TEACHING WRITING ANALYTICAL EXPOSITION TEXT BY USING DICTOGLOSS TO THE VOCATIONAL HIGH SCHOOL STUDENT

Mohammad Isa Bastomy[1], Dina Merris MS[2], Henry Rio P[3]
STKIP PGRI SIDOARJO
isabastomy@gmail.com

Abstract

Writing is a skill that takes a long time to master. One of the difficulties experienced by students is expressing ideas into written form, it happens because students lack vocabulary, lack of understanding of good sentence structure, punctuation, and others. To overcome this problem, the researcher uses Dictogloss to teach writing the teacher can facilitate the students to express students' ideas. The purpose of this study is to describe the application of dictogloss in teaching writing analytical exposition and to describe student responses after learning with dictogloss. This research uses descriptive qualitative. The subject of this research is grade 11 APK 1 in SMK PGRI 2 Sidoarjo. The instrument used is an observation checklist and questionnaire. Sources of data in this study are English teacher and students involved in dictogloss learning. Meanwhile, the data in this study are the activities of teachers and students during the teaching and learning process and responses taken from students. The procedure used to collect data in this study is observation. The instrument supported by an observation checklist and questionnaire. The findings show that learning to write by using Dictogloss is well implemented by teachers and students. Although some students are still confused to develop their ideas in the steps reconstructed, the teacher has been maximized in applying the dictogloss procedure. In student responses, 91% of students answered yes and 9% of students answered no. It can be concluded based on student responses that many students are interested, enjoy and feel helped in writing exposition analytical texts by using dictogloss.

Keywords: Teaching, Writing, Analytical Exposition. Dictogloss.

Abstrak

Kata Kunci : Pengajaran, Menulis, Eksposisi Analitik, Diktogloss.

Menulis merupakan keterampilan yang membutuhkan waktu yang lama untuk menguasainya. Salah satu kesulitan yang dialami siswa mengekspresikan ide ke dalam bentuk tulisan, Itu terjadi karena siswa kurang kosakata, kurangnya Memahami struktur kalimat yang baik, tanda baca, dan lain-lain. Untuk mengatasi masalah itu peneliti menggunakan diktogloss untuk mengajar menulis agar guru dapat memfasilitasi siswa untuk mengekspresikan ide siswa. Tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan diktogloss dalam mengajar menulis analytical eksposisi dan untuk mendeskripsikan respon siswa setelah belajar dengan diktogloss. Penelitian ini menggunakan deskriptif kualitatif. Subjek penelitian ini adalah kelas 11 APK 1 di SMK PGRI 2 Sidoarjo. Instrumen yang di gunakan adalah observasi ceklist dan kuesioner. Sumber data dalam penelitian ini adalah guru bahasa inggris dan siswa yang terlibat dalam pembelajaran diktogloss. Sedangkan, data dalam penelitian ini adalah Aktifitas guru dan siswa selama proses belajar mengajar serta respon yang diambil dari siswa. Prosedur yang digunakan untuk mengumpulkan data dalam penelitian ini, observasi. Instrument didukung oleh observasi ceklist dan kuesioner. Penemuan menunjukkan bahwa pembelajaran menulis dengan menggunakan diktogloss diterapkan dengan baik oleh guru dan siswa. Meskipun beberapa siswa masih bingung untuk mengembangkan ide-ide mereka dalam langkah-langkah direkonstruksi, guru telah maksimal dalam menerapkan prosedur dictogloss. Dalam respon siswa, ada 91% siswa menjawab yes dan 9% siswa menjawab no. Dapat disimpulkan berdasarkan respon siswa bahwa banyak siswa yang tertarik, menikmati dan merasa terbantu dalam menulis teks analitikal eksposisi dengan menggunakan diktogloss.

INTRODUCTION

Teaching is a complex activity. The teacher must have the ability to deal with students who have different abilities, characters and, skills. The teacher must be able to accommodate all differences among students. According to (Mustofa, 2015) states that teaching in principle is an activity carried out by a teacher to facilitate students in the learning process.

Writing as one of the language skills that takes much time to learn and mastered by students, students feel hard to express their ideas to the written form. Writing is one of the

skills that very complicated to learn. It involves a complex cognitive activity in which the researcher should be able to organize some specialize skills at the same time, such as content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation (Rozimella, Zainil, & Husna, 2013).

In writing itself there are twelve genres that are taught to senior high school students. One of them is analytical exposition. In writing According to Amalia & Sisbiyanto (2016) state that in learning analytical students find difficulties in writing their idea on the topic given, and choosing vocabulary they want to use to develop the text. Another problem also relates to how teachers teach analytical exposition that makes learning motivation decrease and students get bored to learn with techniques or methods that are always the same.

Because of some problems above, the researcher wants to provide alternative solutions to overcome the problem, namely dictogloss teaching technique. the researcher is interested in conducting research in implementing dictogloss, especially in teaching writing analytical exposition text. By using the dictogloss is expected that students have the ability to develop their ideas in writing. Dictogloss is one of the teaching techniques that can be used to teach writing. It is because dictogloss has some stages that facilitate the students to improve their writing ability. According to (Smith, 2012) states that dictogloss is a technique that combines dictation, paraphrase, and, interpretation. The reconstruction stage of dictogloss facilitates the students to be able to reconstruct a dictated text by using their own language. Then the correction analysis stage provides feedbacks that facilitate them to correct their mistakes in the writing aspects, namely content, organization, language use, and mechanics.

Method

The approach used in this research is qualitative that is indicated by the nature of the problem and the purpose of conducting of the research According to (Bogdan & Biklen, 1982) states that qualitative research is descriptive in which the data is collected in the form of words or pictures rather than numbers. This research is descriptive qualitative research. It was conducted in SMK PGRI 2 Sidoarjo from March, 11th 2019 and March, 13th 2019. The sucbject of this research are eleventh grade students and the English teacher of SMK PGRI 2 Sidoarjo. There are 40 students. The researcher obtained the data during the teaching-learning process from observation. To obtained the data the researcher use observation checklist. The researcher collecting the data through the observation. After the researcher obtained all of the

data the the resercher analyze using three technique such as data reduction, data displas and conclusion drawing.

Finding

In this part, the researcher describes some findings about the real condition in the field. The finding in this research were found trhough the observation. The observasion was done for two meetings, the researcher observed the teaching writing using dictogloss to the eleventh grade students in SMK PGRI 2 Sidoarjo. The researcher observed all of activities of the students and the teacher during teaching-learning writing using dictogloss in SMK PGRI 2 Sidoarjo.
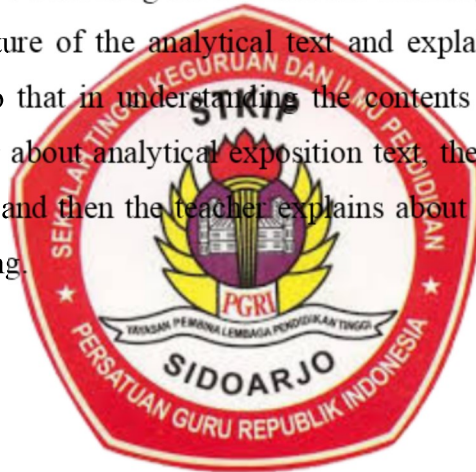
The Implementation of Dictogloss

Dictogloss is the integrated skill technique in which students re-create the text or story read by the teacher to the students. There are four main steps in dictogloss technique that is suggested by (Nunan, 1996) they are preparation, diction, reconstruction, analysis, and correction. In addition (Kooshafar , Youhanaee , & Amirian, 2012) The steps followed in dictogloss tasks are described as: 1) Preparation: Students will be prepared for the task by being involved in a discussion and vocabulary presentation related to the topic. 2) Dictation: The teacher will read the text twice at natural speed. Students will take notes while listening in order to be able to reconstruct the text read to them. 3) Reconstruction: Students will be arranged in small groups or pairs. They will pool their notes and reconstruct their own version of the passage. During this step, the teacher will not provide them with any information. 4) Analysis/ Feedback: During this stage, students' writings will be corrected first by the teacher just by giving them some codes, and then students will compare their own version with the original one to be informed about their mistakes and be able to correct them.

In this study, using several additional steps to adjust the teaching-learning in writing analytical exposition using dictogloss. The steps followed : 1) Teacher give explanation about the Analytical exposition, 2) Teacher prepare vocabulary list related with the topic of analytical exposition text, 3) The teacher introduces about the text for example, 4) The teacher read the text at normal speed in twice, 5) The students worked in pair or group in reconstruct and dicussion about the text, 6) The students presented their tasks in front of the class, 7) The students were asked to analyze their tasks by comparing it with the original text and make correction of it, 8) The teacher provided help and feedback in learning writing using

dictogloss and 9) The teacher reviews all points which have been covered on that day. The teacher reviews the text and also mistakes which are commonly made by the students

First meeting

The first meeting conducted on 11th March 2020. The researcher explains to the students the regulation when the teaching-learning will be held. The teacher starts the learning 9.30 am to open the activity, at this point the researcher directly explains the main activity when the teacher teaches about analytical exposition text. At the first meeting, the teacher focuses on delivering analytical material exposition text so that students understand the text, in the next step the teacher gives questions to test students' understanding of the analytical material exposition text, after delivering the material the teacher give the examples of text and explains parts of the structure of the analytical text and explains vocabulary that is rarely encountered by students so that in understanding the contents of the text easier. After the teacher explains everything about analytical exposition text, the teacher instructs students to form groups of 6-7 people and then the teacher explains about dictogloss and what students should do at the next meeting.

Second meeting

In the second meeting that conducts on 13th March 2020, the teacher starts implementing the Dictogloss technique. The application of the Dictogloss technique begins with the teacher instructing students to gather with the group that was made at the previous meeting. After students have gathered in an orderly manner the teacher begins to read analytical texts 2 times, the teacher instructs the students to note the important points or keywords used to reconstruct the text based on their own words. At the reconstruction stage students are asked by the teacher to discuss with classmates and the teacher does not provide any information to students related to the original text, at the stage where the teacher should instruct students to present their work in front of the class, but the teacher changes these activities by discussing together with other groups to compare their work, during the students comparing the text with other groups the teacher gives the original text to students to compare it and the teacher also explains the correction to each group. At the end of the meeting, the

teacher gives feedback on student work and reviews all the things that have been learned by students and reviews what mistakes most students do in writing analytical exposition text.

The Student Response

The questionnaire made in order to know the student's response in learning writing analytical exposition text by using dictogloss. The questionnaire was distributed to 36 students of 11 APK 1 SMK PGRI 2 SIDOARJO. From collecting data through questionnaires, the researcher counts the students' response toward the learning process. The total of the questionnaire can be shown as follows:

The Average Value of Questionnaire

No	Question	Students response yes	no	Percentage of "Yes" answer	Percentage of "No" answer
1.	does dictogloss make you more active in lerning?	29	7	80,5%	18,5%
2.	does dictogloss make you easy to learn writing analytical exposition text?	36	0	100%	0%
3.	does dictogloss method help you to understand the analytical exposition text?	33	3	91.6%	8.4%
4.	does dictogloss make you comfortable in learning?"	32	4	88.8%	11.2%
5.	does dictogloss sharpen your writing skills?"	27	9	75.%	25%
6.	does dictogloss improve your writing skills?	34	2	94.4%	5.6%
8.	"does dictogloss help you to solve problems in analytical exposition text exercises easily?"	32	4	88.8 %	11.2%
	does dictogloss can show your strengths and weakness in writing text?	36	0	100%	0%
9.	does dictogloss make you easy to write analytical exposition text?	35	1	97.2%	2.8%
10.	does dictogloss increase your responsibility and togetherness in group learning?	33	3	91.6%	8.4%

Average Value of Questionnaire Answer

No
9%

33

3
2
7
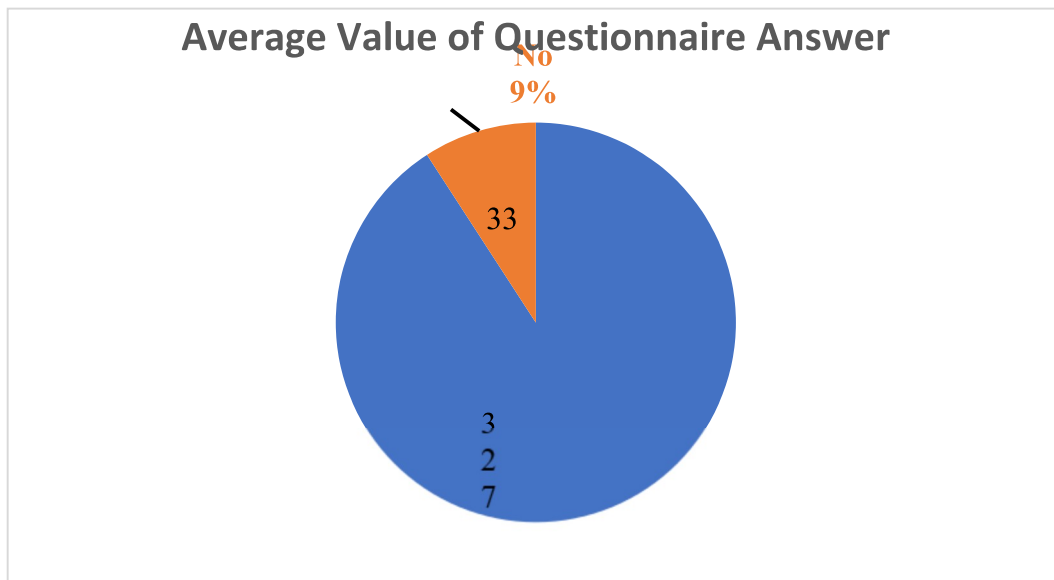
From the data displayed in tables and diagrams, it can be concluded from the total number of students answering the "yes" option with a total of 327 with the percentage results, and a few of the remaining students answering the "no" option with a total of 33 answers with a percentage result of 9%.
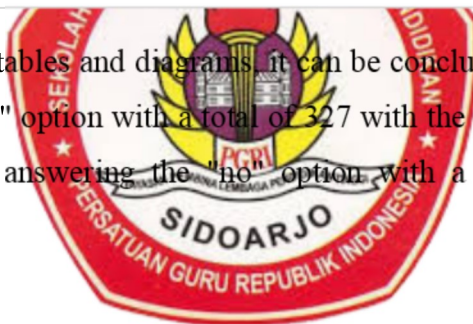
Discussion

The teaching and learning process is done on two meetings in the XI APK class. The materials were analytical exposition text. In the first meeting, the researcher found that the teacher focused only on providing Analytical Exposition text material to students. The teacher wants to give an advance understanding of the material Analytical exposition text, the teacher gives an example explanation of the analytical text exposition text, provides an understanding of the dictogloss technique and its application then the teacher instructed the student to make a group for the next meeting in applying the dictogloss technique.

In the second meeting, the researchers find that the teacher does not apply all of the steps. Although the teacher does not apply the whole of the teaching-learning activities. but it is not the problem because of the teaching and learning writing activities are going well. because the learning process can reach the target that has been planned.

However, in conducting the observation the researcher found several difficulties faced by the teacher in implementing the Dictogloss technique. the difficulties faced by the teacher in the form of some students are less conducive when attending the lesson because there are quite a lot of students in the class, at the reading stage of the text some of the students ask the teacher to repeat some vocabularies because students cannot distinguish between several vocabularies that have the same pronunciation. and in the reconstruction stage, some students have difficulty in developing the ideas they will write. according to (Sari, 2019) Some teachers find that their students are not enthusiastic in learning how to write paragraphs or composition in English. Students are often getting difficulties to write the target language, because they can't write such a simple composition in the writing class because they are confused to express their ideas to organize the text well, and they feel afraid to make grammatical mistakes.

Based on the result of students' answers to the questionnaire sheets, it shows that total number of students answering the "yes" option with a total of 327 with the percentage results, and a few of the remaining students answering the "no" option with a total of 33 answers with a percentage result of 9%. The researcher concluded that there were students gives positive response and like to used dictogloss. The students felt focus, interested and they felt comfortable when they use it because it is easy to learn writing using dictogloss. But there were some of the little more that did not like to write using dictogloss technique. Therefore, actually the teacher could be suggested to apply the technique and method which is appropriate with the condition of the students, so the good result of using the technique can be given a good impact on writing ability to the students in learning writing. hopefully, the researcher can give a contribution to the research to teaching and learning writing for a better way. Learning writing should be supported by learning grammatical and rich vocabulary therefore, the students can write good sentences and develop their ideas. Besides, for being a good writer, someone should have good motivation and confidence.

The researcher finds that there was an improvement in the aspects that were observed in the observation. It shows that learning writing by using dictogloss well applied by the teacher and students. Although some of the students still confuse to develop their ideas in reconstructed steps, the teacher has maximal applied the procedure of dictogloss and the teacher gives an improvement in the teaching step.

Conclusion

It can be concluded from the finding it can shows that at the first meeting, the teacher gives the students a good understanding of the analytical exposition text and explains about dictogloss shortly. In the second meeting, the teacher does not apply all of the steps but, the teacher modifies the technique in the main activity. the teaching and learning writing activities are going well. because the learning process can reach the target that has been planned.

From the discussion it shows that the teacher didn't apply all of the steps because the limitation of the time at the stage where the teacher should instruct students to present their work in front of the class, but the teacher changes these activities by discussing together with other groups to compare their work, during the students comparing the text with other groups the teacher gives the original text to students to compare it and the teacher also explains the correction to each group. Eventhough the teacher change the steps, there is no problem because the purpose of the teaching writing using dictogloss applied well by the teacher.

Based on the result of students' answers to the questionnaire sheets, the researcher concluded that there were students more like using dictogloss it is because form the total of the question the students that answering the "yes" option with a total of 327 with the percentage results, and a few of the remaining students answering the "no" option with a total of 33 answers with a percentage result of 9% the students felt focus, interested and they felt comfortable when they use it because it is easy to learn writing using dictogloss. But there were some of the little more that did not like to write using dictogloss technique. Therefore, actually the teacher could be suggested to apply the technique and method which is appropriate with the condition of the students, so the good result of using the technique can be given a good impact on writing ability to the students in learning writing. hopefully, the researcher can give a contribution to the research to teaching and learning writing for a better way. Learning writing should be supported by learning grammatical and rich vocabulary therefore, the students can write good sentences and develop their ideas. Besides, for being a good writer, someone should have good motivation and confidence.

The researcher concluded it shows that learning writing by using dictogloss well applied by the teacher and students and from the student reponds it shows that the students give the positive answers from dictogloss technique. From the conclusion above it can be concluded that dictogloss is beneficial to be implemented in teaching and learning process for

some reasons. Dictogloss provides opportunities for learners to learn as individual and as a group by using critical thinking, promotes learners autonomy which makes them not only depend on the teacher in learning but also depend on their peers to get or gain knowledge, provides writing activity which can assist learners to identify what they have done well and what they need to improve and offers an alternative way for assessing students ability.

REFERENCES

Amilia, I. K., & Sisbiyanto, A. (2016). The Effectiveness of Send a Problem Technique for Teaching Writing An Anlytical Exposition Text. *ELT Forum: Journal of English Language Teaching, Vol. 5(2)*.

Bogdan, R., & Biklen, S. (1982). *Qualitative research for education:anintroduction to theory and method.* Boston: Allyn and Bacon.Inc.

Kooshafar , M., Youhanaee , M., & Amirian, Z. (2012). The Effect of Dictogloss Technique on Learners' Writing Improvement in Terms of Writing Coherent Texts. *Journal of Language Teaching and Research*, 716-721.

Mustofa, B. (2015). *Psikologi Pendidikan.* Yogyakarta: Parama Ilmu.

Nunan, D. (1996). *Language Teaching Method, London.* London: Prentice Hall International.

Rozimella, Y., Zainil, & Husna, L. (2013). An Analysis of Students' Writing Skill in Descriptive Text at Grade XI of MAN 2 Padang. 3.

Sari, D. M. (2019). The effectiveness of corrective feedback to the students' grammatical construction on paragraph writing class. *Journal of English Educational Study*, 123.

Smith, K. (2012). Dictogloss: A Multi-Skill Task for Accuracy in Writing Through Cooperative.