IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE TEXT THROUGH DICTOGLOSS TECHNIQUE

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam menulis teks naratif melalui Teknik Dictogloss. Desain yang digunakan dalam penelitian ini adalah penelitian tindakan kelas yang terdiri dari dua siklus. Penelitian ini dilakukan pada siswa kelas VIII SMP Muhammadiyah Sukaramai Medan tahun akademik 2018-2019. Instrumen yang digunakan untuk mengumpulkan data adalah observasi, interview, dan tes. Data dikumpulkan dalam bentuk lembaran observasi, panduan wawancara, dan rubrik menulis. Setelah data dianalisis, berdasarkan data kuantitatif, nilai rata-rata siswa meningkat. Dalam pre-test, nilai rata-rata siswa adalah 8.50. Dalam post-test, skor meningkat menjadi 15.38. Pemerolehan skor dari skor rata-rata dari pre-test ke post-test adalah 6.88. Berdasarkan data kualitatif, para siswa mampu mengorganisir ide-ide mereka dan menghasilkan teks naratif dengan baik. Dapat disimpulkan, hasil dari penelitian menunjukkan bahwa Teknik Dictogloss mampu meningkatkan kemampuan siswa dalam menulis teks naratif.

Kata kunci: keterampilan menulis, teks naratif, Teknik Dictogloss

ABSTRACT

This research was aimed at improving students' ability in writing narrative text through Dictogloss Technique. The design applied in this research was classroom action research that consisted of two cycles. This research was conducted in VIII grade at SMP Muhammadiyah Sukaramai Medan academic year 2018-2019. The instruments applied to collect the data were observation, interview and test. The data were collected in the form of observation sheet, interview guideline, and writing rubric. After the data analysis, based on the quantitative data, the students' mean score improved. In the pre-test, the students' mean score was 8.50. In the post-test, the score increased into 15.38. The gain score of the mean scores from the pre-test to the post-test was 6.88. Based on the qualitative data, the students were able to organize their ideas and produce narrative text well. In conclusion, the result of the research showed that the Dictogloss Technique improves students' ability in writing narrative text.

Keywords: writing skill, narrative text, Dictogloss Technique

INTRODUCTION

Writing is the most important skill that foreign language students need to develop. It is the last stage in learning language after listening, speaking, and reading. In other word, writing is an indicator whether the students have gained all skills or not.

Besides, many reasons why writing is important to study particularly for students. First, by writing, students are able to convey and organize their ideas coherently in written form. Second, students are able to express their feelings by writing stories about themselves and writing various other genres. Students will produce written

language. It is the most complex macro skill in language mastery where students can generate their ideas. Students should construct the ideas perfectly to make them so understandable so that other people can catch the meaning or the purpose of the messages or ideas. Third, in writing, students apply everything that they have got in the three stages before. As Harmer (2004:86) says writing is a process and what they write is often heavily influenced by constraints of genre, then these elements have to be present in learning activity. From the theory above, it can be concluded that writing cannot be separated from genre, particularly in learning activities.

Thus, students are required to be able to write or produce genre since they are in Junior High School. Start from the simplest, entertain, easy to understand and surround them, namely a narrative text. Actually, they know many stories related to narrative text but when they asked to produce their own narrative text, they face many difficulties. In fact, many students cannot construct and organize their own idea. Some students have idea but cannot express it in their own sentences. They also have difficulties in arranging the ideas into good order to form a good narrative text. They also lack of vocabularies related to the idea that they want to write.

Those problems encourage a researcher to conduct a research to improve students' ability in writing narrative text. They should be able to write or produce their own narrative text. It is the main objective of this research. Thus, to find out the solution of the problems, the researcher offers one technique in writing skill namely Dictogloss Technique. By applying this kind of technique, students will consider that it is easier to write or produce narrative text. Dictogloss Technique contains the combination of listening and writing skills. Dictogloss is a relatively recent procedure in language teaching. It is a new way of dictation, a dictated text word for word (Wajnryb, 1990). 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. Students will learn how to work together with their friends in a group. This technique also will guide students to explore and generate their own narrative text. They will not be confused about how they will produce their own narrative text.

There are many theories about the nature of writing from some linguists, According to Kartika as cited in Hasibuan and Handayani (2017:73) writing is transforming our thought into language. In other words writing can be defined as a way of communication by transforming observations, information, thought, or ideas into language, also it relays to the process of monitoring any single words or features that we have written and the process of rereading and revising our writing". In addition, Nurgiyantoro (2013:499) says writing is the ability to use written language to express ideas or convey information according to context and needs. From that theory, the ideas and information can be expressed in the form of stories, letters, or other text types. Furthermore, Manchon (2011:17) states writing is central to our personal experiences, professional careers, and social identities. People construct their own views on topic. They will share their views on a topic to each other. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), people have to make it understandable and acceptable.

Mulyaningsih (2013:17) states that narratives are stories about person or group of people overcoming problems. She also explains that narratives show how people react to experiences, explore social and cultural values and entertain the audience. Moreover, Kartika (2017:106-107) says that narrative text is generally imaginative, although there is also factual. Narrative can be fairytales, mysteries, science fiction, romance, and also horror stories. Furthermore, Iwuk (2007:80) states that the purpose of narrative text is to entertain and attract the reader's attention. But narrative

text can also be used to teach, inform and change the mind or behavior of the reader.

According to Anderson in Mulyaningsih (2013:17) the generic structure of narrative text includes orientation, complication, evaluation, resolution, and coda.
a. Orientation
Sets the scene: where and when the story happened, introduces the participants of the story: who and what are involved in the story.
b. Complication
Tells the beginning of the problems which leads to the crisis (climax) of the main participants.
c. Resolution
The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.
d. Re-orientation/Coda
This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

Wajnryb (1990) develops a new way of dictation known as Dictogloss. 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: students listen to a passage, note down key words and then work together to create a reconstructed version of the text. They rely on their knowledge of semantic, syntactic and discourse systems of the target language to complete the task with the focus remaining on grammatical competence.

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 (Patten, Inclezan, et al. 2009). In this technique, students listen to a model of narrative text structure and deconstruct it collaboratively before it is recreated. Wajnryb (1990:6) mentions the aims of Dictogloss are:

a. To provide an opportunity for students to use their productive grammar in the task of text creation.
b. To encourage students to find out what they do and do not know about English.
c. To upgrade and refine the students' use of the language through a comprehensive analysis of language options in the correction of the learner's approximate texts.

Wajnryb (1990:8) outlines four phases in Dictogloss:
1. Preparation (Warm-up)
The topic is introduced and key vocabulary is addressed.
2. Dictation
Wajnyrb (1990:8) recommends that students should listen to the dictation twice and that both readings should be, as far as possible, identical. The text is read at natural speed with short pauses between each sentence. Students are told not to write anything the first time, 'but allow the words to wash over them.
3. Reconstruction
Students work together in small groups to reconstruct a version of the text from their shared notes.
4. Analysis and correction
Students analyze and compare their text with the reconstructions of other groups.

RESEARCH METHOD

This research was conducted by applying classroom action research. According to Burns (2010), action research is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. In this research, the researcher directly participated in the research in order to solve the problems existed in the teaching and learning process of writing at grade VIII students at SMP Muhammadiyah Sukaramai Medan.

There are two cycles of the research with evaluation on the end of each cycle. The steps of the research of each cycle were planning, action, observation and reflection (Kemmis and McTaggart model as cited in

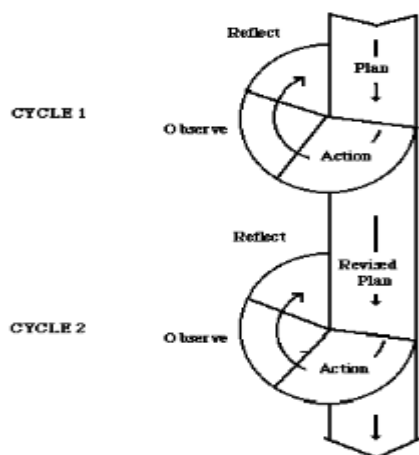Burns (2010:7-9). The steps can be seen in the following picture:

Figure 1: Kemmis and McTaggart's as cited in Burns (2010:7-9). Action research spiral.

1. Planning
In this step the researcher identified and analyzed the theme of the research, and interpreted the research data. The researcher used the classroom data, the individual data, or the subgroup data that were gathered before.

2. Action
The researcher implemented what had been planned before. The purpose of this step was to solve the problem of the students' low writing ability of narrative text.

3. Observation
The researcher recorded all activities that have been done before, tried to elaborate the type of data, the data collection procedure, and the instrument that were used to collect the data.

4. Reflection
The researcher and the collaborators did reflections. The researcher observed whether the actions had negative or positive effect to the teaching-learning process. The items that were evaluated; the change of the students, class, and also teacher.

The data were taken from grade VIII students at SMP Muhammadiyah Sukaramai Medan academic year 2018-2019. There were four classes, but the researcher only used students from the VIII-A class. The class consisted of 32 students who would be the research participants. They were chosen based on the consideration from their English teacher.

In collecting the data, the researcher applied several instruments. They were observation sheets, the tests, questionnaires, interview guideline and camera. Observation sheets helped the researcher to record all activities in the research process. The other instrument was the tests. There were pre-test and post-test. Both the pre-test and the post-test showed the students' scores. They included mean and standard deviation. The next instrument was interview guideline. The English teacher and the students were interviewed before and after the meeting. The last instrument was camera. It was used to take documentations during the research.

This research consisted of both qualitative and quantitative data. The qualitative data were in the form of opinions and the quantitative data were in the form of scores that were collected from pre-test and post-test. The data were collected from some techniques used. Those techniques used were described as follows:

a. Observation
The researcher observed the teaching and learning process before, during, and after the treatments. The researcher was also accompanied by a collaborator to help in monitoring the process.

b. Interview
The researcher interviewed both the teacher and the students to collect the most complete data.

c. Pre-test and post-test
The pre-test and post-test were the instruments to get information about the students' writing scores.

d. Questionnaire
In this technique, the researcher distributed questionnaires to the students to get the supportive data about their opinions toward their interests, feelings, responses about the teaching and learning process and the implementation of the Dictogloss.

e. Documentation
The documents referred to the students' writing. They were used to observe the

progress on the students' ability. The researcher also made documentation of the teaching and learning process both before and during the action. This technique resulted in the observation sheet and field notes.

To analyze the data, the researcher used qualitative and quantitative data analysis. The qualitative data was analyzed in several steps as Burns (1999) suggested:
1. Assembling the data
The data were collected according to the questions or problems to overcome.
2. Coding the data
The researcher managed the data into more specific patterns by labeling or giving codes.
3. Comparing the data
After the coding was complete, the patterns were compared to different sets of data (e.g. interviews compared with questionnaires).
4. Building meanings and interpretations
The researcher interpreted the data based on the previous steps to make some sense of the meaning of the data.
5. Reporting the outcomes
This process was emphasized on how the data would be presented.

While, to analyze the quantitative data, the researcher used descriptive analysis in the form of mean. In this way, the students' scores in pre-test and post-test were compared to see the improvement of the students' writing skill. In terms of validity, the researcher employed the concept of Burns (1999) about criteria fulfillment of the research validity that were divided into five points; Democratic Validity, Outcome Validity, Process Validity, Catalytic Validity, and Dialogic Validity. In order to obtain the trustworthiness of the research, the researcher used triangulation. According to Burns (2010), the aim of triangulation is to gather multiple perspectives on the situation being studied. In this case, the researcher used two forms of triangulation as follows:
a. Time triangulation means the data are collected over a period of time.
b. Investigator
Investigator triangulation refers to the state that more than one observer is used in the same research setting. The researcher was accompanied by two collaborators in the classroom, the English teacher and the researcher's friend.

DATA ANALYSIS AND RESEARCH FINDING

The data analyzed in the form of qualitative and quantitative data. The qualitative data dealt with the general findings of the results in each cycle while the quantitative data present the writing score of the pre-test, Cycle 1, Cycle 2 and the post-test. The qualitative data were presented below:

Report of Cycle 1
a. Planning
The researcher planned to conduct the first cycle in three meetings. In the first meeting the researcher planned to explain the narrative text, the generic structure, the purpose and the language features. The researcher introduced the students to the Dictoglos Technique and how the Dictogloss will help them in writing narrative text. For the next two meetings, the researcher planned to recall the students' knowledge on narrative text and Dictogloss. In the first meeting the students did not apply Dictogloss to write narrative text. They would be asked to write a narrative text based on their knowledge. For the second and third meeting, Dictogloss was applied as the technique to help the students in writing narrative text.

b. Action
The researcher worked collaboratively with the collaborator and the English teacher to succeed the whole process. The researcher became the teacher while the English teacher became the observer. Because the English teacher could not attend the class for full time, the researcher asked her friend to be the collaborator.

c. Observation
The collaborator sat at the back and observed the whole teaching and learning process. The collaborator also took notes about everything that happened during the

teaching and learning process and sometimes taking pictures of the class.

d. Reflection

After the implementation of actions in Cycle 1, the researcher and the collaborator discussed the influence of the actions to the students' writing skill. Overall the teaching and learning process ran well during the implementation of Cycle 1. From the interview with the students and the English teacher, there were some comments about the implementation of the Dictogloss technique in the Cycle 1. The English teacher gave good comments as she said that students' interest in writing increased.

Report of Cycle 2
a. Planning

In Cycle 2, the researcher still used the Dictogloss Technique to improve the students' writing skill. In Cycle 1, the students showed some improvements related to their writing skill. They improved in organize and constructing ideas, sentences structure, grammar and vocabulary as well as in Cycle 2. In this stage, the researcher planned to provide three meetings, which focused on recalling the students' knowledge of narrative text.

b. Action

The researcher gave feedback about students' previous writing. In this meeting, the feedback focused on their mistakes in past tense and punctuation. Then, the researcher asked the students to change the form of the verb based on past tense. After the students finished their work, the researcher and the students checked the answer together and also asked the students to spell the words to make them more familiar with the words.

c. Observation

The researcher walked around the classroom to give support to the students if they found any difficulties or had any questions related with the task. The students wrote the text seriously and seemed more easily than before. They had more confidence in their writing and finished their work faster.

d. Reflection

From the data gathered from Cycle 2, the researcher did not find any significant problems related to the students' writing narrative text. Almost all of the students got better result than in Cycle 1. They also made less mistakes in their writing. The students looked enthusiastic and interested in learning writing. They were able to develop the text, organize the text, used the correct tense and punctuation. In conclusion, the Dictogloss successfully helped the students in writing because it can be seen from the result of the students' writing.

Quantitative Data

The mean of the students' score related to the five aspects of writing which were content, organization, vocabulary, language use and mechanics.

Table 1: The students' Mean Score in the Content Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-Test
Content	1.94	3.19	3.22	3.59

The students' mean score in the content aspect increased. The students gain score was 1.65. It is obtained by comparing the mean score in the pre-test and the post-test.
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Table 2: The Students' Mean Score in the Organization Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-Test
Organization	1.84	2.75	2.94	3.31

In organization aspect, the mean score in pre-test was 1.84 and the mean score in post-test was 3.31. Therefore, the gain score was 1.47.

Table 3: The Students' Mean Score in the Vocabulary Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-Test
Vocabulary	1.91	2.44	2.66	2.94

In the vocabulary aspect, the students also make some improvements. In the pre-test, the mean score was 1.91. After the actions were implemented in Cycle 1, the mean score increased into 2.44. It continues increasing in Cycle 2 in which the mean score was 2.66. In the post-test, the mean score becomes 2.94. The gain score obtained was 1.03

Table 4: The Students' Mean Score in the Language Use Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-Test
Language Use	1.50	2.19	2.34	2.72

The result of the mean score in the language use aspect also showed improvement. In the pre-test, the mean score was 1.50. After implemented the actions in Cycle 1, the mean score increased into 2.19. The mean score after conducting Cycle 2 was increased into 2.34. In the post-test, the mean score was 2.72. The gain score was 1.22.

Table 5: The Students' Mean Score in the Mechanics Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-Test
Mechanics	1.31	1.91	2.44	2.84

In the mechanics aspect, the mean score in the pre-test was 1.31 and the score in the post-test was 2.84. The gain score was 1.53.

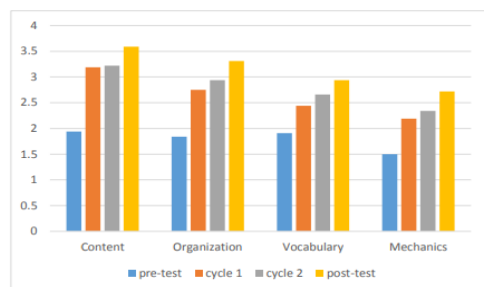The overall improvements were presented in the following chart:

Figure 2: The Students' Mean Scores in Five Aspects of Writing

Table 6: General Findings of the Students' Score from Pre-test, Cycle 1, Cycle 2 and Post-test

Component	Pre-test	Cycle 1	Cycle 2	Post-Test
Mean Score	8.50	12.44	13.63	15.38

The scores were obtained from the accumulation of the students' scores in all five aspects of writing in the pre-test, Cycle 1, Cycle 2 and the post-test. In the pre-test, the mean score was 8.50. It increased into 12.44 in Cycle 1. In Cycle 2, the mean score was 13.63, and it was higher than Cycle 1. It keeps increasing in the post-test in which the mean score was 15.38. The gain from pre-test to post-test was 6.88 showing that there is an improvement of students' writing skills.

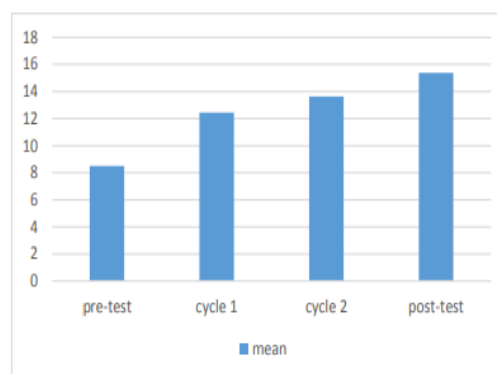The following score charts showed improvements made by the students:

Figure 3: General Findings of the Students' Score from the Pre-test, Cycle 1, Cycle 2 and the Post-test

Observation sheet

The teaching and learning process at grade VIII SMP Muhammadiyah Sukaramai Medan ran well. The school has potential teachers. They always try to improve their knowledge and encourage their students to get their best particularly in English subject. The classroom has large room. It was good and clean. It was also equipped with LCD. The school has one language laboratory which was facilitated with tape recorder, speaker, earphone, and AC. The school has a library with many English

books and dictionaries to support the English teaching learning process. There were also English wall magazine to help students developing their skills in English.

Questionnaire

Based on the questionnaire sheet, many students chose to agree with all the statements particularly the statement "Dictoglos help me in writing narrative text" and the steps in Dictogloss are understandable". It was 80%, and the less was disagree. It meant the students agreed Dictogloss improved the students' ability in writing narrative text.

CONCLUSION AND SUGGESTION

This research was conducted at VIII grade SMP Muhammadiyah Sukaramai Medan. Based on the data and discussion gathered in the previous chapters, it can be concluded that Dictogloss Technique improved the students' ability in writing narrative text. Dictogloss helped the students in organizing and constructing the ideas, and improving their vocabulary mastery. Dictogloss facilitated students to write more sequentially and well organized. The students' scores obtained from the pre-test, Cycle 1, Cycle 2 and post-test also showed the improvement of the use of the Dictogloss Technique in improving the students' writing ability.

Based on the result of this action research, the Dictogloss Technique is useful to improve the students' ability in writing narrative text. It helps the students in generating ideas, enrich the text content and organizing the text. Thus, it is suggested to English teachers to apply the Dictogloss Technique in teaching writing in order to improve students' writing ability.

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