The Students' Perception toward Dictogloss Technique Applied in their Writing Class

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ABSTRACT
Writing has always been regarded as playing an important role in learning a foreign or second language. Hence, as an educator, it is important to always make an experiment or innovation to lead the students into success in their learning of writing. This study is focused on the revelation of students' perception toward Dictogloss technique applied in the writing class. The research design is descriptive research with quantitative approach. The data were collected through a questionnaire administered to 20 students from the eleventh-grade students of MA Sunan Giri Gondang. The findings show that the average score of internal factors is 64,7 or 81%, it means that it has Very Good rating scale or it can be inferred as positive perception. Besides, the average score of external factor shows 68 or 85% which is categorized as Very Good rating scale, it means that the students' perception from external factor can be inferred as positive perception as well. Furthermore, the data got from interview session shows that most of the students have good response to the technique. In other word, they have positive perception toward Dictogloss technique.

Keywords: Perception, Dictogloss

INTRODUCTION

People have the tendency to air their feeling and thoughts, plans, intuition and views. Besides the speaking skill, the writing skill is like a means of transforming this tendency to action. Writing does not only explain our thoughts, feelings, plans and experiments but also make us communicate with others and explain ourselves (Severe, 1998). Meyers (2005) stated that writing is a way to produce language naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing our ideas, putting them on a paper, reshaping and revising them. Palmer (1994) states that writing is recursive. It means that it goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether. Process of writing is a way of looking at what people do when they compose written text. Teaching of writing should focus on writing process that is the students' attention was directed to the how of the text constructed.

As one of the language skills to be mastered by the students of English as Foreign Language (EFL), writing is both difficult to teach and learn. The EFL students usually have a lot of idea but they lack of rhetorical knowledge so that they can build their idea into a good writing (Naidu, 2008). In writing, the writer should think about the content, organization, vocabulary and language use, mechanics, and also grammar. Since there are many aspects to consider, the writer may leave one or two aspects behind. Indonesian students, as EFL learners, often experience problems in English writing especially the difficulties to generate their ideas. They have to do the prewriting activity before doing the writing process to make it easier to be done.

To help the students' problem in generating the ideas, the teacher needs to have a technique to help them with their ideas.

Specifically for teaching writing, generally there are many teaching techniques or methods that have been researched by many researchers, educators, and or practitioner. In this research, Dictogloss technique is the focus discussed in this article. This teaching technique is considered to be appropriate to solve the problems in writing. According to Wajnryb (1990) in Abbasian (2013), Dictogloss is defined as a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. The advantages of Dictogloss technique are: (1) emphasizing on the meaning of the whole text, (2) Encourages learner autonomy – error correction, proof reading & editing skills, (3) Integrates testing and teaching of language, (4) Presents grammar in context, (5) Helps learners who require support with writing tasks, and (6) It has the experiential factor – learners learn best by actively participating in tasks designed to use specific language.

There are four stages of Dictogloss technique, they are (1) Preparation, when the learner finds out about the topic of the text and is provided some related vocabularies, (2) Dictation, when the learner hears the text and takes notes, (3) Reconstruction, when the learner reconstructs the text, (3) Analysis and Correction, when learner analyze and correct their text (Wajnryb, 1990).

This research is a part of another research that the researcher had done. The previous research was about using Dictogloss technique to improve students' writing skill. As the result shows that the research was done successfully. It can be seen that there was improvement on the students' writing skill. This research is focused on the students' perception toward the implementation of Dictogloss technique in their class. It is needed to conduct as a part of evaluation dealing with the implementation of Dictogloss technique viewed from the students' perception.

Rakhmat (2005) states that perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages. According to Slameto (2003) Perception relates to a person's behavior towards information about an object that enters into itself (received) through observation by using the senses it has. Bimo (2010) adds that perception is a process preceded by sensing. It is a process that embodies the acceptance of stimulus by individuals through its receptors. Hence, it can be concluded that perception is a response in the form of feelings arising from the stimulus from within or outside the individual. Perception is generally influenced by two factors such as internal and external factors (Thoha, 2011). Internal factor includes interest, attitude, motive, and experience. External factor includes object and environments.

Based on the explanation above, obviously every individual has different perceptions toward the object or stimulus given although the stimulus is the same. By considering this phenomenon, then it is needed to know whether the implementation of Dictogloss technique to the eleventh-grade students of MA Sunan Giri Gondang in academic year 2021/2022 give positive or negative perception. It has been explained above that this class has been taught using Dictogloss technique. It is hoped that this result of the research can be an evaluation or judgment dealing with the benefits of the technique. Furthermore, this research can be a part of references for further researcher who wants to continue this research in different field such as speaking or listening, or in similar field with broader scope and limitation.

METHOD

The research design is all the necessary processes within planning and conducting research. This research is descriptive research with quantitative approach. According to (Sugiyono,

2010), descriptive research is used to analyze the data by describing, or describing the data that has been collected as it is without intending to make conclusions that refer to its generalization. Descriptive research aims at describing systematically and accurately the facts and characteristics of a particular population or field (Azwar, 2012). Descriptive research has the following characteristics: (1) relates to the current situation, (2) describes a single variable or several variables but is described one by one, and (3) the variables studied are not manipulated (Kountur, 2005). The approach is quantitative because the data includes numeral and percentage.

The participants of this research are the eleventh-grade students in academic year 2021/2022 totaling 20 students while the setting is at MA Sunan Giri Gondang. The techniques of data collection used are questionnaire and interview. The questionnaire consists of 15 questions which are designed referring to the factors influencing the students' perception. The design of interview is using open-end question.

RESULT AND DISCUSSION

Based on the research method above, it is defined that the data collection method is using questionnaire and interview. The procedures of analyzing questionnaire data are explained as follows:

a. *Determining the score of answer*
The answer score is the score given by participant to each answer scale they choose. Sugiono 2012:94 states that the first thing to do is to determine the score for each answer scale. In this research, the answer scales used were Strongly Agree, Agree, Disagree, and Strongly Disagree. The score was determined 1-4. For brief understanding, see the score distribution in table I below:

Table I. Score of Answer
(Adapted from Sugiono, 2012:94)

Answer Scale	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

b. *Determining the ideal score*
Ideal score is the score that is used to calculate the score for determining the rating scale and the total of all answer. To calculate the ideal score of all items, it used the formula as follow:

Ideal Score = score of scale x total of participant

Table II. Ideal Score

Ideal Score	Scale
4 x 20 = 80	Very Good
3 x 20 = 60	Good
2 x 20 = 40	Average
1 x 20 = 20	Poor

c. Determining rating scale

Rating scale is used to know the result of questionnaire data in general. The score got from ideal score then is converted to rating scale. It can be described below.

Table III. Score of Answer

Ideal Score	Rating Scale
61 - 80	Very Good (VG)
41 - 60	Good (G)
21 - 40	Average (AV)
0 - 20	Poor (P)

To know the percentage of the answer from the participant, it used the formula as follow:

$$p = \frac{f}{n} x 100\%$$

Explanation:
P : percentage
F : frequency
N : Ideal score

From the questionnaire distributed, then it was scored based on the answer score in Table I. The score result can be seen in the table IV below:

Table IV. Score Rating Scale of Students' Questionnaire

Participant	Questions														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1	2	3	2	3	2	3	4	3	4	3	3	4	3	3
2	3	3	3	3	4	3	4	3	4	4	3	3	4	4	4
3	3	3	4	4	4	3	3	4	3	4	4	3	4	3	4
4	3	3	3	3	3	3	2	3	3	3	2	2	2	3	3
5	3	3	3	2	4	1	3	4	3	4	3	3	4	3	3
6	3	3	3	3	4	1	4	3	4	4	3	3	4	4	4
7	3	3	4	4	4	3	3	4	3	3	3	3	4	3	4
8	3	3	3	3	3	2	2	3	3	3	2	2	2	3	3
9	2	3	3	2	3	2	3	4	3	4	3	3	4	3	3
10	3	3	3	3	4	3	4	4	4	4	3	3	4	4	4
11	3	4	3	4	3	3	3	4	3	3	3	3	4	3	4
12	4	4	3	3	4	2	2	3	3	3	2	2	3	3	3
13	4	3	3	2	3	2	3	3	3	3	3	3	4	3	3
14	3	3	3	3	3	1	4	3	4	4	3	3	4	2	4

15	2	2	4	4	4	3	3	4	3	3	3	3	4	3	4
16	3	3	4	4	3	1	3	4	4	4	4	3	4	3	4
17	3	3	3	3	3	1	2	3	3	3	2	2	2	4	3
18	3	3	3	2	3	1	3	3	3	3	3	3	4	3	3
19	3	3	3	3	3	2	4	3	4	4	3	3	4	4	4
20	3	3	4	4	4	1	3	4	3	3	4	3	4	2	4
Total	59	61	65	61	69	40	61	70	66	70	59	56	73	63	71
Rating	G	VG	VG	VG	VG	AV	VG	VG	VG	VG	G	G	VG	VG	VG

From the table above it can be described that from 15 questions given on questionnaire, 11 questions have rating scale 'Very Good', 3 questions are 'Good', and 1 question is 'Average'. If we converted the result to the classification of internal and external factor, the result can be seen in table V below.

Table V. Classification of Internal and External Factor

No	Questions	Indicator	Factor
1	Saya merasa termotivasi untuk menulis	Attitude	Internal
2	saya bisa berlatih menulis lebih baik dari sebelumnya		
3	saya tidak takut salah dalam memulai menulis		
4	saya lebih mudah memahami tata bahasa dalam menulis		
5	saya lebih mudah mendapatkan dan mengembangkan ide-ide dalam menulis		
6	penguasaan kosakata saya meningkat		
7	saya kurang senang karena kelas menjadi ramai		
8	saya senang bisa berbagi pengetahuan dengan teman yang lain		
9	Saya merasa tertarik dengan kegiatan kelas menulis	Interest	
10	Saya suka pembelajaran menulis dengan teknik Dictogloss		
11	Saya tidak mengobrol pada saat kelas menulis berlangsung	Attention	
12	saya tidak merasa terpaksa untuk mengikuti kelas menulis		
13	saya merasakan suasana yang baru karena belum pernah diajar dengan teknik Dictogloss	Experience	
14	saya kurang senang karena peralatan yang digunakan kurang memadai	Object	External
15	saya merasa kesulitan karena kondisi kelas nya kurang mendukung untuk teknik dictogloss		

From the table above, it can be concluded that there are 13 questions classified as internal factor and 2 questions referring to external factor. Hence, if the questionnaire score is converted to this classification, the data can be displayed as follow.(see table VI)

Table VI. Rating Scale Conversion

Factors	Questions	Average Score	Percentage	Rating Scale
Internal	1-13	63,8	79%	Very Good
External	14-15	68	85%	Very Good
Average		65,9	82%	Very Good

The table shows that the average score of students' questionnaires is 63,8 (79%) for internal factor while 68 (85%) for external factor. Besides, the overall score of questions has the average 66,3 (82%) which is classified as 'Very Good' rating scale.

From the interview data, it can be concluded that the students generally have good impression with the implementation of Dictogloss technique. They feel that Dictogloss technique is a new technique for them and being able to make them enjoy in learning writing. Dictogloss technique can help them in improving their writing skill including some components of writing i.e content, grammar, and mechanic. But it cannot help much on the students' vocabulary mastery. From overall conclusion dealing with the questions given on interview session, it can be inferred that most of the students have positive perception.

CONCLUSION AND SUGGESTION

The objective of this research is to know the students' perception toward Dictogloss technique applied in their writing class. From the findings, it can be concluded that the eleventh-grade students of MA Sunan Giri Gondang have positive perception toward the implementation of Dictogloss technique in their writing class. It can be seen from the data got from questionnaire distribution which shows that the average score of internal factors is 64,7 or 81%, it means that it has Very Good rating scale or it can be inferred as positive perception. Besides, the average score of external factor shows 68 or 85% which is categorized as Very Good rating scale, it means that the students' perception from external factor can be inferred as positive perception as well. Furthermore, the data got from interview session shows that most of the students have good response to the technique. In other word, they have positive perception toward Dictogloss technique.

From the result of the research which shows that Dictogloss technique gives good contribution to the students, it is then suggested to English teachers to apply Dictogloss technique in their writing class, especially for improving the students' writing skill. Besides, in applying this technique should consider the ability level of the students. This technique does not fit with the students who are lack in vocabulary mastery. Furthermore, it is suggested for the next researcher to continue this research in a broader field, such as listening and speaking or similar research with broader field of perception

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