USING DICTOGLOSS IN DEVELOPING STUDENTS' DESCRIPTIVE WRITING SKILLS OF TENTH GRADERS OF SMAN 5 PRABUMULIH

A Thesis by

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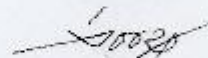INDERALAYA
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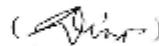
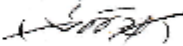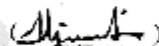**Nanda Melin Anggita Putri**

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DEDICATION

This thesis is dedicated to:

- The only God, Allah SWT
- My late
- My beloved father (Ir. Zainul Kurniadi) and mother (Imelda Meinani

  Yuwetta) for their endless support towards me

- My beloved brother

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Abstract

Using Dictogloss in Developing Students' Descriptive Writing Skills of Tenth Graders of SMAN 5 Prabumulih

Nanda Melin Anggita Putri, Margaretha Dinar Sitinjak, Soni Mirizon

ABSTRACT

This study was aimed to find out whether or not: (1) there was any significant difference in descriptive writing skills between before and after the students were taught by using Dictogloss technique and (2) there was a significant difference in descriptive writing skills between the students who were taught by using Dictogloss technique and those who were not. This study used the pretest and posttest non-equivalent control group design. The population of this study was all of the tenth graders of SMAN 5 Prabumulih in academic year 2017/2018 with the total number of 188 students and 62 students were taken as the sample using purposive sampling technique. This research was conducted by using pretest-posttest and divided equally into two groups, experimental and control group. To collect the data, the experimental group was given pretest and posttest used writing test. The data were analyzed statistically by using independent paired sample t-test using SPSS version 20. The result of this study showed that (1) the mean difference in posttest and pretest of experimental group was 18.742 and p value 0.00<0.05. It means that there was a significant difference in descriptive writing skills of experimental group, and (2) the mean difference between pretest and posttest in experimental group was 18.742 and p value 0.000>0.05. It means there was a significant difference in descriptive writing skills between the students who were taught by using Dictogloss Technique and those who were not.

Keywords: Dictogloss Technique, Descriptive Writing Skills, Tenth graders.

CHAPTER 1
INTRODUCTION

This chapter presents (1) the background, (2) the problems, (3) the objectives, and (4) the significance of the study.

1.1 Background

English is an international language that is used to communicate in many aspects such as in politics, economy, education, technology, science and culture. In Indonesia, English is a foreign language that is taught as a main and compulsory subject for the students of junior and senior high school even university students. English is a foreign language which is taught in school, often widely, but it does not play an essential role in national or social life.

Since English is taught as a foreign language, it is not easy to write English. Sometimes the learners find some English words that have the same sound but they have different spellings. There are skills that should be mastered by the students. They are listening and reading as receptive skills and also speaking and writing as productive skills. All of them should be given to the students in order they have good ability in understanding English.

In learning English as a foreign language, writing is categorized as one of the hardest skills because it requires grammar, punctuation, capitalization, spelling, and vocabulary. Kim (2008) states that learning the process of writing is a difficult skill for students to develop and learn, especially in EFL context, where exposure to English is limited to a few hours per week.

Writing is one of the ways used by people to communicate or to express their ideas, thoughts, etc., to other people when it is impossible to communicate orally. In this globalization era, the ability to write effectively is becoming increasingly important, especially in English language. It is because, in this globalization era, people are indirectly forced to be able to communicate through English writing with foreigners all over the world, who widely use English, for any purposes by using social media such as facebook, gmail, blog, twitter, etc, in order to expand their world.

Writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals. So in writing the writer formulates their own thoughts, organize them and create a written record of them using conventions of spelling and grammar (Graham and Perin, 2007, p. 6).

Oshima and Hogue (1999, p. 3) state writing, particularly academic writing, is not easy. It takes study and practice to develop this skill. Furthermore, Torrane, Thomas and Robinson (1994) point out academic writing is difficult. It requires a complex combination of generating, selecting the ideas that are appropriate to the writing task, translating these into text, and polishing the text to produce a presentable document.

Moreover, the aim of teaching English based on Curriculum 2013 is to develop communicative competence in the form of oral and written language. There are several types of short functional text that students learn in English subject, such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking.

Due to the importance and the complexity of writing, in English language learning, Indonesian students are also expected to learn and master writing skill besides other English skills: listening, speaking, and reading. It means that the students do not only have to learn and be able to get the meaning from English text and speech through listening and reading, and be able to speak in English, but they also have to learn and be able to write some types of texts in English. Based on the English syllabus in Curriculum 2013 for first grade students of Senior High School, there are some text types that should be learned and mastered by the students. One of those texts is descriptive text. In this study, the researcher focuses on descriptive text.

Dictogloss as a multiple skill and system activity consist of listening, writing, and speaking and relies on students' knowledge of semantic, syntactic,

and pragmatic systems of the target language to complete the task with focus on grammatical competence. Compared to other more traditional approaches to teaching grammar the value of dictogloss is in its interactive approach to language learning that promotes both the negotiation of meaning and the negation of form.

Dictogloss works its way up in the research context by presenting several advantages. First, its discourse-oriented view of language has made dictogloss popular in EFL methodology because it emphasizes on the meaning of a whole text (Mayo, 2002; Thornbury, 1997). Second, dictogloss can provide multiple opportunities to draw L2 learners" attention to target linguistic forms in meaningful contexts (Swain & Lapkin, 1998). Swain"s Output Hypothesis (1985) holds that learners strife to produce comprehensible output would prompt internalization, and thus acquisition of target forms. Qin (2008) considers "metatalk" or "Language Related Episodes" (LREs) as the most empirically examined benefit of dictogloss. During dialogues in collaborative tasks (e.g. reconstruction), learners can be prompted to notice linguistic problems and then engage in discussing language forms so that meaning can be made clearer (Al-Sibai, 2008). Therefore, providing meaningful contexts, a chance for L2 learners to both paying attention to and negotiating forms, is another important benefit of dictogloss. Furthermore, Jacobs and Small (2003) believe that "among the reasons given for advocating the use of dictogloss are that students are encouraged to focus some of their attention on form and that all four language skills" (p.2). By and large, dictogloss might be considered as an omnipotent task, shedding light on various aspects. Its effect on writing skill was investigated by Jacob and Small in 2003.

A dictogloss is a relatively recent procedure in language teaching. Dictogloss, introduced by Wajnryb (as cited in Abbasian, 2013, p. 1371), can be considered as a way for integrating form and meaning in the learning context. According to Nunan (1995) the dictogloss technique provides a useful bridge between bottom-up and top-down understanding. In the first instance, learners are primarily concerned with identifying individual elements in the text – a bottom-up strategy. An example of a dictogloss is the following: learners discuss the sea; the

teacher then explains the task, and reads a short text on the sea to the class, who just listen; the teacher reads the text again and the learners take notes; in groups, the learners then reconstruct the text. In this activity, learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction. However, during the small group discussions, some or all of the following top-down strategies might be employed. In all at these, the listener will integrate background inside the head knowledge with the clue picked up during the dictation. In all at these, the listener will integrate background inside the head knowledge with the clue picked up during the dictation. Dictogloss exploits the principle that two heads are better than one. Students are able to pool their resources, and even low-level learners are able, through collaborative action, to outperform their competence (Nunan, 1995, p. 28). Nassaji (as cited in Abbasian, 2013, p. 1371), suggests that using collaborative tasks requires learners to get involved in deliberate and cooperative comprehension and production of the language, e.g., through the use of dictogloss (DG) can be a way of integrating focus on form and communication by process.

> Dictogloss is defined as a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. It was originally introduced by Wajnryb (1990) as an alternative method to teaching grammar.
> (Vasiljevic, 2010, p. 41)

Based on the observation done at SMAN 5 Prabumulih, it was found that the tenth grader students still got difficulty in learning English, especially descriptive text. Based on the researcher's teaching practice experience at this school, the researcher also found that in learning English, the student felt confused of words from the context and also with the new words that they never heard of before. They used dictionary to look for new words and find the meaning, but after that they forgot the words. They also faced the difficulty with translating the words because they mainly translated the sentences with word-by-word. For

writing, they sometimes misspell the words. They still didn't know how to construct a good sentence, mainly the usage of a good simple present tense and the rule of singular and plural form in the formula of simple present tense sentence. Meanwhile in descriptive text, the usage of simple present tense is one of language features.

From the reasons stated above, the researcher wanted to know the possible effectiveness of using another kind of writing comprehension technique in improving students' writing skills. The researcher was interested to conduct a study entitled Using Dictogloss in Developing Students' Descriptive Writing Skills of the Tenth Graders of SMAN 5 Prabumulih

1.2 The Problems of the Study

Based on the background above, the problems of this study are formulated as follows.

(1) Was there any significant difference in descriptive writing skills of the tenth grade students of SMAN 5 Prabumulih between before and after they were taught by using Dictogloss Technique?

(2) Was there any significant difference in descriptive writing skills between the tenth grade students who were taught by using Dictogloss Technique and those who were not?

1.3 The Objectives of the Study

Based on the problems mentioned above, the objectives of the study were to find out whether or not:

(1) There was any significant difference in descriptive writing skills between before and after the students were taught by using Dictogloss Technique.

(2) There was a significant difference in descriptive writing skills between the students who were taught by using Dictogloss Technique and those who are not.

1.4 Significance

This research is expected to be useful for the teacher, students and future researchers to add their knowledge about the technique that they can use in teaching writing of descriptive text to their students. It is also hoped that this research will give input and new learning experience to the students in learning writing descriptive text. Furthermore, the result of this study is hopefully useful for other researchers who are interested in teaching writing descriptive text by using different variables to get information from this study to do further research, and for the readers, especially students in English Education Department who will be English teachers, to give more information about technique that they can implement when they teach someday.

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