

# THE USE OF DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT OF FIRST GRADE AT SMK NEGERI 1 TOLITOLI

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## ABSTRACT

The objective of this research was to find out whether the application of dictogloss technique improve the students' writing recount text or not. It was a pre-experimental research. It was conducted at first grade of SMK Negeri 1 Tolitoli that was (X FM 1). The researcher gave a pre-test to measure the students' previous ability in writing recount text. Then, a post-test was to find out the students' writing recount text after given treatment which is the application of dictogloss technique. The researcher used SPSS 16.0 program to analyze the data collection. The result of data analysis showed that dictogloss technique give a significant effect to the students in writing a recount text. The mean score of the post-test (81,47) was higher than the mean score of pre-test (56,22). Then, the testing hypothesis showed that the value of  $t_{count}$  was greater than  $t_{table}$  ( $9,683 \geq 2.040$ ). In conclusion, the application of dictogloss technique is effective to improve students' writing in recount text.

**Key words:** Improve, Writing Ability, and Dictogloss Technique.

## ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan dari teknik dictogloss dapat meningkatkan kemampuan menulis siswa atau tidak. Penelitian ini adalah penelitian pre-experimen. Penelitian ini dilaksanakan pada siswa kelas satu di SMK Negeri 1 tolitoli ialah kelas X FM 1 tahun ajaran 2017/2018. Penulis memberikan pre-test untuk mengukur kemampuan awal siswa dalam menulis teks recount. Kemudian, post-test untuk mengetahui kemampuan siswa dalam menulis teks recount setelah diberikan perlakuan yang mana ialah penerapan dari teknik dictogloss. Penulis menggunakan program SPSS 16.0 untuk menganalisa data. Hasil dari analisis data menunjukkan bahwa teknik dictogloss memberikan pengaruh yang signifikan kepada siswa dalam menulis teks recount. Nilai rata-rata pada post-test (81,47) lebih tinggi dibandingkan dengan nilai rata-rata pada pre-test (56,22). Kemudian, uji hipotesis menunjukkan bahwa nilai  $T_{count}$  lebih dari  $T_{table}$  ( $9,683 > 2.040$ ). dapat disimpulkan, penerapan dari teknik dictogloss efektif meningkatkan kemampuan menulis siswa pada teks recount.

**Kata kunci :** Meningkatkan, Kemampuan Menulis, dan Teknik Dictogloss

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## 1. Introduction

Writing is one of the language skill. It is applied for advertising, communicating and sharing ideas, realizing, feeling along with speaking. Carelessly, people in this modern era deliberate writing as their lifestyle, they share their feeling, conversance, and estimate on something by flowing out in social media like Facebook, Twitter, etc. Certainly, writing is planned as a way to argue with the writer itself. Writing is also crucial for English language learners to advance and increase their understanding of new language that has been considered. Writing has many assistance to the students. It can be ameliorate their ability and it much devote

when the students continue their study to university, particularly for arranging journal, article, resume and scripts at the end of their study. A student who is good in writing will get better than students who are not. Hence, writing gives a consequence of the students' academic success.

Moreover, Writing is an action to express feeling or ideas into written text by compose the words, phrases and clauses (Williams, 2005). Writing is a procedure of contributing and arranging idea or content into words. briefly, the prosperity in writing is bet on how much the readers can infer what the writer's entail. Surely, to be a good writer is not easily as a writer must give attending to main purpose or writing and also must conceive the aspects of writing in his writing.

Furthermore, according to Stone (2007), said that created a good writing, the writers should write something that desirable of their mind so that their writing more clear and focus. As a good writers, they should know what the readers want from their writing then the readers will interest to read it whether they want to persuade, inform, or entertain the readers. The first, writing to persuade intends we write something that the readers will accept and get some belief in our writing. One of the example of writing to persuade is advertisement. The second, writing to inform intends that we desire to get the readers know about a new thing, place, issue, etc. that we desire to share by our writing. newspaper, magazine, article, laboratory report and etc. Are the example of writing to inform and the third, writing fiction stories and non-fiction stories that muse researchers' belief and experience are writing to entertain the readers. From that writing, the writer requires to the readers can reduce their stress and to take life lesson involved in the story.

In line with English syllabus in Curriculum 2013, students of Senior High School should learn and master some short functional types such as descriptive, recount and narrative. Among the genres, recount text is the one of text that students should be mastery because it is frequently applies in daily activities such as write an our experience in diary. Recount text is a part of text that recite past events, commonly in the order which they occurred.

In addition, recount text states story that occurred in the past. Emilia (2011) said that recount text are types of text which restate case or experiences in the past. Usually, the writer writes a recount text based on their experience, but recount text be able to write based on visionary beyond writer experiences. The propose is to render the audience with a description of what happened and when it happened.

However, according to Cahyono (2011) explains that a recount text express detail information about the cases happened in the past but it does not mean the conflict explains in detail when them accure. The case occurred swimmingly. To some extends, actually the recount text is not restricted to talk about someone's experience only. There are many varieties of form such as newspaper reports, conversations, speeches, television interviews, and letters.

The core of teaching writing is leading and helping students to work. This is ensured by Brown (2007) who purposes that teaching is technique that help learners to find out the new science. It means that teaching cannot be separate from learning. When teachers teach writing to the students, they do not teach only how to arise ideas in writing, but they also require a serious aid of how to write. Writing process has many steps not only writing down the ideas but also doing have some other steps to make the writing better. there are some processes of writing in action stated by Meyers (2005), they are: prewriting, drafting,

revising, editing, proofreading and publishing. To improve students writing ability, they usually face the problems related to the aspect of writing. There are four aspect of writing stated by Weigle (2002), are content, organization, language use and mechanic. Content, some students cannot produce a good writing because students still poor knowledge about how to construct the idea of the writing. The students get less to clear up the main idea and supporting detail, thus they produce uneffective text. The content in writing text is very important think, it is because content is the main point that make sure whether the reader interest or not. Organization refers the content. To be a good writer, the organization of the text that have been created must be able to make the communication between the reader and the writer. Language use refers to the grammar. In this phases, the students have to give more attention about it. It is because grammar is a communicative meaning of language. The students have to know the usage of the structure in the text. The use of grammar is different based on the period when we are talking. Mechanic is the usage of the punctuation, capitalization and spelling that used in the sentences.

Based on the problems above, the researcher proposed one of teaching technique that is interesting and easy way for writing is dictogloss. Harmer (2012) stated that Dictogloss is a technique that allow the students to take note of keywords when heard the dictated text. To apply this technique, the researcher has to give the students the procedure of dictogloss technique. There are some procedures of dictogloss are cited from Wajnryb (1995) they are: preparation, dictation, reconstruction and analysis and correction.

In another side, dictogloss as one of techniques that can be applied in language teaching, and when it implements will take some advantages. There are some advantages of dictogloss quoted from (Vasiljevic, 2010) they are: dictogloss method is a good teaching method where the teacher conduct the learning process by individual and group action. In this phases, the teacher asks the students together reconstruct the text by their own notes then choose the one of result in their group as a good answer. Dictogloss technique more helps of developing the learners' communicative competencies than traditional method, where the learning process focus on teacher-centered and dictogloss encourages learners' autonomy as well. Students are required to help one another to recreate the text rather than depend on the teacher to supply the information. The analysis and correction phase enables the students to check where they have performed well and where they require to improve.

By using dictogloss technique, the students have to focus on composing a good recount text. The students will write their own experience and they have to pay attention to the rules of writing and all the components of writing especially content, organization, language use and mechanic in recount text.

Based on the researcher experience on PPL at SMK Negeri 1 Tolitoli, a number of students still found difficulty in writing recount text. In fact, the school curriculum expected that students have to master the ability in writing recount text especially how to write the beginning of the text (orientation), the event and the end of the text (re-orientation). Finally, the research question which can be formulated was *does dictogloss technique improve students ability in writing recount text?*

## 2. Method of the Research

In guiding this research, an experimental research was used by the researcher. The researcher applied it to find out whether the use of dictogloss technique could improve students ability in writing recount text or not. This research took one group of students with pre-test, treatment, and post-test design. After guiding several meetings, the students were tested again in post-test to assess the students' achievement of writing ability after guiding the treatment. SMK Negeri 1 Tolitoli as the sample of this research in academic year 2017/2018. It was decided by applying purposive sampling. The total numbers of sample were 32 students.

### **3. Findings and Discussion**

#### **3.1 The Result of Pre-test**

Pre-test was given to know the students' ability in writing recount text before treatment. To know the result of the students score in writing ability, it could be seen in the table below:

**Table 1. The Result of Pre-test**

NO	NAME	CONTENT	ORGANIZATION	LANGUAGE USE	MECHANIC	TOTAL SCORE	SCORE OBTAINED	CLASSIFICATION
1	AVD	4	4	1	3	12	75	successful
2	ANT	3	2	1	1	7	44	failed
3	ATM	2	2	1	1	6	38	failed
4	AAA	4	3	1	3	11	69	failed
5	AAZ	4	4	2	3	13	81	successful
6	BNA	2	2	1	3	8	50	failed
7	DNT	2	3	1	2	8	50	failed
8	DAM	2	2	1	1	6	38	failed
9	FQF	2	3	1	1	7	44	failed
10	FTH	3	3	1	4	11	69	failed
11	FRM	1	1	1	2	5	31	failed
12	IRS	3	3	1	3	10	63	failed
13	KRS	4	4	1	4	13	81	successful
14	MDP	2	3	2	2	9	56	failed
15	MPD	3	3	2	2	10	63	failed
16	MIN	3	3	1	3	10	63	failed
17	MHI	3	3	1	1	8	50	failed
18	MHR	3	2	1	1	7	44	failed
19	MHL	3	3	2	2	10	63	failed
20	MRF	2	2	1	2	7	44	failed
21	NAA	4	4	2	3	13	81	successful
22	NRR	2	2	1	1	6	38	failed
23	NRS	3	1	1	1	6	38	failed
24	SHR	3	3	1	3	10	63	failed
25	SFT	4	4	1	3	12	75	successful
26	SAW	4	4	1	1	10	63	failed
27	SLM	3	3	1	3	10	63	failed
28	SAB	4	4	1	3	12	75	successful
29	TPS	3	2	1	2	8	50	failed
30	WDW	2	2	3	2	9	56	failed
31	WSR	3	2	2	1	8	50	failed
32	YDS	2	1	1	1	5	31	failed
<i>SUM (Σ)</i>		92	87	40	68	287	1799	

The table 4.1 above demonstrates that in the pre-test, 17 (53,12%) from 32 students got the very poor score, 9 (28,12%) from 32 students got the poor score, 6 (18,76%) from 32 students got the fair score and no one student got good score. It means that students need some treatments to improve their ability in writing recount text.

### 3.2 The Result of Post-test

Post-test was given to know the effect of the treatment, whether the treatment was successful or not. To know the result of the students score in writing ability, it can be seen in the table below:

**Table 2. The Result of Post-test**

NO	NAME	CONTENT	ORGANIZATION	LANGUAGE USE	MECHANIC	TOTAL SCORE	SCORE OBTAINED	CLASSIFICATION
1	AVD	4	4	3	3	14	88	successfull
2	ANI	4	4	2	2	12	75	successful
3	ATM	4	4	3	3	14	88	successful
4	AAA	4	4	4	2	14	88	successful
5	AAZ	4	4	4	3	15	94	successful
6	BNA	4	3	3	2	12	75	successful
7	DNT	3	3	2	2	10	63	failed
8	DAM	4	4	3	1	12	75	successful
9	FQF	4	4	3	4	15	94	successful
10	FTH	3	3	3	3	12	75	successful
11	FRM	4	4	2	3	13	81	successful
12	IRS	4	4	3	4	15	94	successful
13	KRS	3	4	3	4	14	88	successful
14	MDP	3	4	4	4	15	94	successful
15	MPD	4	3	3	2	12	75	successful
16	MIN	3	3	2	3	11	69	failed
17	MHI	4	4	3	2	13	81	successful
18	MHR	4	2	2	2	10	63	failed
19	MHL	4	4	3	4	15	94	successful
20	MRF	4	4	2	3	13	81	successful
21	NAA	4	4	4	3	15	94	successful
22	NRR	3	3	4	2	12	75	successful
23	NRS	3	3	3	2	11	69	failed
24	SHR	3	3	4	2	12	75	successful
25	SFT	4	4	3	3	14	88	successful
26	SAW	3	3	2	3	11	69	failed
27	SLM	3	3	3	3	12	75	successful
28	SAB	4	4	3	3	14	88	successful
29	TPS	4	3	3	4	14	88	successful
30	WDW	4	4	4	2	14	88	successful
31	WSR	3	3	4	2	12	75	successful
32	YDS	4	4	4	2	14	88	successful
<b>SUM (Σ)</b>		<b>117</b>	<b>114</b>	<b>98</b>	<b>87</b>	<b>416</b>	<b>2607</b>	

The table 4.2 above demonstrate that in the post-test, 5 (15,62%) from 32 students got the poor score, 12 (37,5%) from 32 students got the fair score, 15(46,88%) from 32 students got the good score. And no one student got very poor score. Based on the result of the post-test above, the researcher concluded that students score in post-test was higher than pre-test.

#### 4. Discussion

##### 4.1The Result of Observation

In line with the findings of the research, the data collection had been analyzed by the researcher. It described the application of dictogloss technique improve the students writing recount text of first grade SMK Negri 1 Tolitoli.

Before applied the treatments, the pre-test was conducted by the researcher. The researcher found students' result of pre-test was still poor in writing recount text. There were 6 students from 32 students was successfully passed the standard achievement while

26 students were failed. There were 6 (18,76%)students got fair grade, 9 (28,12%)students in the poor grade, and 17 (53,12%)students got very poor grade.

#### **4.2 The Procedure of Treatments**

After conducted pre-test, the students were given a treatment by the researcher. It was done in four meetings. The treatment was the application of dictogloss technique. The students were taught by using dictogloss technique in writing recount text. The treatment was four meetings as follow:

a) First meeting

In the first treatment, the researcher taught the students about grammar rule and action verb used in recount text. Farley (2009) stated that the purpose of dictogloss is to make easy the students' understand about the grammar and structure that occurred in the authentic context. Based on the explanation above, the researcher conclude that The purpose of this treatment was to enhance students' writing recount text. In fact, the researcher found that there are 20 students were able to use well the grammar rule in their writing text and there were 12 students who are difficult to use grammar rule.

b) Second meeting

The second treatment, the researcher taught the students about sentence connector and organizing the arrangement of steps. The purpose of second treatment as to arise students' sense of recount text. Along this process,there were 6 students who did not know how to apply the sentence connector and organize their writing. After the researcher taught them about the material, she also made a discuss and evaluate students' work in the first meeting to make it better.

c) Third meeting

The third, the purpose was to enhance students writing rule.the researcher applied story about their experience and taught the students how to write well by using writing rule like punctuation and spelling. It is because dictogloss has some phases that help the students to improve their writing ability. The reconstruction phases of dictogloss helps the students to be able to reconstruct a dictated text by applying their own language and then the correction-analysis phases give them a deep understand about their mistake in their writing because in correction-analysis phases ask the students to write their writing in the whiteboard then the teacher will help to make better their errors occurred in their writing, so it is make the students know which one the have did better and wich one they still make a mistakes in the writing aspects namely content, organization, language use and mechanic (spelling or punctuation) (Wang, 2011). In the process of this treatment, they had written well the recount text from the beginning until the end of text and there were 2 students who was not able to write the text well. After the researcher taught them about the writing rule, she also discussed evaluated and analyzed students' work in the second meeting to reinforce their comprehension.

d) Fourth meeting

The students were asked by the researcher to make a group. In each group the students had to write their experience after that, they had to write it in the white board and the other group would make a correction. Based on smith (2012), dictoglossinvolved teacher as a co-learners. Here, students are not only as a learners but also the teacher as a co-learners, the teacher make a collaborative with their students to share and make a

discussion about the problem solve of the material. The researcher checked all the text from each group and there were 3 groups made a good recount text. The other groups were still poor in area of writing such as organizing idea, construct the main idea and the use of mechanics.

After applying the treatment, the researcher conducted post-test. The researcher indicated students' result of post test had improve than before the treatment was applied. There were 25 students from 32 students were successfully passed the standard achievement while 7 students were failed. There were 15 (46,88%) students got good grade, 12 (37,5%) students in the fair grade, and 5 (15,62%) students got poor grade.

The description of the data collection showed that the students' writing in recount text had significant improvement. The mean score of pre-test (56,22) was lower than mean score of post-test (81,47). The value of  $T_{table}$  was lower also than  $T_{count}$  ( $2.040 < 9.683$ ). Then, the researcher concluded that there was significant improvement of using dictogloss technique to improve students' writing ability in recount text.

#### 4.3 Four Aspects Of Writing

In line with the explanation above, here is a significant illustration of the differences between result of the post-test toward pre-test, based on the aspect of writing as follow :

##### a) Content

In this aspect, researcher asked the students to write a paragraph about their experience. In fact, most of them confuse what they had to write, they could not construct the main idea and supporting detail into paragraph. Student' score in the pre-test was 92 while in the post-test was 117. This value concluded of the whole students' score in content aspect. Before applied the treatment, students' score of content aspect in the pre-test showed variously. Then, after the treatment, students' score of post-test was higher than pre-test. It means that their writing was improve after dictogloss technique was applied.

##### b) Organization

In the organization aspect, some students couldn't organize well their writing and the reader confuse to understand what the text means. They did not know how to clarify their idea and did not know how to make it clear so that there is not a communication between the reader and the writer. Students' score in the pre-test was 87 while in the post-test was 114. It was found after the researcher calculated the data. It means that the students could organize well their writing based on the treatment of dictogloss technique.

##### c) Language use

In this aspect, before dictogloss technique was applied, the researcher checked the students' grammatical structure and most of them made some errors in using grammar. In fact, grammar is the one of aspect in writing that students have to be master it. Students' mastery on grammatical structure in the pre-test was 40 while in the post-test was 98. It was found after the researcher analyzed students' writing. This value concluded of the whole students' grammar score. Actually, a big problem of the students were the use of an appropriate tense that we have to use in the different period when we write. Before the

treatment was applied, the students' grammar showed variously in the pre-test and after the treatment, their knowledge of grammar was improved. It showed in the result of post-test, they used an appropriate grammar in their writing.

#### d) Mechanic

Before the treatment was given, the researcher found the students' frequency errors in punctuation in the result of pre-test, their writing was so hard to understand because they still did not know how to use a comma in sentences and most of them were wrong to spell words. The researcher concluded that students' mastery in mechanic was still low. In the post-test, their mastering of mechanics had improved, because they only made one or two errors. By looking at the explanation above, the researcher found students' score of mechanic was 68 while in the post-test was 87. This value concluded of the whole students' mechanic score.

In line with the explanation above, the researcher conclude that the mean score of content aspect in pre-test was 2,87 while in the post-test was 3,65, the mean score of organization aspect in pre-test was 2,71 while in the post-test was 3,56, the mean score of language use aspect in pre-test was 1,25 while in the post-test was 3,06 and the mean score of mechanic aspect in pre-test was 2,12 while in the post-test was 2,71. It means that, there were an improvement in every aspects of writing from the pre-test to the post-test. The aspect which get more improvement was language use and the aspect which get less improvement was mechanic. Hence, dictogloss technique was effective to improve students' writing particularly the aspect of language use.

## 5. Conclusion

Based on the result of the data analysis above, the researcher would like to conclude that teaching writing recount text through dictogloss technique it can be enjoyable for both teacher and students. It can be seen from the significant difference of students' result in pre-test and post-test, where the mean score of pre-test was 56,41. It was lower than the mean score of post-test that was 81,47 and the hypothesis testing showed that the value of  $T_{table}$  was lower than  $T_{count}$  ( $2.040 < 9.683$ ). In fact, the students can improve their writing ability after being taught dictogloss technique. Then, the application of dictogloss technique in teaching learning process could change students' perception that learning English is difficult because when dictogloss technique was applied in the class, the students more active and motivated. Thus, students of first grade at SMK Negeri 1 Tolitoli in academic year 2017-2018 have a very good ability in writing recount text through dictogloss technique.

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