


Applying Dictogloss Technique on Students' Narrative Text: A Quasi Experimental Study

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ABSTRACT

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This article was to find out about the effectiveness of a p p l y i n g dictogloss technique on students' narrative text. A Quasi-Experimental design was used in this method, with using pre-test and post test design. Subject of this research was at the eleventh grade at state senior high 10 Bandar Lampung. The result of this study showed that the value of t_0 (tobservation) was 5.2. The value of t table with degree of freedom 38 in significance degree 5 % was 2.02 and in significance degree 1% was 2.71. It indicated that t_0 was higher than or $2.02 < 5.26 > 2.71$. for those analysis, the null hypothesis (H_0) was rejected and t alternative hypothesis (H_a) was accepted. Hence, it was inferred that there were significant difference between students' narrative writing score who were taught by dictoglos technique.

Keywords: Dictogloss Technique, Experimental Design, Narrative Text

INTRODUCTION

Language is as communication among individuals. It is a signalling system which is operated with symbolic vocal sound and which is operated with symbolic vocal sound and written (Sari & Suhono, 2017). Hence Learning English language is one of science that should be learnt to all the people, cause very essential to face globalization era (Suhono & Sari, 2017). The people are indirectly forced to be able to communicate through English writing with foreigners all over the world, who widely use English, either for business and learning process in digital era (Taillefer, 2018; Madya et al., 2018), for instance using social media such as facebook, gmail, blog, twitter, etc, order to expand their world (Alfaki, 2018). As advances in technology allow people from nations and cultures throughout the world to interact with each other, the ability to write a second or foreign language is becoming widely recognized as an important skill. There are many ways to develop their English skill, for instance integration of Islamic value in speaking class through kinds of materials (Hasyim & Suhono, 2017).

English Foreign Language Learners (EFL) of writing is useful to explore students organizing idea, thinking, analyse, and criticize (Haikal, 2018; Suhono & Sari).

Due to the importance and the complexity of writing, in English language learning, students are also expected to learn and master writing skill besides other English skills; listening, speaking, and reading (Suhono, 2017; Parija et al., 2018; Yusuf et al., 2019; Cooney, 2018; Editors, 2017). 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 narrative text. It tells an event or story that happened in in the past time, fiction or non fiction story. There are some kinds of narrative text. They are adventure, fairy tale, fantasy, fable, myth, legend, and etc.

However, based on the result of pra-survey of preliminary study, show that many students still get low score in their English achievement, for instance in writing skill. The students low produce a good writing in English. While, interview results show that there are many problems faced by the students when they are asked to write. They were not know how to get start their writing, sometimes falls so difficult (Unggu, 2020). They often express difficulty to get ideas to write so they cannot used smoothly to develop the topic and often get stuck in the middle of their writing. On the other hand, the students often get difficulties to organize their ideas in their writing (Sadestina, 2020). Beside The teacher does not create learning activities which can make students become active and does not provide much time for students to interact each other during learning (Rosiyati, 2020). Moreover, the learning activities used for writing practice is often meaningless and not communicative. She often just asks students to do the exercises in English textbook or students' workbook, such as asking students to arrange the jumbled paragraph, and completing narrative text. Also, she often asks students to write or compose a text individually or in pair from the topic given after she explain the materials.

To solve those problems the teachers should be choose the suitable technique in writing process and creative in classroom teaching learning. There a lot of technique to motivate of learning process, for instance Dictogloss Technique. Dictogloss is integrated skills technique in learning a language in which students wo together to reconstruct version of text read to them by their teacher (Muthmainnah et al., 2019; (Mayo, 2018; Huda & Rahadianto, 2019). It means that dictogloss is a technique for language teaching which can integrate to language skills; listening, speaking, reading, and writing.

Some previous studies have discussed about using dictogloss technique, for instance Dista (2017), who reported that using dictogloss technique can be achieved significantly better score in listening comprehension. This aim of this study to figure out what the response of the sample students will be to the use of Dictogloss as an interactive technique for teaching-learning English listening comprehension. And to find out if year 8 English students who are taught using the Dictogloss technique will achieve better results in English listening comprehension than those who were taught by using a usual English listening comprehension teaching technique. Furthermore other research reported that the students' writing skill got improvement after being taught using Dictogloss technique. Huda & Rahadianto (2019) on his research focused on upgrading the students' writing skill by employing Dictogloss technique as the teaching technique in writing class, especially in exposition text and using classroom action research in methodology. Difference research also come from Rezaei (2019)

who studied using dictogloss technique on English Foreign Learners in Listening comprehension. While, Dewi (2017) investigated improving students' grammar through dictogloss technique. This research used classroom action research in two cycles.

Those researches were different from present studies that focus on using dictogloss technique in increasing students' written narrative text. While, it also used a quasi-experimental design. In this case, experimental class was class that got a treatment, that is, giving dictogloss technique and control class was not given dictogloss technique. Then the aim of this article was to find out the effectiveness of dictogloss technique of students' narrative text, through a quasi-experimental study.

METHODS

The researchers used experimental research in quasi-experimental design. The researchers used experimental research with pretest-posttest control group design (McKinley et al., 2017; Cook et al., 2020), that is, an experiment giving pretest before applying treatment and posttest after treatment (Campbell & Stanley, 2015; Gage et al., 2019). The researchers conducted the research at State Senior High School 1 (SMAN10) Bandar Lampung, in class XI IPA. It used two classes, that is, XI IPA 2 consist of 20 students and XI IPA 3 consist of 20 students. In this case, experimental class was class that got a treatment, that is, giving dictogloss technique and control class was not given dictogloss technique. Either classes were applying pre test before teaching learning activity and post-test after teaching learning activity. The result of post test and pre test were compared and calculated to know the effectiveness of applying dictogloss technique in writing process.

In collecting data, the researchers used test, observation and documentation. Test was given for the students in the form of writing test, that is, the student was asked to write given twice for pre - test and post test. Observations were made on the application of meetings, learning activities, and the implementation of dictogloss technique. The collecting data in documentation used to view the data includes, student data, various media literacy data, and the design of the follow-up activities of the literacy activities undertaken by students. Collected data was analyzed by reducing the data, displaying the data and then concluding the data obtained as an answer to the formulation of the problem presented.

In instrument test, the researchers used validity and reliability. Validity was used to measure the data. While reliability refers to the extent to which test score are free measurement errors. The researchers used face and content validity. In supporting of validity of the test, the researcher adjusted by *kompetensi inti – kompetensi dasar (KI-KD)* that should be achieved by the students base on the curriculum.

In technique analysis data the researchers used t-test formula. Before applying t-test value in examining of hypotheses, the researchers done normality and homogeneity test to know whether or not the data from experimental class and controlled class are normally distributed.

RESULT AND DISCUSSION

The experimental class was XI IPA 2 that consist of 20 students and the controlled class was X IPA 3 that consist of 20 students. In collecting data The researchers collected the data from the students' scores of pre -test a post-test which were given to both classes. The pre-test was given befo treatment and the post-test was given after treatment. The tests were in the form writing test. The students

were asked to write a narrative text consisting of at least paragraphs under the determined topic in 60 minutes.

Data Experimental Class

In the experimental class the result shows that the highest score of pre-test is 69 and the lowest was 35. Mean of score pre-test was 52.6. It can be seen that the data in experimental class of twenty students, there were two students got score between 35-40, one student got score between 41-46, seven students got score between 47-52, four students got 53-58, three students got 59-64 and three students got 65-70. Afterward, the mean data score of post-test in experimental was 70 with 89 as the highest score and 50 as the lowest score. Afterward the distribution frequency table post-test showed that two students got score between 50-56, two students got 57-57-63, two students got 64-70, ten students got 71-77, three students got 78-84 and one student got 85-91.

Data Controlled Class

In the experimental class the result shows that the highest score of pre-test is 78 and the lowest was 36. Mean of score pre test was 55.3. It can be seen that the data in experimental class of twenty students, there were six students got score between 35-40, one student got score between 41-46, seven students got score between 40-47, seven students got 48-55, one student got 55-62 and four students got 64-71. Two students got score 72-79. Afterward, the mean data score of post-test in experimental was 70 with 89 as the highest score and 50 as the lowest score. Afterward the distribution frequency table post-test showed that two students got score between 50-56, two students got 57-57-63, two students got 64-70, ten students got 71-77, three students got 78-84 and one student got 85-91. Based on the result of data, it shows that the average or mean of gained score in experimental class is 10.2. Meanwhile, the average or mean of gained score in controlled class who were taught without dictogloss technique is 0, and the highest gained score was 17. It means that the students' gained score in experimental class who were taught by dictogloss technique is higher than the students' gained score in controlled class who were taught without using dictogloss technique.

In analysing using t-test, the result concluded that value of t_o (tobservation) is 5.27 and the value of t_t (ttable) with degree freedom (df) 38 in significance degree 5% is 2.02 and in significance degree 1 is 2.71. It indicates that t_o is higher than t_t ($t_o > t_t$). Because the t_o is higher than t_t ($2.02 < 5.27 > 2.71$), the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. Thus, it can be inferred that there is significant difference between the students' narrative writing score who were taught by dictogloss technique and who were taught without dictogloss technique. In other words, dictogloss technique is effective in teaching writing of narrative text at tenth grade students of SMA Manba'ul Ulum.

It indicated that dictogloss technique was effective in processing writing of narrative text. The students who got treatment using dictogloss technique got higher score than did not get treatment. Thus, the finding of this research supports and proves the idea as what is stated by British Council that dictogloss technique is beneficial to assist all students and others who need a lot of support with writing activities. By using dictogloss technique for writing activities, students can practice their writing frequently in the classroom through different ways (Nguyen, 2018). The students have to listen to the text and take notes from the text first. Before they are asked to write. In rewriting or reconstructing the text, the students also have to discuss with their friends and unite their own notes and their friends' notes in order their reconstructed text can be as closely as possible to the original.

This finding actually agree with the study carry out by Taheri & Taki who can increase of both English teachers and learners finding the best method of teaching and learning English grammar and vocabulary in Iranian EFL Learners (Taheri & Taki, 2017). The finding result by Vasilijevic (2010) who reported that dictogloss also lets students to do individual and group activities and gives multiple opportunities for peer learning and peer teaching. Learning writing through dictogloss technique also can reduce students' boredom and anxiety because they learn writing from the teach and their friends in small group. It is really different if the students are directly asked to write a text individually after the teacher explained and then the teach asks them to submit it directly to be assessed. It will demotivate students to write and the students will become frustated, anxiety, and bored during learning. Furthermore, the result of this study that applying dictogloss technique was effective in teaching writing of narrative text. It also supported by Zorana (2010) that although dictogloss technique is initially developed for studying grammar, this technique can be used for difference language objectives. While different finding from Dista (2017) who reported that after processing using SPSS, the distribution of both the experimental and the control groups' scores on the pre-test were normal and the variance of the scores was also homogeneous. The data from the pre-test showed that both the EG and the CG had the same initial ability, there was no significant difference in their initial listening ability. However, after the treatments were given, the students who were taught by using Dictogloss achieved better listening scores than those taught by means of the conventional technique. It can be stated that Dictogloss was effective in teaching listening as it could increase the students' listening ability.

The finding reported that the complexity of dictogloss strategy can be used in increasing English skills, for instance enhance in listening comprehension of Senior High School, Junior High School, and University level (Khoirunnisah et al., 2018; Azmi, 2017; Muthmainnah et al., 2019; Rahmi, 2016), Increasing the students in written in recount text through the treatment (Firmansyah, 2020), analytical the version of exposition paragraph at university (Kholid & Agustina, 2017), enhance the students' skill in giving feedback of written narrative text (Said, N,E, & Pingan, 2019), and analytical of students' grammatical rules and vocabulary in kinds of texts (Nabei, 2018; Zohrabi & Tahmasebi, 2020). Moreover, Dictogloss technique give positive impact on the learners' used of metacognitive listening strategies, either male and female learner' choice of metacognitive strategies. The fact there need to be a shift of emphasize from product to process in listening practice and the responsibility of learning from the teacher to the students in order for them to become self-regulated learners.

CONCLUSION

Dictogloss technique was an effective way in applying writing process of narrative text. It can be prove from the data anayzed that the mean of gained score from experimental class, that is taught by dictogloss technique. Then in control class, which not used taught by dictogloss technique. The mean of gained from experimental class was higher than controlled class. The value of t_o (tobservation) was 5.2. The value of t (t_{table}) in significance degree 5 % was 2.02 and in significance degree 1% was 2.71. It indicated that t_o was higher than or $2.02 < 5.26 > 2.71$. for those analysis, the null hypothesis (H_o) was rejected and t alternative hypothesis (H_a) was accepted. Hence, it was inferred that there were significant difference between students' narrative writing score who were taught by dictoglos technique

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The author had participated in the research and approved the final version of the manuscript.

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