

The Use Of Dictogloss Technique To Develop Students Ability In Writing Skill

Astira Pramitha^{1*}, Megawati², Sulistianingsih
English Education, STKIP Kusuma Negara, Indonesia
*astira@stkipkusumanegara.ac.id

Abstrak

ASTIRA PRAMITHA, 20178100111. The Use Of Dictogloss Technique To Develop Students Ability In Writing Skill. (A Classroom Action Research at the Eighth Grade SMP Budi Murni 2 Jakarta in the academic year of 2021/2022). Thesis, Jakarta: English education study program department, Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Kusuma Negara Jakarta, 2022.

This study aims to determine the application of the dictogloss technique in improving students' descriptive text writing skills. This research is qualitative research that uses classroom action research methods. This research was conducted to develop students' ability in writing skills using the dictogloss technique. This researcher is an VIII grade student of SMP Budi Murni 2. This research was conducted by applying the Classroom Action Research rules and steps. Data collected in this study was analyzed using qualitative techniques. Qualitative data taken from observation sheets, interviews, and documentation. The results of this study found that there was an increase in students' writing skills using the Dictogloss technique. It is supported by increasing the average score in each meeting. The average post-test in the first cycle was 69.45. Average post-test in cycle two is 73.15. The average in the third cycle is 83. These data indicate that students' scores increase in each grade meeting. The percentage of students who passed in each meeting also increased. In post-test cycle I there were twelve students who passed (60%). In the second cycle posttest there were eighteen students who passed (80%). In the third cycle posttest there were twenty students who passed (100%). According to the data collected in this study, it can be concluded that students are more involved, motivated and interested in writing skills using the dictogloss technique. Based on the data above, the results obtained increased by using the dictogloss technique in writing skills.

Keywords : Descriptive text, dictogloss Technique, , writing skill

1. INTRODUCTION

Writing is a very important skill, regardless of the obstacle students face. Starting from writing activities, to those who see technology as a means of communication today, from as simple as sending a short message on a cellphone to as complex as writing a business letter via email. This is because it can no longer be separated. The importance of writing can also be seen from the fact that people need these skills to compete in the global era. Students need to prepare for their future. They should be able to write cover letters when applying for jobs and then write written copies of many other types while working. In addition, writing is a way to express ideas and communicate with others. There are situations where writing skills are essential or written language is required. You need to write to communicate with other people who are separated or separated in space and time. A permanent record is required. Such situations are easy to find in everyday life, for example if a person visits a friend but cannot meet and leave a message. But in reality there are still many students who lack in writing, as happened to class VIII students of SMP Budi Murni 2 Jakarta, problems that often occur in learning to write at school are students experiencing difficulties such as being confused about composing good sentences, finding topics and ideas what they want to write. written, and choosing the right vocabulary. Another more serious problem is from those who do not want to write. They lack motivation because it is considered unpleasant. Besides many rules, they also often feel bored when writing conventionally in handwriting or only in Microsoft Word. This is where the role of the teacher is very important to be creative in finding

interesting and fun media. The benefit to the students as the participants, make students more fluent in writing. And add a new life in learning.

a) Writing Skill

Writing is actually a development process. Under the guidance of the teacher, students try to express their opinions and ideas in the best possible scripts. Teachers have and provide students with space to develop their meaning in a positive and collaborative environment. Students need more practice and more than. Illustrates that writing is like swimming (Brown 2006) If you want to know how to swim, you need an instructor who can teach you the basics of swimming and tips, even for parents and friends (not professional instructors). After learning the basic techniques of swimming, it evolves based on its own style. The more chances you have to swim, the more perfect you will be. Writing has an illustration similar to swimming. For the first time, a teacher will appear to teach students in writing. At the first time, there will be teachers who guide students to write. They will show students principles of writing. After learning the principles, students try to develop their writing in their own style. Students need to have enough writing practice to acquire writing skills. These exercises are designed to stimulate the student's ability to express thoughts in good passages. It is impossible to write a research paper effectively and effectively without proper practice.

Writing is the final product after students learn several stages of writing separately before. (Wallace 2004) These phases include taking notes, identifying important ideas, creating an overview, drafting, and editing. This means that writing is a complex skill. This covers many of the sub-skills that must pass before it can generate the proper text chunks. Writing looks very complicated with less than skills, but it's actually fun to learn.

b) Dictogloss Technique

Dictogloss is a teaching technique which incorporates various activities such as listening, taking notes, discussing, and reconstructing. He explains that the text reconstruction task provides students with the opportunities to display both their knowledge of the content of the text as well as of the organizational structure and language features of the text. (Jacobs 2003). Dictogloss can be said the teacher reads the text and students listen after that students make the key words which will be used for new reconstruction. In addition, adds that dictogloss is helping students to use their grammar resources to reconstruct a text and become aware of their shortcomings and need. (Murray 2001) It can be described that dictogloss makes students to be more aware of their grammatical choice that they used to reconstruct their ideas about the text. Furthermore, dictogloss is a language teaching technique that is used to teach grammatical structures, in which students form small groups and summarize a target- language text. With dictogloss technique students are expected to increase students' interest in writing. Because with the dictogloss technique students will listen more to the text the teacher reads after that students. (Aa Wulandari 2017) Students are more active by using dictogloss techniques so that learning becomes more enjoyable. Because of the keywords they write students can express the text with their language. So students must better understand and read the text again to write it back. Dictogloss is a technique dictating if ordinary people call it, a technique in which the teacher reads word by word into a word or sentence. Here we will combine dictogloss techniques that can develop student writing skills.

a. Advantages Dictogloss Technique

1. The dictogloss technique is an effective way of combining individual and group activities.
2. The dictogloss procedure facilitates the development of the learners' communicative competence.

3. The reconstruction stage helps students try out their hypotheses and subsequently to identify their strengths and weaknesses.
- b. Disadvantages Dictogloss Technique
 1. Dictogloss takes a lot of time to apply well in the teaching learning processes.
 2. It may not be so effective with lower level learners.
 3. If the dictation is not recorded on tape, the test will be less reliable, as there will be differences in speed of delivery of the text by different readers.
 4. The dictation is in fact written passages that are read out aloud. So Dictogloss does not help students to understand the difference between oral and written language.
 5. The exercises can be unrealistic if the text used was created to be read.

c) Descriptive Text

Descriptive text is text that describes the characteristics of someone, something, or a particular location. Description text A type of text that describes a particular object, person, or other, such as a pet or person.

2. METHOD OF THE RESEARCH

The research employs qualitative Classroom Action Research method. Nowadays, classroom action research becomes popular to be done by a professional researcher in the case of solving problems and improving the quality of all sectors including education circumstances.

The source of data in this research is one class of the eighth grade of SMP Budi Murni 2 which is consisting of 20 students, they comprise 11 male students and 9 female students. That action research is a group of activities and a piece of descriptive research carried out by the teacher in her or his classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be 'action research, the essential impetus for carrying out action research is to change the system and has four steps, those are Planning, Acting, Observing, and Reflecting (Kemmis and Mc. Taggart, 1999). Data collection techniques that are used in this research are observation, test and interview.

1. Observation

Observation is the first step in conducting the studies, the school aims to determine the situation and also the situation that students were given action. The researcher observes the eighth-grade writing skill through dictogloss technique to improve the students' writing skill. The researcher collaborates with an English teacher in doing the observation.

2. Test

Test techniques are used to determine writing skill through dictogloss technique. The form of the test used is reading a book in front of the class and retelling the book that was read. The researcher gives a writing test to the students of SMP Budi Murni 2 West Jakarta. The test is done by reading with the dictogloss technique.

3. Interview

Interviews were data obtained from conversations both English and students. The researcher did some interviews with the students of SMP Budi Murni 2 West Jakarta and asked the questions related to teaching English, especially in writing skill.

In this study, the data analysis techniques used are data reduction, data description, and data verification (Sugiyono, 2008). This section presents how data reduction researchers evaluate data through the process of selecting, focusing, and correcting it. The data collected from interviews, observations, and test results is vast and complex. Therefore, data reduction is necessary to make the data clear and usable. Below is a description of the data. Researchers present data in the form of tables, graphs, and brief descriptions. During the validation phase, researchers began to determine important variables to draw conclusions. As a result, the conclusion is met by valid and constant evidence collected.

3. RESEARCH FINDINGS AND DISCUSSION

3.1 Research Findings

The target of this research can be achieved with students who already look good in writing, students also have done the dictogloss technique well so students can develop writing it. The process of learning in the classroom with the teacher has also been increasingly active by using the dictogloss technique. Successful research criteria are that students can get scores of teaching and learning activities.

Cognitively, the criteria of successful set in the present research is 100 % can pass the passing grade 70. Effectively, the students are expected to fulfill 100 % observed attitude listed in the observation checklist.

1. Cycle 1

researchers observed student involvement in the classroom and improved learning outcomes. Write texts using pictures and dictogloss techniques for relieved students. As a result, the first cycle of testing revealed that not all students achieved a minimum proficiency standard (KKM) score of 70. There were 8 students who achieved a proficiency standard (KKM) 70 or higher, but 12 students failed the first test cycle. Your score was below the minimum proficiency standard (KKM).

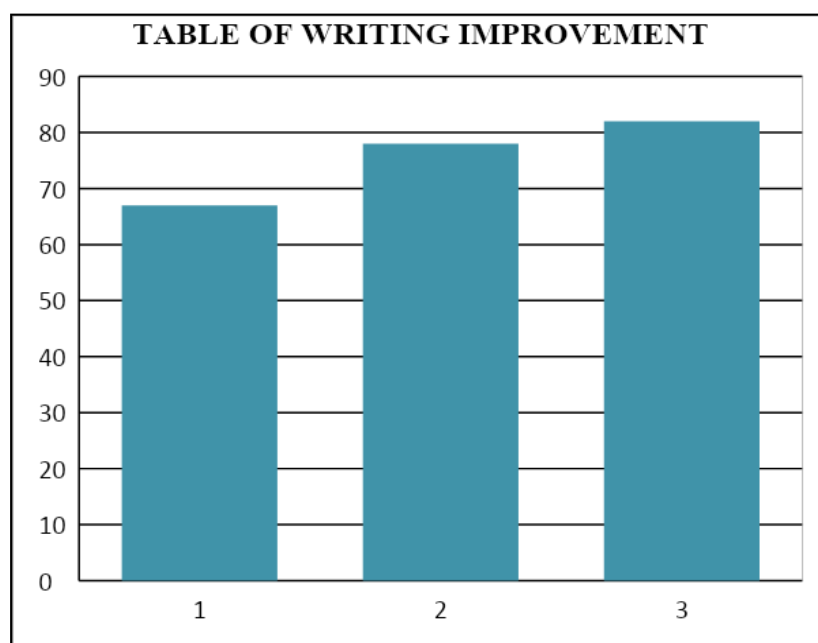
2. Cycle II

researchers observed student engagement and improved learning outcomes in the classroom. After using the dictogloss technique, write sentences with pictures and captions for reassured students. Their final draft, Cycle II, resulted in him failing to achieve a score of 16 or more.

3. Cycle III

After the researchers explained this cycle, they teased and carefully wrote. Finally, her tests were better than the previous cycle.

From the activity of the three cycles, it can be seen that there was an improvement in students' writing scores in the teaching and learning process through the Dictogloss technique.



Picture table of writing

From the diagram we can see, it can be concluded that an increase of the students' writing skill by applying dictogloss technique at eighth grade of SMP Budi Murni 2.

3.2 Discussion

Studies show that student learning is effective because, as Watkins suggests, dictogloss provides effective learning outcomes in writing classes. "Dictogloss is an effective way to combine the work activities of individuals and groups." Combining vocabulary, grammar and writing skills makes it easier for students to learn text writing. The study was completed in 3 cycles. Each cycle consisted of several steps, with plans, actions, observations and considerations. First, the researchers introduced descriptive text, general structure, and language features. She also introduces Dictogloss. The researchers then divided them into groups of five students. After forming a group, the researchers give a picture as they write a textual description of the picture, they work together, they are given the opportunity to share their thoughts, and they talk to each other. The purpose of this activity is to get students interested in studying.

Based on the explanation in Cycle 1, it can be summarized that the use of dictation loss has not yet been successful in improving students' writing skills. Few students achieved a score above the 70 minimum proficiency standard. And some of their scores were below the minimum proficiency standards. She did not meet the established success criteria.

The results show that the first cycle test revealed that not all students scored on the Minimum Proficiency Criteria (KKM) 70. There were eight students who achieved a minimum proficiency standard for success above 70 minimum proficiency standards (KKM). However, 12 students failed test cycle 1 and scored 1 = 69. The researchers happened to fail to use dictogloss and proceeded to the next cycle.

In Cycle II, researchers recreate images to help students write textual descriptions in new teams. This is more familiar. The purpose of this activity was to stimulate the writing of the students. In the progress of their writing products, they were better than Cycle 1. And the students were very interested in attending writing lessons.

Although these activities were good enough, some students had not yet achieved a proficiency score of at least 70 on the assessment. The results of the previous Design Cycle II showed that the students achieved a score of 70 or higher. This means that the

average score for 16 students is 76. It was concluded that the use of Dictogloss has not yet been successful. Researchers then narrowed it down to the next cycle for better results.

Cycle III, Researchers paid more attention to this in the subject and the last sentence. After a clear explanation, the researchers asked them to write an explanation. Researchers focused on students with scores below KKM. The researchers paid close attention to and helped them write. After the researchers provided explanations and motivations, they felt they were able to write more comfortably and confidently. Researchers also provide students with more and more familiar images when writing textual descriptions for simplicity.

Based on the description in cycle III, All the evaluation results of students who did not meet the minimum proficiency criteria in the previous cycle were successful. Their score was above KKM. Cycle III results show that students scored 70 and above, with an average score of 20 students reaching 83. In summary, dictogloss can improve students' writing style when writing descriptive text because it makes it easier for students to write using images. They like to write in dictogloss because they can share everything freely, and I really like the photos given to them because these photos are familiar and my writing skills have improved.

4. CONCLUSION

The Dictogloss technique can improve students' writing ability as evidenced by the improvement in writing ability of students. The results of Cycle I's writing test using the Dictogloss technique received an average score of 69. In Cycle II, writing test results using the dictogloss technique received an average score of 76. Cycle III improved the lighting test results. They received an average score of 83. From these results, it is clear that dictogloss technology can improve students' writing ability in each cycle.

The dictogloss technique can be seen as an efficient way to implement it when writing classes. It helps you master her five components of writing: content, structure, vocabulary, usage, and mechanics. Apart from that, students are motivated, happy and willing. Most importantly, students can share vocabulary, grammar and writing skills together. When learning how to write sentences using the dictogloss method, the students were interested in learning how to write sentences using the dictogloss method because the teacher gave them interesting learning materials such as familiar pictures.

The results of this study show that the Dictogloss technique is highly effective in improving the writing skills of SMP Budi Murni 2 Grade Eight students.

5. ACKNOWLEDGEMENT

This article was written based on classroom action research. Therefore, I would like to thank SMP Budi Murni 2 for the facilities and support given to me to carry out this research. I also express my gratitude to STKIP Kusuma Negara which has given me the opportunity to become an affiliate. I am also very grateful to the teachers and students of SMP Budi Murni 2 who have taken the time to be participants in this research.

6. REFERENCES

- Aa Wulandari journal " *The use of dictogloss technique to improve speaking skill*".(2017)
Brown book Teaching by *Principle An Interactive Approach to. Language Pedagogy*. San Francisco (2007) p. 334
Brown book " *Language Assessment Learning and Classroom Practice*" second edition.(2019) p 220

- Brown book "*Principles of Language Learning and Teaching 5th edition*" (2006) p 334
- Harmer book "*How to Teach Writing* " (2013)
- Harmer book. "*How to Teach Writing*" (2004)
- Jacob , journal "*Combining Dictogloss and Cooperative Learning to Promote. The Reading Matrix, 2-3.*"(2003)
- Kemmis, Stephen, McTaggart, & Robin. (1999). *The action research planner*, (Victoria: Deakin University). p. 10.
- Putu Tirta dewi., Prof. Dr. Putu Ketri Nitiasih, MA., Kadek Sonia Piscayanti, S.Pd. Using dictogloss technique to improve writing skill of the eight grade students at smpn 4 singaraja in the academic year 2015/2016
- Wallace "*Handbook of Pediatric Neuropsychology*" (2004)