IMPROVING STUDENTS’ WRITING SKILL THROUGH DICTOGLOSS TECHNIQUE FOR THE EIGHTH GRADE STUDENTS OF SMPN 7 SURAKARTA IN 2016.

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ABSTRACT

The aims of the research are: 1) To find out whether teaching English using Dictogloss Technique can improve students’ writing skill. 2) To find out whether Dictogloss Technique is effective in solving the problem of students in writing skill. The researcher conducted a classroom action research. The research was conducted at the eighth grade students of SMP Negeri 7 Surakarta in 2015/2016 Academic Year. The research implementations show that: (1) There is an improvement in the students writing skill after Dictogloss Technique was implemented in the teaching and learning process, and 2) The students show better achievement in writing skill. It can be seen from some indicators: (1) The students’ writing improved using Dictogloss Technique; (2) By using Dictogloss Technique students can learn writing in a more enjoyable atmosphere and become more active; (3) the students are given many opportunities to practice their writing; (4) after implementing Dictogloss Technique, some students show improvements because their grammar gets better; and (5) the students showed better cooperation and good teamwork with their friends. Besides that, Dictogloss Technique is a good technique to improve students’ writing skill. It can be seen from the result of the research as follows: the mean score of pre-test was 59.3 in Post Test 66.8, and improved to 73.2 in Post Test 2. The researcher concludes that Dictogloss Technique can improve the students’ writing skill at the eighth grade students of SMP N7 Surakarta in 2015/2016 Academic Year.

Keyword: Dictogloss Technique, Writing, Action Research
ABSTRAK


Katakunci: Dictogloss Technique, Writing, Action Research
Introduction

Language is the basic need tool for humans to communicate with each other. English is an international language that is used by so many people all around the world not only for communication but also for people unity from different countries. There are four skills in learning English, such as listening, speaking, reading and writing. As it is known that writing is very important skill, writing is needed to be taught. Writing is the activity of people to perform their spoken language into the symbols or graphics. Writing involves communicating a message by making sign on a page. It means that in doing writing we need to convert our spoken message into a symbol. (Spratt, et all 2005; 26). As Brown (2001: 335), states that written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals.

According to Wajnrybn (1990: 5) Dictogloss is a relatively recent 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. Furthermore, Harmer (1991: 121), adds Dictogloss is an activity which should involve students and teachers and that can be useful in the learning process. Like many teaching techniques that go completely out of fashion for a time, dictogloss is making a coming back. This shows that Dictogloss Technique is an integrated skill technique relatively procedure for language teaching and learning in which students work together to create a new product based on a text read by the teacher.

There are some problems that are found by the researcher after observed the eighth grade of students at SMPN 7 Surakarta those problems are in Speaking, writing and listening. From those problems, the ability of students
in writing is worse than others skills. It can be seen from how they avoid writing because it needs a long process to create a good writing and it is too complicated. The researcher then decided to conduct a classroom action research on writing because the researcher wanted to improve students’ writing skill and also wanted to know whether Dictogloss Technique is effective in solving the problem of students in writing skill.

**Review of Related Literature**

**Writing Skill**

According to Graham and Perin (2007: 3), writing skill is a predicator of academic success and a basic requirement for participation in civic life and the global economic. Raimes (1983: 6) states that writing skill can be seen from the writer’s process, purposes, word choices, mechanics, grammar, syntax, content, audience, and organization. Heaton (1997:138) states that “Writing skill 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 judgment devices”.

From the definitions mentioned above, it can be concluded that writing skill is a predicator of academic success, it can be seen from the writer’s process, purposes, word choices, mechanics, grammar, syntax, content, audience, and organization, moreover its more complex and difficult to be taught because it is only requiring mastery on grammatical and rhetorical devices but also on conceptual and judgment devices.
The Procedures of Teaching Writing through Dictogloss

According to Wajnryb (1990: 7 - 9), there are four stages in Dictogloss Technique, they are as follows:

a. Preparation
   
   Teacher introduces and leads students into the topic of the text, the language focus and the difficult vocabulary. Teacher selects the topics that are related to students’ knowledge or interest. Students are divided into several groups before the dictation begins.

b. Dictation (Reading the Text)
   
   In Dictogloss Technique, students normally listen to dictation twice. At first dictation, teacher dictates the text at normal speed. At first, the students just listen to the text so that they become orientated to the topic. They do not take a note during the first dictation. After the first dictation, students are asked to think what the text is about. In dictating the text for the second time, they write down some key words which can help them reconstruct the text.

c. Reconstruction
   
   After the dictation stages, students work in group to reconstruct the text. In reconstruction stage, students compare notes or discuss what they have heard and attempt to produce a coherent text close in content and organization to the original version. Students need not to use
accurately the same words as in the original text, but the meaning should not be different and the text should be grammatically correct.

d. Analysis and Correction

In this stage, students compare their text with other various versions and the original one. Students discuss the content, grammar and language choice made. There are various ways of dealing with this stage. The small group versions can be reproduced on the board or overhead projector; the text can be photocopied and distributed. Ideally, the original text should not be seen by students until after their own versions have been analyzed. Students can be asked to check their reconstruction (self-assessment) or the reconstruction of another group (peer-assessment).

Dictogloss Technique

Wajnrybn (1990: 5) states that Dictogloss is a relatively recent 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. Jacobs (2003: 1) “Dictogloss is an integrated skills technique for language learning in which students work together to create a reconstructed version of a text read to them by teacher”.

According to Harmer (1991: 121), Dictogloss is an activity which should involve students and teachers and that can be useful in the learning process. Like many teaching techniques that go completely out of fashion for a time, dictogloss is making a coming back.

Based on the explanation above, the researcher concludes that Dictogloss Technique is an integrated skill technique relatively procedure for language teaching and learning in which students work together to create a new product based on a text read by the teacher.
Method of the Research

A classroom action research was applied to answer the research question. As Sagor (2004: 1) states that Action research is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the actor in improving or refining his or her actions. The subject of the research was the eighth grade students of SMP Negeri 7 Surakarta in academic year of 2015/2016. In this research, the researcher wanted to solve the problem in writing skill of class VIII B. The class consisted of 32 students with 14 boys and 18 girls. In the classroom action research, the techniques of collecting the data were tests (pre-test and post-test) and non-tests (observation, interview, and documents). The observation was doing by the researcher as the observer. To analyze the data, the researcher used qualitative and quantitative data analysis. After collecting the data by using pre-test and post-test, the researcher analyzed the result of the test.

Research Implementation and Discussion

Pre Test

Pretest was held on November 25th, 2015 in SMPN 7Surakarta. The pretest was given before the cycle 1 to see starting point of the class or to see the students’ writing skill before the researcher applied the technique in classroom. In the pretest the students were asked to re-write about a text
read aloud by the teacher entitled “My Holiday in Flores”. The students writing result was graded using the writing scoring rubric.

**The Post Test 1 Result**

Post Test 1 was held on January 20\(^{th}\), 2016 in SMPN 7 Surakarta. The post test 1 was conducted to see if there was any change or improvement in students writing skill after they were given some treatment. In this post test the students were asked to re-write about a text read aloud by the teacher entitled “Our family’s Holiday”. The students writing result was graded using the writing scoring rubric.

**The Post test 2 Result**

Post Test 2 was held on January 29\(^{th}\), 2016 in SMPN 7 Surakarta. The post test 2 was conducted to see if there was any change or improvement in students writing skill after they were given some treatment. Just like in Post test 1, in this post test the students were asked to re-write about a text read aloud by the teacher entitled “Our family’s Holiday”. The students writing result was graded using the writing scoring rubric.

**Table 4.2. The table of the result of mean scores**

<table>
<thead>
<tr>
<th>Mean of Pre Test</th>
<th>Mean of Post Test 1</th>
<th>Mean of Post Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>59.3</td>
<td>66.8</td>
<td>73.2</td>
</tr>
</tbody>
</table>

The researcher concluded that teaching writing using dictogloss technique created an energetic and live classroom. The students have a good cooperation with other students. They paid attention better than in cycle one when the researcher explained the lesson. Less students in the class that still played around and did not pay attention when the
researcher explained the lesson compared to first cycle. They could finish the task in certain time and could learn to write using their own words and not the original words from the texts.

The result of post-test 1 was better than before. In cycle 1 (one) the average of the post-test 1 was 66.8 and the result of post-test 2 in this cycle 2 (two) was 73.2.

Conclusion

Based on the result of the research, the conclusion is that Dictogloss Technique can improve students’ writing skill at the eighth grade students of SMPN 7 Surakarta in 2015/2016 Academic Year. It can be seen from the result of the test that generally increases. The mean of post test in cycle 1 (66.8) is higher than the mean of pre test (59.3) and the mean of post test in cycle 2 (73.2) is higher than the mean of post test in cycle 1.

The teaching and learning process also shows positive changes, the students who previously thought that learning writing was difficult because they think they have to organize their idea, find it helpful that there are guiding questions that follows after the teacher read the text. It helped them to make an outline first and to organize their text better because the answers of guiding questions are important points that are in the right order according to the text. The students also enjoyed working with their friends in groups to reconstruct the text because they might miss the points from the text and their
friends could get the important points of the text and they could help each other. They learned to cooperate with each other in order to help them reconstruct the text and produce the best writing text. The students can enjoy writing activities better than before, and the researcher encourages them to write as often as possible.

REFERENCES


