

STUDENTS' GRAMMATICAL ABILITY WITH DICTOGLOSS METHOD

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Abstract: This research is a scientific step that aims to improve students' English competence through an interactive English grammar learning process, namely the Dictogloss Technique. *The dictogloss* technique is a learning activity using dictation techniques, by listening to oral discourse, identifying key words and working together in small groups to reconstruct the dictated discourse. The method used in this research is quasi-experimental with the division of experimental class and control class. The results showed that the Dictogloss method has no significant effect on increasing students' grammatical abilities.

Keywords: *Grammatical ability, Dictogloss Method*

INTRODUCTION

The most basic thing in learning English is how the learning process is carried out. Processes are the stages in which an activity is taking place. In this process, teaching techniques need special attention from the teacher. Grammatical teaching has been taught from junior high, high school, to tertiary institutions. Monotonous teaching using less effective learning techniques makes it difficult for students to learn grammar. So this affects other abilities such as *speaking, reading, listening, and writing*. The difficulty of understanding the correct sentence structure affects their minds when learning English. Students have difficulty developing speaking, listening, reading, and writing skills because their grammar skills are still lacking. Thus, grammar has a very crucial role in the process of teaching and learning language (Ellis, 2014).

This research is a scientific step that aims to improve students' English competence through an interactive English grammar learning process, namely the Dictogloss Technique. *The dictogloss* technique is a learning activity using dictation techniques, by listening to oral discourse, identifying key words and working together in small groups to reconstruct the dictated discourse. (pillar) In its application, dictogloss covers four language skills, listening; when listening to dictated discourse, speaking; presenting the results of the reconstruction, reading; comparing the reconstructed discourse with the original discourse, and writing; write reconstructed discourse. As well as analysis and correction; both stages are used for teaching grammar with a contextual approach (Kurtaj, 2020).

Learning a language is very important, because it is a way to be able to communicate. However, language has rules in making a sentence,

namely grammar. This is also stated by (Noviyenty & Morganna, 2020) language is systemsymbol linguistics for communication, without grammar no system, and without symbol no communication linguistics. Grammar is a description of the rules that govern how language sentences are formed (Rtityä et al., 2019). According to (Suhartina, 2014) students' English competence is generally still relatively low so that they encounter obstacles not only in the aspect of English *receptive skills*, namely listening to both text in English, *Reading*, and listening to speech in English, *Listening*, but also listening to speeches in English. they tend to have serious problems in the *productive skills aspect* of English, namely writing, *writing*, and speaking, in English. All aspects affect the use of sentences, sentence structure, obviously this is a part of grammar.

However, it should be noted that language teaching, especially grammar, needs to involve students. As stated by (Mart, 2013) the best way to teach grammar and structure is with improvement and feedback. If students learn from feedback they should also have the opportunity to construct their own meaning from the information transmitted: they must do something with it, analyze the message, ask questions about it, discuss it with others and relate it to prior knowledge. In line with (Ellis, 2014) teaching grammar can involve learners in discovering grammar rules for themselves that is, no presentation and no practice. This can be done by means of corrective feedback on student errors when they appear in the context of doing some communicative tasks.

Dictogloss comes from English which consists of two words, namely the word *dicto* or *dictate* which

means dictation and gloss which is glossary; keywords. *Dictogloss* is a learning activity that applies dictation techniques to students by listening to the dictated discourse and reconstructing the contents of the discourse. This technique was first introduced by (Wajnryb & Maley, 1990) as an alternative method of learning grammar or grammar. *Dictogloss* is a major change from traditional dictation (del Pilar García Mayo, 2018). Broadly speaking, dictogloss is indeed an application of traditional techniques where the teacher dictates, but it is different from traditional dictation. This was stated by (Wajnryb & Maley, 1990) *Dictogloss* is a relatively new procedure in language teaching. It borrows a bit from traditional dictation (part of the name) but is actually quite different from dictation in both its procedure and purpose. *Dictogloss* has been the subject of a number of studies and comments, supporting the technique it was used. Among the reasons given for advocating the use of the *dictogloss* were that students were encouraged to focus some of their attention on the four language skills namely Listening (the teacher reads the text and for discussion groups reconstruction), speaking (groups of pairs during reconstructing), reading (notes taken when listening to the teacher, group reconstructions, and original texts), and writing (reconstruction) – all involved (del Pilar García Mayo, 2018).

METHOD

This study uses a quasi-experimental experimental research method which is carried out in the classroom. The research design used the 'Nonequivalent Control Group Design' because the research sample was not taken at random. Study this apply pre-test and post-test for both groups.

Group Pre-test Post- test Treatment

EG → 0 → X → 0
CG → 0 → → 0

Population from study These are students of the Unsimar Poso English Education Study Program, in semester 2 as many as 18 students. Reason election Unsimar students because the basics of English, especially the learning process and teaching grammar are still less effective.

Sample taken by *purposive sampling* as much as 18 student English Language Study Program FKIP Unsimar year second. Sample this grouped to in two group observations, namely (1) 9 student for group control '*control group*', and (2) 9 others for group treatment '*experimental group*'. Research data this is test results on grammatical competence in English were taken from two types of

test results, namely *Pre-test* and *Post - test* from the two groups of observations. This data is grouped into two types, namely (1) test result data from the control group, *control block*, and (2) test result data from the treatment group, *experimental block*. The data were then classified according to their respective groups, tabulated, and then tested with statistical tests to see the significance of the differences between the two groups. The results of this analysis will show the effectiveness of proposed learning method.

FINDINGS AND DISCUSSIONS

Result of this study taken from pre-test and post-test calculations. Data from study collected through distributed pre-test and post - test questions via the google form link to 3rd semester student majoring in English Education, FKIP Unsimar Poso. Question grammar used in test beginning and end is results adaptation from tests conducted by research before. There are 17 items questions used in data collection in research this. All item question already tested validity and worth for used as a research instrument.

There are 17 subjects research consisting of from 3rd semester students of English Language Study Program, FKIP Unsimar Poso. At stage beginning pre-test questions are given to 17 subjects the with results as following:

Student Code	Class	Pre-Test Score
S1	Experiment	76.00
S2	Experiment	82.00
S3	Experiment	23.00
S4	Experiment	82.00
S5	Experiment	82.00
S6	Experiment	76.00
S7	Experiment	88.00
S8	Experiment	76.00
S9	Experiment	82.00
S10	Control	14.00
S11	Control	10.00
S12	Control	14.00
S13	Control	3.00
S14	Control	15.00
S15	Control	10.00
S16	Control	14.00
S17	Control	15.00

From the results of the data in the pre-test above could seen that in general results obtained under fifty percent (50%). Only there is a number of students who get yield above 50 percent.

After executing pre-test, then researcher share two part group student namely Experiment Class (9 students) and Control Class (8 students). In the Experiment Class group given treatment application method dictogloss. Method this applied with ask

student write text reading spelled by the researcher 3 times.

After holding treatment in the Experimental Class , then researcher stage post test for see significance application method dictogloss that . However before that , researcher perform normality test for see is the data in study has distributed normally.

Tests of Normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	#	Sig.	Statistic	#	Sig.
Ngain_Pesert Ekspertmen	.06	9	.200	.961	9	.904
Kontrol	.77	8	.200	.888	8	.225

Normality test results show that score the significance of the Experimental Class is $0.804 > 0.05$ and the value of the significance of the Control Class $0.225 > 0.05$ so that could concluded that no occur significant difference . _ In other words can said that the data in study this has distributed normally so _ stages study could next with stage treatment against the Experiment Class in accordance with distribution group that has explained before.

After doing stages gift treatment to the Experiment Class , researcher continue stages study with do a post-test on second group class . Before held post-test, researcher To do preparation with create a link in google form for could filled in by students .

From the post-test results above could seen that occur enhancement score test in question grammar for students . by at a glance could seen that results obtained _ no too take effect by significant .

Student Code	Experiment Class		Student Code	Control Class	
	Pre-	Post-		Pre-	Post-

	test	test		test	test
S1	10	17	S10	8	16
S2	8	14	S11	7	13
S3	8	14	S12	8	15
S4	8	14	S13	8	11
S5	6	11	S14	9	12
S6	10	15	S15	9	15
S7	7	16	S16	7	16
S8	8	15	S17	10	16
S9	7	13			

However , for more convincing Thing this so researcher do a T test with results as following .

Independent Samples T-test					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	Sig. (2-tailed)
Posttest	Ngain_Pesert Ekspertmen	2.710	.119	4.157	.001
Posttest	Ngain_Pesert Kontrol	2.710	.119	4.157	.001
Posttest	Ngain_Pesert Ekspertmen	2.710	.119	4.157	.001
Posttest	Ngain_Pesert Kontrol	2.710	.119	4.157	.001

From the results of the T-test mentioned above could seen that two tail T test value in post testie $0.928 > 0.05$. This show that method used _ no too take effect significant

CONCLUSIONS

From result data analysis that has been shown in Chapter IV, it can be concluded that Dictogloss method has no significant effect on increasing students' grammatical abilities.

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