The Effect Of Using Dicto-Comp Towards The Students' Ability In Writing Descriptive Text

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Abstrak

Penelitian ini dilatarbelakangi oleh beberapa permasalahan yang ditemukan di salah satu SMPN di Harau. Pertama, ditemukan bahwa siswa tidak dapat menulis beberapa ejaan dengan benar. Kedua, guru mengatakan bahwa siswa selalu mengeluh ketika diminta untuk menulis. Ketiga, siswa kurang memahami tulisan mereka sendiri dan guru hanya menggunakan satu teknik dalam mengajar bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan penggunaan Dicto-Comp terhadap kemampuan menulis siswa. Penulis menggunakan penelitian kuantitatif. Rancangan penelitian ini adalah penelitian eksperimen karena bertujuan untuk mengetahui pengaruh penggunaan tulisan siswa Dicto-Comp. Penulis memilih penelitian quasi eksperimen yaitu penelitian yang menyerupai penelitian eksperimen tetapi bukan penelitian eksperimen yang sesungguhnya. Penulis memilih Pre-test Post-test Control Design, dimana dalam desain ini terdapat dua kelompok dalam penelitian ini. Kelompok eksperimen diberi perlakuan dengan menggunakan Dicto-Comp dan kelompok kontrol diberi perlakuan tanpa menggunakan Dicto-Comp antara pre-test dan post-test. Instrumen yang digunakan dalam penelitian ini adalah tes. Tes tersebut berupa menulis teks deskriptif dimana siswa diberikan beberapa topik dan mereka harus membuat teks deskriptif. Hasil penelitian menunjukkan bahwa hasil post-test kelas eksperimen diperoleh (9,281) lebih tinggi dari ttabel (2,00) dengan derajat kebebasan (df) = 60. Dengan demikian hipotesis alternatif (ha) diterima yang berarti bahwa terdapat pengaruh yang signifikan penggunaan Teknik Dicto-Comp terhadap kemampuan menulis teks deskriptif siswa. Dengan demikian, dapat disimpulkan bahwa intire hipotesis diterima. Terbukti bahwa Teknik Dicto Comp dapat membantu siswa dalam meningkatkan dan melibatkan kemampuan menulis teks deskriptif mereka dan Teknik Dicto-Comp direkomendasikan untuk digunakan dalam pelajaran bahasa Inggris dalam pengajaran menulis teks deskriptif.
Kata kunci: *Kemampuan, Teks Deskriptif, Dicto-Comp, Menulis, Siswa*

Abstract

This research was due to some problems that were found in one of SMPN in Harau. First, it was found that the students could not write some spelling correctly. Second, the teacher said that the students always complained when they were asked to write. Third, students were lacking of understanding with their own writing and the teacher just used one technique in teaching English. The aim of this research was to find out whether there was significant effect of using Dicto-Comp towards the students' writing ability. The writer used the quantitative research. The design of this research was experimental research because it has the purpose to know the effect of using Dicto-Comp students' writing. The writer chose the quasi-experimental research is research that resembles experimental research but is not true experimental research. The writer chose the Pre-test Post-test Control Design, which in this design there were two groups in this research. Experimental group was treated by using Dicto-Comp and the control group which was treated without using Dicto-Comp between pre-test and

post-test. The instrument that used in this research was test. The test was writing descriptive text which the students are given several topic and they have to make a descriptive text. The research findings indicates that the result of post-test in experimental class has $t_{obtained}$ (9,281) was higher than t_{table} (2,00) with degree of freedom (df) = 60. Thus, the alternative hypothesis (ha) was accepted which means that there was significant effect of using Dicto-Comp Technique toward students writing descriptive text ability. Thus, it can be concluded that the intire hypothesis was accepted. It was proved that Dicto Comp Technique could help students in improving and engaging their writing descriptive text ability and Dicto-Comp Technique is recommended to be leased by English lesson in teaching writing descriptive text.

Keywords: *Ability, Descriptive Text, Dicto-Comp , Writing, Students*

INTRODUCTION

Nowadays, one of the easiest ways to deliver idea is through writing. In this millennial age, delivering ideas through writing can be done in a simple way. For example, someone wants to give her idea about current situation such as quarantine, she only needs to write her idea or opinion and then post it online whether she posts it on Facebook, Twitter, or any social media. However, in order to make that idea gets to someone, the writer needs to be able to be good at writing.

Writing is one the four abilities in the English language which a process of transferring idea or thoughts into a written form. According to Clunchy and Balard in Parilasanti et al., (2014), writing is a process of transferring thoughts into written words and connecting those thoughts systematically one upon another in a coherent manner. It means that writing is not only a process of transferring idea into the written form, but also it needs to be systematically one upon another in a coherent manner.

In addition, writing is also considered as the most difficult ability in the language. Nunan (1989) argues that writing is an extremely complex. It means that the writing is needed to be good at the other variables such as vocabulary, grammar, and spelling in order to be able to write. Since it is one of the most difficult things to learn in the language learning, writing faces many problems

Besides, Richard & Renandya (2002) also define that writing is the most difficult skill for second language learners to master. The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. There are many different definitions about writing given by experts from many resources. In addition, Axelrod & Chooper (1985) add that as a result of its complexity, literature often involves elements of mystery and surprise. However, we are aware of the fact that everyone may learn how to manage writing as a skill. Then, Celce-Murcia (2001) explain that writing is having the capacity to communicate in a second or foreign language. It means that writing is an activity to express our ideas in written form.

On the other side, Barnet & Stubbs (1983) declare that writing is a physical act that involves resources and energy. Like most physical acts, it takes practice to execute well and to please both the artist and the audience. From definition above, it can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph.

From the idea previously, it can be concluded that writing is more than a medium communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentence, and paragraph at the same time. It is a way of learning. None of us can write much of interest without first thinking, probing, observing, asking question, experimenting, and reading.

In addition, Reflinda, (2016) also argues that academic writing should be systematic, brief and detail. In writing academic setting, one should convey his/her idea in logical manner and make it sense. Avoid long essay

and exaggerated information. Propose supporting idea with example, figure and anecdote. It is done by combining words so the students in higher education should have many vocabularies to describe certain topics in detail. Besides that they must have good knowledge and ability especially about writing process and aspect of writing. To get good ability in academic writing are influenced by many factors such as; theory of writing, approach, media, interest, motivation, strategy etc.

Moreover, Riska & Reflinda (2021) notice that learning to write is a difficult skill for students who have limited vocabulary and motivation to write in English. Some students were difficult to write because they have a problem with vocabulary. Besides that, the students were not interested in write, so their teacher asked the students to write. They were just written without thinking about the grammatical used. To helps students' problems in writing skills, the English teacher had to find suitable techniques to teach.

Writing is an uneasy activity. Students often find difficulties especially when they want to write a good paragraph. In each sentence of paragraph, it should be related to the unit of organization, the parallelism and others. According to Harmer (2001), there are two characteristic of an effective paragraph. Those are coherence and cohesion. The first one is coherence. Coherence means that the paragraph is easy to read and easy to understand, then the sentence in the paragraph must be logically arranged and the movement from one sentence, the reader can understand at least two things. They are the writers purpose a coherent text can make the reader understand what the writers purpose. Is it for giving information, expressing, or entertaining to the readers and the writer line of thought the reader should be able to follow the story and should not get confused with the content of the story.

The second one is cohesion. A paragraph is called cohesion if all supporting sentences can support the topic sentence. According to McCloud-Bondoc (2013), in order for a paragraph to be effective it must have three characteristic. The first characteristic of an effective paragraph is unity, which means that all sentences in the paragraph explained, develop, and support a central idea in some way. In other words, every paragraph must have a purpose within your paper, and all the sentences must somehow advance that purpose. Effective paragraph are not only unified, they are fully developed, which means that they don't leave any significant questions in readers' minds.

A paragraph that is a coherence flows because it is arranged according to a definite plan, and as a result, all the sentence are not just about the same main topic, but they also "stick together" and lead readers smoothly from the topic sentence to the concluding one. It means that the good paragraph should be clear and don't leave any questions in readers minds, should only have one main idea that supported with other sentences.

Furthermore, Richard, (2008) defines that Dicto-Comp is a technique for honing composition skills in which students are required to write out what they have understood and retained from a section after the teacher has read it to them, adhering as closely as possible to the original but making essential use of their own words. It means that Dicto-Comp is where the students listen to the teacher when she/he read a certain passage. Then, the students need to write the passage again as closely to the original and the students are allowed to use their own word if necessary.

A variation of dictation called the Dicto-Comp is a wonderful relief from both the traditional composition. A paragraph of approximately 100 words is read at normal speed. The object is to reproduce the text as closely as possible to the original: this is the "dicto" part, the students can add their own words whenever necessary, it is the "comp" part. If the level of the class is elementary, some key words, or even a brief outline may be written on the board.

According to Bashiruddin (1992), there are some advantages of Dicto-Comp . Firstly, it is difficult because students only hear the piece three times and then use their own language skills to rewrite it. Secondly, students must concentrate and pay attention to both meaning and grammar. In addition to writing, dictation competitions demand that students pay close attention to what is being read aloud and retain it. It can be concluded that Dicto-Comp push the students to be more focus, give some challenge to the students, and it could also develop the students' listening skill as well

Afterward, Nation, (2008) explains that applying Dicto-Comp technique in teaching writing needs some procedures. The basic procedures of Dicto-Comp technique are as follows, first, pick a brief text that is appropriate for pupils. Second, get the pupils ready for the reading. Third, read the text aloud multiple times—at most three times—at regular pace. The last, after hearing the story, they are required to write it down from memory. When necessary, the pupils can add their own words..

Furthermore, elaborate the procedure of Dicto-Comp as follow, the teacher read each text several times in a specific speed. Then, the participants were allowed to take notes of the whole text. First, they listened carefully; then, they could take notes; for the last time, they could listen and correct their notes. Next, as the participants had to listen carefully and take notes, they needed high concentration, so they were asked not to interrupt the teacher during reading the text and just listen and take notes. They could remove their misunderstanding or any ambiguity in the text when the teacher was done with reading the text for the second or third time. Then, after three times, the participants started writing. They could use their notes to write complete sentences and phrases. Also, the participants could make sentences by using their own ideas to express the gist of each read text

Meanwhile, there are many problems in writing. Kharma in Alfaki (2015) states that students have problems with subject-verb agreements, pronoun references, and connectors. This means that the low understanding of grammar will result in difficulties in arranging proper writing. He also adds that those students who have the problem of writing good sentence structures are unable to produce longer sentences requiring subordination and coordination. Leki in Alfaki, (2015) adds that learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate with others. Based on the experts above, there are many writing problem in writing such as grammatical problem and lack of idea.

One of the good strategies in writing is Dicto-Comp . Dicto-Comp is a technique for practicing composition. It is controlled writing that combines text dictation and text reconstruction. After hearing a section aloud, the class is required to write down what they comprehend and recall, adhering as closely as possible to the original text but occasionally using their own words.. This means Dicto-Comp is the combination of dictation where the teacher read a passage to the students while they write it down and reconstruction where the students need to write the passage with their own word as close as possible to the original passage. Dicto-Comp works well and is appropriate for use in the classroom because it helps students become better writers..

Moreover, the study was conducted by Saputri (2018) with the title "The Influence of Using Dictation Composition (Dicto-Comp) Technique Towards Students' Recount Text Writing Ability". She used pre-test and post-test to find out students' recount text writing ability before the treatment and after the treatment. In collecting, the writer used writing test to collect the data. From the data analysis computed by using SPSS, it was obtained that Sig = 0.000 and α = 0.05. It means Ha is accepted because Sig < α = 0.05. Therefore, there is significant influence of using dictation composition (Dicto-Comp) technique towards students' recount text

writing ability at first semester of the eighth grade of MTs. Hasanuddin Teluk Betung Bandar Lamung in the academic year of 2017/2018

Afterward, the study was conducted by Alawi (2011) with the title ""Improving Students' Ability in Writing Descriptive Text Using Clustering Technique" This study is conducted in order to improve students' writing ability using Clustering Technique at eighth grades of MTs. Darul Ma'arif Jakarta. In conducting this study the writer used Classroom Action Study (CAR) as the method of study. The result of this study showed that using clustering technique in teaching descriptive writing can improve their writing's ability. The students' responses showed that they were interested to learn writing subject, because they felt easier to write using the technique. Moreover, the students' achievement in pre-test and post-test showed a significant improvement. The students' mean in preliminary study was 49.5%. In the first cycle the mean score was 64.8%. Meanwhile the mean score in the second cycle was 74.3%. it means that there was 15.2 points or 30% of mean improvement from the students' score in the preliminary study to the first cycle and there was 24.7 points or 49.8% of mean score improvement from the students' score in preliminary study to the second cycle. From this result, the writer concludes that teaching descriptive writing using clustering technique at eighth grades of MTs. Darul Ma'arif Jakarta can improve their writing ability.

Besides, based on the preliminary study by doing observation in one of SMPN in Harau, it was found several problems related to students' writing ability. First, it was found that the students cannot write some spelling correctly, they write "cheir" instead of "chair" or they write "cupbord", "cupport" instead of "cupboard". Second, the teacher said that the students always complain when they were asked to write. They said it is hard. This means that the students' ability in writing is low. Third, the technique that the teacher used in teaching writing is still need improvement. The teacher sometime still uses conventional strategy where the students were asked to write a text at the end of every chapter that related with text. For example, when they studied about descriptive text, at the end of the learning, the teacher would ask the students to write a descriptive text collaboratively and then individually.

In line with previous studies, this study also conducted a study related to Dicto-Comp in English class. In contrast, this study focused on conducting a study about the effect of Dicto-Comp towards students' ability in writing descriptive text in one of SMPN in Harau. Meanwhile, this study is needed to explore especially how the significant effect of Dicto-Comp towards students' ability in writing descriptive text, so it is important to explore more about Dicto-Comp in writing class. Then, this result gives significance for the teacher to enhance and face the problems related to students' writing ability. Therefore, this study aimed to find out whether there is significant effect of using Dicto-Comp towards the students' writing ability.

METHOD

In conducting this study, the writer used descriptive quantitative. The design of this study is experimental study because it has the purpose to find out the effect of using Dicto-Comp students' in writing descriptive text. In this case, the writer choose the quasi-experimental study is study that resembles experimental study but is not true experimental study. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions.

Population and Sample

The population was all students at the second grade of one of SMPN in Harau. The sample of this study was determined by using purposive sampling. The samples of this study were two class of second grade of science in one of SMPN in Harau. The writer chose VIII 1 as the experiment class and VIII 2 as the control class, because both of them had similarity in writing. They were taught by the same teacher. Before doing the study, the writer has ensured that the sample was homogenous and normal.

Instrument

The writer used a test to collect the data. The test was writing Descriptive text which the students were given several topic and they had to make a Descriptive text. An explanation of the indicator can be seen as follow.

Data collection

In collecting the data, the writer gave post-test to both experimental and control groups. The writer took the scores students' writing based on scoring and measuring students' writing post-test. Then the writer compared the result of the test gained by the experimental and control groups in order to know whether the using of Dicto-Comp   could give significant effect or not in improving the students' ability in writing descriptive text.

Data analysis

The data was analyzed by using some steps after the data were collected. First, the writer found the average score of each group. Second, the writer calculated sum of square or variance. Third, the writer calculated standard deviation. The last, the writer calculated t-test formulate (Gay, 2012).

FINDINGS AND DISCUSSION

From the finding of this study, it can be seen that the significant effect of Dicto-Comp   towards students' ability in writing descriptive text. Based on the result of the test, the writer analyzed the data from pre-test and post-test. The explanation can be seen as follow.

First, by analyzing the pre-test score of both classes using SPSS 22, the result used to find out whether the instrument was distributed normally or not. The Data is normal if Sig. (p value) > 0.05 and is not normal if Sig. (p value) < 0.05. The output of normality test using SPSS 22 is shown in table below:

Table 1
Normality Test Using SPSS 22

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Exp	,177	29	,220	,929	29	,052
Cont	,316	29	,070	,827	29	,600

a. Lilliefors Significance Correction

Based on the table above the Sig. (p value) of both class is 0.220 and 0.07 which are bigger than 0.05, it means that the data distributed normally. On the table above there are Kolmogorov-Smirnov and Shapiro-Wilk, if the data is more than 50, it is better to use Kolmogorov-Smirnov. Since the data is more than 50, the writer used

Kolmogorov-Smirnov. The normality of pre-test data was used as the condition for the data can be analyzed by using t test or not.

Second, by analyzing the data using SPSS 22, the result used to find out whether the instrument was distributed normally or not. The Data is normal if Sig. (p value) > 0.05 and is not normal if Sig. (p value) < 0.05. The output of normality test using SPSS 22 is shown in table below:

Table 2
Normality Test Using SPSS 22

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Exp_Post	,347	29	,060	,737	29	,600
Cont_Post	,356	29	,077	,706	29	,620

a. Lilliefors Significance Correction

Based on the table above the Sig. (p value) of post-test is 0.6 and 0,62 which is bigger than 0.05, it means that the data distributed normally.

Furthermore, the data from the pre-test of the experimental and control class were homogeny as presented in the table 3:

Table 3
Test Homogenity test of Pre-test Using SPSS 22

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	t	Df
data Equal variances assumed	24,040	,973	,466	58
Equal variances not assumed			,477	40,144

One of the ways to determine the data is homogenous or not is to compare the Sig.(p value) with the level of significance which is 0.05. The Sig. (p value) is 0.973> 0.05, then the data is homogenous.

Afterward, the data from the post-test of the experimental and control class also homogenous, it can be seen in the table 4:

Table 4
Test Homogeneity test of Post-test Using SPSS 22

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	t	Df

data Equal variances assumed	,859	,358	13,962	58
Equal variances not assumed			13,918	56,509

One of the ways to determine the data is homogenous or not is to compare the Sig.(p value) with the level of significance which is 0.05. The Sig. (p value) is 0.358> 0.05. Then it can be concluded that the data is homogenous.

After finding the mean score, the standard deviation, and the value of the $t_{obtained}$ by using t-test of the both classes, the hypothesis was tested. The hypothesis of this study was tested. The hypothesis in this study, there is any significant effect of Dicto-Comp   toward students writing. To measure whether the hypothesis is accepted or rejected, the writer used the formula to find whether Ha/H0 was accepted or rejected, the value of the t obtained was compared with the value of the t table. If $t_{obtained}$ located between $-t_{table}$ and $+ t_{table}$, the null hypothesis (H0) is accepted or $t_{obtained}$ located not between $-t_{table}$ and $+ t_{table}$, the alternate hypothesis (Ha) is accepted.

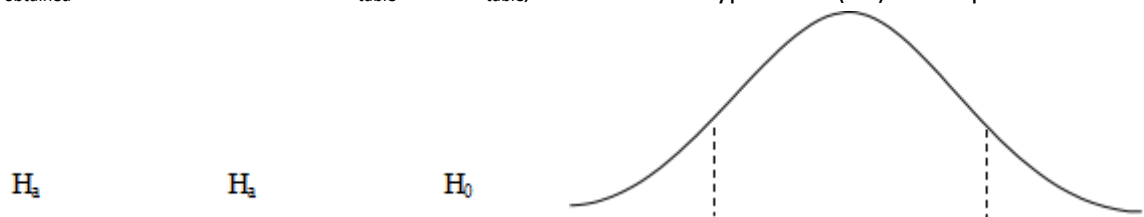H_a H_a H_0

Figure 1

Analysis from SPSS

Then it can be analyzed by using T test in SPSS 22. The result can be viewed on the table 5:

Table 5

T test For Pre-test and Post-test Experimental Class

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Data	Equal variances assumed	17,288	,101	9,281	60
	Equal variances not assumed	00A0		9,281	43,2 73

It was found that $t_{obtained}$ was 9.298 and the t_{table} for degrees of freedom was 60 with level of significance 0.05 was 2,00. Through comparing the $t_{obtained}$ (9,281) and t_{table} (2,00), it was found that the - $t_{obtained}$ (positive) was bigger than the t_{table}.
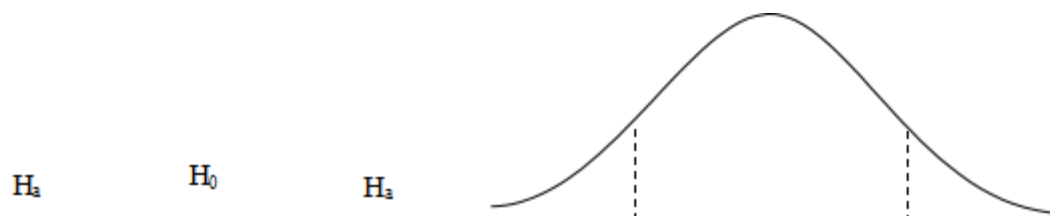
Figure 2
Analysis from SPSS

From the data, it means that there is a significant effect of using Dicto-Comp towards students' writing which is alternate hypothesis (Ha) is accepted because the $t_{obtained}$ is bigger than the t_{table}.

Based on the finding above, it was found that the alternate hypothesis (Ha) was accepted. There was significant effect of using Dicto-Comp toward students writing. It was proved by comparing $t_{obtained}$ (9,281) and t_{table} (2,00), it was found that the $t_{obtained}$ was bigger than the t_{table}. The mean score of post-test of experimental class was bigger than the post-test mean score of the control class (85,28 > 50,41).

This study supported the theory from Bashiruddin that said It is difficult since students only hear the paragraph three times and must rewrite it using their own linguistic skills. Second, it helps the pupils concentrate on both meaning and grammar. It implies that it might improve the students' written language proficiency. Third, Dicto-Comp tests students' attentive listening, comprehension, and retention skills in addition to their writing skills. The benefits of adopting Dicto-Comp help pupils write better, as evidenced by the study's finding.

CONCLUSION

To sum up, the students still faced problems with writing descriptive text. Most of the students still have problems with how to be a good writer, but by using Dicto-Comp, it could improve students' ability in writing descriptive text. It can be seen that there was significant effect of using Dicto-Comp toward students writing. It was proved by comparing $t_{obtained}$ (9,281) and t_{table} (2,00), it was found that the $t_{obtained}$ was bigger than the t_{table}. It means that the Dicto-Comp was able to improve students' writing ability. It has significant effect towards students' ability in writing descriptive text.

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