

CHAPTER II

THE USE OF DICTOGLOSS METHOD TO TEACH WRITING SKILL

A. The Nature of Writing Skill

Writing is a basic skill of language, just as important as speaking, listening, and reading. Knapp and Watkins (2005: 7) argue that ability to communicate fully in all important ways is the single most significant prerequisite for full participation in social, economic and cultural life. This statement suggests that people are required to have communication skills in order to be able to socially, economically, and culturally exist. In this case, writing skill as one of the skills in communication is important to be mastered. Particularly, in the era when many things are printed in media, writing remains crucial. Writing is still the most important tools of accessing knowledge of literature. Those facts alone demand that students in school should master writing skill.

There many reasons why writing skill should be taught to the students. Harmer (1998: 79) explains four reasons why writing is important to be taught to the students. First, writing is for reinforcement. In this case, the students will benefit from seeing the language which is written down, especially for visual learners who learn best trough visualization. Students simply see the language and write it down. Second, writing is one of the four language skills which is important to master. Third, writing can fit the students' learning style. Some students can learn best looking at the language, especially for visual learners. The last, writing is a process which involves mental process.

So, by doing writing the students will activate their mind in learning language. Writing skill, therefore, should be taught to the learners of English.

1. Definition of Writing

Definition of writing may refer to writing as process and writing as products. According to Flynn and Stainthorp (2006: 34), Writing is used by writers to translate their ideas into words on the page so they can communicate their ideas to other people. It means that writing is a way of communicating and sharing one's idea to other people through a written language. Barnett (1992:16) defines writing as an expression of the mental process which entails and as a means of communication. Based on these definitions, it can be inferred that writing is generally referred to a process. Cox (2005) in Brindley (2005: 152) also states that the term 'writing' is ambiguous: in the first place, it can refer either the process of writing or the written product.

Barnett (1992: 51) states that even though writing definition may refer to product and process, it does not mean that the definition is confusing. Both teacher and students are advantageous from treating writing as a mental process and a means of communication. When students realize that teachers read their writing to understand what they are trying to say rather than to judge their grammar and usage, they write more interesting compositions. They are also willing to write more, which is perhaps the best way to refine one's writing; and they eventually take more care with what they write because it means more to them.

Hamp-Lyons and Kroll (1997:8) in Weigle (2002:19) defines writing as an act that takes place within a context that accomplishes a particular purpose, and that is appropriately shaped to its intended audiences. Similarly, Sperling (1996:55) in Weigle (2002:19) define writing as a meaning-making activity that is socially and culturally shape and individually and socially purposeful.

To summarize, definition of writing may refer to writing as process and writing as products. In this research, the researcher defines writing skill as an act of a meaning-making activity that takes place within a context which is intended for purposeful communication both for individual and social.

2. Components of Writing

Writing consists of many constituent parts that are needed to be considered which ones will be the most important for a course. Richard and Renandya (2002:309) state that writing components involve content, organization, originality, style, fluency, accuracy, or using rhetorical forms of discourse. However, Richard and Renandya (2002:309) claim that teachers have to form priorities and weight the element according to the students' and their own philosophy. Harmer (1998:84) suggests English teacher to pay attention toward the use of punctuation, grammar, paragraph construction, and spelling.

Knapp and Watkins (2005:94) point out some components of writing, such as content or language, structure of text genres, rhetorical and language features of genres ,Vocabulary, grammar, and spelling. Weigle (2002:5) there are some important points that should be placed in teaching writing. They are content,

organization, writing conventions, such as, voice, tone, style, mechanics, and accuracy.

Based on the theories above, it can be concluded that writing components generally involves organization, organization refers to the logical organization of the content (coherence). Content, content refers to the substance of writing, the experience of the main idea (unity). Grammar, grammar refers to the use of the correct grammatical forms and syntactical pattern. Mechanics, Mechanic refers to use of graphic conventional of the language and vocabulary, vocabulary refers to the selection or words those are suitable with the content . In this research, the researcher focuses on those five major components. The scoring rubric and used is also based on those five components as designed Brown and Bailey (1984) in Brown (2003: 243).

3. The Difficulties of Writing Skill

The ability and opportunity to write well are determined by some factors. Writing skill, therefore, is considered difficult. Weigle (2002:7) describes some factors that to be considered. First is the stage of second or foreign language acquisition. It means that the one cannot be able to write in second language without knowing anything; such as grammar and vocabulary of that language. Second is the similarities and differences between the two languages. Writing in language which is closely related to one's first language, such as the grammar, vocabulary, and the writing system is easier than the language which has some differences. Finally, the most important factor is that the role of second language as a language of wider communication. Some who learn English as a foreign

language will probably have more realistic needs to write that language than someone learning Russian.

In addition, Brown (1994) in Weigle (2002:16) explains why writing becomes difficult comparing to other skill, for example, speaking skill. First is written language tends to have longer clauses and more coordinators, while spoken language has shorter clauses and coordinators, as well as more redundancy or repetition. Second is written language is more formal than spoken language, finally, written language has more varieties of words and more lower frequency words than spoken language.

Finally, writing is highly valued in educational settings, the accuracy and the correctness of writing is more important than spoken language in academic context since the writing is seen as one of the important key points in entering academic community. Writing, therefore, becomes difficult. (Spack,1988; Swales, 1990) in Weigle (2002:17).

To summarize, mastering writing skill is determined by some factors, such as the stage of second language acquisition, the similarities and differences between the two languages, the role of second language its self, complexity of written language, and formality and accuracy of written language.

B. Teaching Writing

Mastering writing skill is one of the most difficult skills among the four of English skills. Richards and Renandya (2002: 303) claims that it is not doubtful anymore that writing is the most difficult skill for second learners to master. Patel and Jain (2008: 125), therefore, argue that writing is a skill which must be taught

and practiced. These statements imply that teaching student master writing skill is important and hard working for the teachers.

There are many teaching methods that can be applied in teaching writing. However, teaching writing might be effective if the methods used fit to sequences of learning as the general principle of learning. Harmer (1998:95) mentions there principle of leaning, especially in teaching writing. They are engagement, study, activation (ESA). Further, Harmer (1998:90) describes how writing sequences look like. The first, students should be exposed to the sample of writing so that they will engage in the leaning. Second, students should study. It means student will study if they are engage in the leaning. Finally, students activate what they have seen and learned by practicing.

In addition, Harmer (2004: 4-5) suggests that the process of writing has four main elements which should applied in teaching writing. First is planning in which the writer should plan first before starting to write. Second is drafting which is done after the writer make the plan. Third is editing in which the writer edit their draft. Finally, the writer writes the final version of the writing.

To sum up, it is important for the teacher to understand and choose the appropriate method to be used in teaching writing so that the students master writing skill. In this study, the researcher applies dictogloss as teaching method applied in teaching writing skill.

D. Dictogloss in Teaching Writing Skill

1. The Nature of Dictogloss

The expert of this method is Wajnryb (1990: 6) He states that dictogloss is a task-based procedure designed to help students towards a better understanding of how grammar works on a text basis. Further, Wajnryb (1990: 5) claims that dictogloss is a relative recent method in language teaching borrowed from traditional dictation. Nation and Newton (2009: 59) state that dictogloss is a teaching method which includes five steps of activity: preparation, listening for meaning, listening and note taking, text reconstruction in group, and text comparison in group.

While, Manda (2003: 12) states that dictogloss is one of the methods in teaching of English as foreign language integrating the four skills: listening, speaking, reading, and writing through the stages of preparation, dictation, reconstruction, correction, and discussion.

Based the theories above, it can be inferred dictogloss is kind of dictation used in teaching English by integrating four skills of English, namely: listening, speaking, reading, and writing skill.

2. The Procedure of Teaching Writing through Dictogloss

In this research, the research adopted the procedure of dictogloss in teaching writing skill which is proposed Wajnryb (1990: 7). The procedure consists of four stages which are described in detail in this part:

a) Preparation

In this stage the learners are introduced the topic to be learned and some of unfamiliar vocabularies and grammar. The teacher prepares students for the text that will be heard in the dictation stage that is by doing brain storming. It is done to prepare the students more receptive for the listening task. In these activities, the teacher prepares the students for the vocabulary of the text and grammar. The students read the list of words and think about their meanings. The process of familiarizing the students with the vocabulary and grammar will help them prepare for the words and grammar that are difficult or unfamiliar heard in the dictation. Vocabulary and grammar should be pre-taught if the teacher suspects that it is unknown to the learners or difficult for them to infer. Another important thing to do in this part is that the teacher should ensure the students that they understand what they have to do in the teaching and learning process.

b) Dictation

In this stage, the teacher reads the text twice. In the first reading, the students just listen to the text from the beginning to the end. In this part, the students are not allowed to write anything. They just listen to get whole the idea of the text. While in the second reading, the students listen again and take notes on the important key words of the text that they listen to. The teacher should tell the students that they have to write some key words that they will use in reconstruction stage, such as the grammar and certain vocabularies in the text. In this dictation, the teacher uses her own voice.

The text is dictated at the normal speed so the student can listen well. The teacher read the sentence by sentence and take longer pauses than usual between the sentences. The teacher also read as identical as possible in the first and the second reading.

c) Reconstruction

In this stage, the students reconstruct or rewrite the text which is read or dictated in the second stage. When the dictation is finished, the students work in groups. They compare their notes and use the notes to rewrite the text. When they finish writing, the group checks their text, such the grammar, spelling, the text organization and the content. The teacher should tell the students that their writing should not be identical with the original version. They just need to write as much as information from the text and they can write in the different ways as long as their grammar is correct, the content is connected, and it can be understood.

In this stage, the teacher monitors students' activity but may not give an offer such as giving vocabulary. However, the teacher may correct the grammar mistake if the teacher finds too many errors, because if the grammar mistakes are too many, it will be difficult to do the text step in stage four.

d) Analysis and correction

This stage is the last step of the dictogloss. The teacher asks the students to write their text on the blackboard. All of the groups have to write their version of the text for all to see and discuss. Then, the teacher and the

students compare and analyse their text together. The teacher encourages the students to compare and correct their version of the text. The errors are exposed and commented on their text why they choose their writing. Then, after they compare and discuss their text, the teacher shows the original text and asks the students to compare their text with the original version.

Similarly, Wilson (2003:337) in Price (2013: 488) explain that dictogloss comprises three phases. First listeners listen twice to a short text, the first time without taking notes, the second time noting what they can; then, working in groups or pairs, they reconstruct the text; finally they compare their production with the original.

3. Advantages and disadvantages of Dictogloss

This method has advantages and disadvantage in teaching. Wajnryb (1990: 6-7) points out that dictogloss provides an opportunity for learner to use their productive grammar in the task of text creation, encourages learner to find out their strengths and weaknesses in English when they rewrite, compare, and correct their text, refresh or strengthen their language used that they have understood. In addition, Wajnryb (1990: 9-19) argues that dictogloss has also immediate advantages for students, such as note taking and writing skill, active learning activities, immediate source of feedback, independent and group work, communicative teaching and learning. Moreover, British Council (2014) stated that the advantages of dictogloss are:

- a. To encourage students to focus on meaning when listening to a text
- b. To develop effective learning strategies

- c. To develop proof reading and editing strategies
- d. To assist all students and others who need a lot of support with reading and writing activities.

On the other hand, Dictogloss has also disadvantages. Uribe (2010: 141) argues that visual learners with strong listening skill may have performed better on the dictogloss than a kinesthetic learner with strong speaking skills. In addition, the stages of dictogloss involve a group work that may cause disadvantages such as one of the group will dominate class, debating the error may also spend time for debating, not studying, the teacher may get difficulties to assess individual learning when the students learn in group, and the class may be uncontrolled because the group may be noisy especially for the class that has a large number of students.

D. Review of Related Reseachers

There are some evidences that showed the effectiveness of dictogloss in teaching writing. Arif (2013) in his research entitled “the effectiveness of dictogloss to writing skill” found that teaching writing skill through writing skill is effective. The research was conducted at the university level. A research by Liao (2012) entitled “The Effect of Integrating Dictogloss into Sentence Writing Instruction on Junior High School Students’ English Writing Performance” found that although there was not significant different between students taught using dictogloss and another method, but the students taught using dictogloss showed slightly a better writing skill. Similarly, a research by

Chodiyah (2012) entitled “The Effectiveness of Dictogloss in Teaching Writing to The Eight Grade Students of SMP N 2 Slawi - Tegal Academic Year 2009/2010. Chodiyah (2012: 1) revealed that dictogloss is effective for teaching writing. In short, the research findings above showed that dictogloss is effective to be used in teaching skill. The researcher, therefore, conducts a research to find out whether dictogloss is also effective for the population of this research or not.

E. Rationale

Mastering writing skill is one of the most difficult skills among the four of English skills (Richards and Renandya, 2002: 303). It is determined by some factors, such as the stage of second language acquisition, the similarities and differences between the two languages, the role of second language its self, complexity of written language, and formality and accuracy of written language. Patel and Jain (2008: 125), therefore, suggest writing skill must be taught and practiced.

There are many teaching methods that can be applied in teaching writing. The methods might be effective if they meet the general principle of teaching learning, in particular how teaching and learning takes place. Harmer (2009:85) mentions there principle of leaning, especially in teaching writing. They are engagement, study, activation (ESA). Further, Harmer (2009:80) shows how teaching and learning writing takes place. Students should be exposed to the sample of writing to engage them in the leaning. As result, they will study

because they have been engaged. Finally, they will activate what they have learned.

Dictogloss is a teaching method integrating four skills of English which involves four stages, namely preparation, dictation, reconstruction, and analyzing and comparing is believed to be effective because it meets the teaching and learning principle, especially the principle of teaching and learning writing. This method has advantages and disadvantage in teaching. Wajnryb (1990: 6-7) points advantages of dictogloss in teaching writing, such as providing an opportunity for learners to use their productive grammar, encouraging them to find out their strengths and weaknesses, training them note-taking and writing skill, learning actively, independently and cooperatively, providing them source of feedback, and engaging in communicative teaching and learning. Therefore, the researcher conducts a research to find out the effectiveness of dictogloss in teaching writing skill. The researcher assume that dictogloss is also effective to teach writing skill in the context of this research.