

THE EFFECT OF DICTOGLOSS TECHNIQUE ON THE STUDENTS' WRITING SKILLS

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ABSTRACT

This research aimed at finding out the effect of using Dictogloss Technique in improving students' skills in news writing at the third-grade students of MA Modern Tarbiyah Takalar in academic 2020/2021. This research employed a quasi-experimental research design. The population of this research was the third-grade students of MA Modern Tarbiyah Takalar which consisted of 39 students. The sample of the research consisted of 36 students which were taken by using total Sampling, 18 students from XII A as control class and 18 students from XII B as experimental class. The instrument in this research were pre-test and post-test. The data indicated that there was a significant difference between students' posttest in experimental class and controlled class. The mean score of post-test (68.27) in experimental class was greater than the mean score of post-test (51.22) in controlled class. The standard deviation of post-test (13.1) in experimental class and (9.7) in controlled class. From t-test, the researcher found that the value of t-test (4.608) was greater than t-table (2.042) at the level of significance 0.05 with degree of freedom (df) = 34. It proves that the use of Dictogloss technique was effective in improving the students' writing of the third-grade students of MA Modern Tarbiyah Takalar in academic 2020/2021. Dictogloss gave opportunities for learners to learn as individuals and as a group by critical thinking, Students can sharp their learning autonomy. It happens in the group while the students work together to recreate the text by helping each other with their friends. Dictogloss is also useful for vocabulary acquisition and building students' writing habits.

Keywords: Dictogloss technique, the students' skill, English news writing.

INTRODUCTION

Writing is one of the four language skills that very important to learn. Langan (2012: 9) defined that writing as a skill, and like most other skills, such as typing, driving, or cooking, it can be learned. Therefore, everyone can learn writing with more practice and it can be mastered by hard work. Richards and Renandya (2002: 303) argued that writing is very hard to master by

language learners. It is based on Brown (2014: 218) who assumed that many people have the difficulty of learning to write “well”, even in their native language. Based on Brown’s argumentation, language learners would face difficulties to learn writing. The language learners must be able to generate and translate their idea into a good text. Richard and Renandya (2002: 303), second language researchers should pay attention to the higher-level skills of planning and organizing as well as lower-level skills of spelling, punctuation, and diction.

One of the vital aspects of English teaching at Senior High school is writing. Students are demanded to write well. It was stated in the standard competence of the Indonesian curriculum. Based on K-13 (Curriculum 2013) for the third-grade students of senior high school and observation in the school, the basic competency that should be achieved in the writing English subject is the students can develop and produce written simple functional text in the narrative text, report text, procedures text, descriptive text, and news item text. In this case, the researcher chooses news item text in research. News item text is a kind of genre that is used to inform readers about events of the day, the events are considered newsworthy.

In news writing item text students are expected to write their written product grammatically, express their ideas and make a conclusion as the steps to develop rhetorical devices in the written form. Those expectations force students to find the difficulties such as how mastering vocabulary, arranging the structure of sentences in a good way, and develop their ideas.

As for the characteristics of news, Willing (2010: 31), argues that the first is accuracy, this feature indicates that news must be accurate and meticulous. The second characteristic is universality, which means that it is generally accepted so that the information provided can reach all groups. The third characteristic is fairness, which means being honest and fair with what is informed. The fourth characteristic is humanity, which means that news has human value. The next characteristic is Immediate which means immediately. A news is immediate so the information conveyed is still up to date.

In addition to the above characteristics, there are also characteristics of a news which can be seen in terms of language. Willing (2010: 214) states that the language of news which is included in the journalistic writing category is characterized by sparing words and sentences. This means that the language in the news is efficient, effective, concise, and simple. Efficient and effective means that in writing news you must save on the use of words and sentences while still paying attention to the standard grammar that applies. News language which is characterized by short and simple features refers more to the use of tight words and sentences.

Words and sentences that are solid are not wordy but fluent and straight forward so that they can be understood by the reader.

Based on the syllabus on the MA Modern Tarbiyah Takalar students of the second semester, the purpose of learning news writing material is that students are able to compile news headline data, students are able to compile headline data into short, solid and clear news and students are able to edit news such as: improving writing, script from errors spelling, punctuation, diction, sentence effectiveness and paragraph alignment. Meanwhile, in the material learning opportunities, students are expected to be able to explore their ideas in writing news.

Based on the analysis of lesson plans in MA Modern Tarbiyah Takalar in the learning process, teachers still use modeling techniques in teaching students, meaning that they use concrete examples that can be used as a reference in writing. On the other hand, the school has implemented the 2013 curriculum in which students must be active and creative in learning. Learners are given the opportunity to build their own knowledge. Therefore, teachers must apply good methods so that students can improve their writing skills in news.

According to Hisyam Zaini (2008: xiv) active learning is learning that invites students to learn actively. When students learn actively, it means that they actively use the brain, both to put forward the main idea of a learning material, solve problems, apply what they have just learned into a problem that exists in real life. Teachers must realize that activeness requires direct involvement of students in learning and the purpose of lesson plans in student schools is to be able to compile headline data into short, concise, and clear news stories.

To resolve those problems, the teachers should be creative and choose a suitable technique in teaching. The researcher suggested it would be better for English teachers to use the Dictogloss Technique in teaching news item text. Wajnryb (1990: 5) has stated that Dictogloss is different from the traditional dictation. In Dictogloss, the students do not need to write all of the words they heard. The students only write some words and then reconstruct them in a small group. So, Dictogloss is an active teaching technique that is appropriate for teaching writing. As a result, the students would be active and creative during the learning process.

METHOD

Respondents

The subject of this research is taken from at the third-grade students of MA Modern Tarbiyah Takalar in academic year 2019/2020. Consist of 39 students.

Instrument

Arikunto (2002), the instrument is the tool or facility, that can be used by researcher in setting the data to make more easily. To obtain the data, the researcher preceded the tests that consists of given the pre-test before treatment and post-test. Pre-test is given to students at the beginning of a course to determine their initial understanding of the measures stated in the learning objectives in news writing text of the students before using Dictogloss technique and post-test is conducted just after completion of the course to determine what the students have learned in teaching writing.

Procedures

In collecting data, the researcher use test. According to Arikunto, Suharsimi (2006: 150), test is a sequence of questions, exercises, or other instruments used to measure skill, knowledge, intelligence, skill, or talent own by a person.

Pre-test

The pre-test was given to students before conducting the treatment to measure the initial skill of the students in news writing text. The researcher started research on Monday, November 2th, 2020.

Treatment

After conducting the pre-test, the treatment was given to the students in the experimental class and controlled class. In experimental class was given treatment by using Dictogloss technique while in controlled class was given treatment by using Modeling technique. The first treatment was conducted on Wednesday, November 4th 2020.

The learning process to write news using the Dictogloss technique in the experimental group is as follows.

- a. The teacher explained the material by involving students' knowledge from various sources.
- b. Students are formed in groups of two or three people.
- c. The teacher explained the rules and stages of learning using the Dictogloss technique.
- d. The teacher dictated the narrative of the first stage of events which would be written into the news. At this stage students are not allowed to take any notes.
- e. The teacher dictated the second stage of the event narrative. At this stage students are allowed to make notes in the form of important vocabulary based on the narrative of events to support students in news writing.
- f. Students gathered with each group to write a news text based on the important vocabulary they learn when listening to the narrative. One member of the group becomes a clerk and the others provide input in working together when news writing.

- g. Each group analyzed and corrected the written results of writing the news they produce.
- h. All groups exchanged their writing to analyze each other and provide input on other groups' writing.
- i. All groups returned the other group's writing.
- j. Each group corrected their own writing based on input from other groups if needed.
- k. Students collected their writing to the teacher to get a score.

Post-test

After giving treatment, the researcher conducted the post-test at Saturday, November 28th, 2020. The Post-test conducted at the last meeting. This post-test applied to measure students' writing skill in news text after treatment. The students were given written test related to the topic that had been learned.

Data Analysis

The data were obtained through pre-test and post-test. The researcher used the procedures as follows:

Table 1. Classifying the Students News Text Score by Using Rubric for Writing Test

Aspects of Writing	Score	Criteria
Content	30-27	Knowledge able and relevant to assigned topic.
	26-22	Some knowledge of subject, mostly relevant to topic but lacks detail.
	21-17	Limited knowledge of subject, inadequate development of topic.
	16-13	Does not show knowledge of subject, non-substantive.
Organization	20-18	Fluent expression, ideas clearly stated or supported.
	17-14	Loosely organized but main ideas stand out, limited support.
	13-10	Non-fluent, ideas confused or disconnected.
	9-7	Does not communicate.
Vocabulary	20-18	Effective word or idiom choice and usage.
	17-14	Occasional errors of word or idiom form, usage but meaning not obscured.
	13-10	Limited range, frequent error of word or idiom form, usage but meaning not obscured
	9-7	Little knowledge of English vocabulary, idioms.
Grammar	25-22	Effective complex contribution, few errors of agreement, tense.
	21-18	Effective but simple construction in grammar.
	17-11	Major problem in simple or complex constructions in grammar.
	10-5	Virtually no mastery of sentence construction in grammar.
	5	Few errors of spelling, punctuation, capitalization, paragraphing.
	4	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

Mechanics	3	Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured.
	2	dominated by errors of spelling, punctuation, capitalization, Paragraphing
News text	5	Identification is complete and news text are arranged with proper connectives; it use correct simple present tense.
	4	Identification is complete and news text are arranged with proper connectives, its occasional errors of simple present tense.
	3	Identification is complete and news text are arranged with proper connectives; it has frequent errors of simple present tense.
	2	Identification is complete and news text are arranged with proper connectives, it dominated by errors of simple present tense.
Total Score		

(Jacob et al. in Imanisa: 2017)

FINDINGS AND DISCUSSION

The Classification of Students' Score in Pre-test and Post-test by Using Dictogloss Technique in Experimental

There were a different percentage and frequency between the pre-test and post-test where the distribution of the scores of both tests was in seven aspects of classification, namely excellent, very good, good, fairly good, fair, poor and very poor classification. The higher percentage value was fairly good classification in the pre-test and the higher percentage value was very good classification in the post-test.

Table 2. The Distribution of Frequency and Percentage Score of The Experimental Class in Pre-test and Post-test

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1.	Excellent	96-100	0	0%	0	0%
2.	Very good	86-95	0	0%	1	5.6%
3.	Good	76-85	0	0%	3	16.8%
4.	Fairly good	66-75	3	16.8%	8	44.8%
5.	Fair	56-65	2	11.2%	4	22.4%
6	Poor	36-55	11	61.6%	2	11.2%
7	Very poor	0-35	2	11.2%	0	0%
Total			18	100%	18	100%

Table 2 showed that the rate percentage and frequency of the pre-test and post-test score of experimental class from 18 students. In pre-test, there were 3 (16.8%) students achieved a fairly good score, 2 (11.2%) students achieved fair score, 11 (61.6%) students achieved poor score and 2 (11.2%) students achieved very poor score. While, after got treatment, the rate

percentage and frequency of the post-test score in experimental class from 18 students, were 1 (5.6%) student achieved very good score, 3 (16.8%) students achieved good score, 8 (44.8%) students achieved fairly good score, 4 (22.4%) students achieved fair score and 2 (11.2%) achieved poor score. In this case, the researcher concluded that the score percentage and frequency of the experimental class in the post-test was better than the pre-test because the percentage in the post-test was higher than the percentage of the pre-test.

The Classification of Students’ Score in Pre-test and Post-test by Using Conventional Method in Control Class

Table 3. The Distribution of Frequency and Percentage Score of the Controlled Class in Pre-test and Post-test

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1.	Excellent	96-100	0	0%	0	0%
2.	Very good	86-95	0	0%	0	0%
3.	Good	76-85	0	0%	0	0%
4.	Fairly good	66-75	0	0%	3	16.8%
5.	Fair	56-65	2	11.2%	2	11.2%
6	Poor	36-55	9	50.4%	13	72.8%
7	Very poor	0-35	7	39.2%	0	0%
Total			18	100%	18	100%

Table 3 showed that the rate percentage and frequency of the pre-test and post-test score of controlled class from 18 students. In pre-test, there were 2 (11.2%) students achieved a fair score, 9 (50.4%) students achieved poor score, and 7 (39.2%) students achieved very poor score. While, the rate percentage and frequency of the post-test score in controlled class from 18 students, were 3 (16.8%) students achieved fairly good score, 2 (11.2%) students achieved fair score, and 13 (72.8%) students achieved poor score. In this case, the researcher concluded that there can improve the students’ writing skill between pre-test and post-test in controlled class.

The Classification of the Students’ Post-test Score in the Experimental and Controlled Class

Table 4. Distribution of Frequency and Percentage Score of Post-test the Experimental class and Controlled Class by Using Dictogloss Technique and Using Conventional Method

No	Classification	Score	Dictogloss Technique (Experimental class)		Conventional Method (Controlled Class)	
			F	P	F	P

1.	Excellent	96-100	0	0%	0	0%
2.	Very good	86-95	1	5.6%	0	0%
3.	Good	76-85	3	16.8%	0	0%
4.	Fairly good	66-75	8	44.8%	3	16.8%
5.	Fair	56-65	4	22.4%	2	11.2%
6	Poor	36-55	2	11.2%	13	72.8%
7	Very poor	0-35	0	0%	0	0%
Total			18	100%	18	100%

Table 4 showed the rate percentage and frequency of the students' value in the post-test of experimental and controlled classes. In the experimental class from 18 students, there were 1 (5.6%) student achieved very good scores, 3 (16.8%) students achieved a good score, 8 (44.8%) students achieved a fairly good score, 4 (22.4%) students achieved a fair score, and 2 (11.2%) students achieved a poor score. Besides, the rate of percentage and frequency of the students' value in the post-test of controlled class from 18 students, there were 3 (16.8%) students got a fairly good score, 2 (11.2%) students got a fair score, and 13 (72.8%) students got a poor score. The experimental class had a higher percentage than the controlled class. The higher value in the experimental class was very good classifications. There were 1 (5.6%) student got a very good score in experimental class. While the higher percentage value in the controlled class was fairly good classification. There were 3 (16.8%) students got a fairly good score in controlled class.

The Mean Score and Standard Deviation of the Experimental Class and Controlled Class in Pre-test and Post-test

Table 5. The Mean Score and Standard Deviation of the Experimental Class and the Controlled Class in Post-test

Class	Pre-test		Post-test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Experimental	53.05	10.2	68.27	13.1
Controlled	43.38	9.2	51.22	9.7

Table 5 showed that, the mean score of experimental class in pre-test was (53.05) and the standard deviation of experiment class was (10.2) while the mean score of control class in pre-test was (43.38) and the standard deviation of controlled class was (9.2). In post-test, the mean score of experimental class was (68.27) and the standard deviation of experimental class was

(13.1) while the mean score of controlled class in post-test was (51.22) and its standard deviation was (9.7).

Hypothesis Testing the Significant Difference between Experimental Class and Controlled Class

Table 6. Distribution the value of the t-test and t-table in the pre-test

Variable	t-test	t-table
Pre-test	1.066	2.042

Table 6 showed, the result of the t-test of pre-test was (1.066) and the t-table was (2.042). T-test value was smaller than t-table value, it indicated that there was no significance between t-test and t-table. In conclusion, there was no improve the students’ writing skill between experimental class and controlled class in pre-test.

If $t_{test} < t_{table}$, it means that H_0 is accepted and H_a is rejected

If $t_{test} > t_{table}$, it means that H_0 is rejected and H_a is accepted

Table 7. Distribution the value of the t-test and t-table in the post-test

Variable	t-test	t-table
Post-test	4.608	2.021

Table 7 showed, t-test value was higher than t-table. The result of the t-test shows that there was a significant difference between the t-test and the t-table. The result of the t-test statistical analysis showed there was improve the students’ writing skill between the experimental class and controlled class. The statement was proved by the t-test value (4.608) which higher than t-table value (2.021), at the level of significant 0.05 and the degree of freedom (df) $(N1+N2) - 2 = (18+18) - 2 = 34$. Therefore, the researcher concluded that H_0 was rejected and H_a was accepted.

If $t_{test} < t_{table}$, it means that H_0 is accepted and H_a is rejected

If $t_{test} > t_{table}$, it means that H_0 is rejected and H_a is accepted

Effectiveness Test

To find out more about whether it is effective or not, a test of effectiveness was done as follow:

$$R(\theta_2, \theta_1) = \frac{Var\theta_1}{$$

$$Var\theta_2}$$

$$R(\theta_2, \theta_1) = \frac{94.09}{$$

$$171.6}$$

$$R(\theta_2, \theta_1) = 0.054$$

If $R > 1$, relatively θ_2 is efficient than θ_1 . Where if $R < 1$, relatively θ_1 is more efficient than θ_2 . The value of R is 0.54 ($R < 1$). Therefore, it can be said θ_1 (Dictogloss technique) is more efficient than θ_2 (Conventional method).

Analysis of the mean score in pre-test showed that the mean score of students' writing skill in experimental class and controlled class were merely the same. Both groups achieved poor score 53.05 for experimental group and 43.38 for controlled one. After treatment, the researcher performed post-test for both groups. The result of data analysis in post-test showed that there was a significant difference between experimental and controlled class. The mean score of experimental was 68.27 and controlled class was 51.22. It showed that the gap of the students score of experimental class and controlled class was 17.05. The researcher indicated that the experimental class showed better improvement than the controlled class. It means Dictogloss technique had contribution in improving students' news writing text.

After calculating the data analysis, the researcher tested the hypothesis. The result of the hypothesis testing is found that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, the statement was proved by the t-test value (4.608) which higher than the t-table value (2.042). From the data analysis, it is the students of the experimental class got better results than the students of the controlled class in news writing item text. Therefore, the Dictogloss technique was the useful technique in improving students' news writing text in the third-grade students of MA Modern Tarbiyah Takalar.

Moreover, the result of this study showed that Dictogloss technique is an effective teaching technique for news writing text. It supports the idea from Robinson (2011:3), he clarified that Dictogloss is designed for grammar initially, but it can be designed for other language skills (writing and listening). Therefore, Dictogloss technique is suitable and effective to improve students' writing skill.

The result of data analysis not only showed about the significant difference between pre-test and post-test, but also showed that the Dictogloss technique contributed a significant impact on the students' writing skill. There are some factors that influenced the use of the Dictogloss technique on the students' writing skill, those were:

Firstly, the students are actively involved in the learning process as mentioned by Vasiljevic (2010:45), "students will actively involve in the learning process because Dictogloss give a lot of occasions for peer teaching and peer learning." It happened because Dictogloss combined individual and group activities in which students listen and take notes individually and then reconstruct the text together.

Secondly, students followed each stage of Dictogloss enthusiastically because it was a new teaching technique for them. Automatically, it increased the students' vocabulary acquisition. It was supported by Harmer (2004:74) who has stated that Dictogloss is useful for vocabulary acquisition and students' writing habit. It is because the students were asked to jot down any content words they heard and recreate a text based on the vocabulary they got.

CONCLUSION

Teaching writing skill especially news text by using Dictogloss technique at the third-grade students of MA Modern Tarbiyah Takalar can improve the students' writing skill. The data shows that students' competence in the experimental class is higher than in the controlled class. The t-test for both classes in post-test is 4.608 compared to the t-table with 2.042 for 0.05 with degree of freedom (df) = 34 since the score of t-test is higher than the score of t-table, alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. (H_a) was accepted because the learning objectives are achieved, The objective of this research was To prove whether the use of the Dictogloss technique able to improve the students' skill in English news writing at the third-grade students of MA Modern Tarbiyah Takalar.

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