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IMPROVING STUDENTS' SKILLS IN WRITING NARRATIVE TEXT BY USING DICTOGLOSS DICTATION METHOD

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ABSTRACT

This research was conducted to find out the improvement of students' skills in writing narrative text by using the Dictation Dictogloss Method. This research was conducted by implementing the rules and steps of Classroom Action Research. The collected data in this research was analyzed by using qualitative and quantitative technique. The qualitative data was taken from observation sheet, interview, diary notes and documentations. The result of this research found that there was an improvement on students writing narrative skills by applying Dictation Dictogloss Method. It was supported by the increase mean of the score in every single meeting. The mean in pre-test was 40,67. The mean of post-test in cycle one was 65,6. The mean of post-test in cycle two was 70,17. This data indicated that students score was increased in every meeting. The percentage of students passed in every meeting was also improved. The data stated that in pre-test there were only two students passed (6,67%). In the post- test of cycle one there were fourteen students passed (46,67%). In the post-test of cycle two there were twenty students passed (66,67%). By the data gathered in this research, it can be concluded that students were more engaged, motivated and interested in writing narrative text after the implementation of Dictation Dictogloss Method.

Keyword: *Dictation Dictogloss Method; Writing skill; Narrative Text; Classroom Action Research.*

INTRODUCTION

English is often referred to as a global language that is widely spoken in many countries around the world. It is critical for all students to study and master the English language in all aspects. Listening, speaking, reading, and writing are the skills that are

supposed to be necessary for mastering English. All of these elements are connected. In this case, the analysts are focusing the discussion on writing because writing is one of the most difficult skills to master and because it is a crucial and necessary skill for students' future careers.

There is no doubt that writing is the most difficult skill for L2 learners to master¹. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on². The difficulty becomes ever more pronounced if their language proficiency is weak.

A narrative text should be able to be written or produced by students in junior high school. Writing narrative text is not appealing or enjoyable for them, despite the fact that narrative text serves to amuse the reader. They know a lot of stories about narrative texts, but when it comes to writing their own, they have a lot of problems. Many students struggle to come up with and develop their own ideas. Some students have an idea but are unable to articulate it in their own words. They also struggle to organize their thoughts into a logical order in order to write a good narrative text.

According to my observations, which were based on interviews with teachers and students, teachers typically ask students to write as many sentences as they can, but they must know how to get their students to write as many as they can. This fact motivates researchers to concentrate their efforts on assisting students in improving their writing skills. Writing narrative text necessitates a higher level of attention to detail. In writing, there are a number of complex laws that must be followed. When students write, they must pay special attention to word spelling, punctuation marks, dictionaries, grammar, the purpose of their writing, and the idea of their writing. Students, on the other hand, struggle to produce narrative text based on their ideas, according to the researcher. They are unsure of how to write and organize their idea into a good narrative text. It happens because they are generally only given narrative text examples. Then, with minimal guidance, they can write or create their own narrative text. It is the primary issue that the researcher hopes to address through this study.

Regardless of the obstacles encountered by students, writing is a critical skill. It's because people who use technology as a means of communication nowadays seem unable to be separated from the act of writing, which can range from the simplest, such as sending short messages via mobile phones, to the more complicated, such as writing business letters via e-mail. The value of writing can also be seen in the fact that it has become a requirement for people to compete in the global economy. Students must prepare for their future careers. When applying for a job, they must be able to write an application letter, as well as many other types of written texts. In addition, writing is a means of expressing ideas or communicating with others. There are situations in which the ability

¹ Benesh, S. (1993), ESL, ideology, and the politics of pragmatism. TESOL quarterly, 27, 705-717

² Ibid, P. 706

of writing is crucial or written language is a need, as it is said by Nunan³ that writing is needed to communicate with others who are removed in time and space, or is used for those occasions on which a permanent or semi-permanent record is required. Such situations can be easily found in the real life every day, for instance, when someone was visiting a friend but he could not meet and he left a note.

Based on the issues above, the researcher offers to apply dictogloss technique when teaching students in writing narrative texts. By using this kind of technique, students will consider that it is easier to write or produce narrative text. Dictogloss dictation technique contains the combination of listening skills and writing skills. They also will learn how to work together with their friends in a group. It will guide students to explore and to generate their own narrative text. They will not be confused about how they will produce their own narrative text.

Wajnryb is credited with helping to develop a new way of dictation known as dictogloss⁴. Dictogloss is a relatively recent procedure in language teaching. In traditional dictation students recreate a dictated text word for word. However, dictogloss has different procedures and objectives. It combines dictation, paraphrase and interpretation. The concept is simple: learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. In a dictogloss task, learners listen, write and speak, relying on their knowledge of semantic, syntactic and discourse systems of the target language to complete the task with the focus remaining on grammatical competence.

The student generated versions are considered using three criteria; grammatical accuracy, textual cohesion (if the created text holds together as a meaningful 'chunk' of language), and logical sense. Alternative forms to the original dictated form are encouraged as long as they meet these requirements. Dictogloss is an integrative strategy that was originally used for second- language learners. The purpose of Dictogloss is to improve students' knowledge of text structure and grammar within an authentic context. As research indicates, effective writing instruction focuses on grammar and text structure within context of use⁵. In this instructional strategy, students listen to a model of narrative text structure and deconstruct it collaboratively before it is recreated.

Dictogloss' collaborative nature enables all learners, especially second language learners and struggling readers, to examine an outstanding narrative passage and learn how the author developed it. The quality of students' writing increases when they are specifically taught about genres and their textual differences.

In conclusion, this study is carried out to improve the students' writing

³ Nunan, David. 1993. *Introducing Discourse Analysis*. London: Penguin English.

⁴ Wajnryb, Ruth. 1990. *Grammar Dictation*. New York: Oxford University Press.

⁵ Bromley, K. (2007). *Best Practices in Teaching Writing*. In L. Gambrell, ed., L. M. Morrow, ed., & M. Pressley (Eds.), *Best practices in literacy instruction* (pp. 243–264). New York: Guilford

skill of narrative text through the dictogloss dictation technique.

RESEARCH METHODOLOGY

A method utilized in this research was a classroom action research. As a pre-service teacher, the author will conduct a research by doing teaching and learning process in a classroom.

Action Research is a reflective process that aims to solve a particular teaching-learning problem that has identify. One of the aims of Action Research is to improve the teaching practice and in the long run the whole curriculum. In order to do action research it is necessary to carry out a rigorous study in which the problem has to be clearly specify, an action plan has to be describe and carry out, finally an evaluation has to be contemplate in order to show if the decisions taken were the adequate ones⁶.

According to Phillips and Carr, Action Research typically involves three broad phases in a cycle of research. Teaching and research are viewed as involving a continuous cycle or spiral of planning, implementing, and reflecting⁷

The phases in doing a classroom action research are present in the following figure:

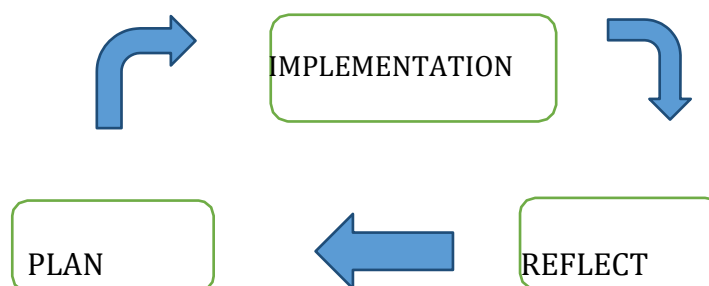


Figure 1. Cycle of Action Research by Phillips and Carr

B. Data Sources

Phillips and Carr stated that in classroom action research, data is collect via four methods: observation, interview, Documentation and Diary Note⁸. A complete data set contains data from each of these three categories.

⁶ Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York: Routledge, 2010), p.5.

⁷ *Ibid*, 42.

⁸ Phillips, D. K and K.Carr, *Becoming a Teacher through Action Research: Process, Context, and Self-study*, (New York: Routledge, 2010), p.77.

C. Data Collection

In this research, the data was collected by using quantitative and qualitative data. Quantitative is broadly used to describe what can be counted or measured and can be considered objective. In collecting quantitative data, the researcher conducting writing test, while qualitative data is used to describe data which are not able to counted or measured in an objective way.

D. Data Analysis

The quantitative data was derived from the results of the writing test. The test was also relevant to the subject that had been discussed in each class cycle. The writing test was conducted in two stages. The researcher holds three sessions for each of the two cycles. Students were given the writing test at the end of each cycle.

The qualitative data was taken from diary notes, interview sheet, observation sheet and document. Those all were gained within two cycles.

FINDING AND DISCUSSION

The quantitative data was derived from the results of the writing test. The researcher holds three sessions for each of the two cycles. Students were given the writing test at the end of each cycle. The result of students written test in pre-test of cycle one is stated below;

Table 1. The Percentage of the students' Score in Pre-Test of the First Cycle

	Criteria	Total Students	Percentage
P1	Passed	2	6,67 %
P2	Failed	28	93,33 %
TOTAL		30	100 %

Based on the table analysis above, the students' ability in writing an appropriate narrative text was low. It can be seen from the mean of students was 40,67. The percentage of students' score was 2 students got passed score up to 70 or it was only 6,67 %.

On the other hand, 28 students got failed score up to 70 or it was 93,33%. It can be concluded that the students' abilities in writing narrative text were low when doing action research in pre-test. So, post-test was continued in the first cycle. Students score in post-test of first cycle is stated below;

Table 2. The Percentage of the students' Score in Post-Test of the First Cycle

	Criteria	Total Students	Percentage
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P1	Passed	14	46,67 %
P2	Failed	16	53,33 %
TOTAL		30	100 %

Based on the table analysis above, students' ability in writing an appropriate narrative text had been increased compared with a previous score in pre-test but it is still not reach the KKM target. It can be seen from the mean of students was 65,5. The percentage of students' score was 14 students got passed score up to 70 or it was only 46,67 %. On the other hand, 16 students got failed score up to 70 or it was 53,33% it can be concluded that students' ability in writing an appropriate narrative text had been increased but still not reach the KKM target score when doing action research in post-test one. So, post-test continued in the second cycle.

During second cycle, the writer gave a post-tense to students in order to get an answer of the hypothesis of this research which mentioned previously. Students score in post-test of second cycle is stated below;

Table 3. The Percentage of the students' Score in Post-Test of the Second Cycle

	Criteria	Total Students	Percentage
P1	Passed	20	66,67 %
P2	Failed	10	33,33 %
TOTAL		30	100 %

Based on the table analysis above, the students' ability in writing an appropriate narrative text had been increased compared with a previous score in first post-test. It can be seen from the mean of the students was 70,17. The percentage of students' score was 30 students got passed score up to 70 it was 66,67%. In the other hand, there are 10 students got failed score up to 70 or it was 33,33 %. It can be concluded that the students' ability in writing an appropriate narrative text had been significantly increased. So, post-test of the second cycle was categorized with pass.

he Percentage of the impact implementing dictogloss method to increase students' ability in writing narrative text in the First and the Second Cycle is stated below;

Table 4. The Percentage of the impact of implementing dictogloss method to increase students' ability in writing narrative text in the First and the Second Cycle

MEETING		THE STUDENTS' WHO GOT UP TO		PERCENTAGE
Cycle I	Pre-Test	2	6,67 %	
	Post-Test	14	46,67 %	
Cycle II	Post-Test	20	66,67 %	

Based on the table above the result showed the improvement of students' score from pre-test, post-test I and post-test II. In the pre-test, there were only 2 of 30 students who got score ≥ 70 (6,67%). In the post-test I, there were 14 of 30 students who got score ≥ 70 (46,67%). The percentage of the improvement scores from pre-test to post-test I were 40%. In the post-test II, there were 20 of 30 students who got score ≥ 70 (66,67%). The percentage of the improvement scores from post-test I to post-test II were 20 %. The improvement of students' ability in writing narrative text by implementing dictogloss method can be seen on the table below;

Table 5. Data analysis of the students' score in Pre-Test and Post-Test from the first and the second Cycle.

NO	Initial of Students Name	CYCLE I				CYCLE II	
		PRE-TEST	Passing Grade	POST-TEST I	Passing Grade	POST-TEST II	Passing Grade
1.	AA	90	Passed	90	Passed	95	Passed
2.	AJD	80	Passed	40	Failed	70	Passed
3.	RTA	60	Failed	60	Failed	70	Passed
4.	RAB	50	Failed	95	Passed	65	Failed
5.	ARI	50	Failed	60	Failed	70	Passed
6.	ARL	50	Failed	50	Failed	70	Passed
7.	MRR	40	Failed	80	Passed	75	Passed

8.	BP	40	Failed	50	Failed	75	Passed
9.	RSI	40	Failed	70	Passed	75	Passed
10.	MFR	40	Failed	70	Passed	60	Failed
11.	FR	40	Failed	50	Failed	50	Failed
12.	MYA	40	Failed	40	Failed	60	Failed
13.	AH	40	Failed	90	Passed	70	Passed
14.	MHA	40	Failed	80	Passed	80	Passed
15.	MF	40	Failed	50	Failed	65	Failed
16.	EEF	40	Failed	50	Failed	75	Passed
17.	AAH	40	Failed	90	Passed	80	Passed
18.	ZHS	40	Failed	80	Passed	70	Passed
19.	ZFH	30	Failed	90	Passed	85	Passed
20.	MBP	30	Failed	50	Failed	60	Failed
21.	MFR	30	Failed	60	Failed	70	Passed
22.	ARF	30	Failed	50	Failed	80	Passed
23.	LM	30	Failed	80	Passed	60	Failed
24.	MHR	30	Failed	70	Passed	75	Passed
25.	HFK	30	Failed	90	Passed	65	Failed
26.	MRA	30	Failed	60	Failed	65	Failed
27.	RS	30	Failed	50	Failed	50	Failed
28.	RIK	30	Failed	70	Passed	70	Passed
29.	NRS	30	Failed	50	Failed	80	Passed
30.	ZNZA	30	Failed	50	Failed	70	Passed
TOTAL		1220		1965		2105	
MEAN		40,67		65,5		70,17	

DISCUSSION

Based on the quantitative data, the result of the research was indicated that there was an improvement in the students' ability in writing narrative text. It was stated by the data; the students' score in a pre-test, the lowest score was

30 point and the highest one was 90 point; the students' score in post-test I, the lowest score was 40 and the highest one was 90; the students' score in post-test II, the lowest score was 50 and the highest one was 95. In the pre-test, there was 6,67% (2 of 30 students) who got score ≥ 70 . In the post-test I, there was 46,67% (14 of 30 students) who got score ≥ 70 . The percentage of the improvement scores from pre-test to post-test I was 40%. In the post-test II, there were 66,67% (20 of 30 students) who got score ≥ 70 . The percentage of the improvement scores from post-test I to post-test II was 20%.

The finding above was consistent with the other investigators have reported. it was Inu Setianas's study which held in Bandung. His study is about implementing the dictation dictogloss method in teaching writing. It was conducted in Bandung for seventh grade students of junior high school.

From this research, he found the improvements of students writing skill significantly. It can be proven from the increase of mean score from pre-test to post-test. For the second study, it was done by Zahra Amirian. Her study was focused on dictogloss dictation method implementation in teaching coherent text to her students. It was aimed to dig an effect that will be occurred in the classroom after implementing the dictation dictogloss method. She found that this method has given a good effect to students' participation and understanding during study in their class.

Those studies above have been enough proof to state that dictation dictogloss method has an effect in increasing students writing skill. Because of that, the researcher was sure that dictation dictogloss method is one of the good learning ways that could be implemented in the classroom.

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