MODIFIED DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL AT SMA AL-KAUTSAR BANDAR LAMPUNG

Lutfi Ratni Dewi, Flora, Ari Nurweni

lutfirdewi@gmail.com

Abstrak. Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan signifikan pada kemampuan menulis siswa setelah siswa diajar dengan menggunakan modified dictogloss technique, dan aspek apa yang mendapat nilai paling tinggi setelah siswa diajar menggunakan modified dictogloss technique. Penelitian ini menggunakan one group pretest and posttest design adalah desain yang digunakan dalam penelitian ini. Subjek penelitian adalah X MIA 3 SMA Al-Kautsar Bandar Lampung. Hasil penelitian menunjukan bahwa ada peningkatan yang signifikan pada kemampuan menulis siswa setelah diajar menggunakan modified dictogloss technique dilihat dari significant level lebih kecil dari 0.05 (0.00 < 0.05). Dari masing-masing aspek menulis, konten mendapat nilai paling tinggi (16.07 to 21.27) yang artinya ada peningkatan nilai berjumlah 5.19 atau 34%. Hal ini menandakan bahwa teknik modified dictogloss dapat diterapkan untuk meningkatkan keterampilan menulis siswa khususnya dalam aspek konten.

Abstract. This research was aimed to find out whether there was a significant improvement on the students' writing skill, and what aspect got the highest score after the students were taught by using modified dictogloss technique. This research used one group pretest and posttest design. The subject was X MIA 3 of SMA Al-Kautsar Bandar Lampung. The result showed that there was a significant improvement of the students' writing after being taught through modified dictogloss technique since the significant level is lower than 0.05 (0.00 < 0.05). From each aspect of writing, content got the highest score (16.07 to 21.27) which meant the score improved 5.19 or 34%. This suggests that modified dictogloss technique facilitates the students to improve their ability in writing skill especially in the term of content aspect.

Keywords: writing, writing ability, modified dictogloss technique

INTRODUCTION

Writing is one of the productive skills that students of senior high school need to master since writing skill has significant contribution in improving students' communicative competence. The process of writing itself refers to the act when we gather the ideas and make it until the text can be presented to the reader. According to Chaffee (1999:10), writing represents our thoughts, feelings, and experiences; and there is a purpose in every act of writing. Having a good writing skill helps students achieve their purpose in the future; apply for jobs, write academic writings, and formal letters. In addition, in our lives, we sometimes need to make official texts, for the purposes of communication or other business. Such cases, writing skill is the best supportive tool for us. It plays an important role in our lives.

Dealing with writing for EFL students, writing is regarded as a language skill that is not easy for the students to be achieved. Many students complain that they have the idea what is going to write but they do not know how to put them into a paragraph coherently. They cannot link several sentences into one coherent idea. It is supported by Wahyudin (2012:2) who says that students know what they were going to write but they did not know how to put them into words. It can be inferred that when their teacher asked the students to make a composition, many students complain that they have the idea what is going to write but they do not know how to put them into a paragraph coherently.

Based on the researcher's experience in Teaching Practice (*PPL*) at MA Ma'Arif NU 5 Sekampung, it was found that the students still got difficulties in producing the ideas before they did writing. The first problem is the students try to avoid writing because it needs a long process to create a good writing and it is too complicated. It is line with Pierangelo and Giuliani (2006:245) who stated that students in educational system feel that writing process takes a long time, so they are common to avoid writing activity. Moreover, writing process tends to make the students easily get bored and confused because they did not have the ideas that they were going to write. Therefore, the teacher is needed to maintain the students' motivation in order to keep their interest in writing. The teacher's role in writing class is to motivate the students, to create the right condition for generating ideas, and to encourage them to practice more to get the benefit (Harmer, 2004). The other problem is the students get difficulties in organizing their ideas. In this case, the teacher is needed to teach the students how to manage their ideas and write them in order, so the students will produce a good writing. According to Knapp and Watkins (2005), it is important for the teacher and the students to have basic understanding of how English operates and functions as writing and the ways in which writing is different from speech. Besides two problems above, lack of vocabularies is also a problem for the students to write, particularly for beginner writer. It is often that the students can not create a good writing because they do not know appropriate vocabulary for their writing. Vocabularies make the students frustrated, the teacher should help the students by giving vocabulary preparation as their guided writing. Guided writing is an instructional writing context that mainly guides students in writing process through modeling, support, and practice (Tyner, 2004). All the problems come because the students do not get the effective techniques so that they are not interested in writing activity.

Based on the short interview with the English teacher, in teaching learning process especially when they were studying about writing text, the teacher used DWA

(Direct Writing Activity). This technique was commonly used by most teachers. The teacher asked the students to read the whole paragraph, after that they were asked to consult their dictionary for difficult words. Then, they were asked to create their own text based on the selected topic so there were no special techniques to attract the students to write.

To overcome the problems mentioned above, the teacher should find such an effective technique to create teaching and learning activities which involve a process of interaction between the teacher and the students. For this reason, the technique that is used in this research is comparatively different from other techniques. This technique is called Dictogloss. To put it another way, as pointed out by Wajnrybn (1990:5-6), dictogloss is a classroom activity where the teacher reads a short text and the students just listen. Then, the teacher reads again and the students write key words of the text in their paper. After that, the teacher divides the students into several groups. Every group comes forward rotationally to perform their result discussion by using their own words (producing the language of their version).

To earn the best result, the researcher changed the teacher's dictation into the audio to avoid mistakes in pronunciation. Besides, the use of audio easier the students in getting the point of what the speaker was talking rather than they had to listen to their teacher's dictation. It is happened because the voice of the teacher's dictation may not be louder than the audio since the audio also uses speaker. According to the English teacher, the use of media in teaching learning process is needed to attract students' attention because the use of teaching media in teaching and learning can generate new desires and interests, encourage motivation and stimulation in learning activities, and even bring a psychological influences on students.

Based on the explanation above, it can be inferred that the researcher changed the teacher's dictation into the audio as a media since the use of media could more attract students' attention in teaching learning activity. By changing the teacher's dictation into the audio, the students had the experience so that they directly involve in the learning process. It makes what they have acquired will be saved in their long term memory. As a result, the researcher changed the name of *"Dictogloss Technique"* become *"Modified Dictogloss Technique"*.

METHOD

The approach of the research was quantitative. The design was one group pretest and posttest design (T1 X T2). The formula of the design is proposed by Hatch and Farhady as cited in Setiyadi (2006:132). The population of the research was students of the first grade of SMA Al-Kautsar Bandar Lampung and the sample of the research was class X Science 3 consisting of 33 students. The activities were started from administering pretest, doing treatment, and administering posttest.
The instruments used were writing tests. The writing test was administered twice: the first was pretest and the second was posttest. The pretest was conducted to know the students' writing ability before the treatments was given and the posttest was given to know the students' writing ability after the treatments. In analyzing the data, repeated measure t-test was used to prove the hypothesis and to know whether

this research was significant or not by looking at the results of the pretest and the posttest.

According to Hatch and Farhady (1982: 50) there are two basic types of validity; content validity and construct validity. This research's test contained content validity since it is based on the objective of teaching in syllabus for the first grade of senior high school students. In this research, the researcher asked the students to write a historical recount text to measure the students' writing ability. The researcher classified the score using writing recount scoring rubric by Jacobs (1981: 90). The technique of scoring is based on five aspects. They are content, organization, vocabulary, language use, and mechanic.

Hatch and Farhady (1982: 243) establish that the reliability of a test could be defined as the extent to which a test produces consistent result when it administers under similar conditions. In order to achieve the reliability of the writing of the students, *interrater reliability* was used in this study. In this study, the first rater was the researcher based on the scoring criteria Jacobs (1981: 90); the second rater was the English teacher in the school. The result of reliability score of the pretest was 0.89 (very high reliability), and the result of reliability score of the posttest was 0.96 (very high reliability).

RESULT AND DISCUSSION

Result

After conducting the research, the researcher compared the result of the pretest and the posttest. The comparison of the pretest and the posttest showed that students' writing skill improved after they were taught through modified dictogloss technique. Found on the result, the mean score of the pretest and the posttest improved from 59.0 to 73.2, it improved 14.2 points. The table below provides the results of the students' mean score of the tests.

Table 1. The Students' Mean Score of the Pretest and the Posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	33	47.00	68.50	58.9848	6.25186
Valid N (listwise)	33				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	33	64.00	80.50	73.2273	4.71548
Valid N (listwise)	33				

Table 1 shows that the mean score of the pretest is 59. Meanwhile, the mean score of the posttest is 73.2. It can be concluded that there is an improvement between the students' pretest and posttest. The improvement of the mean score of the pretest and the postest is 14.2 points. Then, the researcher administered the hypothesis of this research to find out whether was accepted or not. Besides, the researcher also compared the result of t-value and t-table to determine whether the alternative hypothesis can be accepted or not with the significant level 0.05. The researcher used Paired Sample t-test to test; and this was the result of the test.

Table 2. T-test of the Hypothesis Analysis

Paired Samples Test

| | Paired Differences | | | | | | | |
| | | | | 95% Confidence Interval of the Difference | | | | |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2tailed)
Pair Posttest – 1 Pretest	14.242 42	6.23639	1.08562	16.45375	12.03110	13.119	32	.000

Table 2 shows that H_1 is accepted and H_0 is rejected since t-value > t-table. From the result, it proves that the treatments which were given by the researcher had better effect towards students' achievement in writing. It can be seen that the t-value (13.119) is higher than t-table (2.036) with the significant value 0.05. It means that there was a significant improvement on students' writing after they were taught through modified dictogloss technique.

Table 3. The Improvement of Each Aspect from the Pretest to the Posttest

There are some aspects of writing, such as content, organization, vocabulary, language use and mechanic. The following table discusses about the result of the pretest and the posttest in each aspect of writing as follows:

Aspects of Writing	Mean Score of the Pretest	Mean Score of the Posttest	Improvement	Percentage
Content	16.0758	21.2727	5.1969	34%
Organization	13.0606	15.8182	2.7576	20%
Vocabulary	12.9697	15.6667	2.697	19%
Grammar	14.0909	17.2424	3.1515	21%
Mechanics	2.58929	3.22727	0.63798	6%
Total	59.00	73.22	14.2	100%

It can be seen in the table above that there is an improvement in all aspects of writing including content, organization, vocabulary, language use, and mechanic. The aspect with the highest improvement is content (5.19). The second is organization (2.75) then vocabulary (2.69), language use (3.15), and mechanic (0.63).

After being summed up numerically, the researcher also sum up the data statistically which can be seen in the following table:

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Content	66	16,18	2,007	,247	15,69	16,68	13	22
Organization	66	13,06	1,847	,227	12,61	13,51	8	17
Vocabulary	66	12,97	2,191	,270	12,43	13,51	8	18
Grammar	66	14,09	2,805	,345	13,40	14,78	8	18
Mechanics	66	2,62	,602	,074	2,47	2,77	2	4
Total	330	11,78	5,142	,283	11,23	12,34	2	22

Table 4. ANOVA

As mentioned earlier, the five aspects of writing improved and there was a differencebetween one aspect and the others numerically, so the researcher used ANOVA test to find out if there are significant differences between all the aspects of writing statistically. It can be seen in the following table:

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7369,224	4	1842,306	450,018	,000
Within Groups	1330,500	325	4,094		
Total	8699,724	329			

The criteria are:
1. If significance (sig) > 0.05, so the groups have the equal mean.
2. If significance (sig) < 0.05, so the groups have not equal mean.

Table 4 shows that the value of tailed significance was 0.000 or ($p<0.05$). It means that H_0 is rejected and H_1 is accepted; it can be revealed that the mean of the aspects of writing in recount text is unequal. Numerically, content is the most improvement aspect of organization, vocabulary, grammar, and mechanic. If it is seen statistically, there are no significant differences between one aspect and the others; there is only a significant difference between the content and the mechanic aspect.

Discussion

This section aimed to discuss about the results of the research that have been mentioned before. After calculating the data, the researcher found the answer of the first research question. The first result comes from the gain of the pretest and the posttest score. Based on the data, the students' mean score of the pretest was 59.0 and the mean score of the posttest was 73.2, so the mean score improved 14.2 points. In brief, it can be concluded that there is an improvement of the students' writing recount text through modified dictogloss technique.

Then, this research also analyzed the improvement of each aspect of writing. The gain obtained in each aspect, such as: content 5.19, organization 2.75, vocabulary 2.69, grammar 3.15, and mechanic 0.63. It can be concluded that content aspect improved the most among others. This happened because on the prewriting, the students had already had the ideas about the topic they were going to write by making listening to the audio. Besides, the students were active and got new vocabularies by making the keywords as the ideas. It was also easier for the students to make the content of their writing because on the drafting session they just needed to elaborate their ideas became sentences, gave the number in each sentence based on the generic structure of the recount text and arranged the sentences into paragraphs. In group discussion, the students are obligated to share their ideas to one and another, so that they have many ideas from others.

Through modified dictogloss technique, the students can share their ideas in group discussion based on the audio. It means, this technique helps the students making the ideas before writing a text. This research in line with Jacob (2003) and Wajnrybn (1990) who said that dictogloss can help writers stick to the topic by having their ideas in front of them as they are writing. It is similar to what the researcher found during the treatments. Before getting the treatments, the students had difficulties in conveying their ideas by writing. It made their writing disorganized and poorly written. However, after getting the treatments, their writing became better. It means that this technique is good for the students especially in learning writing since modified dictogloss helps the students to organize and create the ideas as many as they can before they move on writing. It makes the students can be easily to write because they only need to elaborate the ideas.

In contrast, the lowest improvement was the mechanic aspect. In this case, the students made the lowest improvement among other aspect. It was because the researcher did not discuss about the students' mistakes in the form of mechanic aspect after the implementation of modified dictogloss technique. Besides, the researcher thought that they had already known well about mechanic aspect since they have learned the material in other subjects. This made the students unaware that they made mistakes such as the use of capital letter, punctuation, and paragraph.

This finding was in line with some previous researches, they are: Putra (2014) who focused on the application of dictogloss technique to improve students' achievement in writing analytical exposition at the second grade of senior high school PAB 4 Sampali. The result of this research showed that teaching of writing analytical exposition text by applying dictogloss technique could improve students' writing achievement.

The second previous research was conducted by Fasya (2015) who tried to find out the significant effect on students' achievement in writing a report. The subject of this research was the first grade of SMPN 1 Mungkid Magelang. The result of this research showed that dictogloss technique had a significant effect on students' achievement in writing a report text.

The third previous research was conducted by Lismawati (2017) who tried to find out how dictogloss technique improve students achievement in writing hortatory text at the second grade of of Mas Al-Washliyah Pasar V Pinang Baris. The finding showed that there is a significant effect on students' achievement in writing hortatory text.

According to the previous researches above, it can be concluded that modified dictogloss technique can be used to various kinds of text, such as: analytical exposition, report, and hortatory text. Based on the findings of previous researches and in this research, the differences between those researches and this research are found. Firstly, this research does not only focus on finding out the students achievement but also focus on finding out the aspect of writing that got the highest score among others. Secondly, this research changed teacher's dictation into the audio as a teaching media since it can encourage motivation and stimulation in students' learning activities, and even bring a psychological influences on the students (Hamalik:1986) so that, the name from "Dictogloss Technique" changed to *"Modified Dictogloss Technique"*.

In the final analysis, it was found that modified dictogloss technique was not only able to give significant difference on the students' writing, but it also improved all aspects of writing especially in the term of content aspect since this technique helps the students to organize and create the ideas as many as they can before they move on writing. It makes the students can be easily to write because they only need to elaborate the ideas. In other words, it could be approved that modified dictogloss technique is an effective technique to improve students' writing at the tenth grade students of SMA Al-Kautsar Bandar Lampung especially in the form of content aspect.

CONCLUSIONS AND SUGGESTIONS

Conclusions
After conducting the research at the tenth grade of SMA Al-Kautsar Bandar Lampung, and analyzing the data, it can be concluded that modified dictogloss technique can give a significant improvement to the students' writing. Based on the result, there is an improvement of students' writing after they were taught through modified dictogloss technique. It was proved by the improvement of the students' mean score in the posttest which was higher than in the pretest (73.2 > 59.0). Indicatively, the students' mean score improved about 14.2 points. It happened since the students were capable to get involved actively in the process of modified dictogloss activity. Besides, content was the aspect that got the highest score among other aspects since this research focused on content aspect so it was included more during the treatment, while mechanic was the aspect that got the lowest score among other aspects since the researcher assumed that the students had already known about that so the researcher did not really pay attention to the that one.

Suggestions

This research has implications that the English teachers and other researchers are offered to use modified dictogloss technique since it gives positive impact to the students' writing achievement. Nonetheless, the suggestions for English teachers can be drawn as follows: (1) English teachers are suggested to apply modified dictogloss technique as one of the alternative ways to improve the students' writing. This is because modified dictogloss technique can help the students who still have the problems in expressing their ideas in written form to generate their ideas related to the topic. (2) Topic choice also motivates the students in learning activity. The teachers should choose a topic that is appropriate for students and also choose the topic which can make the students interested. The topic should be related to the studen

ts' daily life. (3) The mechanic aspect was the lowest achievement among other aspects of writing. For this reason, the teacher should apply effective strategies for improving this aspect, for example when the students write the sentences on the white board the teacher correct the writing more deeply whether the students make mistake or not. Also, the teacher can give the correction to the students' writing by giving the feedback.

Besides, the suggestions for other researchers can be drawn as follows: (1) This research applied modified dictogloss technique to improve the students' wrriting skill. Therefore, the researcher suggests other researchers to find out the effect of modified dictogloss technique in other skills, e.g. listening, speaking and reading. (2) Other researchers also can try to find out other types of texts for teaching besides recount text, for example: analytical exposition text, narrative text and procedure text. (3) This research only involved one class, which is an experimental class, as the sample, the other researchers are recommended to use a quasi experiment which consists of control and experimental class as the samples. (4) This research was conducted by modified dictogloss technique in senior high school. Thus, the further researcher can conduct this technique for different levels of students such as junior high school students, or even university students.

REFERENCES

Chaffee, J. (1999). *Critical thinking: thoughtful writing a rhetoric with readings.* New York: Houghton Mifflin Company.

Fasya, M. D. (2015). Improving the grade VII students's writing skill of narrative text through dictogloss technique at SMPN 1 Mungkid, Magelang. A thesis. Yogyakarta: Faculty of Languages and Arts. States University of Yogyakarta.

Hamalik, O. (1986). *Metode Belajar dan Kesulitan-Kesulitan Belajar.* Bandung: Tarsito.

Harmer, J. (2004). How to teach writing. New York: Longman.

Hatch, E., & Farhady, H. (1982). *Research design and statistic for applied linguistic.* Massachusetts: Newbury House Publisher Inc.

Jacobs, H. S. (1981). *Testing esl composition: a practical approach.* Massachusetts. Newbury House Publisher, Inc.

Jacobs, G. (2003). *Combining dictogloss and cooperative learning to promote language learning. The reading matrix, 3*(1). Retrieved April 2003 from https://scholar.google.co.id/scholar.

Lismawati. (2017). Improving students achievement in writing hortatory exposition texts through dictogloss technique at the eleventh grade of Mas Al-Washliyah Pasar Pinang V Pinang Baris. A thesis. North Sumatra: Faculty of Languages and Arts. States Islamic Universisty North Sumatra.

Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: technologies for teaching and assessing writing.* Sydney: University of New South Wales Press.

Pierangelo, R., & Giuliani, G. (2006). *Assessment in special education: a practical approach (2nd edition).* Boston: Allyn and Bacon.

Putra, K. N. (2014). The application of dictogloss technique to improve students' achievement in writing analytical exposition. A Thesis. Medan: English Department, Languages and Art, States University of Medan.

Setiyadi, B. (2006). *Metode Penilitian Untuk Pengajaran Bahasa Asing: Pendekatan Kuatitatif dan Kualitatif.* Yogyakarta: Penerbit Graha Ilmu.

Tyner, B. (2004). *Beginning reading instruction and the small-group differentiated reading model.* Newark: International Reading Association.

Wahyudin, A. Y. (2012). Improving students writing ability through outlining strategy. Lampung: Universitas Lampung.

Wajnrybn, R. (1990). *Grammar dictation*. Oxford: Oxford University Press.