IMPROVING STUDENTS' SKILL TO WRITE ISLAMIC HISTORICAL TEXTS THROUGH DICSTOM TECHNIQUE, THE TRIAL WEB SHIFT DESIGN, AND ENGAGEMENT STRATEGY AT STAI BUMI SILAMPARI LUBUKLINGGAU

By : JONI HELANDRI
Dosen STAI Bumi Silampari Lubuklinggau

ABSTRACT
This study aims to find the ability of third semester students, Prodi PAI (Islamic Religious Education) in writing texts of Islamic history in English. Students are taught 3 ways to write; (1) Dicstom, (2) Web Shift Trial, (3) Engagement, and (4) without technique. This research uses Quasi-experimental design method, and one-way ANOVA. The results showed that there is a difference between the students' ability in writing Islamic history text in English using the 3 ways mentioned above.
Keywords:*Writing, Dicstom, Web Shift Trial, Engagement, Islamic history text*

1. Introduction

Writing in English academic context for university students is often difficult and challenging task. Writing task in higher education is difficult because it often requires the students to draw upon outside sources and to adopt the styles and genres of academic discourse. In addition, it is also challenging for them to write in academic context since they are required to conduct research, to summarize, to paraphrase, to cite sources, to adopt genre conventions that should meet audience expectation, to select words, and to apply grammatical patterns that are characteristics of less personal and more formal genres of writing. As Tardy and Courtney (2008:73) state that the academic literacy skills can pose challenges when first introduced. It conducts research, students must learn to search for and evaluate sources in terms of credibility and reliability, developing skills of informational literacy.

Furthermore, the phenomenon happens in Islamic Higher school of STAI Bumi Silampari Lubuklinggau where the researcher teaches. It revealed that many of third semester students who major in Islamic Education Prodi (PAI) lack ability in writing Islamic Historical text. The fact shows that when the students are assigned to write a Simple Islamic History text they get difficult to write, to take much time to do, and to make efforts to complete it. Those difficulties arouse for some reasons: (1) the students are not exposed properly to practice of writing. It means that the exposure of writing is not sufficient. It is only limited to a few hours per week it is in line with what Huda (1996:150) states that the teaching of English at tertiary institution is different from the teaching at secondary school in many respects : status, number of hours, instructional objective, method of teaching, and teaching materials (2) They are not knowledgeable in grammar, it means that they do not know much about sentence structure, sentence patterns, tenses, and clauses, (3) They have insufficient vocabulary, words convention and the thesaurus especially the words that relate to Islamic terms, (4) They still fail to practice the skill of writing as a rewarding process of discovering meaning. It means that the process of writing is not conducted seriously, it is paradigm shift, from process to product. Ideally, the process starts from choosing the topic, supporting ideas, and conclusion. It also covers whether or not a text contains coherence, cohesion, unity and completeness, an (5) the students get stuck to change from writing personal text into writing formal academic historical text in English. The students are not exposed much to use Islamic language and they fall to integrate the common word into specialized subject matter of the field. In other words, the students are not able to explore English into specific Islamic Study or English for Specific Purposes (ESP). In line to this idea Lytovchenko (2009:24) states that ESP requires the acquisition of highly specialized terminology and the ability to explain formal process as students prepare for the high level competence they will have to demonstrate in their chosen career. Finally Darwis (2013:1) states that ESP in also designed for Islamic Institution to fulfill the Islamic view for the students to know deeper about Islamic Excerpts.

Based on the students' problems and difficulties above, and to overcome such a traumatic enigma, the proper technique, eligible design, and helpful strategy know as that of process writing urgently need to be systematically analyzed, described, and even contrastively compared with that of product writing. This essential prerequisite, as it has been reasonably recommended, should indispensably abide by Discstom technique, the Trial Web Shift design, and the Engagement Strategy.

According to Hammer (2006:13) Dictogloss and Map are combined into "Dicstom", it is a technique which is a task based procedure that help the students to use their grammar resources to reconstruct a text and become aware of their shortcomings and needs. It can be a fairly short, controlled activity or more extended activity in map description. In addition, Rico (2000:82) says that The Trial Web Shift design is a design which describes a movement from indeterminate from to focus. It is a clustering, seemingly randomly, when suddenly to experience a sense of direction. The moment between randomness and sense direction is the moment of shift. It occurs during any creative act. Finally, Beach and Marshal (1991:137) state that Engagement strategy is a strategy that engages the students with a text when they are articulating emotional reactions or level of involvement with a text. By giving some questions related to the text as the guide, the students can explore their imagination and idea about what it is going to be written.

Therefore, the researcher tries to improve the students' skill to write through Discstom technique, the Trial Web Shift design, and the Engagement Strategy. This research is expected to solve the students' academic writing and to improve the students' skill in writing Islamic Historical texts.

2. Review Of The Literature

There actually have been numerous studies related to the researcher's study. First, the research which was conducted by Bunyamin in 2009, the student of Graduate School, Sriwijaya University. His thesis entitled "The Effectiveness Of Using Dicstom Technique to Teach Narrative Writing to the Eleventh Grade Students of MAN 2 Palembang. The result of his research

showed that there was significant difference between the students' achievement in writing, it was found out that the mean score in the pre-test was 40.1 and it became 82.2 in the post-test.

By virtue of finding, the it was effective to use Dicstom technique in teaching writing to the eleventh grade students of MAN 2 Palembang.

However, there were some weaknesses of Bunyamin's study, the weaknesses were: (1) his thesis only focused on some short stories, that did not expose much on the application of Discstom. Ideally, the researcher will explore students' writing ability more to longer text and more various texts. (2) the duration of Bunyamin's study was only restricted to 16 meeting or nine weeks was apparently short to really see the students' improvement in writing skill, and (3) the imbalance distribution of sample for male and female in each group that made difficult to draw confident interpretation between them.

Second, the study was conducted by Ana Fitri Sri Hayati in 2014, the title of her thesis "was Using Trial-Web Shifting Technique in Teaching Writing to the Tenth Grade Students of SMA Negeri Sumber Harta in the academic year of 2014/2015" Hayati's thesis revealed that it there was difference score between the average score before and after the students were given treatment. The average score of pre-test was 63.21 and the average score of post-test was 71.42. In conclusion, it was effective to use Trial-Web Shifting Technique in Teaching Writing to the Tenth Grade Students of SMA Negeri Sumber Harta ini the academic year of 2014-2015.

In contrast, the researcher also found some weaknesses of Hayati's thesis. The following were those weaknesses, they were : (1) in recruiting the sample, Hayati did not take properly, she only took the sample randomly without paying attention the correct procedures of drawing the sample from the expert, and (2) allocation time taken was too short, it was only done in 2 meetings which was considered ineffective time to get the result.

Third, the study which was done by Aryani Novriyanti in 2007, she is the student of an undergraduate student of Sriwijaya University Palembang. Her thesis entitled "Using Engagement Strategy to Teach Writing to the Eleventh Grade Students of SMA Xaverius 1 Palembang. The result of her thesis showed that

there was a significant differences in students' writing achievement after they were taught through Engagement Strategy.

As a matter of fact, the researcher found out the following weaknesses of her thesis, first, the number of her sample was too large, it was 84 students, although the number was divided into two group; the experimental group and the control group. In addition, the meetings for treatments were too short for applying such Engagement Strategy, they were only 10 meetings.

3. Rationale

The problems of the study are formulated in the following questions: (1) are Discstom technique the Trial Web Shift design, and the Engagement Strategy effective in Improving Students' Skill to Write Islamic Historical texts? and (2) are there any significant differences in writing achievement among the third semester students of STAI Bumi Silampari who were taught through Discstom technique, the Trial Web Shift design, and the Engagement Strategy and that of those who were not ?. The hypotheses of this study are formulated in the following statements.

Hypotheses of this study are described as follows:

Ho1   Discstom technique, the Trial Web Shift design, and the Engagement Strategy are not affective in Improving Students Skill to Write Islamic Historical texts.

Ho 2   There was no Significant difference in writing achievement among nthe third semester students of STAI Bumi Silampari who were taught through Discstom technique, the Trial Web Shift design, and the Engagement Strategy and that of those who are not.

Ha 1   Discstom technique, the Trial Web Shift design, and the Engagement Strategy are effective in Improving Students's Skill to Write Islamic Historical texts.

Ha 2   There is significant difference in writing achievement among the third semester students of STAI Bumi Silampari who are taught through Discstom technique, the Trial Web Shift design, and

the Engagement Strategy and that of those who are not.

4.   Method And Design

This research belongs to an experimental method, quasi with non randomized control-group pre-test and pos-test design (Lynch, 1996:75). Three group are the experimental groups, namely group A, B, and group C and the other was the control group, namely group D. In this design, the experimental groups were given the pretest, treatment, and posttest, wheli the control group was given only pretest and posttest (McMillan, 1992:176). The experimental groups A was given Dicstom technique, B was given Trial Web Shifting, C was given Engagement strategy, and D was given nothing. Assigned group in the experiment were made on random basis, to make sure that the group started at the same stage. The research design is called non randomized control group pretest and posttest design. It can be diagrammed as follows:

Experimental Group 1
Experimental Group 2
Experimental Group 3
Control Group

O1 X1 O2
O3 X2 O4
05 X3 O6
O7 X O8
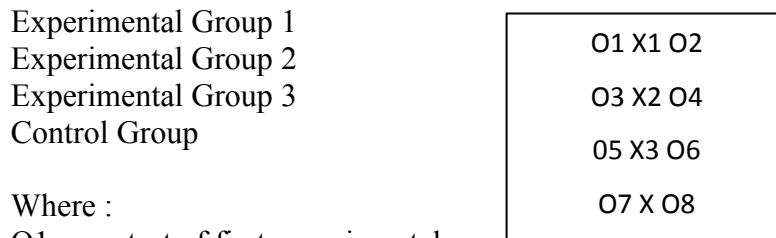
Where :
O1= pre-test of first experimental group
O2= post-test of first experimental group
O3= pre-test of second experimental group
O4= post-test of second experimental group
O5= pre-test of the experimental group
O6= post-test of the experimental group
O7= pre-test of control group

O7= pre-test of control group (Campbell and Stanley, 1991)

The mean scores of the pretest and posttest from the students who belong to the experimental control group are analyzed. To score the students' writing ability, the writer uses

Marking Paragraphs Criteria scoring system proposed by Boardman an Frydenberg (2001:180). There are five major elements to be evaluated in the system: (1): content/ideas, (2) organization, (3) grammar / structure, (4) word choices, and (5) mechanics. At the end of his analysis, the writer uses one-way ANOVA to compare the means of the test and to find out the significant difference of the means of the four groups.

5. Significance And Conclusion

The result of this research is expected to be meaningful for certain parts of people. First, For lecturers of English, This study is valuable techniques in teaching academic writing, especially in writing Islamic historical texts. Second, for the students, this study will improve their skill in academic writing, enhance their motivation in learning English writing achievement, and provide themselves with scientific ways of writing. Third, for the researcher himself, he will accustom himself with academic writing Islamic historical text and get used to apply Discstom technique, the Trial Web Shift design, and the Engagement Strategy in his class of English for Islamic Study. Fourth, the result of this study will be valuable references for the respected Institution.

REFERENCES

Beach, R., & Marshall, J. D. 1991. *Teaching Literature in the Secondary School,* Harcourt Brace Jovanovich, Inc. *New York*, NY.

Bunyamin. 2009. The Effectiveness of Using Dicstom Technique to Teach Narrative Writing to the Eleventh Grade Student of MAN 2 Palembang. *An Unpublished Thesis*, Palembang: Sriwijaya University, Palembang.

Campbell, D. T., & Stanley, C. J. 1991. The experimental and quasi experimental designs for research on teaching. In N.L Gage. *Handbook of Research on Teaching,* IL Rand McNally & Company, Chicago.

Darwis, D. 2013. English For Islamic Studies, *Handbook of IAIN for Islamic Research on Teaching*, PT Raja Grafindo Persada, Jakarta.

Harmer, R. 2006. An Experiment with Dictogloss. *MET Journal* (Online) 10 (3) Retrieved on May 23, 2017, from http:// www.dictogloss-adaptation%%.pdf

Hayati, F. S. A. 2014. Using Trial-Web Shifting Technique in Teaching Writing to the Tenth Grade Students of SMA Negeri Sumber Hatta. *An Unpublished Undergraduate Thesis*, , STKIP PGRI Lubuklinggau, Lubuklinggau.

Huda, N. 1996. Language Learning and Teaching: *Issues and Trends*, Universitas Negeri Malang Publisher, Malang.

Lynch. 1996. *An experimental method for evaluating the contribution of quantitative research*, Cambridge University Press, Cambridge.

Lytovchenko, I. 2009. How to Make Upper-Level University English Classes More Interactive. *English Teaching Forum*, 47(2)

McMillan, J. H. 1992. *Educational research: Fundamentals for the consumers*, Harper Collins Publishers, New York NY.

Novriyani, A. 2007. Using Engagement strategy to Teach Writing to the Eleventh Grade Students of SMA Xaverius 1 Palembang. *An Unpublished +Undergraduate Thesis*, Inderalaya, Sriwijaya University Palembang.

Tardy, C. M., & Courney, J. 2008. Assignment and Activities in Teaching Academic Writing In Teaching Academic Writing, English Teaching Forum, 48 (2)