

“The Role of Dictogloss Technique in the Development of Writing Skills among Secondary Stage Students”

Researchers:

Doaa Abdurrahman Massad Almarwani

Master student at the University of Jeddah

Dr. Dalal Abdullah AlQawi^{SEP}

Associate Professor of English Language Curriculum and Instruction

Kingdom of Saudi Arabia /Jeddah /Faculty of Education / University of Jeddah 2022-1443



Abstract:

Writing is a complicated skill for English as a Foreign language (EFL) students and teachers. They should apply strategies that help students to overcome writing difficulties and motivate them toward writing (Alsamadani,2010). This research aims at investigating the role of dictogloss technique in the development of writing skills among secondary stage students by presenting some related studies and highlighting the major results of those studies. The researcher adopts the descriptive method. The results of literature review show that the effective use of dictogloss technique: develops writing skills among secondary stage students, encourages students to find out what they know and do not know about the English language, increases the motivation of students toward writing, and provides the opportunity for students to use their grammatical knowledge in writing.

Keywords: Dictogloss technique, Writing skills, Secondary stage.

1. Introduction

In English language teaching, there should be a practice of the four language skills which are listening, speaking, reading, and writing. Writing is one of the most important language skills that should be mastered by the students to convey their ideas or their opinions in the written form. The process of writing itself refers to the act when one gathers the ideas to form a text that can be presented to the reader. In line with this view, Kellogg (2008) stated that writing is an important skill for students because of many reasons. First, writing helps to reinforce the grammatical structure. Second, to enhance the students' vocabulary. Third, to assist other language skills such as reading, listening, and speaking.

Despite the importance of writing, it is believed that writing used to be a source of trouble for many EFL students. Research indicated that students commonly encounter both linguistic and non-linguistic problems when doing their writing tasks (Abdulkareem,2013). This is similar to Richards and Renandya (2002) who stated that writing is the most difficult skill for second or foreign language students to master. The difficulties are not only in generating and organizing ideas but also in translating these ideas into a readable text. The difficulty becomes more noticeable if their language proficiency is weak.

However, Dewi, Flora and Nurweni (2019) stated that the teacher should find effective techniques to motivate students to manage their ideas and write them in an appropriate order and to encourage them to practice more to get the advantages of writing. One of the teaching techniques that is considered to be appropriate to solve the writing skill problems is the dictogloss technique, which is a new version of dictation that was first introduced by Wajnryb (1990). Dictogloss is a classroom activity where the teacher reads a short text and the students just listen. Then, the teacher reads again and the students write keywords of the text on their paper. Then, the teacher divides the students into several groups. Every group comes forward rotationally to perform its resulting discussion by using its own words (Wajnryb,1990).

2. Research Problem

Studies conducted in the field of EFL teaching indicated that EFL students suffer from serious problems while practicing writing in the target language (Javid & Umer, 2014, Alsamdani, 2010). Alsamadani (2010) stated that "writing is a complex, challenging, and difficult process because it includes multiple skills such as identification of thesis statement, writing supporting details, reviewing and editing. This complex process makes it rather difficult to teach writing skills". Thus, the current research seeks to investigate the role of dictogloss technique in the development of writing skills among secondary stage students.

In response to this suggestion, this research aims to answer the following main question:

Q: What is the role of dictogloss technique in the development of writing skills among secondary stage students?

3. Research Objectives

The research aims to achieve the following objectives:

1. Detecting how to improve students' writing skills in the English language.
2. Identifying how to develop English language learning through meaningful communication.
3. Investigating the role of dictogloss technique in the development of writing skills among secondary stage students.

4. Research Significance

The significance of this research may be highlighted in the following:

1. Designers of the English language curriculum may benefit from this research by providing the curriculum with activities that deal with dictogloss technique.
2. Teachers may benefit from using dictogloss technique in this research for improving writing skills among EFL students.
3. Adding further areas of research for education through this research theoretical framework, results, and recommendations.
4. Providing the field of English Language Teaching with a technique that may improve English writing skills.

5. Definition of Terms: ^[1]_[SEP]

Dictogloss

Jacobs and Small (2003) define dictogloss as an integrated skills technique in learning a language in which students work together to recreate a text that is read by the teacher with the focus on the aspects of writing skills in their new versions.

Writing Skills

Nunan (2003) defines writing as mental work. It depends on the thinking process to produce ideas and turn the ideas into words, sentences, or paragraphs to convey the intended message. The definition of Nunan (2003) will be adopted in this research. ^[1]_[SEP]

6. Literature Review

6.1 Dictogloss Technique

According to Nunan (1991), dictogloss is a form of dictation, after the teacher dictates a text, students write as many words as possible to write a text similar to the one they heard before. Similarly, Thornbury (1999) and Vasiljevic (2010) define dictogloss as a classroom dictation activity where students hear the entire text twice and then reconstruct it instead of writing it line by line.

Dictogloss technique is defined in this research as a technique for language learning in which a teacher reads a text twice and students write notes, then they reconstruct a dictated text cooperatively by using their own words.

6.2 Stages of Dictogloss Technique

Dictogloss is implemented in four major stages as summarized by Wajnryb (1990) and Jacobs & Small (2003) in the following:

1. Preparation

In this stage, the teacher introduces and leads students to the topic of the text and the difficult vocabulary. The teacher selects the topics that are related to students' knowledge or interest. The teacher informs the students about what they are expected to do at each stage of the technique and divides them into groups before the dictation stage begins.

2. Dictation

The teacher reads the text once at normal speed and the students just listen to the text. Then the teacher reads the text again and asks students to take notes that can help them in the reconstruction stage. The dictating should not be conducted in the traditional way where the sentence is broken up into word units. The pause is made between sentences, and pauses should be slightly longer than usual.

3. Reconstruction

After the dictation stage, students work in groups to reconstruct the text using the notes they have taken in the dictation stage. In this stage, students compare notes and try to produce a coherent text that is close in content and organization to the original version. The teacher's role during the reconstruction stage is to monitor the activity.

4. Analysis and correction

Students work in groups to compare their text with the other versions and the original text. Students notice differences between their texts and the original concerning form, meaning, and use of language. Students, with the support of the teacher, analyze each group version and correct errors. In this way, they learn about their strengths and weaknesses to keep on learning and understanding.

6.3 Writing Skills

According to Nunan (1985), writing is "an extremely complex, cognitive activity for all where the writer is required to demonstrate control of a number of variables simultaneously". It is in line with Flynn & Stainthorp (2006) who indicated that writing is not a simple activity; it needs many steps in processing ideas, thoughts, and information to produce the output of writing.

Many studies proved that writing is the most complicated skill for EFL students (Ashraf, Bilal & Fareed, 2016; Mohamad & Moses, 2019; Alharbi, 2019). Students are facing many writing problems in language use, limited vocabulary, and a lot of spelling and punctuation mistakes (Mudawy & Mousa, 2017; Alharbi, 2019; AlTameemy & Daradkeh, 2019). In addition, they lack the skills of organizing their ideas, writing a topic, and concluding sentences (Salem & Savignon, 2007).

7. Previous Studies

7.1 Related Studies to Dictogloss Technique

Anwari, ktaviana, Rahmawati, & Syafiq (2021) investigated the effect of the dictogloss technique in improving the writing ability of students on descriptive text. The total samples for this research were all tenth-grade students at SMK Muhammadiyah kodus, Indonesia, which consisted of 70 students. The researchers followed an action research design. The data were collected through observation, interviews, and tests. After data were collected, they were later analyzed into descriptive analysis to explain the result of the observation and test. Findings indicated that the use of dictogloss technique was effective in improving the students' writing skills of descriptive text. Moreover, the dictogloss technique helped the

students learn how to develop and write their vocabulary, and ideas in a proper organization, thus the writing activity became easy because they knew the steps of building a well-written form.

Fujianti and Sudirman's (2019) research investigated the effect of dictogloss technique to improve students' narrative writing. The sample consisted of 58 students from the second grade in Senior High School Pandeglang 11 in Indonesia, with 29 students in the experimental group and 29 students in the control group. The design of this research was a quasi-experimental design. The method used in this research was a quantitative method. The researcher used pre and post-test to collect data. The results showed that there was a significant effect of using the dictogloss technique toward students' writing mastery on the narrative text. Also, the dictogloss technique increased the motivation of students toward narrative writing.

Murad (2017) aimed to investigate the effectiveness of using the dictogloss strategy in developing tenth graders' English grammar learning and writing skills. The researcher adopted the experimental approach. The sample included (68) female students at Al Zahraa Secondary School in Gaza. To collect data, the researcher employed two achievement tests, grammar pre/post-test and writing skills pre/post-test. The results showed that the dictogloss strategy proved its effectiveness in developing students' English grammar learning more than the traditional way. Dictogloss strategy proved also its usefulness in improving students' writing skills, particularly coherence, cohesion, and mechanics.

Lismawati (2017) aimed to investigate the effect of the dictogloss technique on students' achievement in writing hortatory exposition text. The researcher employed an action research design. The sample was the eleventh grade of Mas Al-Washliyah Pasar V Pinang Baris in Indonesia, which consisted of 30 students. The results indicated that the dictogloss technique had a significant effect on students' achievement in writing hortatory text. Where the researcher noticed an increase in students' attention, effectiveness, and activity in the classroom. Also, the steps of the dictogloss technique improved the students' writing in hortatory text and reduced mistakes.

Bataineh and Younis (2016) aimed to explore the potential effect of a proposed dictogloss-based program on Jordanian EFL tenth-grade teachers' writing instruction and on their students' writing performance. The research used a mixed quantitative and qualitative quasi-experimental design. The researchers used three tools: a pre and post-test for teachers, a pre and post-test for students, and a classroom observation checklist. The results showed that there were statistically significant differences between the teachers' performance on the pre and post-tests due to the training and that there were statistically significant differences between the experimental and control groups in students' writing performance, in favor of the experimental group.

Firmansyah's (2017) research aimed to explore the effect of dictogloss technique on the improvement of students' writing recount text. A quasi-experimental design was adopted in this research using pre and post-writing tests scored with assessment rubrics, including content, organization, language use, and mechanics. The sample consisted of (32) students from the first grade of high school, in Indonesia. The results indicated that the application of dictogloss technique was effective to improve students' writing in recount text. Additionally, the students became more active and motivated.

7.2 Related Studies to Writing skills

Dayanti (2020) aimed to determine the effect of peer correction on narrative text writing by eleventh-grade students of SMAN 4 Palangka Raya Institute, Indonesia. The research utilized a quasi-experimental design using pre and post-tests. The results of this research revealed that there was a significant effect between using peer correction and without using peer correction in writing achievement in favor of the experimental group. After the peer correction technique, students became more aware of their writing mistakes and they improved in language use, content, and organization in writing narrative texts.

Alharbi (2019) aimed to investigate the difficulties faced by 74 undergraduate EFL students in developing a well-written paragraph in academic writing by designing a writing course based on the students' voices. The sample was 74 students majoring in English (4-year degree) at one of the Saudi universities. The researcher adopted a mixed design. The research concluded that English writing lessons should be designed based on the challenges students face to get the best results. Also, teachers, curriculum designers, and education policymakers need an analysis of students' writing weaknesses, to identify the difficulties they face, and then to design the syllabus accordingly.

Atac and Yuce (2019) investigated the effect of peer editing on the development of students' writing skills in the Department of English Language Teaching. The sample consisted of 34 students from the 1st grade at an ELT department of a public university in Turkey. This research adopted action research. The results conducted that peer editing had a significant effect on the development of students' writing skills. Peer editing increased students' awareness, collaboration, and teamwork in the writing activities in the classroom.

Wahdan and Buragohain (2018) aimed to investigate the effects of using the writing process (pre-writing, drafting, revising, editing, and publishing) on EFL students' writing performance. A quasi-experimental design was used for pre and post-tests to investigate the effects of the traditional writing process on students' writing performance among (60) Saudi students studying in the foundation program of Hai'1 University, Saudi Arabia. They were divided into two groups; (30) students in the control group and (30) in the experimental group. The results of this research revealed that students in the control group wrote fewer and disorganized paragraphs. In contrast, students who went through the writing process understood writing lessons and therefore wrote excellent paragraphs.

8. Research Method

The researcher adopts the descriptive method, which is defined as a research method that describes the characteristics of the phenomenon studied. This method focuses on the "what" of the research subject, not the "why" of the research subject.

9. Recommendations and Suggestions

Curriculum designers are recommended to:

- Provide the syllabus with different materials that enhance the writing skills of students.
- Increase the activities that help students to have more practice in writing.

Supervisors are recommended to:

- Prepare instructional materials that increase teachers' awareness of dictogloss technique significance and the necessity of using it in teaching English.
- Conduct training courses that help teachers enhance their abilities in the implementation of dictogloss technique in classes.

English language teachers are recommended to:

- Move from the traditional methods of teaching writing skills into modern techniques, such as the dictogloss technique that creates a new learning environment.
- Enhance their abilities in teaching English to be creative in applying various techniques in teaching the writing skills in order to ignite their students' interest in learning.

Suggestions for further research:

- Examine the teachers' perception of using dictogloss technique to enhance students' writing skills in teaching the English language.
- Examine other skills of language such as (listening, speaking, and reading) using dictogloss technique as the teaching technique.

10. Conclusion

In this research, the researcher reviewed the role of dictogloss technique in teaching English writing skills. Also, the researcher reviewed the role of some strategies and techniques of writing skills teaching and learning. The literature review indicates that when dictogloss technique is used in writing skills teaching and learning, it can benefit both teachers and students. Dictogloss technique aims to develop the students' communicative competencies because it motivates students to write through collaborative learning. In addition, the literature review indicated that writing is a thinking tool that enables students to communicate, express their ideas, and learn the English language through different stages of writing. To sum up, the results of this literature review showed that the effective use of dictogloss technique: develops writing skills among

secondary stage students, encourages students to find out what they do and do not know about the English language, increases the motivation of students toward writing, and provides the opportunity for students to use their grammatical knowledge in writing.

References:

- Abdulkareem, M (2013). An investigation study of academic writing problems faced by Arab postgraduate students at Universiti Teknologi Malaysia (UTM) (Academy Publisher Manufactured in Finland). Retrieved from <http://www.academypublication.com/issues/past/tpls/vol03/09/06.pdf>
- Alharbi, M. A. (2019). EFL university students' voice on challenges and solution in learning academic writing. Indonesian Journal of Applied Linguistics, 8, 577-588. doi: 10.17509/ijal.v8i3.15276
- Alsamdani, H.A. (2010). The relationship between Saudi EFL students' writing competence, L1 writing proficiency, and self-regulation. European Journal of Social Sciences. Retrieved from https://www.researchgate.net/publication/287484835_The_relationship_between_Saudi_EFL_students'_writing_competence_L1_writing_proficiency_and_self-regulation
- Altameemy, F., & Daradkeh, A. (2019). Common Paragraph Writing Errors Made by Saudi EFL Students: Error Analysis. Theory and Practice in Language Studies, 9(2), 178. doi:10.17507/tpls.0902.07
- Anwari., Rahmawati, A., Oktaviana, T. & Syafiq, A. N. (2021). The Effect of Dictogloss Technique on Improving Students Writing Skill of Descriptive Text at the Tenth Grade Students of SMK Muhammadiyah Kudus. The 13th University Research Colloquium 2021. Retrieved from <http://repository.urecol.org/index.php/proceeding/article/view/1275>
- Ashraf, A., Bilal, M., and Fareed, M. (2016). ESL Learners' Writing Skills: Problems, Factors and Suggestions. Journal of Education and Social Sciences, 4(2). doi:10.20547/jess0421604201
- Atac, B. A., Yuce, E. (2019). Peer Editing as a Way of Developing ELT Students' Writing Skills: An Action Research. Journal of Language and Linguistic Studies, 15(4), 1226-1235. Retrieved from https://www.researchgate.net/publication/338254178_Peer_editing_as_a_way_of_developing_ELT_students%27_writing_skills_An_action_research
- Bataineh, R. & Younis, R. (2016). The effect of dictogloss on Jordanian EFL teachers' instructional practices and students' writing performance. International Journal of Education and Training, 2(1), 1-11. Retrieved from https://www.researchgate.net/publication/303985096_The_Effect_of_Dictogloss_on_Jordanian_EFL_Teachers'_Instructional_Practices_and_Students'_Writing_Performance
- Dayanti, N. A. F. (2020). The Effect of Peer Correction on Students' Narrative Text Writing of the Eleventh Grade Students of SMAN 4 Palangka Raya. Retrieved from <http://digilib.iain-palangkaraya.ac.id/id/eprint/3331>
- Dewi, L., Flora, & Nurweni, A. (2019). Modified dictogloss technique to improve students' writing skill at SMA Al-kautsar Bandar Lampung. Unila Journal of English Teaching, 8 (1). Retrieved from <http://jurnal.fkip.unila.ac.id/index.php/123/article/view/17893>
- Firmansyah, M. (2017). The Use of Dictogloss Technique to Improve Students' Ability in Writing Recount Text of First Grade at SMK Negeri 1 Tolitoli. Journal Madako Education, 5 (7), 513-522. Retrieved from <https://www.onesearch.id/Record/IOS14834.article-86>
- Flynn, N. & Stainthorp, R. (2006). The Learning and Teaching of Reading and Writing, West Sussex: Whurr Publishers Limited.
- Fujianti, S., & Sudirman, A. (2019). The effect of dictogloss technique toward students' writing mastery on narrative text at the second-grade students of Senior High School Pandeglang 11. Mendidik: jurnal kajian Pendidikandan pengajaran, 5(2), 128-138. Doi: org/10.30653/003.201952.77

Jacob, G. & Small, J. (2003). Combining Dictogloss and Cooperative Learning to Promote Language Learning, *The Reading Matrix* 3 (1).

Javid, C., & Umer, M. (2014). Saudi EFL learners' writing problems: a move towards solution (Proceeding of the Global Summit on Education GSE 2014, Kuala Lumpur, Malaysia). Retrieved from https://worldconferences.net/proceedings/gse2014/toc/papers_gse2014/G%20078%20-%20CHOUNDHARY%20ZAHID%20JAVID_Saudi%20EFL%20Learners_%20Writing%20Problems%20A%20Move%20towards%20Solution_read.pdf

Kellogg, R. T. (2008). Training writing skills: A cognitive developmental perspective. *Journal of writing research*. Retrieved from https://www.researchgate.net/publication/26605689_Training_writing_skills_A_cognitive_development_perspective

Lismawati (2017). Improving students' achievement in writing hortatory exposition texts through dictogloss technique at the eleventh grade of Mas Al-washliyah Pasar V Pinang Baris (thesis, State Islamic University of North Sumatra, Indonesia). Retrieved from <http://repository.uinsu.ac.id/3144/>

Moses, R. N., & Mohamad, M. (2019). Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review. *Creative Education*, 10, 3385-3391. <https://doi.org/10.4236/ce.2019.1013260>

Mudawy, A. M. A., & Mousa, A. A. E. (2017). Academic writing among Saudi university students: problems and solutions. *International Journal of Science and Research (IJSR)*, 6(5), 1-4.

Murad, H. (2017). The effectiveness of using dictogloss strategy on developing tenth graders' English grammar learning and writing skills in Gaza (Master's thesis, The Islamic University-Gaza, Palestine). Retrieved from <https://iugspace.iugaza.edu.ps/handle/20.500.12358/20924?locale-attribute=en>

Nunan, D. (1985). *Language Course Design: Trends and Issue*. Adelaide: NCRC.

Nunan, D. (1991). *Language Teaching Methodology; A textbook for teacher*. Sydney: Prentice Hall P.84.

Nunan, D. (2003). *Practical English language teaching*. New York, USA: McGraw-Hill Company.

Richards, J.C., & Renandya, W.A. (2002). *Methodology in language teaching: an anthology of current practice*. Cambridge: Cambridge University Press.

Salem, M. S., & Savignon, S. J. (2007). The effect of journal writing on written performance, writing apprehension, and attitudes of Egyptian English majors (Doctoral dissertation, Al-Azhar University in Cairo, Egypt., 2007). Egypt: Electronic Theses and Dissertations for Graduate School.

Thornbury, S. (1999). *How to Teach Grammar*. England: Pearson, Longman/ Educational Limited.

Vasiljevic, Z. (2010). Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners. *English Language Teaching*, 3 (1). Retrieved from <http://files.eric.ed.gov/fulltext/EJ1081435.pdf>

Wahdan, N. R., & Buragohain, D. (2018). Investigating the Effects of Using Writing Process on Students' Writing Performance at Foundation Program- Hai'l University. *International Journal of Linguistics*, 10(3), 14-20. doi:10.5296/ijl.v10i3.13299

Wajnryb, R., (1990). *Grammar dictation*. New York: Oxford University Press.

الملخص:

تعد الكتابة مهارة معقدة بالنسبة لطلاب ومعلمي اللغة الإنجليزية كلغة أجنبية. ويجب على المعلمين تطبيق استراتيجيات تساعد الطلاب على التغلب على صعوبات الكتابة وتحفيزهم على الكتابة (الصمداني، ٢٠١٠). يهدف هذا البحث الى التعرف على دور تقنية الديكتوقلوس في تنمية مهارات الكتابة لدى طالبات المرحلة الثانوية من خلال عرض بعض الدراسات ذات الصلة وإبراز النتائج الرئيسية لتلك الدراسات. يتبنى الباحث المنهج الوصفي. وتظهر نتائج مراجعة الأدب أن الاستخدام الفعال لتقنية الديكتوقلوس: يطور مهارات الكتابة بين طالبات المرحلة الثانوية، ويشجع الطالبات على معرفة ما يعرفونه ولا يعرفونه عن اللغة الإنجليزية، ويزيد من دافعية الطالبات تجاه الكتابة، ويقدم فرصة للطالبات لاستخدام معرفتهم النحوية في الكتابة.

الكلمات المفتاحية: تقنية الديكتوقلوس، مهارات الكتابة، مرحلة الثانوية.