

DEVELOPING WRITING SKILLS IN DESCRIPTIVE TEXT USING THE DICTOGLOSS TECHNIQUE OF SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT: Dictogloss is a teaching technique to help teachers in the teaching and learning process, particularly in teaching descriptive text. This study was aimed at finding out whether or not there were any significant differences between students who were taught by using Dictogloss and students who were not. There were 90 students of tenth grade MAN 2 Palembang involved in this investigation comprising two groups, 45 students of the experimental group and 45 students of the control group. The Purposive sampling technique also was used in this study. The writers used a non-equivalent group design. They taught the experimental group students to write descriptive writing by using the dictogloss technique, meanwhile, the control group students taught by using the lecturing method. The data from two groups were collected from the result of the pretest and post-test scores which were analyzed to get the main score differences. The writers found out that the mean score of the experimental group improved significantly from 63.8 pretest to 73.4 in the posttest. The results of the Independent T-test showed that the mean score between the control and experimental groups was 4.664. It meant that there was a very significant difference between the two groups which was caused by the technique given to the experimental group.

Keywords: *dictogloss, writing skill, descriptive text.*

PENINGKATAN KEMAMPUAN MENULIS TEKS DESKRIPTIF DENGAN TEKNIK DICTOGLOSS SISWA MAN 2 PALEMBANG

ABSTRAK: Penggunaan teknik dictogloss dapat digunakan sebagai teknik pengajaran untuk membantu guru dalam proses belajar mengajar, khususnya dalam pengajaran teks deskriptif. Penelitian ini bertujuan untuk mengetahui ada atau tidaknya perbedaan yang signifikan antara siswa yang diajar menggunakan Dictogloss dan siswa yang tidak. Siswa kelas X MAN 2 Palembang berjumlah 90 orang yang terlibat dalam penyelidikan ini yang terdiri dari dua kelompok, yaitu 45 siswa kelompok eksperimen dan 45 siswa lainnya kelompok kontrol. *Purposive sampling* juga digunakan dalam studi ini. Penulis menggunakan desain *Non-equivalent-Group*. Beliau mengajar siswa kelompok eksperimen menulis tulisan deskriptif dengan menggunakan teknik dictogloss, sedangkan siswa kelompok kontrol mengajar dengan menggunakan metode ceramah. Data kedua kelompok dikumpulkan dari hasil skor pretest dan posttest yang dianalisis untuk mendapatkan perbedaan skor utama. Penulis menemukan bahwa nilai rata-rata kelompok eksperimen meningkat secara signifikan dari 63,8 pretest menjadi 73,74 pada posttest. Hasil uji t independen menunjukkan bahwa diperoleh skor antara kelompok kontrol dan eksperimen yaitu 4,664. Artinya terdapat perbedaan yang sangat signifikan antara kedua kelompok yang disebabkan oleh teknik yang diberikan pada kelompok eksperimen.

Kata Kunci: *dictogloss, kemampua menulis, teks deskriptif.*

INTRODUCTION

Language is used as a communication tool to interact with others and has an important role in human life. According to Algeo (2010), “A language is a system of conventional vocal signs using which human beings communicate” (p. 2). Therefore, language is a communication tool to connect people. Without language, it is difficult for people to communicate with others.

Writing is one of the language skills that should be maximally taught and practiced by the teacher in the learning process. According to Patel and Jain (2008), writing is a skill that should be taught and practiced (p. 125). It means that if the students learn good writing skills, they will be able to write easily.

However, writing is considered the most difficult skill to be taught and learned. Writing is not an easy task for both teachers and students because writing involves many linguistic aspects such as grammar, vocabulary, spelling, pronunciation, etc. Based on Barkaoui (2007), “writing is one of the most difficult skills that second language (L2) learners are expected to acquire, and to require the mastery of a variety of linguistics, cognitive, and sociocultural competencies” (p. 35).

Moreover, students’ problems in writing text were influenced by several factors such as the method which is used to teach writing in English lessons is writing individually. The teacher asks the students to write or to make paragraphs individually. The problems faced in the class are sometimes the students have difficulties building and developing their ideas, choosing the right diction, lack of vocabulary, and using the grammar. Therefore, the teacher must be creative in choosing the teaching and learning technique and provide interesting media. To overcome the problems, the writers believe that choosing appropriate techniques is an effective way to increase the students’ writing. One of the techniques which is appropriate to be used for teaching writing is Dictogloss.

Dictogloss is a technique originally intended by its creator, Ruth Wajnryb in 1990. She states that dictogloss is a technique in which short pieces of language are read out at normal speed to students. In addition, dictogloss is a technique that integrates the four skills through group work to reconstruct students’ versions (Jacobs, G. & Small, J., 2003). The use of Dictogloss requires students to focus on all four language skills (i.e., listening, speaking, reading, and writing) and promotes learner autonomy, collaboration, curriculum integration, diversity, thinking skills, and alternative assessment techniques (Jacobs & Small, 2003). Jacobs and Small (2003) reported in their study that dictionary vocabulary is not always required for writing sentences and paragraphs. Learners can do other activities based on what the teacher reads to them. For example, you could fill out a graphic organizer where the presenter finds or writes instructions for drawings with relevant details about the topic's vocabulary and concepts.

Wajnryb (1990) also mentioned the aims of dictogloss (p. 6) as follows: 1) It aims at providing an opportunity for learners to use their productive grammar in the task of text creation. Learner’s linguistic resources are called upon as they pool their fragmented notes and consider the various language options; 2) It aims at encouraging learners to find out what they do and do not know about English. This is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts; 3) It aims at upgrading and refining the learner’s use of the language through a comprehensive analysis of language options in the correction of the learner’s approximate texts.

Writing Skill

Writing Skill is one of the four language skills besides listening, speaking, and reading. It is an activity in arranging words, phrases, and sentences that are grammatically correct and appropriate to their purpose. Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. According to Nunan (2003), writing is the process of thinking to invent ideas, thinking about how to express and convey them in good writing, and arranging the ideas into paragraphs clearly (p. 88).

Another definition is given by Linse (2006), writing is a combination of process and product (p. 91). The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

Descriptive Paragraph

According to Zemach and Rumisek (2005), it is stated that descriptive paragraph explains how a person or something looks or feels and a process to explain how something is done (p. 25). In addition, Pardiyono (2007) states that a description paragraph is a type of written text paragraph that has the specific function of describing an object (living or non-living things) and it has the aim that is describing the object to the reader clearly (p. 34).

In teaching descriptive paragraphs, the learners can know the atmosphere of the story through the text they read. Knapp and Watkins as cited in Lopa (2012) stated that a descriptive paragraph usually describes the appearances of a person, place, or thing.

Moreover, Oshima and Hogue (2007) explained that descriptive writing appeals to the senses, so it tells how something looks, smells, tastes, and sounds (p. 61). In other words, descriptive paragraph writing is used to explain the physical aspect and condition of the subject.

According to Oshima and Hogue (2007), identification and descriptive aspects are the generic structures of descriptive paragraphs (p. 63). Despite that, Andrew 2008 (as cited in Lopa, 2012) stated some language features of descriptive text as follows:

- a. It involves a specific participant.
- b. It uses the simple present tense to promote facts as what the writer sees.
- c. It uses adjectives to explain the subject.
- d. It uses linking verbs.
- e. It is written in the third person.

Dictogloss

Dictogloss is a classroom dictation activity where learners listen to a passage, note down keywords, and then work together to create a reconstructed version of the text. It was originally introduced by Ruth Wajnryb (1990) as an alternative method of teaching grammar.

The original dictogloss procedure consists of four basic steps: a. Warm-up when the learners find out about the topic and do some preparatory vocabulary work. b. Dictation is when the learners listen to the text read at a normal speed by the teacher and take fragmentary notes. The learners will typically hear the text twice. The first time the teacher reads the text, the students just listen but do not write. The second time, the students take notes. c. Reconstruction is when the learners work together in small groups to reconstruct a version of the text from their shared resources. d. Analysis and

correction when students analyze and compare their text with the reconstructions of other students and the original text and make the necessary corrections (Wajnryb, 1990).

Wajnrub argues that this method gives students a more precise understanding of English grammar than do other approaches and consequently leads to higher accuracy in language use several studies have examined some stages of describing Dictogloss as an innovative strategy for learning a second language. Furthermore, in Shak's (2006) study of the use of dictogloss with children, she explained to focus on five basic stages (listening, attention, activity, examination, and writing) that can be implemented in the teaching/learning process as follows Indicates:

- 1) Listening stage: In this stage, the teacher prepares the topics for the learners to dictate the annotated text through storytelling and whole-class discussion.
- 2) Note-taking stage: The stage used by learners to take notes after listening to the text for the second time at normal speed.
- 3) Activity phase: In this phase, learners work together in groups to create texts prepared for this course.
- 4) Review stage: used to analyze and compare learners' writing versions in the entire classroom environment to check whether they are on the right track.
- 5) Writing stage: Designed specifically to allow learners to write a similar article individually and demonstrate their understanding of what they read.

METHODOLOGY

In this research, the writers used quantitative research. The writers applied a quasi-experimental design. The design has both pre-and post-test, experimental and control groups, but no random class.

In addition, the writers conducted research involving two classes the samples, the control, and the experimental group. Both groups were given a pre-test and post-test. Creswell (2012) says that this design of research is the pre-test and post-test Non-Equivalent-Group design (p. 310).

In this research, the population was all the tenth-grade students of MAN 2 Palembang in the academic year 2016/2017. There were five classes for the tenth grade. The total population in this research was 224. A sample is a group of participants in a study selected from the target population from which the researcher generalizes to the target population (Creswell, 2012, p. 381). In this study, the writers used the Purposive Sampling technique. It is a non-random sample selected because prior knowledge suggests it is representative (Wallen and Fraenkel, 1991, p. 339). In this study, the writers took two classes by considering that the students in both classes lacked vocabulary and grammar. Also, the similar characteristic was that the two classes were taught by the same teacher. The sample of the study consisted of an experimental group of 45 students and a control group of 45 students, so the total sample was 90 students.

In this study, a written test was used by the writers to collect the data. According to Brown (2004), a test is a simple method of measuring a person's ability, knowledge, or performance in a given domain. In this study, the writers gave a test which administered two times, a pre-test and a post-test. The writers gave a writing test with a title determined by the writers.

A test as the instrument of collecting data should be valid and reliable. Validity is the instrument used to measure what it is supposed to measure (Creswell, 2012). In this study, the writers used content validity. Based on Gery and Marnant (2009) content validity refers to the representative and relevance of the assessment instrument to the construct being measured (construct = a set of ideas that cannot be directly measured) (p. 18). Content validity is the extent to which the instrument’s item measures what is intended to be measured. The items should represent the material based on the curriculum. The test specification is presented in Table 4. Then, the writers also checked the test material to the curriculum and asked an expert to judge the appropriateness of writing tests with two validators were English teacher and a lecturer who achieved a master's degree.

Table 1. Test of Specification

Core of Competence	The Basic Competence	Material	Grade/ Semester	Indicators of the test	Test Form
4. Processing, reasoning, and presenting in the concrete part and the abstract part which is associated with the development of the materials learned in school independently, and able to use the method according to the rules of science	4.5 Constructing oral and written descriptive text about people, tourist attractions, and historical buildings, by taking into account the social function, text organization, and correct linguistic elements based on the context.	Descriptive text	X/II	<ol style="list-style-type: none"> Students can use the right language features in writing descriptive text Students can use appropriate diction Students can use the right punctuation Students can write their descriptive text 	Written test

In this study, the writers used inter-rater reliability to check students’ performance. In giving a score on the test, the writers needed two raters. They were a teacher of MAN 2 Palembang and a lecturer from Tridinanti University Palembang. The reliability of the tests was analyzed by using Statistical Package for Social Science 16 (SPSS 16). In this study, the writers used Pearson Product Moment to find out the reliability of the test.

To compute the data, the score among ratings provided by the raters was analyzed by using Formula in Statistical Package for Social Science (SPSS) version 16. After computing the data, the writers found the value score in the pretest for the control group was 0.87. Meanwhile in post-test for the control group was 0.781 and the pretest in the experimental group was 0.840, meanwhile post-test in the experimental group was 0.902. Based on the results of the data, means that the score pretest in the control group was considered very strongly reliable and the posttest in the control group was strongly reliable. While pretest and posttest in the experimental group were considered very strong and reliable.

FINDINGS AND DISCUSSION

Based on the result analysis of descriptive statistics from students’ pretest and posttest scores in the control group, the result in pretest control group showed in the

pretest group, the minimum score was 50, the maximum score was 76, with a standard deviation was 5.857, and the main score was 64,06. Meanwhile, in the posttest control group, the minimum score was 55, the maximum score was 76, with standard deviation was 4.741, and the main score was 68,44. Next, in the pretest and posttest experimental groups. The result showed that in the pretest experimental group, the minimum score was 58, the maximum score was 72, with a standard deviation was 4.277, and the main score was 63,83. Meanwhile, in the posttest experimental group, the minimum score was 63, the maximum score was 88, with standard deviation was 5.968, and the main score was 73,74.

After the data were collected from both the control and experimental groups, the writers used an independent sample t-test to compare the results of the post-test of the control and experimental groups. Based on the independent sample t-test of post-test results for both groups, it was found that the significance (2-tailed) was 0.00, this coefficient was lower than 0.05 in two-tailed testing with $df = 88$, the critical value of t -table = 1,987 since the value of t -obtained 4,664 was higher than the critical value of t -table 1,987. In other words, there was no significant difference in students' writing skills between those who were taught using the Dictogloss Technique and those who were not.

Table 2. The result of the Independent Sample T-Test

Post-test of exp and con	Levene's test for Equality of all variances		t	df	Sig. (2 tailed)
	F	Sig			
Equal variances assumed	4.338	.040	4.664	88	.000
Equal variances not assumed			4.664	83.717	.000

The implementation of the Dictogloss technique to improve the student's writing skills was successfully done. The dictogloss technique improves the students' writing by allowing the students to work in a group to share their ideas. Hence, it can help students in finding new ideas. Elizabeth, et al (2005), Claudia, Sada, & Wardah (2017) working together can help students learn and perform the stages of writing more effectively. The aim of Dictogloss originally was to provide an opportunity for the learner to use their productive grammar in the task of text creation (Wajnryb, 1990, p.6). It means that this technique is designed to give a high contribution to the building of students' grammar accuracy in writing.

CONCLUSION

Based on the data analysis acquired and computed during the study presented in the previous chapter, the writers inferred three conclusions were to be drawn: (1) The Dictoglos technique was highly effective in improving students' achievement in writing descriptive text and to be implemented in the teaching-learning process especially writing descriptive text. It was proven by the significant difference between the pretest and posttest scores in the experimental group. the significance (2-tailed) was 0.00, this coefficient was lower than 0.05 in two-tailed testing with $df = 88$, the critical value of t -table = 1,987 since the value of t -obtained 4,664 was higher than the critical value of t -table 1,987. So, the writers could infer it significantly increased, (2) The result of this

study also emphasized that dictogloss was able to accommodate the students' learning style, especially those who could learn without any media or those who were easy to be tired when learning. Dictogloss is a way to make students enjoy and learn fun, and (3) The accuracy and good plan from a teacher in implementing the dictogloss technique also had a significant influence. Every dictogloss stage has an important role. So, if the teacher could run every dictogloss stage well. Students' writing ability could improve.

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