

Teaching and Learning Analytical Exposition Paragraph Writing (Dictogloss Technique)

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Abstract. *Writing is one of skills in English. It is often considered a difficult subject by the students. Some techniques are needed by the teacher to overcome writing difficulties. One of technique is Dictogloss. Furthermore, students often make mistake in writing while targeted to reconstruct the paragraph. The objective of the research was to describe the process of teaching and learning analytical exposition paragraph writing by using dictogloss technique and to construe the teacher's problems and students' problems in teaching and learning. This research was a descriptive qualitative research. The subject of the research was the eleventh grade. The researcher applied the purposive sampling technique to determine the sample. The researcher adopted and determined one class as a sample. As well, the researcher chose class XI IPA 4 for the reason that the students of this class had difficulties in mastering writing skill. The total number of the sample was 39 students. The researcher used triangulation to collect the data, they were observation, interview, and questionnaire. From the data analysis, the researcher found the teacher who got some difficulties to handle the crowded class. Besides that, the teacher had low voice in teaching so the students did not hear clearly until behind of the class. Second, the students' --in learning analytical exposition paragraph writing by using dictogloss-- had adversities in reconstructing the version of analytical exposition paragraph. That was because they had limited vocabulary, poor organization, spelling, and capitalization letters. A step form that, the students had lack motivation in learning writing.*

Key words: *dictogloss technique; teaching and learning; exposition paragraph*

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A. INTRODUCTION

Hyland says that writing is learnt, not taught, and the teacher's role is to be nondirective and facilitating, providing researchers with the space to make their own meanings through an encouraging, positive, and cooperative environment with minimal interference. When seen as situated activity, writing does not stand alone as the discrete act of a researcher, but emerges as a confluence of many streams of activity: reading, talking, observing, acting, making, thinking and feeling as well as transcribing words on paper. To understand writing fully, we must go beyond the decisions of individual researchers to explore the regular features of the texts as the preferences of particular communities.

Based on the statement above, students should be able to express ideas and thoughts through writing skill especially in Senior High School. For many students writing is difficult to be mastered. Swales, for example, says that writing is not an innate natural ability like speaking but has to be acquired through years of training or schooling. Writing is not simple. It has to be training or schooling through years.

As said by Manchon, English as a foreign language (EFL) setting epitomizes the situated nature of writing. The writing of EFL students, as stated by him, is affected not only by their first language (L1), but also by the educational context where they learn to write. This socially and culturally characterized context provides met knowledge about writing (view of audience and goals of writing) as well as linguistic and textual knowledge, affecting the ways in which students process and produce writing. Writing of English as a foreign language students is pretentious by their first language and the educational context provide goals of writing as well as linguistic and textual knowledge.

Once, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult

dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which writing puts into their minds. Writing can help the students to drill their mind focus on accurate language use, the students can write the text as the product of their writing.

Based on the standard competencies and basic competencies recommended by the government, there are some types of texts in writing which have to be taught in Senior High School, they are : report, narrative, and analytical exposition. Each text has different characteristics, from the social function, generic structure, and lexical features in this research. In this case, the teacher has to be able to teach each text in English. As a teacher, teaching English is not an easy job but it is one that is needed and can be useful when we look at the development of students and knowing that we have helped to make it happen. Based on the concepts and functions of English language teaching learning English has the objective to develop four skills.

Many teachers are also very committed to get students to participate effectively in writing situation. Writing is productive skill to communicate to a group or group of readers. Texts are directed and patterned to serve the author's purpose. Analytical Exposition is a text type of content that reported the thesis, arguments, and reiteration. The purposes are to persuade by presenting arguments and to analyze or explain "how" and "why". Analytical Exposition text is one of common text types that used in writing.

This study focused on writing Analytical Exposition that one of the materials in English lessons for SMA/MA, especially in the eleventh grade. Analytical Exposition text is a type of text that belongs to the type of argumentation text. Where the text contains detailed author's thinking about phenomenon that is

around. Its social function is to persuade the reader or listener that something is the case. Sometimes, the students make analytical exposition text without caring about the specific generic structure. Thus, the results are not optimal learning analytical exposition text.

Based on the preliminary research conducted at MAN 1 Bandar Lampung, the researcher found that teaching and learning analytical exposition paragraph writing by using dictogloss technique had been applied there. Dictogloss technique is effective in teaching writing. According to Nation, this technique type of composition is easier if the learners are allowed to read or listen to the story several times, before they write it. The teacher reads a story in the class, after they have listened to the story, they must write it from their memory. It means that this technique is the effective way for teaching writing but in fact the students' scores are still under criteria minimum mastery.

So far, the teacher has already applied dictogloss technique in teaching writing, but some students still got low score. According to the students also, it happened because the teacher did not use effective and interesting technique to teach analytical exposition paragraph writing, their teacher always used explanation technique in teaching writing. So they got bored and found difficulties to understand it, the students feel that the teacher is not creative in teaching analytical exposition paragraph writing. The problems were the technique of presenting writing material was less appropriate, the teacher could not handle the noisy classroom because some students were not focus during teaching and learning process and limited time was not good enough for applying the technique.

From the explanation above, the researcher assumes that dictogloss technique has great function in teaching analytical exposition paragraph writing. Dictogloss technique can make the students comprehend the materials easier than dictogloss

technique gives positive effects towards students' ability in using analytical exposition paragraph writing. Therefore, the researcher focused on teaching analytical exposition paragraph writing by using dictogloss technique.

B. RESEARCH METHOD

The researcher used descriptive qualitative research as the method of the research. As stated by Setiyadi, qualitative research is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed. Scott says qualitative research has come to denote research approaches that are underpinned by a set of assumptions about the way the social world operates. It derives many of its basic tenets from the perspective that the science of the human world is fundamentally different from that of the natural world, and therefore needs to deploy distinctive (often interpretative) methods.² It means that qualitative data consist of written records of observed behaviour that are analyzed qualitatively. This research conducted to describe the process of teaching learning analytical exposition paragraph writing by using dictogloss technique in the classroom, the problems faced by the teacher in teaching analytical exposition paragraph writing by using dictogloss technique, and the problems faced by the students in learning analytical exposition paragraph writing by using dictogloss technique.

Population is the wider group of individuals about which the researcher wants to make statements. In this research, population was XI IPA of second semester MAN 1 Bandar Lampung. The researcher used purposive sampling technique to choose the participants. Purposive sampling technique is the technique of selecting participants and sites intentionally to learn or understand the central phenomenon. In this research the researcher chose XI IPA 4 grade students as the subject of the research. In this research the researcher used observation, interview, and questionnaire as the triangulation of data collecting technique:

After conducting the research, the researcher developed a written report and distributes it to select audiences (such as fellow teachers, administrators, parents, students) that could use the information. To make the data valid, triangulation is employed. In this research, the researcher used triangulations method and theory. In triangulation method, the researcher used three data collecting techniques, and they are: observation, questionnaire and interview.

The observations focused on the process of teaching learning analytical exposition paragraph by using dictogloss technique, teacher's and students' problem in teaching learning writing. Interview and questionnaire conducted to get the data which could be used to make sure about the result of observation. In triangulation of theory, data collection was collected based on different theories or by analyzing the same data with different theory. By applying these three triangulations techniques, the researcher expected the result of this research consistent for the data, because the data collected more than one time data source. In this study, using three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.

C. FINDINGS AND DISCUSSION

Findings

After collecting the data, the researcher analyzed the data which were collected from observation, interview, and questionnaire. As stated by Miles and Huberman, there are three major phases of data analysis, they are: data reduction, data display, and conclusion drawing or verification.

In the first observation, before teaching and learning process was done, the teacher has prepared the material about analytical exposition paragraph. Firstly, the teacher started the class by greeting to the students and then checked the students' attendance list. Then the teacher introduced the technique and material.

Whilst activity

Preparation

The lesson started as the teacher asked some questions that related to material of analytical exposition. The theme was being fat matter. At pre activity, the teacher discussed with the students. The teacher explained the generic structure and language features of analytical exposition. The teacher divided the students into groups.

Dictation

In this stage, the students were given the chance of listening dictation twice. The students were encouraged to listen and write content words which helped them in reconstructing the paragraph.

Reconstructing

One of students from each group acted as scribe who wrote down the group's paragraph as it emerged from group discussion. Then, other members of group checked the grammatical, textual cohesion, and logical sense.

Analysis and Correction

One of students from groups as representative read or wrote their versions on the whiteboard. Errors were exposed so that students understood the hypotheses, false, underline their choice.

Post activity

The teacher gave the chance to ask about the material.

Second meeting

The teacher reminded the students about analytical exposition paragraph.

Whilst activity

Preparation

After that, the teacher gave the vocabulary which seems unknown or unfamiliar to the students and difficult for the students to infer. The students made groups.

Dictation

The students wrote content words which helped them in reconstructing analytical exposition paragraph.

Reconstructing

One of students from each group acted as scribe who wrote down the group's paragraph as it emerged from group discussion. Then, other members of group checked the grammatical, textual cohesion, and logical sense.

Analysis and Correction

One of students from groups as representative read or wrote their versions on the whiteboard. Errors were exposed so that students understood the hypotheses, false, underline their choice.

Post activity

The researcher found the problems as follows: 1) The teacher could not get balance between audibility and volume when the teacher taught analytical exposition in the class. 2) The teacher had difficulties in handling the crowded class. It is supported by Kulka, he states that it is appropriate in a particular situation. Yet research shows that cultures vary in regard to what speech acts can be performed due to different perceptions of factors such as relationship rights, and obligations. 3) The student got difficulties in reconstructing analytical exposition paragraph because they had limited vocabulary and organizing sentences structure. Those problems faced by the students in learning writing supported by Harmer, he states that very little, of what they write is concerned with the here and now, which is where many young children exist for a lot of time, many children take a long time to master skill of writing. 4) The students got difficulties in using capital letter, punctuation, spelling, and grammar when they wrote analytical exposition paragraph.

Data Interview

From the result of interview the researcher concluded that teacher understood the implementation of dictogloss technique in teaching analytical exposition paragraph writing well. He did not have difficult in preparing material, dictation, asking students to reconstruct the paragraph of analytical exposition, analysis and correction the students' writing. However, in the process of teaching English in the classroom he still faced some difficulties.

Data Questionnaire

From the data reduction above, the researcher concluded the research as follows: 1) The teacher of XI IPA 4 did all steps of dictogloss technique. 2) The teaching and learning analytical exposition paragraph by using dictogloss technique was effective enough. 3) The teacher did not have difficulties to close with his students when his students got difficulties during the process of teaching and learning analytical exposition paragraph. 4) Both the teacher and the students could interact well during the process of teaching and learning analytical exposition paragraph. 5) The teacher always applies dictogloss technique in teaching process, even he and his students often faced the problems but they could anticipate.

Data Display

The researcher analyzed the data that have been reduced in data reduction and display it in the form of table. The analysis was done based on data collected by each instrument.

Observation Report

In collecting the data, the researcher employed an observation field note observation check list. After conducting observation field note, the researcher analyzed and reduced the data, then, he made the observation check list. The observation was conducted by the researcher to observe the process.

Interview Report

Based on the result of the interview, the teacher believed that dictogloss was a good technique for teaching writing because the information about dictogloss technique had integrated skills in English.

Questionnaire Report

Based on the questionnaire filled by the students, the researcher could describe that the students response was varied.

Conclusion Drawing / Verification

Conclusion Drawing/Verification is the third component or level in the model of qualitative data analysis of Miles and Huberman theory. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. While Verification is linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives. In this case, the data were explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three parts: the process, the teacher's problems, and students' problems in teaching and learning analytical exposition paragraph writing by using dictogloss technique.

Process of teaching and learning analytical exposition paragraph by using dictogloss technique

It was conducted in two meetings. The first material was "being fat matter" and the second material was "laptop as students' friend". The researcher employed observation, interview, and questionnaire to know the process of teaching and learning and learning analytical exposition paragraph writing by using dictogloss

technique. Based on the data collected, the teaching and learning process was running well and it was described as below:

Pre activity

Firstly, the teacher started the class by greeting to the students and then checked the students' attendance list. Then the teacher introduced the technique and material.

Whilst activity

Preparation

The teacher explained the generic structure and language features of analytical exposition. After that, the teacher divided the students into groups.

Dictation

In this stage, the students were given the chance of listening dictation twice. The students were encouraged to listen and write content words which helped them in reconstructing the paragraph.

Reconstructing

One of students from each group acted as scribe who wrote down the group's paragraph as it emerged from group discussion. Then, other members of group checked the grammatical, textual cohesion, and logical sense.

Analysis and Correction

One of students from groups as 100 representative read or wrote their versions on the whiteboard. Errors were exposed so that students understood the hypotheses, false, underline their choice.

Post activity

In the last activity, the teacher reviewed the points of material. The teacher gave the chance to ask about the material.

Teacher's Problems in Teaching Writing Analytical Exposition Paragraph by Using Dictogloss technique

The teacher could apply the steps of dictogloss technique in teaching analytical exposition paragraph writing. It means that the teacher was competence. However, there are some obstacles faced by the teacher during teaching and learning process. According to Harmer, there are some problems faced by the teacher includes proximity, appropriacy, movement, contact, audibility, variety, and conservation. The teacher had difficulties could not get balance between audibility and volume when the teacher taught analytical exposition in the class. The teacher had difficulties in handling the crowded class. He got difficulties in making students understand of the teaching and learning material analytical exposition paragraph writing by using dictogloss technique. Based on the observation and interview result can be concluded that the problems that related to theory appeared in this case was longer study and implementation of dictogloss technique. The longer study hour made students bored and demanded to do the innovation in teaching process.

Students' Problems in Learning Writing Analytical Exposition Paragraph by Using Dictogloss Technique

The problems are capitalization problem, punctuation problem, inexplicitness, poor organization or illogical sequence, spelling problem, and grammatical errors. As result of observation, the researcher found that the students had difficulties in writing analytical exposition paragraph because they had limited vocabulary, they usually used incorrect capital letter, and poor organization so they could not develop the paragraph well. However, they could follow the learning analytical exposition paragraph by using dictogloss technique.

Discussion

Process of Teaching and Learning Analytical Exposition Paragraph Writing by Using Dictogloss Technique

Teaching learning process was done in two meetings, the classroom atmosphere in teaching and learning analytical exposition paragraph writing by using dictogloss technique the students look active.

Teacher's Problems in Teaching Analytical Exposition Paragraph Writing by Using Dictogloss Technique

The researcher conducts the interview to the teacher expressed that there were many problems in teaching learning writing analytical exposition paragraph by using ditogloss technique. Based on review of related to literature, there are some problems faced by the teacher: proximity, appropriacy, movement, contact, audibility, variety, and conservation. It showed that the teacher could apply dictogloss technique based on procedure in teaching analytical exposition paragraph. However, the teacher could not handle the class well because the students made a noise and the teacher's voice was low.

Students' Problems in Learning Analytical Exposition Paragraph Writing by Using Dictogloss Technique

Based on review of related to literature, there are some problems faced by the students. The problems are capitalization problem, punctuation problem, inexplicitness, poor organization or illogical sequence, spelling problem, and grammatical errors. As result of observation, the researcher found that the students had difficulties in writing analytical exposition paragraph. However, they could follow the learning analytical exposition paragraph by using dictogloss technique.

Teacher's and Students' Responds Towards Using Dictogloss Technique

The teacher believed that dictogloss technique was a good to teach writing because it could improve their listening, speaking, reading, and writing. It could also make the students easy to write paragraph. On the other hand in the interview

activity, the teacher gave opinions that he had some problems in teaching writing. Includes, the students still had lack vocabulary and grammar, less interactive, and less respond in learning writing. After the teacher taught writing analytical exposition paragraph through dictogloss technique could improve students' writing. Besides that, the teacher said that some students were still less confident to write. As said by teacher, students' respond towards teaching analytical exposition paragraph writing by using dictogloss technique was well accepted. Students were more excited and paid more enthusiastic to the subject. That condition the students could understand the material. The teacher also gave opinions that dictogloss technique could help them to improve their English skills.

D. CONCLUSION

Based on research, it can be concluded: in teaching and learning writing by using dictogloss technique, the teacher taught based on the procedure. First, the teacher discussed about analytical exposition paragraph and dictogloss technique, the teacher explained the step of dictogloss technique, after that the teacher practiced the technique, he read the text of analytical exposition to the students twice, the students listened and wrote the words which read by the teacher. After that, the teacher asked the students work in group to reconstruct paragraph of analytical exposition. Then, teacher and students identified together about the similarities and differences in terms of meaning and form between their writing analytical exposition paragraph; the problems faced by the teacher in teaching analytical exposition paragraph writing by using dictogloss technique were, the teacher had difficulties to handle the crowded class, close with his students, give good contact with his students, the teacher had low voice so the students did not hear clearly in behind of the class; the students' problems in learning analytical exposition paragraph by using dictogloss technique were the students had difficulties in reconstructing paragraph analytical exposition because they had limited vocabulary and poor organization. They often used bad spelling and capitalization letters.

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