

DOES THE USE OF DICTOGLOSS STRATEGY AFFECT WRITING ABILITY OF JUNIOR HIGH SCHOOL STUDENTS?

Nurjayanti¹, Ahmad Jailani², Rini Fitria³

¹Lecturer of Sekolah Tinggi Ilmu Ekonomi Indragiri (STIE-I)

Sekolah Tinggi Ilmu Ekonomi Indragiri (STIE-I)

Jl. Raya Suprpto No.14, Sekip Hulu, Kec. Rengat, Kabupaten Indragiri Hulu,
Riau, Phone/Fax: (+62769) 21019, 29314, Indonesia

^{2,3}Lecturers of Sekolah Tinggi Agama Islam negeri (STAIN) Bengkalis

Sekolah Tinggi Agama Islam negeri (STAIN) Bengkalis

Jl. Lembaga, Senggoro, Bengkalis. Riau 28711 Phone/fax. (+62766) 8001050, Indonesia
e-mail: jayantiratma8@gmail.com, ahmadjay26@gmail.com,
rinifitria16@gmail.com

ABSTRACT: *Writing ability becomes one of difficulties encountered by students, moreover in the junior high school levels. One of the ways to solve this problem is by finding an appropriate way to teach this skill. This study aims to reveal the significant effect of using Dictogloss strategy on the students' writing ability at Junior the High School levels. The study used a quasi experimental design with pretest and posttest. The total population of the study was 160 eighth graders that consist of five classes. From the population, 64 students (two classes, one class as the experiment group, and the other as the control group) were taken as the samples through cluster random sampling. The data were obtained through tests, pretest and posttest. Then, they were analyzed using independent sample t-test and paired sample t-test. The result showed a significant effect of using Dictogloss strategy on the students' writing ability with $\alpha = 0.05 > sig. 0.000$. It indicates that Dictogloss strategy can be used to improve students' writing ability at the Junior High School levels.*

Keywords: *dictogloss strategy, writing ability, student*

INTRODUCTION

English is the most common language spoken in the world. Therefore, the importance of English cannot be denied and ignored. In relation to that fact, English is very

important to be learned by whomever.

In line with Samovar and Porter (1995:151) "English is the primary language for many of us," and Brown (1994:122) "English is increasingly being used as a tool for interaction

among nonnative speakers. Over one half of the one billion English speakers of the world learned English as a second (or foreign) language”. Based on the statements, it is clear that English has important roles as one of international communication media that is not only as a tool of communication for each school in countries in the world, but also as a tool of communication in politics, economy, education, etc.

English is also one of the foreign languages which are taught at most institutions of education in Indonesia. It begins from the lowest level to the highest level, such as in kindergarten, elementary school, junior high school, senior high school and university. Based on KTSP curriculum and BNSP of Indonesia, English is a subject being taught from primary schools up to university, while in Curriculum 2013 English is taught since junior high school levels. At junior high school, English is one of compulsory subjects with the time allocation of four class-hours per week. As the important information to remember that English has been listed as a subject in the National Examination of Indonesia. As known

that National Examination is the standardization for determining students' graduation. It concludes that English has important role in education in Indonesia and it is very important to learn.

In learning English, there are four skills which must be mastered, they are: listening, speaking, reading and writing. Listening and reading skills are used for understanding and comprehending what people say or write. Listening and reading are another necessity in language, through listening and reading we learn a lot. While, speaking and writing skill used for expressing what people want to express.

Writing is communication skills that are important in all subject areas in the curriculum. It has the power to improve your vocabulary, grammar, comprehension, reading, spelling, and more. Writing skills is essential for learning since they enable students to express their idea, acquire insights and information, and to achieve success in communicating with others. Nation and Newton (2009:1) “Learning through meaning-focused output; that is, learning through speaking and writing where the learner's attention is

on conveying ideas and messages to another person.”

In Indonesian context, most of students think that writing is difficult. They need more process and deep thinking in writing. That most of students' writing achievements are still insufficient proves this condition. It can be seen from phenomena happened at MTs Madinatun Najah that some of students cannot write well, some of students cannot write simple texts in good arrangement, some of the students cannot use the vocabulary correctly, some of the students cannot express their meaning in writing text well, and some of the students are still confused when writing texts. It seems that more students (60%) cannot reach the minimum standard score of English (78).

With the low achievement, students come to dislike or fear writing activity, even tend to avoid it (Elbow, 2000). If the students dislike or even avoid writing activities, it surely makes harder the effort of improving their writing ability. In another side, students need to master writing skill for their life (Bowker (2007: 2). For example, they need it to

pursue education and job. So, the teachers should have appropriate strategies which can be implemented to improve their students' writing ability.

Doing researches is the best way to find the appropriate strategies for teaching writing. Yet, with abundant tasks given to the Indonesian teachers, they are difficult to allocate their time to do researches. This study aims to fill this gap by investigating the effect of a strategy called Dictogloss. There are limited studies done in Indonesia in case of finding the effectiveness of Dictogloss on writing. Moreover, it may have different results from one place to another because of the difference of students' background knowledge, motivation, interest, and other factors. Considering the fact, it is important to do more researches to make sure the effectiveness of Dictogloss strategy.

REVIEW OF RELATED LITERATURE

Writing is some activities to produce a written text or visual symbols for the readers by integrating some factors such as language, thoughts, experience, feelings,

emotions, mechanical actions and different strategies (Anne, 2006: 7). It is a skill that is required in many contexts throughout life (Bowker, 2007: 2) Scientific research tells that most of fluency and ability to use a language comes from what we read, hear, and write. The more you have practice on reading, listening, and writing, the more your fluency will be. So, writing is some knowledgeable activities which produce visual symbols which contain language, thoughts, experience, feelings, emotions, mechanical and actions that is required in many contexts of life.

Dictogloss is strategy which can improve four skills in English. Dictogloss involves students in listening to be repeated, fluent readings of English text. At first they just listen but on subsequent readings they take down as much of the text as possible. They then get together in pairs and again in fours to combine their notations and recreate as much of the text as possible. The activity provides an authentic reason for communication and practice in recreating, rewriting, and rereading English text (Herrel and Jordan, 2004: 242). Besides, Dictogloss strategy

makes learning become fun since it help students to get used to working in peers without inhibition (Daura, 2013:115). Moreover, Herrel and Jordan (2004) say that Dictogloss can be adapted for use with all ages. It is especially effective with English language learners because the strategy focus on fluent academic language and supports learners in recalling good English language models. They also say that this strategy helps students in writing English text. It means by using Dictogloss, students can build concentration and the group work more precise and they start developing their awareness of how to be more cohesive and coherent. By using Dictogloss, students are expected to improve their writing ability.

The effectiveness of Dictogloss strategy has been proved by many researchers. Most of them tried to use Dictogloss to teach listening, and they found that it was effective. As examples, A study by Samosir and Nur Aini (2020) who implemented Dictogloss for teaching listening at STMIK Prabumulih found that it significantly affected students' listening comprehension. The same result was found by (Pohan &

Napitupulu, 2016) when implementing Dictogloss to teach listening at the second grade of SMK N 16 Batam. In writing, A. Alsamadani (2022) found that Dictogloss was effective to improve the motivation and writing of Saudi EFL college students. Dictogloss was also effective when implemented on the private Language Institute in Iran (Kooshafar et al., 2012).

METHODOLOGY OF STUDY

This study used Quasi-Experimental research which compares experimental group and control group to find the significant difference. The population of this study was 160 eighth graders from 5 classes (8A, 8B, 8C, 8D, and 8E) of a junior high school in Rengat, Riau Province, Indonesia. From the population, through cluster random sampling two classes which consist of 64 students were chosen as the samples (8D as the experimental group and 8B as the control group).

Both experimental and control groups were given a pretest. Then, only the experimental group was given treatment. After that, both groups were given a post test. To be clear about the research design, see table 1:

Table 1
The Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	X	Dictogloss (X ₁)	X
Control	X	0	X

Data in this study were collected through a writing test. The students were asked to write a past experience. Then, two raters were employed to score their writing. After getting the data, SPSS were used to analyze the data.

Independent sample T-test was used to determine students' significant difference of pre-test mean score between experimental and control group and students' significant difference of post-test mean score between experimental and control group. Then, paired sample T-test was used to determine the differences of students pretest and posttest in both experimental and control group.

RESULT AND DISCUSSION

Before coming to the results of the experiment, let us see how the strategy was used in teaching. The strategy was used as the treatment for the experimental group for eight meetings in a month. With observation checklist, the steps were well done.

The following table shows the steps of using Dictogloss strategy in this research:

Table 2
Steps of Dictogloss Strategy

STEPS
Teacher introduces the topic.
Teacher reads the text aloud.
Teacher asks students to listen it carefully.
Teacher reads the text twice
Teacher asks students to write key words or phrases.
Teacher asks students to works in pairs.
Teacher asks students to work cooperatively.
Teacher asks students to re-create the text as possible to original text as read by the teacher.
Teacher asks two pairs meet together.
Teacher asks students to work cooperatively.
Teacher asks students to reconstruct the text more completely.
Teacher comes to each group.
Teacher sees the students' work each group.
Teacher asks one member of each group to read the text.
Teacher asks the other groups to read and see their own text.
Teacher gives some questions to the students.
Teacher asks students to read the text sentence by sentence.
Teacher compares each sentence with other groups.

Teacher corrects the false sentence or uncompleted sentence.
Teacher writes the true sentences of the text on a whiteboard.
Teacher shows the correct sentences on the whiteboard.

Then, the data of this research are the score of students' tests. The students's pretest and posttest score of experimental group which was given a treatment called dictogloss strategy and the students' pretest and posttest of control group which was not given any treatment. The score from the students' writing test results are analyzed by using quantitative data analysis for the findings. Both descriptive and inferential statistical analyses are included. Frequency counts, percentages, mean scores and standard deviation of the variables are presented in the descriptive statistical analyses. They can be seen in the following table:

Table 3
Pretest and Posttest Scores of Students' Writing Ability

Name	N	Range	Min	Max	Sum	Mean	Std error	Std deviation
Pretest Experiment	32	19	43	62	1663	51.97	.737	4.170
Posttest Experiment	32	16	68	84	2400	75.00	.675	3.818
Pretest Control	32	16	45	61	1686	52.69	.645	3.649
Posttest Control	32	13	64	77	2249	70.28	.697	3.945

The above table shows that the number of participants in the experimental group is 32 with pre-test maximum score 62, minimum score 43, mean 51.97, standard deviation 4.170. Post-test maximum score is 84, minimum score 68, mean 75.05, and standard deviation 3.818. Then, the number of participants in the control group is 32 with pre-test maximum score 61, minimum score 45, mean 52.69, standard deviation 3.649. Post-test maximum score 77, minimum score 64, mean 70.28, and standard deviation 3.945.

Then, the data were analyzed using independent sample T-test and paired sample T-test. First, the pretest scores of both groups were analyzed to make sure that they have no significant difference before the treatment done. The result can be seen in the following table:

Table 4
Pretest of Experimental and Control Group

Group	N	Mean	SD	Df	T	p
Experi ment	32	51.97	4.170	62	0.73 4	.466
control	32	52.69	3.649			

$p > 0.05$

Table 3 shows that $t = 0.734$ (t-observed value is 0.734), $df = 62$, and $sig. (2tailed) = 0.466$. Based on the

analysis in the table, $\alpha = 0.05 > sig. (2tailed) = 0.466$. It means that there is no significant difference on the pre-test mean scores of the students' writing ability between experimental group and control group before giving the treatment. It indicates similar level of writing ability between experimental and control groups.

After the treatment was done and post test scores were obtained, each group was analyzed by using paired sample T-test to see the change of their pretest and posttest scores. The following is the table showing the result of analysis:

Table 5
Pretest and Posttest Scores of Experimental Group

Group	N	Mean	SD	Df	t	P
Pretest	32	51.97	4.170	31	24.3 57	.000
Posttest	32	75.00	3.818			

Table 4 shows that $t = 24.357$ (t-observed value is 24.357), $df = 31$, and $sig.(2tailed) = 0.000$. Based on the analysis paired sample t-test above, $\alpha = 0.05 > sig. (2tailed) = 0.000$. The mean score of posttest, 75.00, is far higher than the mean score of pretest, 51.97. It means that there is a significant difference between the students' writing ability pretest and post-test mean score of using

Dictogloss strategy of experimental group. It could be seen that there is improvement of students' writing ability after being taught by using Dictogloss strategy.

Then, it also needs to see whether there is significant difference of posttest scores between experimental and control group. To see this, independent sample T-test was used. The result can be seen on the following table:

Table 6
Posttest of Experimental and Control Group

Group	N	Mean	SD	Df	t	p
Experiment	32	75.00	3.818	62	4.862	.000
control	32	70.28	3.945			

P < 0.05

Table 5 shows that $t = 4.862$ (t-observed value is 4.862), $df = 62$, and $sig.(2tailed) = 0.000$. Based on the analysis in the table, $\alpha = 0.05 < sig. (2tailed) = 0.000$. It means that there is a significant difference of the students' writing ability between experimental group and control group after being given the treatment.

The significant difference can also be seen from the mean scores of experimental group which is higher than the mean score of control group.

Based on the analyses, the students' achievement which is taught by using Dictogloss strategy is improved and higher than students' writing achievement which is not. It is because Dictogloss helps the students not only in terms of grammar but also in term of interaction among the students to reconstruct the texts (Ratnaningsih, 2016).

Writing activity tends to be easier to understand the topic and develop ideas in writing since students are allowed to write down the information of the text when the teacher read the second until the last dictation. It also involves group work activity. It lets the students share among the members what they get from the dictation. With this activity, students also can easily remember the important points. This finding is in line with the findings of the previous studies.

Kooshafar et. al (2012) found that performing Dictogloss technique in classrooms can cause less forgetting than teaching students explicitly.

CONCLUSION AND SUGGESTION**Conclusion**

The use of Dictogloss gives the effect on the students' writing ability. Dictogloss makes the students more active in teaching and learning process. It makes students more focus on writing. When the teacher explain the materials and use Dictogloss strategy, the students feel calm. It can be seen during the learning process. The students are more interested in learning process, and they get more vocabulary. Their interest appears because they can understand what they are listening when the teacher teach with Dictogloss strategy. The use of Dictogloss teaching strategy make students learns English easily.

Suggestion

There are suggestions for teachers and further researchers. For teachers, they should try to use this strategy if they want to make an interesting class and reach the goal of teaching writing. Meanwhile, for further research, the strategy needs to be conducted in other levels of education, the samples should be broadened, and moderating variables need to be included when

possible to enrich the evidence of its' effectiveness.

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