

Improving The VIII Grade Students' Recount Text Writing Ability By Using Dictogloss Technique at SMP Muhammadiyah 3 Rambipuji in the 2015/2016 Academic Year

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Abstract — *This study aims at finding out how the use of Dictogloss Technique improves VIII grade students' recount text writing ability. This is a Classroom Action Research (CAR) conducted in SMP Muhammadiyah 3 Rambipuji. The subjects of the study are 31 students of VIII grade at the school. The data were collected from writing tests and analyzed by using percentages analysis. The research target was 75% of the students achieved the score at least 65. The percentage result of the students' writing test was as follows; in the cycle 1 test the score percentage was 65% of the students achieved the target score, and the score percentage of the cycle 2 was 77%. This leads to the conclusion that the students' improved through Dictogloss Technique was due to the three reasons; first, the students could comprehend the meaning of some words they heard from the text, second, they could arrange the sentences from their own notes into good paragraph together with their friends, and third, the text they made before makes them easier to write their own texts.*

Keywords: *Recount Text, Dictogloss Technique, Writing Ability.*

I. Introduction

A. Background of the Study

Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speaking. Writing is not a language but a form of technology. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet. The result of writing is generally called *text*, and the recipient of text is called a reader. Motivations for writing include publication, storytelling, correspondence and dictogloss. Writing has been instrumental in keeping history, dissemination of knowledge through the media and the formation of legal systems. It is also an important medium of expressing oneself by the way of written words as authors and poets do. Over time the forms of and ideas about communication have evolved through the continuing progression of technology. Advances include communications psychology and media psychology, an emerging field of study.

Communication is thus a process by which meaning is assigned and conveyed in an attempt to create shared understanding. This process, which requires a vast repertoire of skills in interpersonal processing, listening, observing, speaking, questioning, analyzing, gestures,

and evaluating enables collaboration and cooperation.

Based on the English syllabus in curriculum 2006 for VIII grade students of Junior High School, there are some text types that should be learned by the students. One of them is recount text.

From the result of interview with the English teacher of VIII grade students at SMP Muhammadiyah 3 Rambipuji, it was found that the writing ability of students in the VIII grade still faced some problems with writing ability. The teacher stated that only 57% of students could reach the Standard of the Minimum Competency (SKM) of 65. The students are difficult to arrange the sentences into paragraph. They made many mistakes or errors in arranging the sentences into paragraph. So they did not have any attention to what they learned. The average score of the students was about 55. It means that the students' writing ability was still low.

To overcome the condition above, it was planned to use dictogloss technique to improve the students' in teaching writing.

Based on the background, the preliminary study, and the problem identified, this classroom action research is entitled "Improving the VIII Grade Students' Recount Text Writing Ability by Using Dictogloss Technique at SMP Muhammadiyah 3 Rambipuji in the 2015/2016 Academic Year" was conducted.

B. Problem of the Study

How can the use of Dictogloss improve recount text writing ability of the VIII grade students at SMP Muhammadiyah 3 Rambipuji?

C. Objective of the Study

To know how the use of dictogloss can improve recount text writing ability of the VIII grade students at SMP Muhammadiyah 3 Rambipuji.

D. Operational Definition

1. Dictogloss

According to Jacob and Small (2003) Dictogloss technique is an intergrated skills technique in learning a language in which students work together to reconstruct version of text read to them by their teacher.

2. Writing

The way to express the idea or opinion in written words. The act or process of one who writes.

E. Significance of the Study

The significance of this study is considered more on improvement of practice rather than the theory development.

F. Scope of the Study

The scopes of this study are two variables, dictogloss and writing, while its limitation is students writing ability on recount text. The subject chosen are the students of class VIII of SMP Muhammadiyah 3 Rambipuji.

II. Method of the Study

A. Kind of the Study

Taking into account what the researcher had got in the preliminary study, the researcher decided that Dictogloss Technique would be the most suitable technique to solve the students' writing problems. Classroom Action Research, therefore, was chosen. Further, the researcher used the collaborative one in which the researcher worked with the English teacher of the subjects as her collaborator.

B. Subject of the Study

The subjects of this research will be the students of SMP Muhammadiyah 3 Rambipuji in the 2015/2016 academic year was chosen based on the consideration that their writing ability needed to be developed and they had the average score among 55. Based on the interview to the English teacher, it was known that the mean score of this class was the lowest among all the class.

C. Area of the Study

This research will be conducted at SMP Muhammadiyah 3 Rambipuji, located in Rambipuji-Jember. The school was chosen as the research area for the reason that dictogloss technique to the students' writing had never been given by the teacher at the school as the technique of teaching writing.

D. Procedure of the Study

The procedures of this research were cycle I and cycle II. Each cycle consists of planning, acting, observing and reflecting.

E. Data analyses procedure

To measure the student percentage of their writing ability, the researcher uses this formula in Wardhani (2007:2.40)

$$E = \frac{n}{N} \times 100 \%$$

Where:

E = the percentage of the student writing achievement.

n = the number of students achieved the minimum standard scores.

N = the total number of the students achieved the minimum standard scores.

III. Result of the Study

A. Cycle 1

Preliminary study was done through the English teacher of the VIII grade of SMP Muhammadiyah 3 Rambipuji by an interview.

There were three meetings in the cycle 1, and they are:

1. 14th December 2015 at 07.15 until 08.45
2. 14th December 2015 at 09.15 until 10.45
3. 15th December 2015 at 07.15 until 08.45.

Every meeting covered four stages of activities namely (1) planning, (2) implementation, (3) observation, (4) reflection.

In this classroom action research, the planning of the action was done after the pre-cycle collaborated with the English teacher. It was intended to plan and prepare everything that were needed in all of the steps in doing the action of the research in order to get the best result, such as preparing the material that would be given, the teaching strategy and the learning process. In the first cycle, was carried out the action based on lesson plans that have been made with the English teacher.

In the first meeting of cycle I, the students are given some questions those are related to the recount text. Then, the teacher introduced the recount text, it is generic structure and language features. The teacher also introduced the Dictogloss Technique and it is stages. And then, the teacher helped the students by introducing some vocabularies to make them easier in comprehending the text.

In the second meeting, the students asked to write the recount text based on what the teacher read in the first meeting and their own notes. The teacher will help the students if they faced some difficulties of vocabularies.

In the last meeting of cycle I, the students were asked to write their own recount text. The story is about their holiday experiences at least 10 sentences. The teacher role in this meeting was the same with the previous meeting, that was helping the students.

The implementation of the action were implemented based on the lesson plans made by the researcher after being discussed with the English teacher. The material taken was appropriate with the curriculum and the students' ability.

The implementation of the actions was conducted in the classroom during the English subject in the school, after all of material and teaching technique had already been prepared. The implementation of the actions were constructing the text, and the first meeting was carried out based on the lesson plan cycle 1 meeting 1 and the second meeting was carried out based on the lesson plan cycle 1 meeting 2. The first and second lesson plans of the first cycle actions were made based on curriculum they use. The material of the lesson was recount text, and in this case, the implementation of actions was carried out using teaching writing recount text by using diary method. Meanwhile, the English teacher observed and made notes about everything that happen during the teaching learning process.

Observation was used to control the activities and implementation of the actions of the research. The English teacher as collaborators helped to observe the class used fieldnotes. The English teacher did the observation by sitting at the back of the students' seats in the classroom, while the researcher was teaching writing by using dictogloss technique. The teacher used field notes in observing the researchers' implementation in the teaching learning process of writing using dictogloss technique. Field notes were used in order to get the data about the researcher in the classroom activity during the learning and teaching process. The observation was done in each meeting of the cycle. The English teacher noted the activities of the students during teaching and learning process using field notes. The English teacher noted about the process of teaching and learning that had been done in the done in the classroom. It was intended to be used in the process evaluation of the weaknesses of the teacher and the students.

The reflection was done after calculating the students' score of writing class and the result of class observation using dictogloss technique in teaching learning process. The English teacher and collaborator analyzed how effective the implementation of the action.

Based on the result of writing test, it was found that there were 17 of 31 students (55%) who got score ≥ 65 in cycle 1. As mentioned before, the cycle of this research was considered to be successful if 75% students got score ≥ 65 . So, the result of the implementation of the actions in the first cycle was not successful, it should be continued to the next cycle until the criteria of success is achieved.

B. Cycle 2

Since the result of the actions in cycle 1 had not achieved the objective of the research yet, the actions in cycle 2 were implemented. There were three meetings in the cycle 2, they are:

1. 15th December 2015 at 09.15 until 10.45
2. 16th December 2015 at 07.15 until 08.45
3. 16th December 2015 at 09.15 until 10.45.

Every meeting covered four stages of activities namely (1) planning, (2) implementing, (3) observing, (4) reflecting.

Based on the reflecting in the first cycle, it needed such kind of activities to revise planning and the implementation of the actions that were done. In the second cycle, the implementation of actions was carried out based on lesson plans that have been made with the english teacher. The topics that use are same about self experience but the teacher divided the group differently. The steps and activities in the second cycle has different one with the first cycle. The different of both cycles were in the purpose of the activities, in the second cycle the purpose was revised the action in the first cycle.

The researcher could indentify some following problems:

- 1) The students faced some difficulties in learning new vocabularies related to the text.
- 2) The students still had difficulties on tenses used in recount text.

3) The students got confused in determining the past form of the verb.

Therefore, these actions were needed to solve the problems found in cycle one. In this implementation of cycle 2 there were some actions applied to get better result they were as follows:

- 1) The researcher used another way in introducing the new vocabularies.
- 2) The researcher used another way in teaching the tenses.
- 3) The researcher wrote a list of verb in present and past form on whiteboard.

It was expected that this strategy would assist the students in comprehending a recount text, so that they would be more motivated to improve their writing ability.

The implementation of the actions in cycle 2 was based on planning and implementation revised in the cycle 1. It was expected that after the actions in the second cycle, the results of the students' writing ability would be better than the first one.

The observation of cycle 2 was the same as the way in cycle 1. The observation was done during teaching learning process of English. The teacher as collaborators helped to observe the class using field notes. The English teacher did the observation by sitting at the back of the students' seats in the classroom, while the researcher was teaching writing by using dictogloss technique. The teacher used field notes to know the weaknesses of the researcher and the students as a process evaluation in teaching writing.

The reflection was done after calculating the students' score of writing test by using diary in teaching learning process. Reflection was done to analyze the result of students' writing ability and the result of class observation. From the result of writing test 2 the percentage of students who got the target score was 77% (24 students) , it means that the target score ≥ 65 and the percentage requirement of writing ability it was 75%. So this research has achieved the target. Moreover, there were improvements of the result of students' score percentage in cycle 1 that was 55% up to 77% in cycle 2. So, it was not necessary to continue with the next cycle.

IV. Discussion

Based on the result in chapter IV, in the first cycle, the students' writing ability after being used dictogloss as the technique in teaching writing was unsatisfactory yet. In this research the target score of the students was ≥ 65 and it must be achieved by 75% of the students. In cycle 1, it was found that there were 26 of 31 students (65%) who got score ≥ 65 . It was unsuccessful because in teaching and learning process the students still got some difficulties not only in learning new vocabularies but also the tenses and the students got confused in determining the past form of the verb. So, they can not make the right sentences in order to construct the recount text.

Nowadays, most students are very familiar with the social media in expressing their idea, emotions, expression etc. The use of Dictogloss in teaching writing would make the students easier to create their own recount texts because the texts based on their own experiences . Thornburry (1997: 331) states that the basic procedures of dictogloss are simply listening to a short text and reconstructing it from memory, either individually or in pairs or in groups.

Cycle 2 was conducted as revision of cycle one. Based on the result of writing test, it was found that there were 29 of 31 students (77%) who got score ≥ 65 in cycle 2. Therefore, it can be said that it was successful because more than 77% of the students could achieved the target mean score ≥ 65 . There were some revisions that the researcher and the English teacher discussed in lesson plan in this cycle there were as followed:

1. The researcher should attract students attention by doing various way in introducing the new vocabularies.
2. The researcher should give his/her attention to the students at whole class.

Based on the explanation above, the research hypotesis stated in chapter II was accepted, which says "The use of dictogloss technique can improve the VIII grade students' achievement in writing a recount text at SMP Muhammadiyah 3 Rambipuji in the 2015/2016 academic year.

V. Conclusion and Suggestions

A. Conclusion

Based on the results of the writing test and the discussions in the previous chapter, the conclusion of the research that dictogloss technique can improve writing ability of VIII grade students at SMP Muhammadiyah 3 Rambipuji in the 2015/2016 academic year by using the easy and interesting topic they have experienced before.

B. Suggestions

Knowing the results that dictogloss technique could improve students' writing ability, some suggestions are given to the English teacher, students, and for the future researcher as follow:

1. The English teacher were hopefully use dictogloss as an alternative teaching technique in teaching writing in the classroom.
2. The students are suggested to use dictogloss to improve their ability in writing by let them learning English with the easy topic they were experienced in.
3. The future researchers who have some problems in teaching writing are suggested to conduct a classroom action research concerning with the use dictogloss technique to improve the students' writing ability.

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