

Improving Students' Skill In Writing Recount Text Through *Dictogloss Technique*

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Abstract

The objective of this research is to find out whether the use of dictogloss technique improves the students' skill in writing recount text or not. The subject of this study was one class of the grade Ten students of SMK Budi Setia Medan which consisted of 30 students. The action research was conducted on June 2015. The quantitative data were taken from writing test as the instrument to find out the students score. The qualitative data was taken from observation sheet, questionnaire, interview, and diary notes and observation sheet describe the improvement of the students' skill in writing recount text was mostly improved in every test. The observation sheet and the diary notes showed that the students were interested in the teaching learning process. These findings show that there was an improvement on the students' skill in writing recount text through dictogloss technique that was supported by the result, the mean score of post test cycle I (75,06) was better than mean score of pre test (57,43), and the mean score of post test cycle II (82,03) was better than the mean score of the post test cycle I. There were also positive changes in students' behavior in learning English. During the action, the students paid good participation to the lesson. The students were more active in joining the process of teaching and learning. Therefore, it can be concluded that dictogloss technique can improve the students' skill in writing recount text.

Keywords : dictogloss technique ,

1. The Background of The Study

Language has a great function in human life. People use language to interact with other people. People can explore their ideas, wishes, feelings by using arbitrary signals such as voice sounds, gestures, or written symbols. Without language, people can not do communication. Thus, language plays a very important function in human life.

Writing is one of four language skills which can support the other language skills in learning English. Writing is a process of transforming thoughts and ideas into written form. According to Meyers (2005:2) writing is a way to produce language naturally when you speak. Byrne (1979:1) states that writing involves the encoding of a message of some kind; that is, we translate our thoughts into language. It means that we need to organize the sentences carefully so the reader can understand with our writing.

Further, Harmer (2004:33) states that writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities. It gives students time to think their ideas rather than having to come up with instant opinions. Students even consult dictionaries, grammar books, and other reference material to help them in writing.

Actually, writing is a good way to develop English skill, but most of students state that it is most difficult skill in learning process to express their ideas in written. Therefore students need a lot of practices to apply their writing skill. During the teaching practice program (PPL) in SMP N 19 Medan, the students' skill in writing is still low, especially in writing recount text. There are some factors cause this, they are: (1) the students were seldom practiced writing skill in the class, (2) the students were still confused how to start

writing, how to build a good sentence with right grammar, (3) the students had no idea to express, (4) the students lacked vocabulary and grammar, (5) the students were less confident to use their own language, (6) the teacher did not create an interesting technique in teaching writing.

The basic competence that should be achieved in the first year of junior and senior high school in writing English is having ability to develop and produce written simple functional text in the recount text, narrative text, procedure text, descriptive text, and news item. The students must be able to express the meaning and rhetorical ways of short simple essay on recount form accurately, fluently, and acceptably to interact with the other people.

Recount is a kind of genre text that retells the past event. The purpose is informing or entertaining the reader. Generic structure of recount text is orientation, events and reorientation. In teaching learning process, the students must be able to produce a good recount text. To produce a good recount text, the students must be able to: find ideas, convey message, write originally in their own word, express ideas coherently, organize ideas, and use right vocabulary, grammar, punctuation and spelling (mechanics). The students must write a recount text based on generic structures and grammar language features of the text.

To improve their writing, the teacher must be able to apply suitable technique to teach writing. One of them which the writer is interested in applying in the class is Dictogloss technique. According to Wajnryb (2010: 41), Dictogloss is very effective as language learning tool as it requires learners to listen, talk, collaborate, take notes, redraft, and present orally. The purpose is to improve students' knowledge of text structure and grammar within an authentic context. The principle of dictogloss is the teacher reads a recount text, prepares a topic based text several times and the learners try to produce their own version as close the original as possible.

Dictogloss is an effective technique to improve students' writing skill. There are many good reasons for using dictogloss in class. First, dictogloss helps students cope with real life situations. Second, dictogloss helps students work together as a group, and communicate in order to understand each other. Third, dictogloss makes the students more confidence. Last, all four language skills are practiced in dictogloss technique such as listening (the students listen to the teacher when she dictates a text), speaking (the students think what the text is about), reading (they take notes and write it to reconstruct the text), and finally writing (the students reconstruct the text by using right grammar, vocabulary and spelling).

Dictogloss procedures are practical, yet flexible enough to account for the needs, interests, and learning preferences of each learner. But more than that, the dictogloss activities allow English learners to be active and reflective during the learning process.

Dictogloss procedure illustrates a learning approach where the students have opportunities to integrate reading, writing, listening, and speaking skills through social interaction. By this technique, students are challenged to interact naturally in the language, are emphasize that English is not just an academic subject that should be passed in examination but as a real means of interaction and sharing among the people. In addition to that, the writer expects that by this teaching and learning technique, students do not consider English as a boring lesson but rather as an interesting lesson to learn and the students can improve their writing skill especially in writing a recount text easily with

the right generic structures and grammatical features after learning this technique. The writer hopes after learning this technique, the students more confidence in creating their ideas in speaking or writing in their life.

Based on the explanations above the writer will conduct a study entitled "Improving students' skill in writing recount text through dictogloss technique."

Based on the formulation of the problem above, the objective of the study is to find out whether the application of dictogloss technique can improve students' writing skill especially in writing recount text.

There are fifteen genres of writing namely spoof, report, descriptive, news item, exemplum, narrative, procedure, explanation, analytical explanation, discussion, review, commentary, hortatory exposition, anecdote, and recount (Hartono, 2005:6). In this research, the writer focuses on the procedures of improving recount text by using dictogloss technique.

Significances of the Study

The significances of the study are :

Theoretically

1. As an alternative in teaching writing technique.
2. For further researcher.

Practically

1. For the English Teacher, it is better to use Dictogloss Technique to make the teaching and learning process more interesting especially in teaching writing recount text. Dictogloss Technique can improve the students' abilities in writing recount text. By applying Dictogloss technique, they are easier in writing recount text.
2. For the Students, they are suggested to use Dictogloss technique so that they are easier in writing recount text.
3. For the Writer, it is useful to add her knowledge in teaching writing in the future.
4. For the Readers, who are interested for their study related to this research can add their knowledge to enlarge their understanding about how to improve the students' abilities in writing to search for another reference.
5. For Other Researcher, who wants to develop informations and knowledge and for those who have interested in doing research relate to Dictogloss technique are able to make a research in other discipline.

Hypothesis

Hypothesis in Oxford Learners Pocket Dictionary (2008:212) is idea that is suggested as a possible explanation of facts. According to Arikunto (2006:71) hypothesis is a tentative answer to the problems of the research until proven through data collected. The hypothesis of this study can be formulated as follows:

Ho : Dictogloss Technique does not significantly improve students' writing skill.

Ha : Dictogloss Technique significantly improves students' writing skill.

2. Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied in the research concerned. Some related theories are used for some basic theories to support the study. To avoid misunderstanding between the writer and the readers, some terms in this study should be made clear. The terms used in this study are the following.

2.1.2 Process of Writing

Meyers (2005:2-3) states that a good writing is worked through process, even not every writer writes in the same way exactly. Meanwhile, in order to write well, there are six steps that must be followed :

- 1) The first is exploring ideas. In this step, subject, purpose and audience need to be considered.
- 2) The second is prewriting by using brainstorming, clustering, or free writing.
- 3) The third is organizing.
- 4) The fourth is writing a first draft by writing quickly to record thoughts and putting notes and new ideas in the margins.
- 5) The fifth is revising the draft by reading it aloud and adding or omitting materials then moving materials around.
- .6) The last is producing the final copy.

Purpose of writing

According to O'Malley and Pierce (1996:137-138), there are three purposes of writing based on the types of writing in English language learning, those are:

1. Informative

It is represented by "informative writing," that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

2. Expressive or Narrative

It is represented by "expressive writing" or "narrative writing" that is purposed to share a personal or imaginative expression. Commonly, it is composed by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

3. Persuasive

It is represented by "persuasive writing" that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.

Requirements of Good Writing

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control

the content of paragraph. Idea is the beginning of creative process. A paragraph basically consists of three parts; those are introduction, body, and conclusion.

According to Bram (1995:20-21), in writing a good paragraph, we should concern to two things. They are:

a. Unity

The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together.

b. Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, the writer needs to use some transitions, such as *however*, *although*, *finally*, and *nevertheless*.

Writing Skill

According to Nurgiyantoro (2001:306) states that writing skill is complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components. They are:

1. Content : the substance of writing, the ideas expressed.
2. Form : the organization of the content.
3. Grammar : the employment of grammatical form and syntactic patterns.
4. Vocabulary : the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.
5. Mechanic : the use of graphic conventions of the language.

Writing skills are specific abilities which help students or writers put their thoughts into words in a meaningful form and to mentally interact with the message. It helps the learner gain independence, comprehensibility in writing.

- a. Independence is the ability to function in a given area without depending upon another's help
- b. Comprehensibility means the ability to be understood; intelligible. Fluency is the ability to read, speak, or write easily, smoothly, and expressively.

If learners have mastered these skills, they will be able to write and other speakers of that language can read and understand it.

Improving Students' Writing Skill

Improvement in Oxford Learners Pocket Dictionary (2008:216) is the process of becoming or making something better. If there is a good preparation, the use of dictogloss technique can improve the students' writing skill. The teacher must create a good language learning process in which the students' participation is dominant so the students' knowledge and skill can be improved. In this study, dictogloss technique is used to improve students' writing skill in recount text.

There are some factors that can influence students' writing skill (Bram, 1995:25-26) :

1. Limited vocabulary
2. Difficulty in organizing to write about something
3. No motivation to write
4. lack of confidence in grammar.

General Concept of Text

Human being lives in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When speaking or writing to communicate a message, it is constructing a text. When reading, listening or view a piece of text, it is interpreting its meaning.

In general, text is an article which often to be read. It is the language unity that expresses the meaning contextually. According to Hartono (2005:4), text is a unit of meaning which is coherent and appropriate for its context. Human beings are different from other creatures that live in a world of words. Human can use a text as one of the ways to express their own. It means that when the writer uses language to write, she is creating and constructing a text. When the reader reads a text, she interprets texts. Moreover, creating and interpreting text also happens when they are talking and listening.

Definition of Genre

According to Siahaan & Shinoda (2008:1), text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a phrase or clause, or a sentence or discourse. Linguistic context is the linguistic unit before and after a text. Non linguistic text is outside a text. So, text is any meaningful linguistic unit in both linguistic context and non linguistic context.

A text is both a spoken text and written text. A spoken text is any meaning spoken text. It can be a word phrase or a sentence or a discourse. A spoken discourse can be a monolog or a dialog or conversation. It can be a song or poetry or a drama. A written text is any meaningful written text. It can be a notice or a direction or an advertisement or a paragraph or an essay or an article or book. A text refers to any meaningful short or written.

Hartono (2005:4) states genre is used to refer to particular text-types, not to traditional varieties of literature. It is a kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose.

2.4.1 Kinds of Genre

According to Hartono (2005:6), there are fifteen types of genre text, they are:

1. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.
2. Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.
3. News story is a factual text which informs reader's events of the day which are considered newsworthy or important.
4. Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the context.

5. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
6. Spoof is a kind of genre used to retell an event with a humorous twist.
7. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
8. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
9. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.
10. Analytical exposition is a kind of genre used to persuade the reader or listener take action on some matter.
11. Discussion is a kind of genre used to present (at least) two points of view about an issue.
12. Description is a kind of genre used to describe a particular person, place or thing.
13. Review is a kind of genre used to critique an art work or event for a public audience.
14. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.
15. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.

Definition of Recount

According to Hartono (2005:6) define recount text is a report or retell of event or activity in the past. It is to inform or to entertain the readers. The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that the students will have to write.

Types of Recount

According to Hyland (2004 : 135), there are three types of recount:

1. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).
2. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).
3. Imaginative recount: taking on a imaginary role and giving details of events (e.g. aday in the life of a roman slave; how I invented)

Generic Structure of Recount

According to Hyland (2004:135),there are three generic structures of recount. They are:

1. Orientation: provides the setting and produces participants. It provides information about who,where, and when.
2. Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal

comments and or evaluative remarks, which are interpreted throughout the record of events.

3. Re-orientation: optional-closure of events. It is “rounds off” the sequence of events.

Grammatical Features of Recount

According to Hyland (2004:135), the common grammatical features of recount text are:

1. Use of nouns and pronouns to identify people, animals, things involved, for example Mr. John, my rabbit, etc.
2. Use of actions verbs to refer to events (went, climbed, etc).
3. Use of past tense (cried, bought, etc)
4. Use of conjunctions and time connectives to sequence of events (then, next, etc).
5. Use of adverb and adverbial phrase to indicate place and time (yesterday, last month, in an office)
6. Use of adjective to describe nouns (smart, beautiful, etc).

Here is the example of recount text:

Our Trip to the Blue Mountain

Orientation On Friday we went to the Blue Mountains. We stayed at Dyan and Bella’s house. It has a big garden with lots of colorful flowers and a tennis court.

Event 1 On Saturday we saw two sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Bella. We went to some antique shops and I tried on some old hats.

Event 2 On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation In the afternoon we went home.

Dictogloss

According to Wajnryb in Vasiljevic (2010:41) 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.

Dictogloss is a technique in which the teacher reads a short text and the learners make brief notes and then try to reconstruct the text in groups. Unlike traditional dictation, there is a gap between the listening and writing phases, giving learners time to think and discuss how best to express the ideas. The aim is not to reproduce the text word for word, but to convey the meaning and style of the text as closely as possible.

Dictogloss is a powerful way of focusing attention on precise meaning, as well as on correct use of grammar. Because it is a co-operative activity, it is challenging without being threatening and it gives learners a chance to discuss language and to learn from each other.

Wajnryb (1990:16) describes dictogloss as a task-based procedure designed to help language learning students towards a better understanding of how grammar works on a text basis. It is designed to expose the students’ shortcomings or needs. So, teaching can be directed more precisely towards these areas.

In dictogloss technique also, all four language skills are practiced:

- (1) Listening (to the teacher during dictation, to peers when discussing the reconstruction of the text).
- (2) Speaking (to peers during the reconstruction and presentation).
- (3) Reading (notes taken while listening to the teacher, the group's reconstruction, and the original text), and
- (4) Writing (writing the reconstruction).

Concisely, 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.

Advantages of Dictogloss Activities

The advantages of Dictogloss Technique (Wajnryb, 1990:17), they are:

1. It integrates the four language skills of listening, reading, speaking, and writing.
2. It gives students opportunities to talk about both content and the language itself
3. It gives support to less confident the students, as they are encouraged to participate in their groups as part of the structure of the activity.

Dictogloss Technique

There are four stages in *Dictogloss Technique* (Wajnryb, 1990:17), they are:

1. 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.

2. 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.

3. Reconstruction

After the dictation stages, students work in group to reconstruct the text. In reconstruction stage, students compare notes or discuss what they have heard and attempt to produce a coherent text close in content and organization to the original version. Students need not to use accurately the same words as in the original text, but the meaning should not be different and the text should be grammatically correct.

4. Analysis and Correction

The last is analysis and correction stage. In this stage, students compare their text with other various versions and the original one. Students discuss the

content, grammar and language choice made. There are various ways of dealing with this stage. The small group versions can be reproduced on the board or overhead projector; the text can be photocopied and distributed. Ideally, the original text should not be seen by students until after their own versions have been analyzed.

2.. Research Design

This study would be conducted by using Classroom Action research. The aim of research was to improve the quality of English teacher's performance in teaching learning process. According to Arikunto (2010: 130), classroom action research is a study toward activities that are intentionally appeared and happened in a class. It includes the use of quantitative and qualitative design in this research. Classroom Action Research has two cycles. There were four phases for each of cycles, namely: 1) Planning, 2) Action, 3) Observation, and 4) Reflection. The reason of using this method is to solve the problem appeared in the class under the research

Each cycle consist of two actions. The research would be done in collaboration with the English teacher teaching the class under the research.

Before the writer did the cycles in action, she would observe at first. Research design can do with some steps as follow:

1. Collect data such as documentation including the number of the students, students' name list, and pre-test.
2. After the writer collected the data, she does a pre-test. The purpose was to know the score of students' writing in recount text before using dictogloss technique.
3. The writer assessed the result of students' writing in pre-test.

There would be two cycles in this study. There are four components in each cycle for doing action research, they are:

a. Planning

Planning was the beginning process of the research to conduct treatments or, a writer needed to make preparation before doing an action of research. The writer prepared some materials that needed in the learning process, observation sheet, questionnaire sheet, and interview sheet.

b. Action

It discussed about the activities that will be taken by the writer. The writer tried to know how students' skill to understand in writing recount text, gave students treatment ways to remember generic structures and grammar language features, gave students assignments in a group, evaluate their mistakes and make summarize about materials.

c. Observation

In this step, a writer had to observe activities during the research. The writer observed the situation in class during lesson, response and attitude of students when they were given explanation, doing task, and knew their difficulties.

d. Reflecting

Reflecting was the inspecting effort on the success or failure in teaching in order to determine the alternative steps that are probably made to gate the final goals of the research.

Location of the Study

The location of the research would be done in SMK BUDI SETIA. The reasons why the writer choosed these school as the location of her research are:

1. The school was easy to reach for the purpose of the data collection.
2. This research had never been conducted in the school.

Subject of the Research
In this study, subject of the research was the students of X-1 engineering which consist of 30 students. They consist of 30 boys.

Research Procedure

The procedure of action research consist of two cycles. In addition, each cycle would be done based on the plan that has planned before, and this research would be done based on the action research method. In conducting the action research, there are steps that include, such as; *planning, action, observation* and *reflection*.

Planning

In this step, the writer prepared the instruments such as lesson plans, observation sheet, questionnaire sheet, interview sheet, diary notes, and writing's test to be applied in teaching and learning process.

Action

Phase was the implementation of planning. The writer will do everything that she plans. The writer distributed questionnaire to fill in by the students. The writer tried to socialize Dictogloss technique in teaching learning process. But, before using dictogloss technique, the writer would conduct the first test to find the basic students' skill in writing recount text.

Observation

It would be done together with action in the same time. The purpose was to find out information of action, such as students' attitudes, behaviors, activities, and problems during teaching-learning process.while the writer didaction. The writer observed whole teaching learning process in the classroom. In doing observation and evaluation, the writer would be helped by the English teacher as the colloborator. The writer would take the data from questionnaire sheet, interview, observation sheet and diary notes which would be used as the basic reflection.

Reflection

Reflection was the evaluation of actions that already done before. The reflection recovered the problem that happened in the previous cycle. In this phase, the writer would take the result of observation. The writer would write the strengths and weaknesses on the diary note during the teaching learning process, and to keep strengths and improved the weaknesses would be taken from questionnaire sheet, interview, observation sheet and test for the next cycle.

3.6 The Teaching Learning Process

The process of doing the technique would be done in two cycles. The first cycle, consist of four phases namely *planning*, *action*, *observation* and *reflection*.

Cycle I

In this cycle, the writer observed the situation of conventional learning process in the class sample, made an oral interview with the student in order to know their opinion about learning English especially writing activity and identify the students' problem in writing activity

a. Planning

Planning was the first step in classroom action research. The activity will be done in the steps of planning as follows:

1. Preparing the lesson plan.
2. Preparing the instruments for collecting the data such as questionnaire sheet, interview, observation sheet and diary note.
3. Preparing the test in this cycle.
4. Making pre-test as the instrument to know the students' basic skill in writing a recount text before give the action.
5. Designing a procedure of teaching writing through dictogloss technique.

b. Actions

In this step, the scenario of teaching and learning writing through dictogloss technique design was implemented in the process of teaching and learning in the classroom. There were many activities in actions, they were:

- a. The teacher explained the definition of recount text, purpose, generic structure, and lexicogrammatical features.
- b. The teacher also explained the meaning of dictogloss technique, its advantages, procedure, and technique.
- c. Teacher gave students a recount text. Then the teacher asked them to identify the social function, generic structure, and grammatical feature of texts and discuss the content of the text by translating the text together
- d. Students would be divided into groups; each group consisted of five students. The students divided into five person in a group.
- e. Teacher asked students to sit in their group but did it individually.
- f. The teacher dictated a recount text text, and the students listened it.
- g. The teacher dictated a recount text text or second times and the students listened and took notes the main information of the text. After that, they combined the words and reconstruct the text with correct grammatical
- h. The students presented their work.
- i. The students gave comments to other group's work.
- j. The writer asked students' opinion about the technique that already applied by writing it in a piece of paper.

c. Observation

In this step, the writer observed the whole process of action's teacher. Students (included behavior the way of student work, cooperation, response, and the situation).

d. Reflection

Reflection was the evaluation of the action that has been done. Reflection would be done after the students already done all of the steps or activities on the class.

The arrangements were:

1. Teacher asked the students to collect their work and gave them score
2. Next action(the writer revised plan for the second cycle).

Cycle II

Based on the result of the cycle, the writer needed to do cycle II. The cycle consists of the same four phases like cycle I: *planning, action, observation* and *reflection*.

a. Planning

After analyzing all observation sheet and students' test of the first cycle, the writer concluded that the second cycle will be applied in order to improve students' writing skill. The plans were:

1. Preparing and designing the text used during this cycle and evaluation for each meeting.
2. Preparing observation sheet and interviewing sheet that used to knew students' reflection and class condition as a whole.
3. When the teaching learning process would be done, the writer prepared the material.
4. Redesigning a procedure of teaching and learning writing process.
5. Asking all members of the group to participate in the group discussion and presentation.

b. Action

Action in the second cycle was the implementation of revising plan in the first cycle. The activities in the second cycle were as follows:

1. Teacher reviewed students' achievement in cycle 1 and gave some comments on students' opinion and motivation in order to do the best in the second cycle.
2. Teacher explained the definition of dictogloss technique.
3. The teacher asked them to sit in their group.
4. The teacher asked the students to did it individually.
5. The teacher dictated a text, and the students listened and took notes. After that, they combined the words and reconstruct the text with correct grammatical.
6. The students presented their work, and the other group gave comments to the group.
7. The teacher analyzed their students' test and did correction to their test, showed the original text to the students.
8. The teacher concluded the material and telling their weakness.

c. Observation

In this step, the writer observed the whole process of action involves teachers (including their teaching technique, their physical presence). Students (include behaviour, the way of student work, cooperation, response, task, and the situation).

d. Reflection

Reflection was the evaluation of the action. It would be done after the students already done all of the steps or activities on the class

3.7 The Scoring of Writing Recount Text

According to Knap and Watkins (2005:61), the assessment of writing to conduct based on particular generic, structure, and grammatical features of genres. There are four components of analytical scale for evaluating writing. Recount text, namely generic features, textual language, systematical language and spelling. The writer looked those components can fulfill the assessment of writing recount text for the students. The writer made some modification from Knap's theory about the assessment of recount text. The specific is described in the following table:

Table 3.1
The Assessment of Recount Text

Assesment		
Generic Structure	Orientation	10
	Events	20
	Re-orientation	10
Grammatical Features	Using pronouns and nouns	10
	Using conjunction	10
	Using Past tenses	20
	Content	20
	Total	100

Technique of Data Analysis

The writer analyzed the quantitative and qualitative data. The quantitative data would be collected by computing the scores's writing test. The qualitative data would be analyzed from the observation sheet, interview, questionnaire sheet and diary notes was used to describe the improvement of the students' recount writing through dictogloss technique.

$$X = \frac{\sum x}{N} \times 100 \%$$

Where:

X = the mean of the students

x = the total score

N = the number of the students

The categorization of the students who got up to 75 is calculated by applying the following formula:

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

Where:

P = percentage of students who get scores 75

R = number of students who get the scores 75

N = the total number of students who do the test

This research was conducted in one class with 30 samples. It was class of X SMK BUDI SETIA MEDAN. It was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle consisted of three meetings and the second cycle consisted of three meetings. So, totally there were six meetings in this research.

The Quantitative Data

The quantitative data were taken from the score of writing test. The Pre-test was given in the first meeting without any treatment to the students, while the tests after each cycle were given after the students got some treatments. In pre test, the students generally got bad scores, but from the beginning of first cycle until the end of second cycle, the scores were improved.

The following table was the result of the students' score:

Table 4.1

The Students' Score from the First until the Last Meeting

No	Initial Name	Pre Test	Post Test I	Post Test II
1	AS	45	60	65
2	BL	45	70	75
3	BP	50	73	82
4	DBS	55	77	80
5	DED	57	77	80
6	DG	59	75	82
7	DR	60	78	87
8	DS	53	75	85
9	ESH	52	70	78
10	FAS	52	77	84
11	HA	55	78	85
12	HES	46	72	80
13	IA	45	70	82
14	JP	55	77	85
15	JR	57	73	78
16	KS	59	73	83
17	MJ	54	75	87
18	MA	53	66	70
19	MH	63	75	80
20	MRF	63	78	85
21	MS	60	75	82
22	PH	64	80	85
23	RI	55	77	82
24	RPP	65	80	87
25	RS	68	80	87

26	SA	70	85	90
27	SP	50	65	68
28	SR	73	85	90
29	YS	65	72	87
30	YT	75	82	90

The result of the students' writing score in pre-test before using dictogloss technique as followed: There were three students who got 45, one student got 46, two students got 50, two students got 52, two students got 53, one student got 54, four students got 55, two students got 57, two students got 59, two students got 60, two students got 63, one student got 64, two students got 65, one student got 68, one student got 70, one student got 73, and one student got 75.

The result of the students' score in post test cycle I after using dictogloss technique is as followed: There was one students who got 60, one student got 65, one student got 66, three students got 70, two students got 72, three students got 73, four students got 75, six students got 77, three students got 78, three students got 80, one student got 82, and two student got 85.

The Qualitative Data

The qualitative data wastaken from observation sheet, questionnaire sheet, interview sheet and diary notes.

Observation Sheet

Observation was used to observe all the condition that happened during the teaching and learning process. It was filled by the English teacher as the observer. It was focused on the situation of the teaching learning process in which Dictogloss Technique was applied; students' activities and behaviour; students' achievement in writing recount text, and the interaction between teacher and students.

Questionnaire Sheet

Questionnaire Sheet was used to know students' opinions, perceptions, and responds about the application of Dictogloss Technique in teaching and learning process, especially writing recount text. The questionnaire sheet was made up based on these scales: a. Strongly agree: score 3

b. Agree : score 2

c. Disagree : score 1

There were ten statements which the maximum score is 30.

Interview Sheet

The interview was done to students and English teacher. The interview was done twice, first one to find out the students' difficulties in writing English while the last to find out the students' opinion about dictogloss technique. The interview to English teacher was done before applying of dictogloss technique and after applying dictogloss technique.

Diary Notes

From the diary notes, it was found that the students had difficulties in writing recount text in the beginning of the research. It was found that many students were not

interested to write recount text. But, they became interested and enjoyed writing recount text after the writer applied Dictogloss Technique. By applying this technique, they could now how to write the recount text based on the result of discussion by group and individually.

Data Analysis

The writer analyzed the data in two steps as follows:

The Quantitative Data

The quantitative data were taken from writing test score. The first test as pre-test was given without any treatment. The test of the post-test cycle I and cycle II were given to the students after teaching for each cycle had been finished. In pre-test, the total score of the students was 1723 and the number of the students who took the test was 30. So, the mean of the students score was 57,43. In the post-test of cycle I, the total score of the students was 2250 and the number of the students who took the test was 30. So, the mean of the students' score was 75,06. It means that the percentage increased 60%. In the post-test of cycle II, the total score of the students was 2461 and the number of the students who took the test was 30. So, the mean of the students' score was 82,03. It means the percentage increased 30%. The students' scores in writing recount text through dictogloss technique can be seen from the mean of the students' score during the research. To know it, the writer applied formula:

$$X = \frac{\sum x}{N} \times 100 \%$$

Where:

- X = the mean of the students
- x = the total score
- N = the number of the students

The figures above shows the there is improvement of the students' mean score during the research. The students' mean score in the writing test cycle I was higher than pre-test. The students' mean score in the writing test cycle II was the highest from all the students' mean score during the research. The students' mean score improved from 57 to 75 to 82.

Table 4.2
Students' Mean Scores

Tests	Total Score	Mean
Pre Test	1723	57,43
Post Test Cycle I	2250	75,06
Post Test Cycle II	2461	82,03

The range of the students' score improvement is as followed: There were seven students who got the highest score improvement, they are in the range 31-60 (high). There were sixteen students in the range of score improvement 21-30 (medium). There were seven students in the range of score improvement 11-20 (low).

Table 4.3
Range of Score Improvement

Range of Score Improvement	Students'Initial	Total
31-60	BP, DS, ESH, FAS, HES, IA, MJ	7
21-30	BL, DBS, DED, DG, DR, HA, JP, JR, KS, MRF, MS, PH, RI, RPP, YS, YT.	16
11-20	AS, MA, MH, RS, SA, SP, SR	7

The percentage students who were success in learning was calculated by the following formula:

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

Where:

P = percentage of students who got score 75

R = number of students who got the scores above 75

N = the total number of students who did the test

The percentage of students who were success in learning during the research could be seen as follow:

The number of students who got score 75 in pre-test was one student and the number of students who did the test were 30 students. So, the percentage of the students who got score 75 was 3.33%.

The percentage of students who were success in learning in post-test cycle I: the number of students who got 75 were 18 students and the number of students who did the test were 30 students. So, the percentage of the students who got score 75 was 60%.

The percentage of students who were success in learning in writing post-test cycle II: the number of students who got 75 were 27 students and the number of students who did the test were 30 students. So, the percentage of the students who got score 75 was 90%.

Based on figure 2 above, it showed that the percentage of students who were success in learning improved in each test. In pre-test there was only 3,33% (one student) who got score 75. In post-test cycle I there was the improvement of percentage of students who got the score 75 that was 60% (eighteen students). In post-test cycle II there was 90% (twenty seven students).

Table 4.4
The Percentage of Master Students in Writing Competence

Meeting	Students who got score up to 75		
	Students' Initial Name	Total	Percentage (%)
Pre Test	YT	1	3,33 %
Post Test (cycle I)	DBS, DED, DG, DR, DS, FAS, HA, JP, MJ,		

	MH, MRF, MS, PH, RI, RPP, RS, SA, SR, YT	18	60 %
Post Test (cycle II)	BL, BP, DBS, DED, DG, DR, DS, ESH, FAS, HA, HES, IA, JP, JR, KS, MJ, MH, MRF, MS, PH, RI, RPP, RS, SA, SR, YS, YT.	27	90 %

In pre-test 3.33 % students got points 75 up, the first cycle 60 % students got points 75 up whereas in the second cycle 90% students who got point 75 up. It had been proved that 90% students got the good score on their writing achievement. It can be concluded that Dictogloss Technique worked effectively in helping students in improving their achievement in writing recount text.

Qualitative Data

Qualitative data were taken from observation sheet, questionnaire sheet, interview and diary notes.

Observation Sheet

From the result of observation sheet, it can be concluded that teaching learning process by applying Dictogloss Technique run well. The situation of teaching learning process was comfortable. So, Dictogloss Technique created a good environment in teaching learning in which the students became more active in the process of writing. They paid attention to the teacher's explanation, could express their ideas in writing, and finally making a good relation with their group and they can write a recount text individually.

Questionnaire Sheet

From the result questionnaire sheet, it can be found out that Dictogloss Technique can improve the students' abilities because from the data only some of the students filled in *disagree*. Most of the students filled in *agree* and *strongly agree*. It means that Dictogloss Technique was very good for the students.

Interview Sheet

Based on the interview, the students had problem in learning writing especially recount text. They admitted that they still had low writing skill because they lacked vocabularies and also rarely reviewed the lesson that they have learned. However, after they got the treatment, they said that dictogloss technique helped them in writing recount text.

Diary Notes

From the diary notes, it was found that at beginning of the research, students had difficulties in writing recount text. They were not interested in learning English especially writing's lesson. But they became interested and enjoyed English in teaching and learning process after the writer applied Dictogloss Technique. By applying this technique, they

knew how to write a recount text based on the result of their group's discussion and individually.

Research Finding

The writer organized all quantitative and qualitative data from all meetings. In every two meetings, the writer conducted writing's evaluation. From the first evaluation, it was found that students' abilities in writing recount text was still low. They were confused how to write down recount text based on generic structure and language features. Next, the first cycle of CAR was conducted and students were given a treatment of Dictogloss Technique at the first time. Next, the writer did the second cycle, and the result was better than the first cycle.

The mean of pre-test 57.36 which was very low because the students did not know how to write recount text and one student got score 75 so the percentage of students who are success in learning improved writing test I is 3.33%. After the first cycle was conducted after treated by dictogloss technique, the mean score of writing test in cycle I was 75.06 and there were nineteen students who got point 75 in the first cycle so the percentage of the students who are success in learning improved in writing test II is 60%. The students' mean score in post-test cycle II after treated by dictogloss technique was 82.03 and there were 27 students got score 75 so the percentage of the students who were success in learning improved in writing test II is 90%. It can be concluded that the use of Dictogloss Technique was effective in improving the students' ability in writing recount text.

The writer also analyzed data to support this research finding beside the quantitative data (writing evaluation score) the qualitative data were taken from observation sheet, questionnaire sheet, interview sheet and diary notes. The result of observation showed that the students gave their good attitude and responses during the teaching and learning process. Even though they had problems at first time but they handled their problem and enjoyed their lesson. They became more active and interested in writing. Questionnaire and diary notes showed that the application Dictogloss Technique helped them in writing recount text. All qualitative data supported the research finding which based on the quantitative data.

Discussion

The use of Dictogloss Technique helped the students be easier in learning writing especially in writing recount text. The teacher motivated students to give the best, gave them chances to ask questions to the teacher if they found difficulties. This research had proved the effectiveness of dictogloss technique. It can be seen from the students' scores from pre-test, post-test in cycle I, and post-test in cycle II which continuously increased.

This improvement was not only happened in the mean of students' scores but also their interests, and expression which there were improvement. It can be seen from questionnaire sheet, observation sheet, interview sheet and diary notes. Most of the students were more active during teaching and learning process.

Based on the result of quantitative and qualitative data during cycle I and II, the writer found that the students made improvement in their skill in writing recount text, and also it was found the teaching learning process run well. It can be concluded that the

application of dictogloss technique was successful in improving students'abilities in writing

4.Conclusion

Having analyzed the data that have been presented in the previous chapter, the conclusions of this research are:

1. The score increased continuously from the first evaluation to the third evaluation. It can be seen from the improvement of the mean of the students' scores namely : the students' mean score in pre-test is 57,43 (3,33%), it is improved in post-test cycle I become 75,06 (60%) and the students mean score in post-test cycle II 82,03 (90%).
2. The students' average scores in each evaluation kept improving. It can be found that there is a significant improvement on the students'abilities in writing recount text by application of dictogloss technique.
3. The result of observation show that the students give good attitude and responses during the teaching and learning process. From the questionnaire sheet, and diary notes, the students agree that Dictogloss technique helps them in writing recount text. It can be concluded that the application of Dictogloss Technique significantly improves the students'abilities in writing recount text.

The result of this study shows that the application of Dictogloss technique can improve students' abilities in writing recount text. In relation to the conclusion above, some points are suggested as follows:

1. For the English Teacher, it is better to prepare good materials. She should give interesting materials, support to the students, so they can be more confidence to share their ideas. She or he can use dictogloss technique to improve writing skill so the students are interested in writing lesson.
2. For the Students, they are suggested to be more active participant and enjoyable the discussion in writing
3. For the Writer, it is useful to add her knowledge in teaching writing in the future.
4. For the Readers, who are interested for their study related to this research can add their knowledge to enlarge their understanding about how to improve the students' abilities in writing to search for another reference.
5. For Other Researcher, who wants to develop informations and knowledge and for those who have interested in doing research relate to Dictogloss technique are able to make a research in other discipline.

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