, the mode score or the score that appeared most frequently was 71.5 and the standard deviation score was 6.94. It meant that the students of XI IPA 3 showed almost no progress in writing ability.

To analyze the data, the researcher used t-test formula. The preparation to apply t-test was as follow:

1. Determining the degree of freedom (df)
   \[
   \text{Df} = n_1 + n_2 - 2
   \]
   \[
   = 20 + 20 - 2
   \]
   \[
   = 38
   \]

   The t-table \( t_i \) with the df38 of the level significance \( \alpha \): 0.05 was 2.00

2. Applying the t-test

   In applying the t-test formula, the researcher tested the null hypothesis \( H_0 \). It was rejected if t- observation \( t_0 \) was higher that the value stated in t-table \( t_i \). The computation of t-test showed that \( t_0 = 7.50 \) while the \( t_i \) for the significant level was 5% \( (\alpha = 0.05) \) with degree of freedom \( (df) = 38 \) was 2.00. It could be known that \( t_0 \) was higher than \( t_i \) \( (t_0 = 7.50 > t_i = 2.00) \). So \( H_0 \) was rejected.

B. Discussion

The result of the study showed that the group of students taught using Dictogloss technique got higher achievement in writing skill than without using Dictogloss technique. The mean of pre test score from control group was 47.5 and the mean pre test score of experimental group was 44. After both of group gave different treatment which was the experimental group teaching by using Dictogloss technique and the control group was not, in the end of teaching learning process was found out that there was different result in
student’s writing skill. The mean post test score of control group was 51.25, and the mean post test of experimental group was 56.25.

The indicators used to analyze the students’ assignments before and after the treatments consist of content, organization, vocabulary, grammar and mechanics. From the result of the pre test and post test of the experimental class, some indicators increased well. Before the treatment applied, most of the students did not know the organization and what was the grammar must be used in the descriptive text, but after the researcher gave an intensive treatment in class XI IPA 2 as the experimental class, the students became understand with it and the students’ score of organization and grammar indicator were increase. Besides, the students got rich vocabulary with this technique because they had to explore their ideas and wrote it in the sequence times.

Teaching learning writing skill by using Dictogloss technique made the students learnt how to write more intensively. The students had problem with making a text because they did not know what should be written. Sometimes the students were nervous in a written form because they confused with the vocabulary and did not really understand to start it. 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.

CONCLUSION AND SUGESSTION

A. Conclusion

Based on the result of the research, the aim of the research was to find out about the influence of Dictogloss technique on writing descriptive text. In order to know the difference of the result, the research draws some conclusion as follows:

1. Dictogloss Technique was effective to use in the teaching learning writing process. The students had problems in making a text because they did not know what should be written. In the teaching learning process using Dictogloss technique, a teacher acted as a guide who helped the students to develop their ideas in a written form. The students were helped by the teacher how to wrote step by step. The student learned how
to develop their vocabulary, ideas, and wrote it in a proper organization. The writing activity was easy because they knew the steps to build a good written form.

2. There was a significant difference in writing between group of the students taught by using Dictogloss technique (experimental group) and those taught without using Dictogloss technique (control group), although the experimental group had not reached the KKM (*kriteriaketuntasan minimal*). It could be seen from *t*₀ and *t*ᵣ in which *t*₀ was higher than *t*ᵣ (7.50 > 2.02). Group of students taught by using Dictogloss technique (experimental group) got higher achievement than those who taught without using Dictogloss technique (control group). This was known from the different score. The mean score of the two groups showed that the experimental group got 56.25 while the control group got 51.25.

B. Suggestions

In this research, the researcher would like to offer some suggestions, which could increase teaching learning English especially teaching learning writing descriptive text.

The suggestions as follows:

1. To the English Teacher

Teaching English is difficult. The teacher should use various techniques in teaching in order to make the students interested in this lesson subject. Writing is one of English skill that has more difficulty than the other skill. The teacher should be creative to find an effective and an interesting technique that could increase students’ motivation in practicing writing. The teacher has to increase their vocabulary. It can help them to explore sentence when the students practice. The teachers should teach grammar structure more because most of students are confused about grammar so they are low motivation in writing. Knowing that the students’ achievement in writing English by using Dictogloss technique is better than without using Dictogloss technique, the researcher would like to suggest that using Dictogloss technique must be considered to be used.
2. To the Students

The researcher hopes that they should be active in English Lesson, especially in writing. There are many students who still have low motivation. Therefore, the students must encourage themselves beside motivation from the teacher. They have to learn actively and pay full attention when the teacher explains the material. They have to practice either, in the school and at home. They should buy books that can help them to learn English especially about grammar and also practice to explore their vocabulary.

3. To the other Researcher

For the researchers who intend to conduct the next research more detail about the influence of using Dictoglosstechnique for teaching learning writing descriptive text, the researcher hopes that the research findings could be used as a starting point of the future researchers who had the same problems and this research could be utilized as reference.
REFERENCES


