

IMPROVING STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT USING DICTOGLOSS TECHNIQUE AT THE SEVENTH GRADE STUDENTS OF SMPN 3 WONOSARI IN THE ACADEMIC YEAR 2017/2018

PENINGKATAN KETERAMPILAN MENULIS SISWA KELAS VII SMPN 3 WONOSARI TAHUN AKADEMIK 2017/2018 MENGGUNAKAN TEKNIK DICTOGLOSS

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Abstract

This action research study aimed to improve the writing ability of grade VII students of SMPN 3 Wonosari in the academic year 2017/2018 through dictogloss technique. This research followed Kemmis and McTaggart's model. It was conducted in two cycles. Each cycle consisted of three meetings. This study was in collaboration with the English teacher, the students and the researcher's collaborator. The research was carried out in November 2017. The subjects of the study were Grade VII F students of SMPN 3 Wonosari. The data were collected through observations, interviews and tests on the students' performance using instruments of three interview guidelines, an observation sheet and a writing rubric. The data from the observation and interviews were analyzed using descriptive analysis. The validity used were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The reliability used as time triangulation and investigator triangulation. The steps of the research were reconnaissance, planning, action and observation and reflection.

The results of the research showed that the use of dictogloss technique was able to improve the students' writing skill of descriptive text. Based on the results of the qualitative data, the students were able to generate their ideas to produce well organized descriptive texts. They were also able to use appropriate vocabulary, grammar, punctuation, spelling, and capitalization in their writings. During the teaching and learning process, they also showed positive responses towards the lesson. They enthusiastically joined the teaching and learning activities and did the task well. Based on the quantitative data, the students' mean scores improved. The mean score of the pre-test was 9, that of the Cycle 1 was 10.5, that of the Cycle 2 was 12.73, and that of the post-test was 15.

Keywords: *Dictogloss technique, descriptive text, writing skill*

Abstrak

Penelitian tindakan ini bertujuan untuk meningkatkan kemampuan menulis siswa kelas VII SMPN 3 Wonosari pada tahun akademik 2017/2018 melalui teknik dictogloss. Penelitian ini mengikuti model Kemmis dan McTaggart. Penelitian dilakukan dalam dua siklus. Setiap siklus terdiri dari tiga pertemuan. Penelitian ini melibatkan seorang kolaborator yaitu guru bahasa Inggris di kelas subjek, para siswa dan kolaborator peneliti. Penelitian ini dilaksanakan pada bulan November 2017. Subyek penelitian adalah siswa kelas VII F SMPN 3 Wonosari. Data dikumpulkan melalui observasi, wawancara dan tes pada kinerja siswa menggunakan instrumen yang terdiri dari tiga pedoman wawancara, lembar observasi dan rubrik penulisan. Data dari observasi dan wawancara dianalisis menggunakan analisis deskriptif. Validitas yang digunakan adalah validitas demokratis, validitas hasil, validitas proses, validitas katalitik, dan validitas dialog. Reliabilitas yang digunakan adalah triangulasi waktu dan triangulasi peneliti. Langkah-langkah penelitian adalah observasi, perencanaan, tindakan dan observasi, dan refleksi. Hasil penelitian menunjukkan bahwa penggunaan teknik dictogloss mampu meningkatkan keterampilan menulis teks deskriptif siswa. Berdasarkan hasil data kualitatif, para siswa mampu menghasilkan ide-ide untuk menghasilkan teks deskriptif yang terorganisasi dengan baik. Mereka juga dapat menggunakan kosakata, tata bahasa, tanda baca, ejaan, dan kapitalisasi yang tepat dalam tulisan mereka. Selama proses belajar mengajar, mereka juga menunjukkan respon positif terhadap pelajaran. Mereka antusias

mengikuti kegiatan belajar mengajar dan melakukan tugas dengan baik. Berdasarkan data kuantitatif, nilai rata-rata siswa meningkat. Nilai rata-rata pada pre-test adalah 9, pada Siklus 1 adalah 10,5, pada Siklus 2 adalah 12,73, dan pada post-test adalah 15.

Kata kunci: teknik Dictogloss, teks deskriptif, keterampilan menulis

Introduction

English is the international language. While English is getting a huge attention, people are trying to learn and put English in their educational system, including Indonesia. For some levels of Indonesian education, English has been put in the curriculum and been taught as one of the subjects in the schools. Like other languages, English, of course, has some skills that must be mastered and learned. English has four main skills which are reading, listening, speaking, and writing. The skills are integrated. They are all essential, but the researcher only focused on the writing skill.

At SMPN 3 Wonosari, the school where the research was conducted, some problems were discovered on how the students were learning English. The grade VII F students who particularly became the research' subjects, showed a weak performance in their writing skills. They mostly avoided writing activity since within it, they found difficulties to make a good product of writing. They still had problems on dealing with the five aspects of writing including content, organization, vocabulary, language use, and mechanics. They also got some problems to stay focused on the writing process which commonly required long way to do.

The researcher conducted the observation at SMPN 3 Wonosari to find out the detailed information about the students' problems in

writing skill. The observation results showed that the problems can be formulated as follows: 1. The students got difficulties in developing ideas; 2. The students still had low mastery of English grammar; 3. The students had limited vocabulary; 4. The students had not been able to use punctuation and capitalization properly; 5. The students had difficulties dealing with text organization; 6. The students showed low participation in the classroom activities; 7. The teacher's teaching technique did not support the students' writing activities well. Furthermore, these problems need to be solved so that the students are able to produce good writing.

According to the condition explained, the researcher decided to improve the grade VII F students' writing skill through dictogloss technique implementation. By using this technique, students would find it is easier to write descriptive texts. Dictogloss contains the combination of listening and writing skills which let the students experience note taking, group discussion, paraphrasing, and constructing texts as the products.

Dictogloss Technique

Dictogloss was firstly introduced by Ruth Wajnryb as a technique in language teaching, including teaching grammar, in 1990. Wajnryb (1990: 5) states that Dictogloss is a relatively recent procedure in language teaching. It borrows

little from traditional dictation, the hence part of its name, but in fact is quite distinct from dictation in both procedure and objectives. In traditional dictation, the students rewrite a dictated text word by word. However, dictogloss does not merely dictate the text and let the students to rewrite the text as totally the same as the text read. It combines dictation, paraphrase and interpretation. The concept is simple to follow. The students listen to a passage, write down the keynotes and work together to create a reconstructed text.

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

1) Preparation

The teacher introduces and leads students into the topic and the vocabulary related to the topic being discussed. The teacher may select the topics that are considerably related to students' knowledge or interest. This stage can be done by holding an open class discussion, group brainstorming, question and answer elicitation, text content prediction using pictures or vocabulary exposure.

2) Dictation (Reading the Text)

In Dictogloss Technique, students normally listen to a dictation twice. On the 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. Wajnryb (1990: 8) says that students are told not to write anything at the first time, but allow the words to be retained in mind. They do not take 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 possibly help them reconstruct the text.

3) Reconstruction

After the dictation stage, students work in groups 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 do not need 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. The texts produced are expected to have a correct grammar, a good textual cohesion and logical sense.

4) Analysis and Correction

In this stage, students compare their text with other groups' versions as peer assessment is being expected to happen and the original one at the last. Students discuss the content, grammar, and language choice made. There are various ways dealing with this stage. The small group versions can be showed on the board or overhead projector or the text can be exchanged or distributed. Ideally, the original text should not be seen by students until their own versions have been analyzed. Students can be also asked to check their reconstruction as they do a self-assessment. In this stage, errors are ideally exposed and discussed.

Research Method

This action research used Kemmis and McTaggart's model consisting of two cycles. Each cycle consisted of planning, action, observation, and reflection. This research was

conducted in the first semester of the academic year 2017/2018. The subjects were Grade VII F students of SMPN 3 Wonosari. The data were qualitative and quantitative data. The qualitative data were obtained through observations and interviews, while the quantitative data were gained through tests. Some instruments were used to collect the data: observation checklists, interview guidelines, and writing tests. The qualitative data were gathered by following some steps, namely data collection, data reduction, data display, and conclusion drawing/ verification. The scores obtained from a pre-test and a post-test were analyzed to prove whether or not teaching writing using dictogloss technique could overcome the students' problems and improve the students' writing skills. The students' mean scores in pre-test and post-test were compared to see the improvements of the students' writing skill.

Research Findings and Discussion

This section showed the results of the students' pre-test scores, the actions in Cycle 1 and Cycle 2, and post-test scores. The data were presented in the form of tables containing the students' mean scores on some aspect proficiency including content, organization, vocabulary, language use, and mechanics. The following tables present the mean scores in the five aspects.

Table 1: The Students' Score of the Content Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Content	1.75	2.5	2.84	3.5

The students' mean score of the content aspect increased 1.75 point. The gain score of the

students' mean score on the content aspect was counted after the actions of implementing the dictogloss technique was done. The gain score of this aspect was obtained by comparing the pre-test and the pre-test mean scores.

Table 2: The Students' Score of the Organization Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Organization	1.5	2.5	2.5	3

On Table 7 the students' mean scores of the organization aspect were presented. In the pre-test, the students achieved the mean score of 1.5 and the students' mean score in the post-test was 3. It showed that the students' gain score on the organization aspect was 1.5.

Table 3: The Students' Score of the Vocabulary Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Vocabulary	2.25	2.4	2.6	3

Related to the vocabulary aspect, the students' mean scores on it increased gradually which can be seen from the scores from the pre-test until the post-test. In the pre-test, the students' mean score on the vocabulary aspect was 2.25. The data in the cycle 1 and cycle 2 continued to show the improvement of the students' mean scores which were 2.4 in the cycle 1 and 2.4 in the next cycle. The last mean score was achieved in the post-test in which the students' mean score was 3. Comparing the mean score of the post-test to that of the pre-test, the students' gain score was 0.75 in the vocabulary strain.

Table 4: The Students' Score of the Language Use Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Language Use	2	2.2	2.35	3

Based on the table, the students were performing well in the aspect of language use. The students seemed to be better dealing with the language they used in their writing. They became familiar with the tense type they should use in constructing descriptive texts. They were also able to use pronouns properly. Their mean scores were increasing from the pre-test until the post-test. Dictogloss showed its success in delivering the materials in the teaching and learning process yet it gave a chance to the students to work well in the language use focus. The gain score of the students' mean score on the language use aspect was 1 which was got by comparing the results of the pre-test and the post-test.

Table 5: The Students' Score of the Mechanics Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Mechanics	1.5	1.7	2.1	2.75

The table above presents the students' mean scores of the mechanics aspect. It shows the students' improvement on the mechanics aspect which were obtained by doing the pre-test, carrying out the actions in Cycle 1 and Cycle 2, and post-test. As presented by the data, the students performed well in terms of applying the mechanic rules of writing. The students' mean score in the pre-test was 1.5 and the one in the post-test was 2.75. The data shows that the students successfully increased their score of 1.25 point.

Conclusions

The research aimed to improve the students' writing skill by using Dictogloss

technique. The research was conducted in Grade VII F of SMPN 3 Wonosari. Based on the data and discussion collected in the previous chapters, it could be concluded that the implementation of the dictogloss technique in teaching and learning writing improved the students' writing skills. Dictogloss technique helped the students to generate ideas, organize texts and improve their vocabulary mastery. Dictogloss allowed the students to write more sequentially and well organized.

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