

IMPROVING STUDENTS' LISTENING AND WRITING SKILLS IN DESCRIPTIVE TEXT THROUGH DICTOGLOSS TECHNIQUE AT SEVENTH GRADE OF SMPN 21 KOTA SERANG

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ABSTRACT

The aims of the research are to know whether Dictogloss technique can be used to improve students' listening and writing skills, to know the students' responses in listening and writing descriptive text through dictogloss technique, and to know the implementation of dictogloss technique to improve students' listening and writing skills in descriptive text. The researcher conducted a classroom action research. The subjects were 36 students of class VII at SMPN 21 Kota Serang. The researcher used pre-test and post-test to collect the quantitative data, observation, questionnaire, and documentation to collect the qualitative data. The result of the students' listening and writing skills improvement was as follows; The mean score of listening post-test in cycle I is higher than mean of pre-test ($67.01 > 49.13$), the mean of listening post-test in cycle II is higher than mean of post-test in cycle I ($73.78 > 67.01$). And also the mean score of writing post-test in cycle I is higher the mean of pre-test ($63.89 > 55.42$), the mean of writing post-test in cycle II is higher than the mean of post-test in cycle I ($69.72 > 63.89$). The researcher concludes that dictogloss technique can improve the students' skill in listening and writing in descriptive text at the seventh grade students of SMPN 21 Kota Serang.

Keywords: *Classroom Action Research, Dictogloss Technique, listening and writing skill*

INTRODUCTION

Listening and writing skills are the important part of a communication. Listening and writing skills are badly needed for the successful communication in an interaction. When someone has a good listening skill, they are able to exchange the information and ideas with others orally. Studies show that people spend 80%

of their waking hours communicating, and 45% of that time is spent for listening (Lawson, 2007). In teaching learning process especially in English Foreign Language (EFL) class, listening became very crucial. Without good listening skills, students have a risk to lose a lot of important information.

The other important skill which should be mastered by the students is writing. Writing involves communicating a message by making sign on a page. It means that in doing writing we need to convert our spoken message into a symbol (Spratt, et. al 2005, p. 26). As Brown (2001, p. 335), states that written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals.

Hyland in Refnaldi cited in Syafrizal, et.al (2012, p. 69), assessing writing is giving score and feedback about students' works in written form in order to know the achievements of students' writing ability. It is often regarded by the teachers as an unwelcome task with the potential to undermine the relationship they have created with their students and the confident students have gained in their writing. When evaluating our students' writing for the test purposes, we can indicate where they write well and where they make mistakes and we may award grades (Harmer cited in Anastasia, et. al (2012, p. 69).

Kane (2000, p. 352) states, 'Descriptive text is description about sensory experience –how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception. The purpose of descriptive text is to describe and reveal a particular person, place, or thing in detail or specific to make the readers be able to visualize the description'. As stated by Nur'aini (2014, pp. 27-28) there are three types of descriptive text. They are: (a) Description of Place; (b) Description of Object; c) Description of Person. Therefore, the generic structures of this genre are Identifications (mention the special participant) and description (mention the part, quality, and characters of the subject being described). And for the language features of this genre, usually uses simple present tense, adjective, noun phrase and adverbial phrase.

Description is used to add details about something physical like a person, place, or thing.

According to Wajnryb in Vasiljevic (2010, p. 41) Dictogloss is a classroom dictation activity where learners listen to a passage; write down key words and then work together to create a reconstructed version of the text. Meanwhile, 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 (Van Patten, Inclezan, Salazar, & Farley, 2009). This shows that dictogloss technique is an integrated-skills technique for language learning in which students work together to create a reconstructed version of a text that is grammatically correct and contains the same information as the original text.

There are four stages in Dictogloss Technique (Wajnryb, 1990, p. 17), they are: Preparation; Teacher introduces and leads students into the topic of the text, the language focus and the difficult vocabulary. Teacher selects the topics that are related to students' knowledge or interest. Students are divided into several groups before the dictation begins. Dictation (Reading the Text); in dictogloss technique, students normally listen to dictation twice. At first dictation, teacher dictates the text at normal speed. At first, the students just listen to the text so that they become orientated to the topic. They do not take a note during the first dictation. After the first dictation students are asked to think what the text is about. In dictating the text for the second time, they get down some key words which help them reconstruct the text.

There is the most difficult problem that faced by the seventh grade students of SMPN 21 Kota Serang. The difficult problem is getting lack of ideas when they try to write and start to read it back. The researcher feels that actually the students' skill in listening and writing descriptive text are still low. It can be seen from the students' scores below standard score criteria. Students' scores are between 50 to 60 while the standard score criteria is 75. Then the researcher decided to conduct a classroom action research on listening and writing through dictogloss technique because the researcher wanted to improve students' listening

and writing skills, wanted to know whether dictogloss technique can be used to improve students' listening and writing skills, and also wanted to know the students' responses in listening and writing descriptive text through dictogloss technique.

RESEARCH METHOD

This research was categorized into action research. Action research used in this study since the objective of this study is to improve students listening and writing performance by using dictogloss technique. "Action Research is a process in which participants examine their own educational practice systematically and carefully using the techniques of research" (Ferance; 2000). The subject of this research is the students of class VII D of SMPN 21 Kota Serang in the academic year of 2017/2018. There are 36 students in this class. Most of their parents are bricks layer and they come from low and middle social status. In the classroom action research, the technique of collecting the data was test (pre-test and post-test) and non-test (observation, questionnaire, and documentation). To analyze the data, the researcher used quantitative and qualitative data analysis. The result of the test will be analyzed using non-independent test. It is used to analyze the result of teaching and learning process or to know the difference before and after the cycle. The mean of pre-test and the post-test are calculated with the formula:

$$\bar{x} = \frac{\sum y}{n}$$

$$\bar{y} = \frac{\sum y}{n}$$

Where:

\bar{x} = means of pre-test scores

\bar{y} = means of post-test scores

n = the number of students

(Ary, Jacob, and Sorenson, 2010: 108)

Percentage of students' score :

$$P = \frac{F}{N} \times 100\%$$

Where:

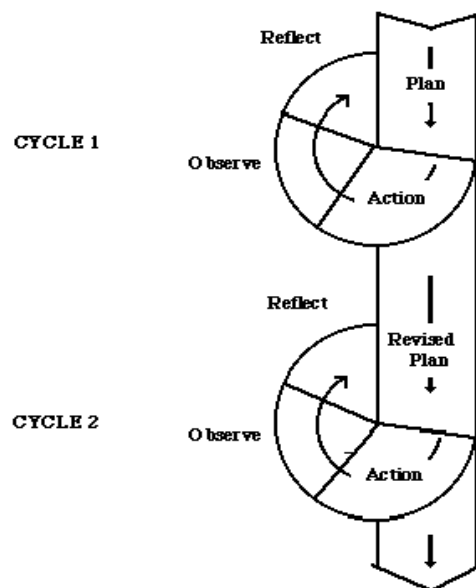
P = Percentage of students' score

F = number of students who pass the minimum score criteria (KKM)

N = number of students

This research applied Kemmis and Mc Taggart's model of classroom action research's method. The principle concept of CAR according to both of those experts consist of four stages, they are planning, acting, observing, and reflecting. The researcher spent three cycles in this research, and started with pre cycle. These stages can be draw as follow:

Figure 1. The Classroom Action Research Concept by Kemmis and Taggart



RESULT AND DISCUSSION

Result

Cycle I

In the first cycle, after the implementation of actions in Cycle 1, the researcher analyzed the influence of the actions to the students' listening and

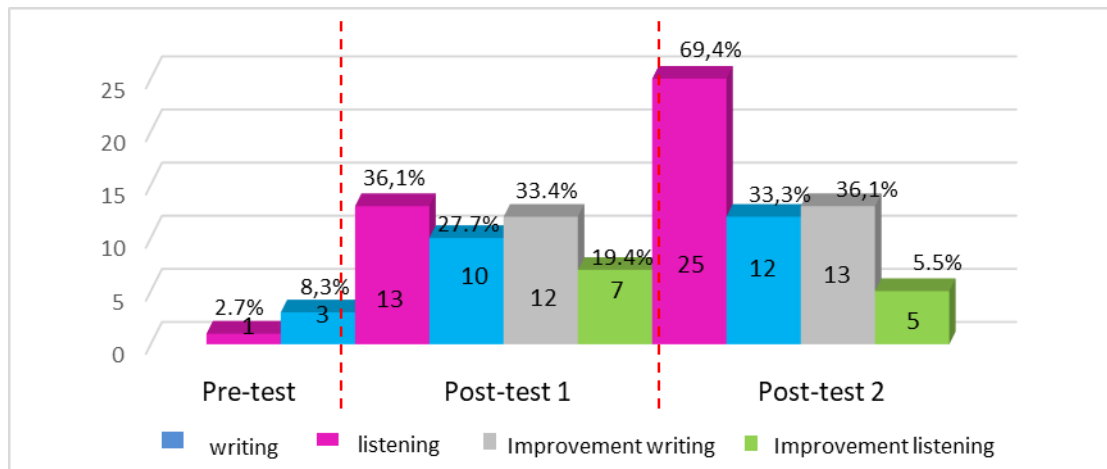
writing skills. Overall the teaching and learning process ran well during the implementation of Cycle I. The improvements of the students' interest to listen and write made some improvements as well in the students' listening and writing skills. The students' listening and writing scores increased compared to the pre-test. The average of the students' listening score increased from 49.13 to 67.01 and also the students' writing score increased from 55.83 to 63.89.

Because it was the first time for the students to use dictogloss in listening and writing, there were some students who still had difficulties in using it to write. The researcher found that the students were still confused how to develop sentences by using keywords and the students always asked teacher to repeat the text. The students know the formula but still difficult to arrange the sentences into descriptive paragraph. Some of the students also misspelled some words, did not write in good paragraphs, and did not use correct punctuations and mechanics. The students still made mistakes related to the content, language use and mechanics, so it would be a concern for the researcher to be improved in Cycle II.

Cycle II

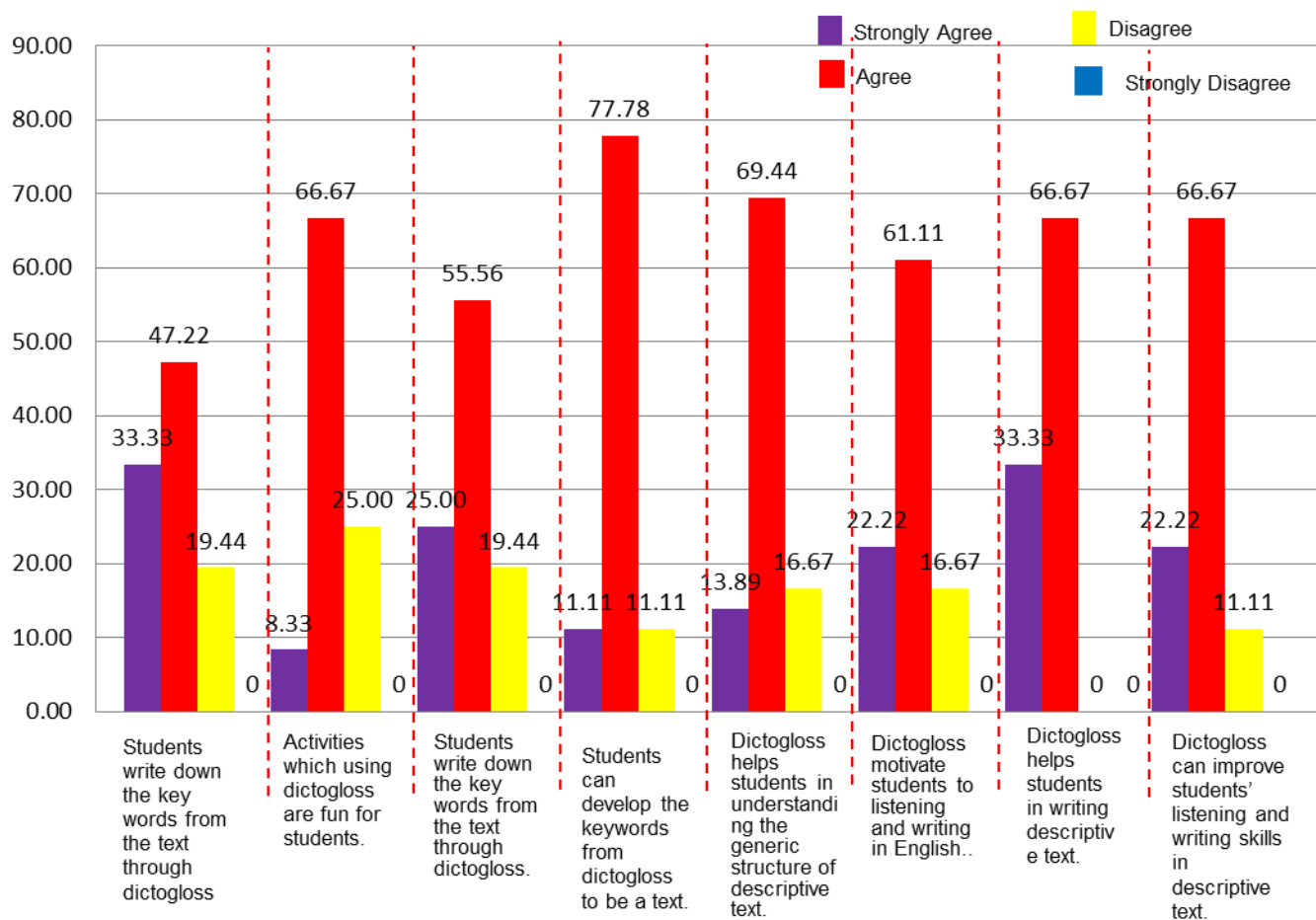
From the data gathered from Cycle II, the researcher did not find any significant problems related to the students' writing of the descriptive text. In Cycle 2 the students were more confident in making their own writing. The use of dictogloss also helped the students to focus listen and write sequentially. The students' listening and writing scores increased compared to the post-test 1. The average of the students' listening score increased from 67.01 to 69.62 and also the students' writing score increased from 63.89 to 69.72. The result of listening and writing test indicated that using dictogloss technique could improve students' listening and writing skills. The following score charts show improvements made by the students.

Figure 2. General Findings of the Students' Improvement from the Pre-test, Cycle I, Cycle II



The implementation of the action in this research was over. Based on the actions, observation, and the reflections, the findings were found as the following. First, Dictogloss technique is effective to improve the interaction between the students and the teacher. Second, Dictogloss technique is effective to improve the students' listening and writing skills in descriptive text. Third, Dictogloss technique is effective to improve the students' skills in listening and writing descriptive text. By implementing this technique in listening and writing, the students were able to find people characteristic, detail information, adjective, keywords and build the new descriptive text based on the process of Dictogloss technique.

From the questionnaire, almost all of the students agreed that dictogloss motivated them to listen and write in English. It is a strong point from dictogloss. When the students got motivated, they would be able to write. They agreed that dictogloss was very helpful for them to write during the meeting of the research. Dictogloss helped them to write descriptive text, starting from writing down the keywords, working in pairs to discuss the keywords and discuss the story draft and finally writing the full story using their own sentences. The results are shown below:



Based on the students' and teachers' observation sheet, in the first stage the class became teacher centered and the students were confused and did not know what they must do after the dictation. From the teachers' and the students' observation sheets in the second cycle, it can be seen that the use of the Dictogloss technique in teaching listening and writing descriptive text was an effective and useful way to improve the students' skills. The observer checked each of indicator score based on the activities statements and total the score to know the differences between before and after the treatment. The comparison results of first and second cycles showed that there were some significant changes of students' and teacher's attitude towards the learning process before and after the classroom observation. The total points of each cycles was described as follow:

SUBJECT	STUDENTS (1 ST CYCLE)	STUDENTS (2 ND CYCLE)	TEACHER (1 ST CYCLE)	TEACHER (2 ND CYCLE)
Descriptive Text	3 points	8 points	66 points	69 points

Discussion

There are three results to be discussed in this part. Firstly, related to the observation checklist result as the first result regarding the overview of the implementation of dictogloss, whether it is applicable to be applied to teach listening and writing or not. Secondly, related to the second result of the close-structured questionnaire which could give brief explanation about the students' responses towards dictogloss, whether positive or negative. Thirdly, the students' listening and writing task result as the result used to know whether or not dictogloss is workable to improve students' listening and writing skills in descriptive text.

Questionnaire and observations were used in this study to know the students' responses toward dictogloss technique. The questionnaire was in the form of close-ended questionnaire. The questionnaire consisted of the students' responses towards dictogloss, learning material and classroom activity. The items were put in a point Likert scale from Level 1: Strongly Disagree to Level 4: Strongly Agree. The data from the interview was analyzed qualitatively then each items of the questionnaire were analyzed using percentage.

However, after the treatments were given, the students who were taught by using Dictogloss achieved better listening and writing 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 skill. The result of the students' listening and writing skills improvement was as follows; The mean score of listening post-test in cycle I is higher than mean of pre-test ($67.01 > 49.13$), the mean of listening post-test in cycle II is higher than mean of post-test in cycle I ($73.78 > 67.01$). And also the mean score of writing post-test in cycle I is higher the mean of pre-test ($63.89 > 55.42$), the mean of writing post-test in cycle II is higher than the mean of post-test in cycle I ($69.72 > 63.89$). The researcher concludes that dictogloss technique can improve the students' skill in listening and writing in descriptive text at the seventh grade students of SMPN 21 Kota Serang.

CONCLUSION

Based on the result, the researcher concluded there are some improvements of students and teachers attitude during the class activities in listening and writing classes before and after implementation of Dictogloss technique on seventh grade students of SMP Negeri 21 Kota Serang. The dictogloss also helps the students improve their skill in organizing the text because it helped them remembering the elements in descriptive text. The dictogloss also made the students to focus on the lesson. The research findings implicate that dictogloss can be an alternative technique to improve the students' listening and writing skills and to create effective learning since it gives positive effects not only on the students' listening and writing scores but also on their positive behavior toward the activities. Therefore, English teachers should facilitate the teaching learning process in listening and writing classrooms in order to improve their students' listening and writing skills. Dictogloss is one of the alternative techniques applicable for it. It can improve students' listening skill, writing skill, and can create effective learning, especially in the writing classrooms.

It implies that the dictogloss technique can be used to improve students' listening and writing skills in descriptive text at seventh grade of SMPN 21 Kota Serang.

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