WRITING AT SENIOR HIGH SCHOOL STUDENTS

EFEKTIVITAS TEKNIK DICTOGLOSS DALAM MENGAJAR MENULIS PADA SISWA SEKOLAH MENENGAH ATAS

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Abstract

The purpose of the research was to know the effectiveness of using the Dictogloss Technique and Text to Speech application in students' writing achievement. This Research used quantitative research. The design of the research was quasi-experimental. The population of the research was the tenth-grade students of SMK Pancasila Mojowarno in the academic year 2019/2020. The sample was the students of X BDP as experimental class and X TBSM as control class of the first semester. The researcher conducted 4 meetings in each class. The instrument used in the research tested. There are pre-test and post-test which is given to both class.

After getting the data, the researcher calculated the data using Analysis of Covariance (ANCOVA) by using SPSS 16.0 for windows. The result of the calculating, it was found that the significance value was lower than the significance level: $0.004 \leq 0.05$. It means that H_0 is rejected while H_a is accepted. It means that the Dictogloss Technique influences the student's achievement than students taught by using the conventional technique. From the result above, the researcher can take a conclusion. It can be concluded that teaching writing by using the Dictogloss Technique at tenth-grade students of SMK Pancasila Mojowarno was effective.

Keyword: dictogloss technique, writing skill

Abstrak

Penelitian ini dilakukan untuk mengetahui apakah penggunaan Teknik Dictogloss dalam kemampuan menulis siswa efektif. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas penggunaan Teknik Dictogloss dalam prestasi menulis siswa. Penelitian ini menggunakan penelitian kuantitatif. Desain dalam penelitian adalah menggunakan *quasi experimental*. Populasi dalam penelitian adalah para siswa kelas X SMK Pancasila Mojowarno di tahun ajaran 2019/2020. Sampel dalam penelitian ini adalah para siswa kelas X BDP sebagai kelas

ekspermental dan X TBSM sebagai kelas kontrol pada semester pertama. Peneliti melakukan 4 kali pertemuan di setiap kelas. Instrumen penelitian yang digunakan adalah tes, yaitu pre-tes dan post-tes yang diberikan pada kedua kelas tersebut.

Setelah mendapatkan data, peneliti menghitung data tersebut menggunakan *Analysis of Covariance (ANCOVA)* pada *SPSS 16.0 software for windows.* Hasil dari perhitungan, ditemukan bahwa nilai signifikan lebih rendah daripada signifikan level; $0.004 \leq 0.05$. Ini berarti H_0 ditolak sedangkan H_a diterima. Hal ini berarti bahwa ada pengaruh teknik *Dictogloss* terhadap kemampuan menulis siswa dibandingkan dengan siswa yang diajar menggunakan teknik konvensional. Dari hasil diatas, peneliti dapat mengambil kesimpulan. Dapat disimpulkan bahwa mengajar menulis menggunakan teknik *Dictogloss* pada siswa kelas X SMK Pancasila Mojowarno efektif.

Kata kunci: *teknik dictogloss, kemampuan menulis*

Introduction

Writing is one of the language skills and it represents an activity having a relation with the thinking process and also the skill of expression in the written form. As Harmer (2004, p. 31) states that writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writer puts into their minds.

Writing is a unity that has to be coherent and fluent. According to Nunan (1999) cited in Lailiyah (2016, p. 2), the terms of skills, producing a coherent, fluent, extended piece of writing is probably the most difficult thing, there is to do in language. The components in writing cannot separate each other. In writing, the writer has to concentrate to make good writing, from spelling, grammar, and content. As Gebhard states the usual things associated with writing are word choice, use of appropriate grammar, syntax, mechanics, and organization (Gebhard, 2000, p. 221).

It means that in writing there are some components that have to have good attention such as in the selection of words used in writing, the writer must be selective in the choice of words that are used, so it will be able to understand by the reader. Then grammar, in writing by using it the written which consists of pronoun and possessive reference, article reference, tense agreements, linkers, substitution, and ellipsis. In grammar there are some rules which organize the sentence, by put the subject and verb appropriately. In writing use wrong grammatical structure will give other meaning, it can influence the meaning of the

sentence. It also does in syntax and mechanics, there is a rule of mechanics which has to see to make the meaning of written more clearly.

While in teaching writing, there are some aspects to be important, one of them is a technique. Many techniques can be used in teaching writing, which makes the attention of some aspects reach well, one of them is Dictation. It is one technique that can apply to teach writing. Especially for teaching English as a Foreign Language. But, in teaching Foreign Language the technique will be used not only can make students' attention well but also can make students active in the classroom. Based on the statement, there is a technique namely Dictogloss that appropriate to teach writing. Dictogloss is a relatively recent procedure in language teaching, it borrows a little from traditional dictation (hence part of its name) but in fact, it is quiet district from dictation in both procedure and objectives (Wajnryb, 1990, p. 5).

Dictogloss is the other model of dictation. It is different from the old dictation which only dictates the students then they have to write as the sentence which has read. It has some modified to the procedure. In this technique, the students do not listen then write what the teacher said, but they have to reconstruct the text which has read by using their word use the keywords which they have made in a note, then they have to revise and analyze their work. There are some variations on dictogloss. Those are Dictogloss Negotiation, Student-Controlled Dictation, Student-Student Dictation, Dictogloss Summaries, Scrambled Sentence Dictogloss, Elaboration Dictogloss, Dictogloss Opinion, and Picture Dictation (Jacobs G. , 2003).

The researcher decided to use one of the variations of Dictogloss that is student-student dictation. This variation appropriately used to teach writing English as a Foreign Language because it contains activity that not only can make student attention well but also active in the classroom. Because this variation has a different procedure with other variations. Almost all variation who dictate the text is a teacher but in student-student dictation, the text read or dictate by the student.

In the previous study both of Mohammadi (2013) and Kurniasih (2013) stated dictogloss has a positive effect to students in writing. They used the dictogloss technique with the teacher who dictate the text, while in this research used one of variation in the dictogloss that is student-student dictation where the students who dictate the text. Then the researcher also used Text to Speech as the media to check the students' pronunciation before they dictate the text in front of the class. It does to avoid any errors in pronunciation.

Thus, the two studies above indicate the effectiveness of the Dictogloss technique. In this research, the researcher conducted research considering students' writing skill through one of variation of Dictogloss technique in a tenth of senior high school at Mojowarno. The researcher conducted the research to know **"The Effectiveness of Dictogloss Technique in Teaching Writing at Senior High School Students"**

Research Methods

In this research, the researcher uses one of the quantitative experimental design, because the purpose of this study is to examine the effect of treatment that could be known through a testing hypothesis. As Latif (2016, p. 94) states experimental research is a powerful research method to establish cause-and-effect relations. The researcher was applied to this experimental study to collect and analyze data to test the hypothesis.

There are three types of experimental research. They are Pre-Experimental, Quasi-experimental, and True experimental. Quasi-experimental designs are used when the investigator cannot randomly assign subjects to treatment (Ary, 2010, p. 328). The researcher includes in quasi-experimental for this research. A quasi-experimental design is a design that is not possible to the researcher selects the sample randomly different treatment to two classes (Latief, 2011, p. 95). The researcher used quasi-experimental because in that school does not have many students so the researcher does not have any chance to make a new class in the school.

In this research there are two groups as the subject of the research, those are the control group and the experimental group. The control group is the group that taught by using direct method and experimental taught by using the dictogloss technique. Both groups got a pre-test and post-test to examine the differences between the two groups as the effect of treatment

Results and Discussion

Dictogloss technique is effective for teaching writing descriptive text. It is established through the result of *Analysis of Covariance (ANCOVA) in SPSS 16.0 for Windows*. The sig. value of the teaching technique is 0.004, it is lower than 0.05. It means that H_0 is rejected and H_a is accepted. The null hypothesis is rejected and the alternative hypothesis is accepted means that students who are taught by

using dictogloss technique in writing descriptive text have better writing achievement than those taught by using conventional technique.

One advantage of using student-student dictation was the students can more active in the classroom and students can give their contribution in learning process because the students take turns to read to each other As Jacobs (2003, p. 10) stated that student-student dictation works best after students have become familiar with the standard dictogloss procedure. In fact, the technique can still be applied even if students are not familiar with the standard dictogloss procedure because the researcher used Text to Speech application to avoid the problems in pronunciation.

Then, Jacobs (2003, p. 10) also stated about the key elements of cooperative learning or student-student dictation is particular equal participations. The researcher when did the research, the students participated in learning process start from find out the important information. In this section, the students get one sentence from the paragraph that given by the teacher so each member absolutely read the sentence. Next dictated in front of the class, in this section also same with the previous statement that each member have got one sentence so the all member participated to dictate. Then reconstruct the text, in this section the student cooperate to reconstruct the text, each member of group have responsibility there is who make the paragraph in Indonesian language first, find out the vocabulary in dictionary and who write down in paper.

The next element of cooperative learning is individual accountability (Jacobs G. , 2003, p. 10). In this research, the member of groups try to get their opportunities when their group get the section to dictate. So in this section, the student try to dictate their friends after using the Text to Speech application to make their pronunciation correct. The last element is positive interdependence, this element also found when the researcher did the research because during the learning process the group members helping each other. For example, in explore meaning, the group member did the task together.

Conclusion

Based on the finding discussion in the previous chapter, it can be concluded that Dictogloss technique is effective for teaching writing descriptive text. It is established through the result of *Analysis of Covariance (ANCOVA) in SPSS 16.0 for Windows*. The sig. value of the teaching technique is 0.004, it is lower than 0.05. It means that H_0 is rejected and H_a is accepted. The null hypothesis is rejected and the alternative hypothesis is accepted means that students who are taught by

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