

## USING “DICTOGLOS” TO ENHANCE SENIOR HIGH SCHOOL STUDENTS’ ABILITY IN WRITING

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**Abstract:** *Dictoglos can be used as a strategy in writing, it is expected that student can improve their writing. The aim of this study was to analyze the use of “Dictoglos” to enhance senior high school students’ ability in writing. This study was literature study research. The methods of collecting the primary data were documentation and observation. Meanwhile, journals, documentation books, and internet were taken for the secondary data. This study was analyzed using descriptive analysis method. Based on the data analyzed, it can be concluded that Dictoglos is an interesting and exciting strategy that can be applied in teaching writing. This strategy assists the students to reproduce and construct the component of the text. There are six steps in teaching a dictoglos; 1) Selecting a content-related to the text and read it aloud at a normal speaking. 2) Rereading the text twice more. 3) Having the students work in pairs to re-create as much of the text as possible using the note taken by each of the partners to write the text as closely as possible to the original text as read to the teacher. 4) Having two pairs to meet together and pool their re-creation of the text to reconstruct it more completely. 5) Having the group of four works together to write down as much of the text as possible. 6) Asking one of each group to read the groups re-creation of the text and ask the other groups to see how closely it matches their version.*

**Keywords:** *Dictoglos, Writing Recount Text*

### INTRODUCTION

Writing is one of the four language skills that should be taught to students. The four language skills are listening, speaking, reading, and writing

skills. The purpose of writing skill is empowering students to express their thoughts in written. Through that skill, the students will be able to enlarge their ideas, thoughts and feelings in writing.

Writing is conveying idea, feeling, information, and enlarging knowledge, technology, and culture. In fact, there are so many students who aren't able to convey and enlarge their ideas into a good writing. Based on researcher experience, the students need a long time to finish their writing because of out of ideas.

Moreover, vocabulary is also one reason why ideas are difficult to develop. In writing, vocabulary should be mastered by the students in junior and senior high school. It helps them to choose appropriate words to express their thought and ideas.

Based on preliminary research, there were some difficulties that the students got in finding out the ideas to write. First, they got confused indetermining which ideas were interesting and which ones are not. They often spent much time without doing anything. When their teacher asked them to submit their work, they had nothing to write. Second, they weren't able to assemble the ideas that they had discovered.

Sometimes, a student has succeeded in brainstorming the ideas,

but they can not organize the ideas cohesively. They can not decide which ideas should come first and which one should come next. Finally, they encounter difficulty in writing their ideas in the proper English.

Third, grammar is also one of the problems that they faced. Grammar is an important aspect that is required by students to have a good writing essay and paragraph. Harmer (2001) says that "Grammar is one of the important components of English". By understanding grammar, it will be easy for them to enlarge a good writing essay or paragraph.

Based on the problems above, it is important to the teachers to improve students' ability in enlarging students' writing skill. Dictogloss can be used as a strategy in writing, it is expected that student can improve their writing.

## **REVIEW OF RELATED LITERATURE**

### **The Nature of Writing**

Olstaint (2001) defines writing is an act of communication which suggests an interactive process between the writer and the reader by using text. A

writer can communicate by using the text to the reader.

Harris (in Yulanda: 2005) explains some general components of writing. First, it is the content of writing paragraph which is full of the writer's ideas. Second, it is the form of writing. It can be seen from the clear organization of the content of writing itself and use grammatical form and syntactic pattern. Finally, writing processes style is needed to give the particular tone as the choice of the structures and lexical items.

Students are forced to arrange their ideas, feelings, and an experience into series of sentences related in order to make the readers understand the messages which are delivered by the writer.

Writing has been established in any education. It enhances an important part in any lessons. Macdonals (1996) describes writing is a process of creative act of construction that seems to begin with nothing a blank page and ends with a coherent structure that express feeling, emotions, attitudes, prejudices, values and the full range of human experience.

In other word, Chakraverty and Gautum (2000) define "Writing is an important part in language learning, it is essentially a reflective activity that requires enough time to think about the specific topic and to analyze and classify and background knowledge."

In addition, Deen (2006) points that "Writing as social". Classroom activity and conferences will allow you to know how your writing influences the reader.

So, writing is a skill which has to be mastered by practicing hardly. It will build the writers skill in expressing their thoughts, feelings, and experiences into varieties of sentences in the texts that can convey important thing for readers. Meanwhile, the writer has to be able to organize the statement in the text, and be easy to understand by him or her.

### **Teaching Writing in Senior High School**

Writing becomes one of the most important skills that have to be mastered by the students. It is one of the activities that can develop students' ability in English in senior high school in Indonesia, the skill of writing is taught by using genre-based approach. In this approach, the students are introduced to

some genres or type of the text through the model of writing text where they are taught explicitly about social function, the generic structure, and the lexicogramatical features of the text.

There are some activities that increase student creativity. Creativity suggested are arranged the sentences, completing a simple dialogues, writing short paragraphs, answering the questions, writing their own messages. These activities can increase students' ability in writing.

## 2. Dictoglos

Beg (2003) defines that Dictoglos is orientation of dictation. The students construct the text after they listen to a short text and discussed it with their friends. Andrienne (2000) states that Dictoglos involves students in listening to repeat, fluent readings of English text. At first, they just listen, but on subsequent reading they take down as much of the text as possible. The activity provides an authentic reason for communication and practice in recreating, rewriting, and rereading English text.

Dictoglos is very useful to teach writing in many curricular areas and

different age of students. As Andrienne (2000) suggests that there are six steps in teaching a Dictoglos lesson, they are;

1. Selecting a content-related to the text and read it aloud at a normal speaking. At first, the students are asked to "just listen carefully"
2. Rereading the text twice more. The students are now asked to "jot down key words and phrases"
3. Having the students work in pairs to re-create as much of the text as possible using the note taken by each of the partners to write the text as closely as possible to the original text as read to the teacher
4. Having two pairs to meet together and pool their re-creation of the text to reconstruct it more completely
5. Having the group of four works together to write down as much of the text as possible. Their aim is to re-create it as closely as possible to the original
6. Asking one of each group to read the groups re-creation of the text and ask the other groups to see how closely it matches their version. Display the group re-created text, and compare, and discuss them,

nothing the sections in the text that were difficult to re-create.

Jacob and Jhon (in Dede) 2008 states some variation in dictoglos:

1. Dictoglos Negotiation

In this variation, when the teacher has finished reading, the students not only discuss but the also discuss when they do jot down keywords.

2. Students controlled dictation

The students can ask the teacher to stop and to rewind while teacher is reading the text.

3. Student-student dictation

The text is given to the students. One member in each of group reads the text to the group mates and the group mates try to reconstruct the text. At the end, the teacher guided then students to discuss the similarities and the differences between the reconstruction text they write and the original one.

4. Dictoglos summary

The students do not create a reconstruction text approximately the same length as the original but they focus only on the key ideas and write summaries in the form of sentences.

5. Scrambled sentence dictoglos

The teacher scrambles the text first before reading it to the students. When the students reconstruct the tex, they first have to recreate what they have heard and then put it in logical order.

6. Elaboration Dictoglos

The students go beyond what the hear to not just recreate the text but also to improve it.

7. Dictoglos Opinion

After the students reconstruct the text, they give opinion on the writer idea.

8. Picture Dictation

The students jot down key ideas by drawing a picture not by using words. Then, the students compare their picture with their friends and write the reconstruction text based on the picture.

It can be concluded that dictoglos is one of the strategies which can be acquired in many different ways.

**METHOD OF THE RESEARCH**

This study was literature study research. The data collection technique used was by discovering the reference to the theory relevant with the problems.

**Place of Study**

This research was conducted at the first grade students of SMAN5 Padang.

**Data Collection Method**

This study used primary and secondary data in collecting the data. The primary data was conducted by doing observation. Journals, documentation books, and internet were taken for the secondary data.

**Documentation**

Finding the document from newspaper articles/ magazines, journals, libraries, brochures, documentation books were also done for documentation method. Finding the data in the internet, which was related to this research.

**Literature Study**

In this study, the data sources was also gotten from journals, books, and internet.

**Observation**

The observation was done at the first grade students of SMAN 5 Padang. It was done by observing English Teaching learning process.

**Data Analysis Method**

In analyzing the data, descriptive analysis method was used. It was done

by describing the facts and analyzing, understanding and explaining the discussion related to the reference theory of the study.

**DISCUSSION****Using Dictoglos in Teaching Writing**

Dictoglos is one of a strategy to improve students' writing ability. By using this strategy, they can explore and enlarge their literary language. The students will shape the words to fit their idea in writing ability.

Dictoglos shows students to speak and write what they hear in English. They can practice listening and memorizing the words they had heard and writing it into a text.

This strategy can give them experiences in listening and recording spoken English in a text. First, the students are asked to listen to the passages of text that is read by the teacher. The text is read two times aloud. At the same time, students are asked to take notes on what they hear. Give them times to remember what they've heard. After that, students are asked to work in pair or group of four to share what they have written and add more to their own notes. This strategy

helps students to learn how to take notes during lectures as well as focus on what is being read.

This study used the steps in teaching dictogloss developed by Andrianne (2000). They are;

1. Selecting a content-related text and read it aloud at a normal speaking. At first, the students are asked to “just listen it carefully”
2. Re-reading the text twice or more. The students are now asked to “jot down key words and phrases”.
3. Having the students work in pairs to re-create as much of the text as possible using the note taken by each of the partners to write the text as closely as possible to the original text as read by the teacher.
4. Having two pairs to meet together and pool their re-creation of the text to reconstruct it more completely.
5. Having the group of four works together to write down as much of the text as possible. The aim is to re-create it as closely as possible to the original.
6. Asking one of each group to read the group-re-creation of the text and ask the other groups to see how closely

it matches their versions. Display the group re-created text, and compare, and discuss them, noting the sections in the text that were difficult to re-create.

This study discussed how to use dictogloss in writing text as follows as;

**1. Selecting a content-related text and read it aloud.**

In selecting an appropriate piece of text, there are three steps;

**a. Selecting a content related text**

The teacher chooses an interesting text. The topic talked about unforgettable experience in the past.

To encourage the students to write, the teachers have to be able to choose the topic that can entertain them. It is for making them easy to explore and enlarge their ideas in writing a text.

Then, the teacher asks the students to choose the topic about their experience that was happened in the past. The teacher also can select the topic about the current issues.

**b. Reading aloud at normal speaking pace and have the students listen to you carefully**

The teacher reads the text aloud at normal speaking pace in front of the classroom. Before that, the teachers asked the students to “just listen it carefully”. For the first reading, the students are not allowed to do “jot down key word and phrases”.

**2. Rereading the text twice or more.**

**The students are now asked to “jot down key words and phrases”**

The teacher rereads the text twice or more in front of the class. While reading, the teacher asked the students to take a note and do jot down key words and phrases in their note book. After that, the students rewrite and enlarge the text that is being constructed.

**3. Having the students to write the text as closely as possible to the original text which has been read by the teacher.**

The students are divided to works in pairs to re-creates a paragraph by using the note taken and the words that has been jotted down by each of them. They have to construct the text closely to the original text that was read by the teacher.

**4. Having two pairs to reconstruct the text more completely**

The teacher divides them to work in group of four or two pairs in a group. The students work together to discuss their job. They are asked to compare the text that they have re-created in each pair. So, the students can pool their recreation of the text to construct it more completely as the original text.

**5. Having the group of four works together to write down the text as closely as possible to the original.**

It is a kind of a group work discussion. Here, the teacher asks the students to work in four groups. Each group works together to reconstruct several closely text as possible with the original one. The purpose is to re-create it as closely as possible to the original.

**6. Asking one of the group to read the group-re-creation of the text. Show the groups’ work compare it, discuss them, and take note the sections in the text that were difficult to re-create.**

This step is called group performance. Ask one of groups’



member to read their text. Discuss their text and compare it with other groups' text. After that, decide which one is more close to the original text.

## 1. The Classroom Implementation

### a. Building Knowledge of Field

The teacher builds students knowledge before asking them about the new material. The teacher should warm them up with the activities that are useful to remember their knowledge about the topic they are going to discuss. It needs 10 minutes to do that. The teacher can give them some questions to build their background knowledge.

The procedures in this stage are;

- a. The teacher tries to introduce a text by telling his/her experiences to the students in front of the class.
- b. The teachers give the students some question related on their experiences.

### b. Modeling of Text (MOT)

The teacher explains about the material. It needs 30 minutes as follow as;

1. The teacher choose the text. The title of the texts is *Picasso biographical*

*recount*. The teacher introduces a model of the text in written form in front of the class. Then, give the students some of the question related to the text.

2. The teacher explains about the purpose of the text. It is to retell events in the past and to inform or entertain the reader.
3. The teacher identifies the structured used in the text. The structured of the texts consist of orientation, events and reorientation.
4. The teacher explains the function of significant lexicogrammatical features from the text . It focuses on specific participant, use of material such as verb, adverb, noun, pronoun, adjective and conjunction in the text.
5. The teachers explains about simple past tense by giving them some of example of simple past tense.

### c. Joint Construction of Text (JCOT)

The teacher uses dictogloss strategy in teaching writing. The teacher asks the students to work in pairs or in a group. The groups consists of two and four persons.

This stage is approximately 30 minutes.

The steps of teaching writing by using dictogloss strategy in joint construction of the texts are;

1. The teacher chooses a topic. For example, the topic is about *Remembering Kevin* and reads it aloud at a normal speaking. At first, the students are asked to “just listen carefully”.
2. The second and third times, the teacher rereads the *Remembering Kevin* text. The students are asked to take their notes and jot down key words and phrases. Next, they can remember the author’s exact words.
3. The students are asked to work in pairs. The teacher is instructing them to put their notes about *Remembering Kevin* together to re-create and write the text as closely as possible to the original text which has been read by the teacher. Then, they have to write it by their own words to construct the text closely in general.
4. The two pairs or the group of fours meet together and try to construct their recreation even more completely.
5. The groups of fours work together and they have to rewrite the texts as much as possible closely to the original one.
6. The teacher gives time to the groups of fours to represent their re-creation about *Remembering Kevin* text in front of the class. One group is presenting what they have done. Next, the other groups are asked to analyze how far their re-creation version is closely to the original text. The groups are asked to compare and discuss their re-creation of the text with other groups.
7. The students identify the language features of their re-creation.
8. Finally, the groups explain the generic structures and significant lexicogrammatical features of the text.

#### **d. Independent Construction of Text**

In this stage, the students are supposed to be able to re-construct or write a text. Then, the teacher asks them to write the recount text by themselves. They finished it for about 20 minutes.

The procedures of this stage are;

1. The teacher gives the other text such as *Jhonny Ramone Died*
2. The teacher reads aloud that text at the normal speaking and asks the students “just to listen carefully”.
3. The teacher re-reads the texts twice or more. He or she asked the students to “jot down key word” and take a note the important information from the text.
4. The students are asked to re-create or rewrite the text as closely as possible to the original one by using their own note that they have written before.
5. The students identify the generic structure of the text that they have written.
6. The students determine the language features of the text.
7. The teacher collects their work.
8. The teacher checks their works..
9. The teacher choose one of the best writer and asked to perform his/her writing in front of the class. The best writer is a

students who can construct the re-creation of the text closely to the original one.

10. The last activity is compare and discuss their work with the presenter together.

## **2. The Advantages of Using Dictoglos in Teaching Writing**

Dictoglos is an interesting strategy that can be applied in teaching writing. This strategy provides students a chance to explore literary and academic language.

In the other hand, it can increase students' motivation in writing. This strategy makes them focus on listening and seize the important information easily by using Jot down Key Word from the text. Meanwhile, they will be motivated to rewrite new text as closely to the original one.

Dictoglos can help the students easier to create their idea in writing. By using that, they can recreate the text from the keywords that they have jotted down before.

This strategy is appropriate to be used by the teacher in teaching writing

in senior high school to develop their ability in writing a text. This strategy can be applied in all skills such as reading, speaking, listening and writing.

This strategy can increase students self confidence in writing because they can use their peers less by using discussing the recreating the text. They can help each other to comprehend the content about the text in a group.

## CONCLUSION AND SUGGESTION

### CONCLUSION

Dictoglos is an interesting and exciting strategy that can be applied in teaching writing. This strategy assists the students to reproduce and construct the component of the text. There are six steps in teaching a dictoglos, they are;

1. Selecting a content-related to the text and read it aloud at a normal speaking. At first, the students are asked to “just listen carefully”
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In conclusion, Dictoglos is a strategy can be modified in many different ways. The teacher can use this strategy in teaching reading, speaking and listening.

## SUGGESTION

From the conclusion above, it is suggested to the Senior High School English teachers to apply Dictoglos strategy.

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