# EFL Learners' Perception towards The Implementation of Dictocomp in English Writing Class

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*Abstract*

*This research aimed at seeing whether or not the EFL learners had positive perception towards teaching English writing with dictocomp. An experimental research design which mainly concerned on the descriptive analysis was used. Eighteen students were selected purposively as the research sample. A close-ended questionnaire with 15 question items was used as a main instrument to see their feedback. The research findings revealed that the EFL learners' learning motivation and confidence were exceedingly boosted. In addition, their English writing difficulties were slightly solved. Furthermore, their English writing performance had positive and significant development after being instructed with dictocomp. Another positive response was about the English writings aspects of the EFL learners were also well-improved. Thus, in concluding, the EFL learners had positive perception towards the implementation of dictocomp in English writing class.*

*Keywords: Perception, dictocomp, writing*

## 1. INTRODUCTION

English writing is considered as one of the complicated English language skills in the academic and communicative setting. This takes ages for the English language learners to produce a writing product (Isa, Risdaneva, & Alfayed, 2017). Therefore, the English writing instruction should be given properly and intensively based on the the level of the English language competence of the EFL learners. Additionally, writing is seen as one language skill in which it has presented complexities in comparison to other language abilities.Furthermore, not only to the learners who are studying it, but also to the educators who are demonstrating that as well (Kustati & Yuhardi, 2014). Writing is also defined as a thinking process that requires a lot of practice in order to convey ideas, thoughts, and opinions; this skill is useful for students to speak their thoughts out after graduation, notably in the working environment (Angraini & Iman, 2022). Apart from that, the benefits of students being able to write include increased imagination, language mastery, and self-confidence (Oppenheimer et al, 2017). Besides, considering the higher education system in Indonesia, undergraduates are projected to be able to write scientific papers in English because they will be required to do field and laboratory research as well as write academic papers and books for their courses. In order to obtain a four-year certification or undergraduate degree, undergraduate students must also

possess the ability to write, specifically in the areas of scientific papers and theses. Additionally, writing is necessary for the distribution of undergraduate students' ideas and thoughts while they are in college and in the event that they become teachers. They can create strong, scholarly, and workable connections between testing and self-directed learning through their writing skills (Wardani and Sari, 2017; Sutarman et al., 2019). Hence, it could be clearly said that English writing is an essential skill to have by the EFL learners in higher education level in particular to express their mind in academic and non academic setting as this can foster their sense of creativity, linguistic performance as well as demonstration.

However, seeing the reality of the English writing competence possessed by the EFL learners in higher education that some ELF learners frequently come across with problems such as vocabulary, spelling, mechanics, sentence structure, and content. Rosdiana (2020, p. 104) mentioned in her research that most EFL learners had English writing errors in the aspect of mechanics and grammar. In addition, Angraini & Iman (2022, p, 174) verbalized that English language learners especially in the level of higher education in Indonesia still had problems in development English writing aspects. Also, having studied English in secondary high school and eight semester in higher education, students' English writing competence is catagorized low (Abrar et al, 2018). In line with that, to produce just a single piece of writing, EFL students need to put in a lot of time and effort (Isa, Risdaneva, & Alfayed, 2017). Additionally, there are still barriers in English writing for EFL students in Indonesia. Beside that, articles, tasks, and theses must be written in English for Indonesian' undergraduate students learning English education (Abas and Aziz, 2016). Among others, Timayi et al. (2016) also reported that the issue is exacerbated by students' poor writing skills and general lack of proficiency with the English language. This might be a result of the students' limited background knowledge of proper spelling, punctuation, and grammar, as well as their inadequate listening comprehension and writing abilities. Writing is additionally considered to be a difficult language skill for EFL students to master because they run into difficulties when presenting a composition (Phonna, 2014; Salima, 2012; Suadah, 2014). Hence, based on the the writing problems highlighted by the researchers, it could be concluded that the EFL learners' English writing is still low and having some obtacles to meet English writing aspects when composing the English text. Due to the discrepancy between what should be and the reality, then the English language teachers need to be selective in utilizing instructional techniques in English writing class.

Dicto-comp is a type of dictation that teachers can use in the teaching of English writing. It is a fundamental strategy that requires EFL students to pay attention to a text that is being dictated by the teacher and can be repeated constantly (Nation and Newton, 2009). Apart from that, Angraini & Iman (2022) remarked that dicto-comp is a worthwhile instructional strategy that can improve the writing of EFL students in writing classes. Besides, Davis and Rinvolucri (1995) defined that dictocomp is a method for honing composition

skills. It is a type of guided writing which incorporates text dictation as well as text reconstruction. Also, according to MacKenzie (2012), dicto-comp is a writing assignment that combines four English language skills. Thus, it could be stated that dicto comp is one of the most appropriate instructional techniques that can be used to way up the EFL learners English writing performance.

On the other note, there were only limited numbers of research done by the educational scholar in association with the implementation of dictocomp in the academic setting particularly on English writing. Angraini and Iman (2022) asserted in their research that (1) after receiving treatment, the experimental group's EFL learners' English writing achievement level was in the category of good and very good, (2) dicto-comp considerably enhanced the experimental group's EFL learners' English writing achievement, and (3) dicto-comp significantly improved the English writing achievement of EFL learners compared to those who were not receiving it. Moreover, Singh & Aziz (2020) claimed that the text structure constructs in the participants' recounts that they wrote after using the dictocomp technique significantly improved. The results also showed that the participants' writing of recounts showed parallel improvements in the logical framework of ideas construct and the text structure construct. Additionally, Amiati (2020) stated that the use of the dicto-comp technique in language instruction can help students write more descriptive texts. Having the same thought, according to Widiastuti, Sukamerta, and Arsana (2020), after the use of dicto-comp, around 72 percent of the students demonstrated adequate achievement in the creation of descriptive texts. Furthermore, Muttakiah (2016) mentioned that the students who took writing classes that used the dicto-comp technique performed better on writing assignments than those who did not. In addition, according to Abbasian and Mohammadi (2013), dicto-comp improved Iranian intermediate EFL students' overall writing skills, especially in the organisational and mechanics domains. For that reason, it could be vividly synthesized that the application of dictocomp significantly helps the EFL learners to better construct their ideas and text structure in the English writing activity. It was done simultaneously with both clearly guided instruction and exposure as well as corrective feedbacks.

In relation with the description stated above, the researchers carried out the present investigation on the EFL learners' perception towards the implementation of dictocomp in English writing class. This was projected to provide further insight and standpoints for the EFL teachers to see the EFL learners' personal views after being given intervention with dictocomp. This was the continuation of the previous research and limited to only descriptive analysis on dictocomp and English writing achievements. It was conducted at university in South Sumatera, Palembang.

## 2. RESEARCH METHODOLOGY

The current inquiry employed experimental research design which primarily concerned on the descriptive analysis of the EFL learners' perception towards the implementation of dictocomp in English writing class. The English writing instruction had been conducted for 16 instructional meetings including pretest and posttest. The research was conducted at Indo Global Mandiri University. Eighteen students were grouped purposively. They were in the same semester, taught by the English lecturers, took English writing course, and took no English course during the research undertaken.

**Instrumentation and data analysis**

The researchers had conducted the investigation on the impact of dictocomp towards the EFL learners' English writing achievement. The results were significant that it was impactful on their English writing scores. Their achievement levels of the English writing were in the category of good and very good. Currently, the researchers designed the questionniare based on the needs which was relevant with the implementation of dictocomp and impact on EFL learners' writing achievement. This was designed to see whether the EFL learners had positive perception or not towards the implementation of dictocomp in their English writing class. A close ended questionnaire with 15 question items equipped with 5 Likert scales (Strongly agree, agree, neutral, strongly disagree, and disagree) was utilized. The reliability of questionnaire was checked by using Cronbach alpha reliability coefficient, the results showed that the questionnaire reliability value was .737 which meant that the internal consistency was reliable or acceptable (see table 1). Then, the questionnaire were made in the googleform to ease the EFL learners to provide their feedbacks. In addition, to analyze the research data, the results of questionnaire answered by the participants were converted into frequency, percentage and diagram thereafter being interpreted by seeing the frequency and percentage obtained.

**Table 1. Results of Cronbach Alpha reliability computation**

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| ,737 | ,740 | 15 |

# 3. RESULT AND DISCUSSION

After getting the data from the EFL learners' feedback and having finished analyzing the descriptive statistics, Likert scale analysis was done to see the descriptive statistics. A close-ended questionnaire was set up to figure out whether or not the EFL learners had positive or negative perception towards the implementation of dictocomp on their English writing achievement. In this part of the research findings, the EFL learners' perception towards the use of dictocomp in English writing class were vividly described as followed:

**Pie chart 1: I like writing after learning by using dictocomp**
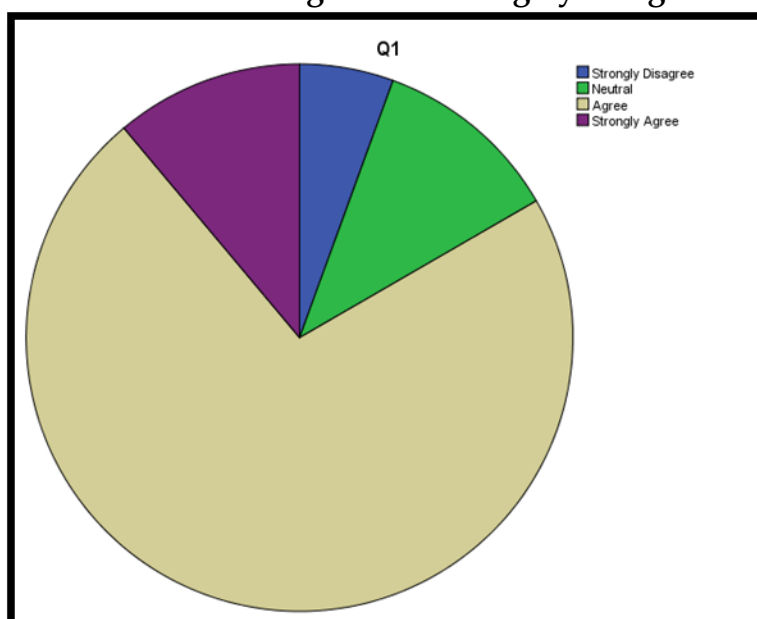


On the basis of the pie chart 1, it could be seen that 2 (11.1%) students strongly agreed and 13 (72.2%) students agreed that they liked writing after learning English with dictocomp. 2 (11.1%) students chose neutral and 1 (5.6%) chose strongly disagree. Besides, the mean score of the Q1 was 3.89 and the standard deviation was .676. Hence it could be further stated that after being given the intervention with dictocomp, there were 15 (83.3%) students gave positive responses that they liked English writing after learning English with dictocomp.

## Pie chart 2: I am more motivated to learning English writing with dictocomp
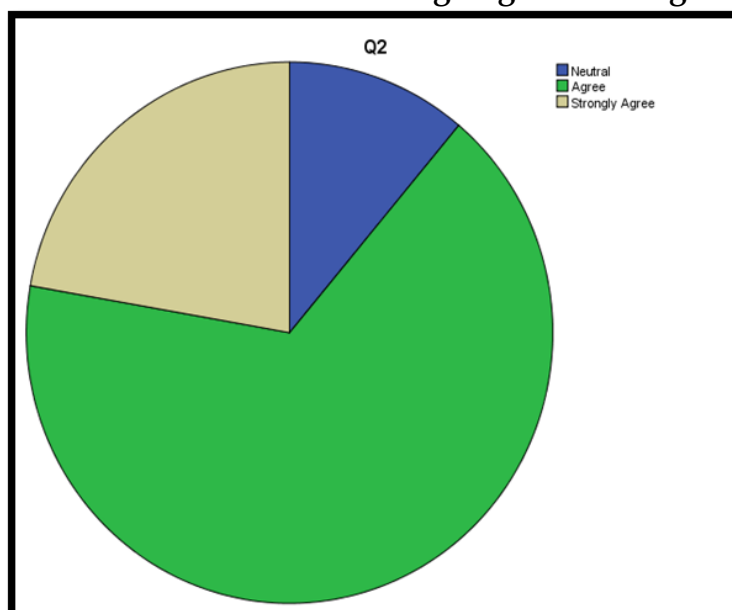


On the basis of the pie chart 2, it could be clearly seen that 4 (22.2%) students strongly agreed and 12 (66.7%) agreed that they were more motivated to learning English writing with dictocomp. In addition, the mean score of the Q2 was 4.11 and the standard deviation was .583. However, 2 (11.1%) chose neutral after being treated with dictocomp. Thus, it could be further synthesized that there were 16 (88.9%) students gave positive responses towards having more motivated to learning English writing with dictocomp.

## Pie chart 3: I come across with barrier in writing before the implementation of dictocomp
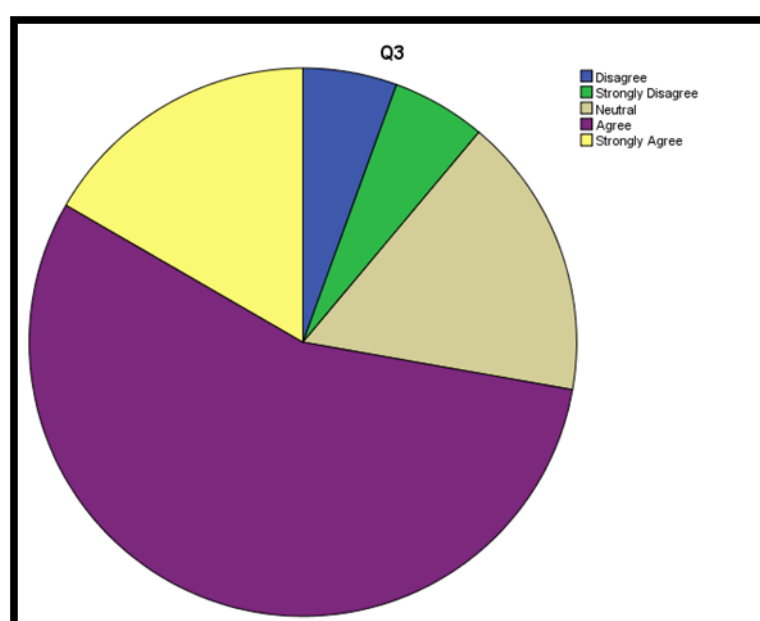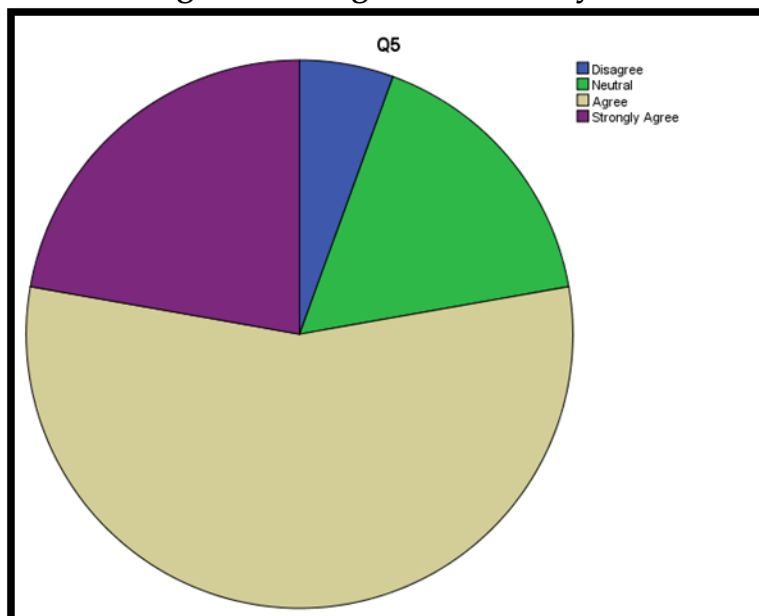
On the basis of the pie chart 3, it could be vividly seen that 3 (16.7%) students strongly agreed and 10 (55.6 %) agreed that they came across with barrier in writing before the implementation of dictocomp. Beside that, the mean score of Q3 was 3.72, and the standard deviation was 1.018. Also, 3 (16.7%) chose neutral, 1 (5.6%) strongly disagreed, and 1 (5.6%) disagreed. For that reason, it could be further stated that there were 13 (72.3%) students gave positive responses that they had barrier in writing being being instructed with dictocomp.

**Pie chart 4: I am more confident in English writing**
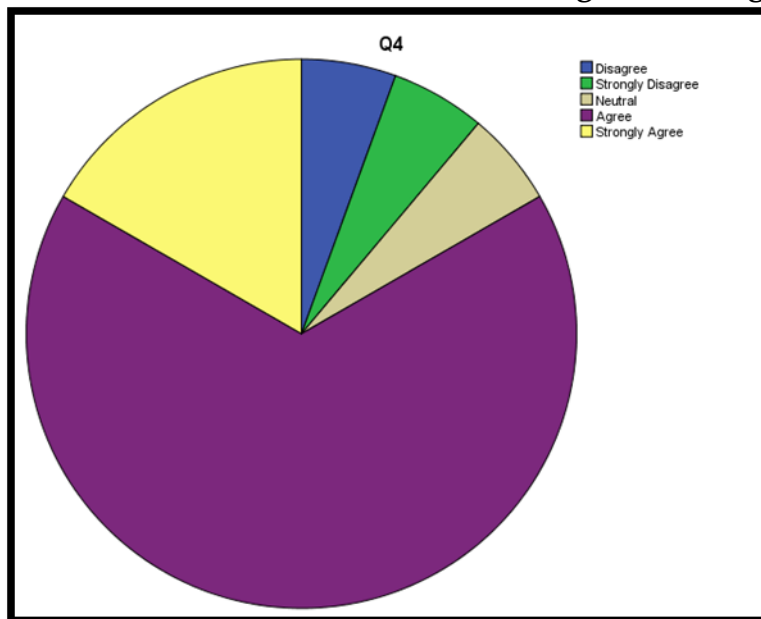


On the basis of the pie chart 4, it could be vividly seen that 3 (16.7%) students strongly agreed and 12 (66.7 %) agreed that they were more confident in Englsih writing. Moreover, the mean score of Q4 was 3.83 and the standard deviation was .985. In addition, 1 (5.6%) chose neutral, 1 (5.6%) strongly disagreed, and 1 (5.6%) disagreed. For that reason, it could be further revealed that there were 13 (72.3%) students gave positive responses that they had barrier in writing being instructed with dictocomp.

**Pie chart 5: I get more English vocabulary when writing**



On the basis of the pie chart 5, it could be viewed that 4 (22.2%) students strongly agreed and 10 (55.6 %) agreed that they got more English vocabulary when writing. Moreover, the mean score of Q5 was 3.89 and the standard deviation was .963. In addition, 3 (16.7%) chose neutral, and 1 (5.6%) disagreed. Therefore, it could be further said that there were 14 (77.8%) students gave positive responses that they earned more English vocabulary when writing.
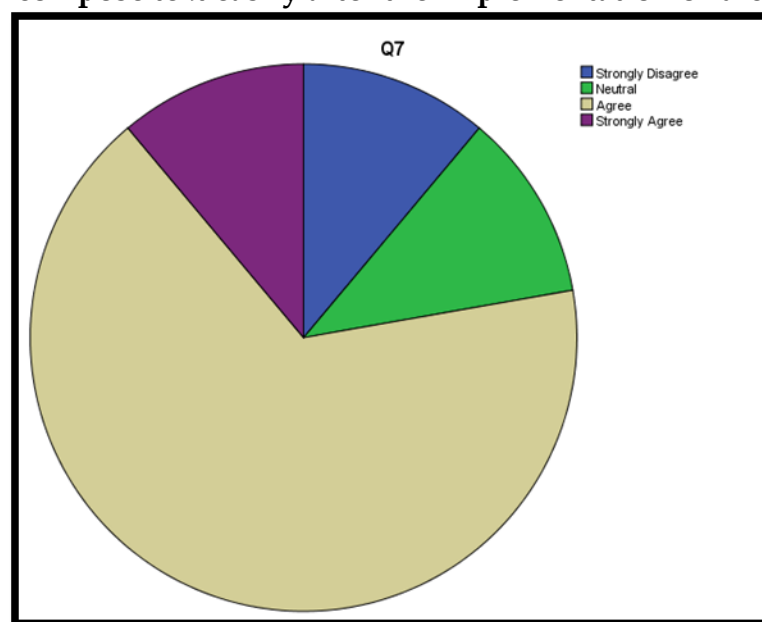
**Pie chart 6: I can construct sentences properly in writing**
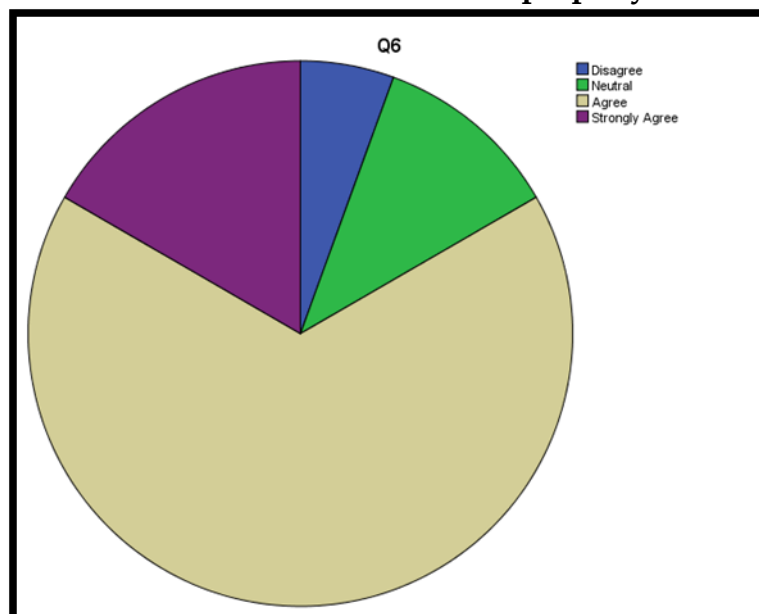
On the basis of the pie chart 6, it could be stated that 3 (16.7%) students strongly agreed and 12 (66.7 %) agreed that they could construct sentences properly when writing. Moreover, the mean score of Q6 was 3.89 and the standard deviation was .900. In addition, 2 (11.1%) chose neutral, and 1 (5.6%) disagreed. For that description, it could be further concluded that there were 15 (83.4%) students gave positive responses that they were able to construct sentence accordingly when writing.

**Pie chart 7: I compose text easily after the implementation of dictocomp**



On the basis of the pie chart 7, it could be stated that 2 (11.1%) students strongly agreed and 12 (66.7 %) agreed that they could compose text with ease after the implementation of dictocomp. Furthermore, the mean score of Q7 was 3.78 and the standard deviation was .808. In addition, 2 (11.1%) chose neutral, and 2 (11.1%) disagreed. For that results, it could be further concluded that there were 14 (77.8%) students gave positive responses that they composed English text easily after being taught by using dictocomp.

### Pie chart 8: I can catch English words clearly when dictation
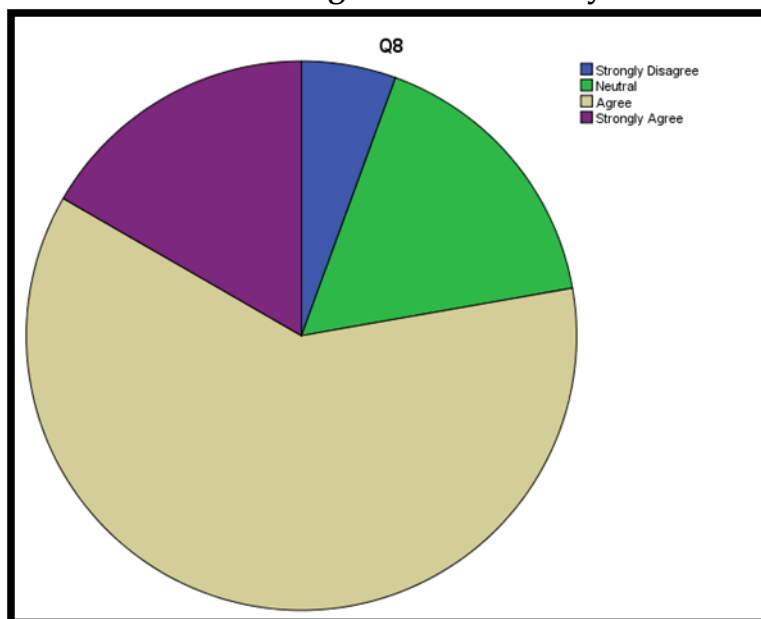


On the basis of the pie chart 8, it could be uttered that 3 (16.7%) students strongly agreed and 11 (61.1 %) agreed that they could catch English words when dictation. Apart from that, the mean score of Q8 was 3.89 and the standard deviation was .758. In addition, 3 (16.7%) chose neutral, and 1 (5.6%) disagreed. In brief, it could be further claimed that there were 14 (77.8%) students gave positive responses that they were able to catch English words when being dictated.

### Pie chart 9: I can use mechanics well in text writing
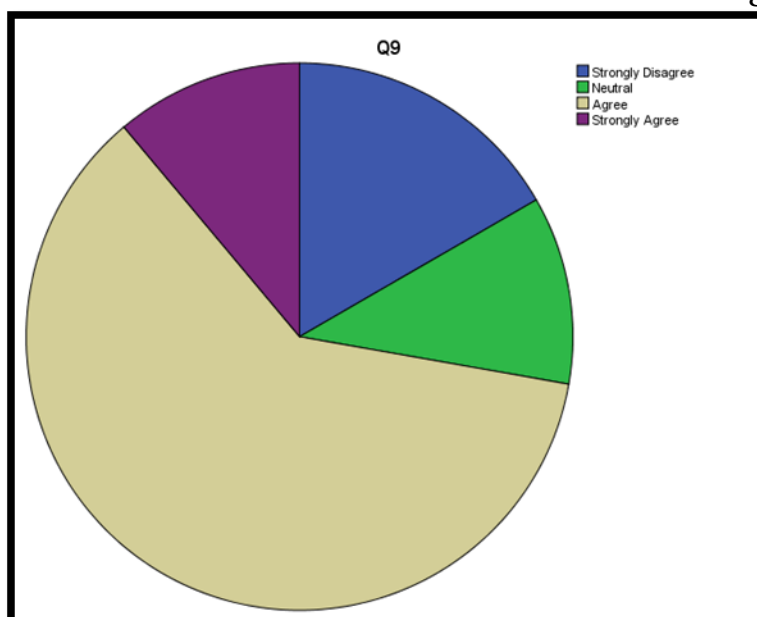
On the basis of the pie chart 9, it could be precisely said that 2 (11.1%) students strongly agreed and 11 (61.1 %) agreed that they could use mechanics well in writing. Beside that, the mean score of Q9 was 3.67 and the standard deviation was .907. In addition, 2 (11.1%) chose neutral, and 3 (16.7%) strongly disagreed.  Thus, it could be further revealed that there were 13 (72.2%) students gave positive responses that they were able to properly use mechanics in writing.

**Pie chart 10: I express ideas accordingly in my piece of writing**
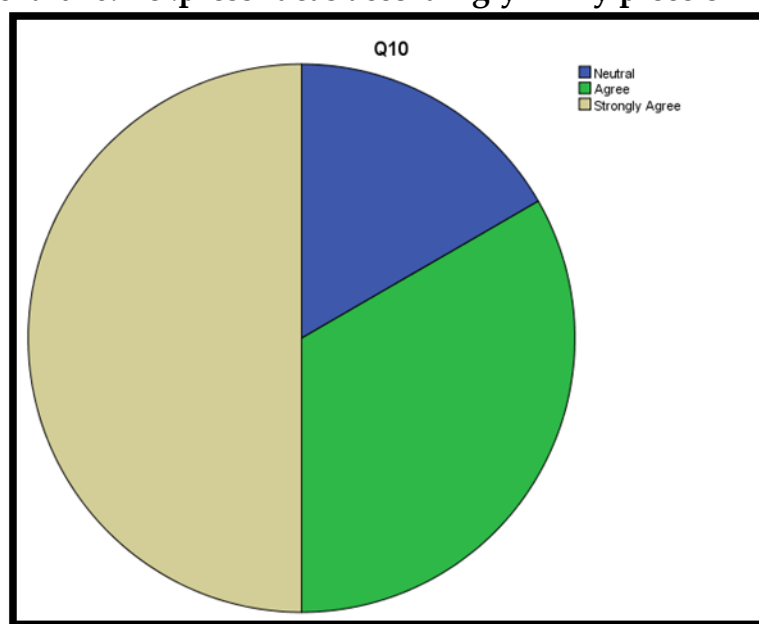


On the basis of the pie chart 10, it could be well-stated that 9 (50%) students strongly agreed and 6 (33.3 %) agreed that they could express ideas accordingly when writing. Besides, the mean score of Q10 was 4.33 and the standard deviation was .767. In addition, 3 (16.7%) chose neutral.  Therefore, it could be further revealed that there were 15 (83.3%) students gave positive responses that they expressed ideas accordingly in their piece of writing.

**Pie chart 11: I have better word choice in English writing**
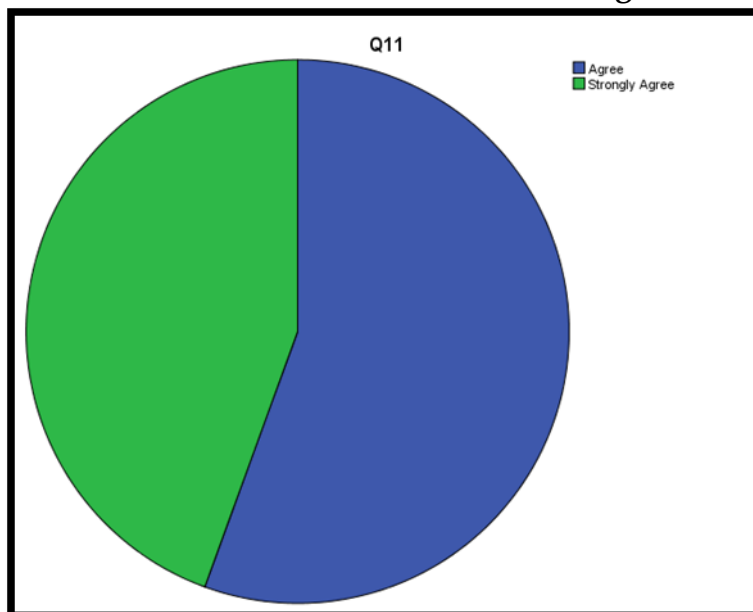


On the basis of the pie chart 11, it could be properly seen that 8 (44.4%) students strongly agreed and 10 (55.6 %) agreed that they had better word choice in English writing. Additionally, the mean score of Q11 was 4.44 and the standard deviation was .571. In addition, no students chose neutral, strongly disagree, and disagree. Hence, it could be further found out that there were 18 (100%) students gave positive responses that they had better word choice when writing English text.

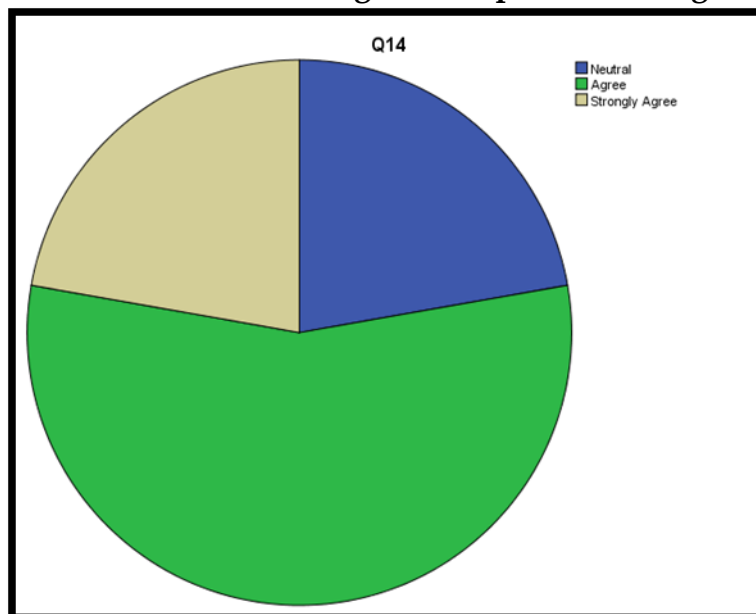**Pie chart 12: I can organize ideas better when writing**
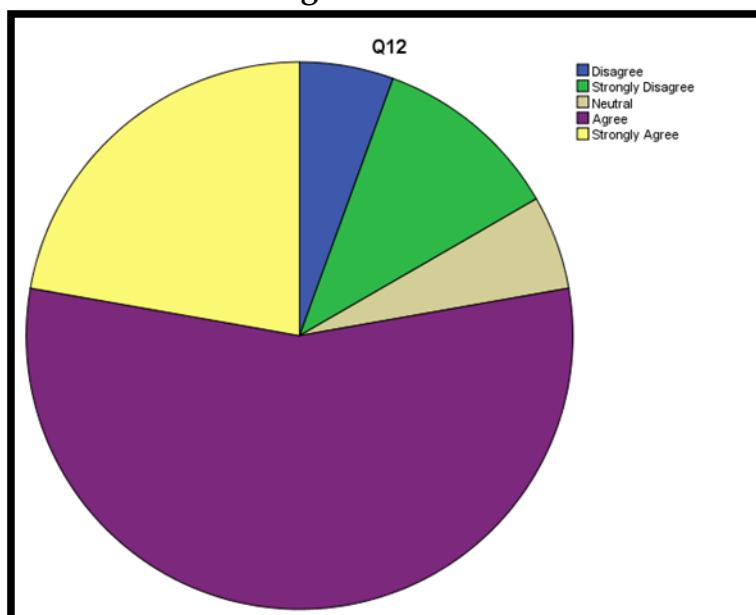
On the basis of the pie chart 12, it could be well-viewed that 4 (22.2%) students strongly agreed and 10 (55.6 %) agreed that they could organize ideas better when writing. Additionally, the mean score of Q12 was 3.78 and the standard deviation was 1.11. In addition, 1 (5.6%) student chose neutral, 2 (11.1%) students strongly disagreed, and 1 (5.6%) student agreed. For that explanation, it could be further synthesized that there were 14 (77.8%) students gave positive responses that they were able to better organize ideas when writing English.

**Pie chart 13: I can produce accurate spelling of English words**
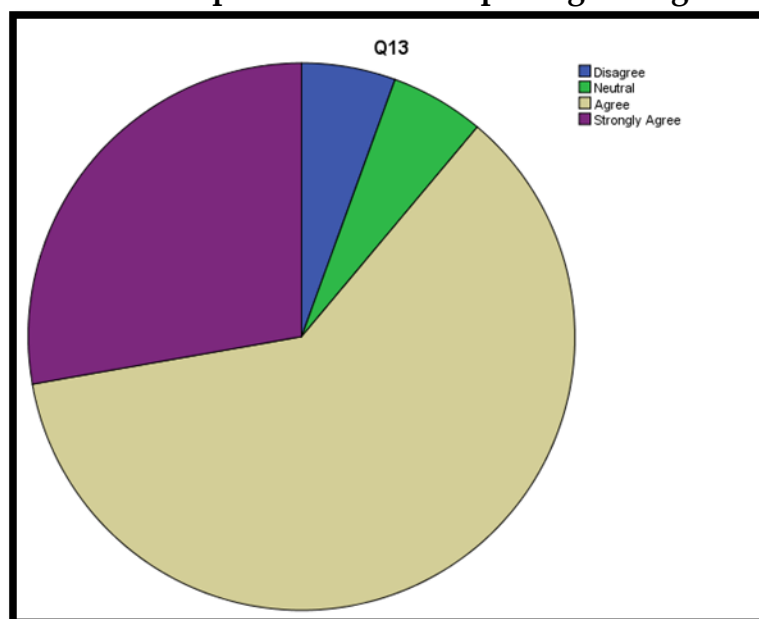


On the basis of the pie chart 13, it could be accordingly seen that 5 (27.8%) students strongly agreed and 11 (61.1 %) agreed that they could produce accurate spelling of English words. Meanhwile, the mean score of Q13 was 4.06 and the standard deviation was .938. Additionally, 1 (5.6%) student chose neutral, and 1 (5.6%) student agreed. Thus, it could be further concluded that there were 16 (88.9%) students gave positive responses that they were able to accurately produce English words spelling.

**Pie chart 14: I can rewrite English composition in logical order**



On the basis of the pie chart 14, it could be well-stated that 4 (22.2 %) students strongly agreed and 10 (55.6 %) agreed that they could rewrite English composition in logical order. Moreover, the mean score of Q14 was 4.00 and the standard deviation was .686. Besides, 4 (22.2%) students chose neutral. For that description, it could be further concluded that there were 14 (77.8%) students gave positive responses that they were able rewrite English composition out in logical order.

**Pie chart 15: I can revise my own writing**
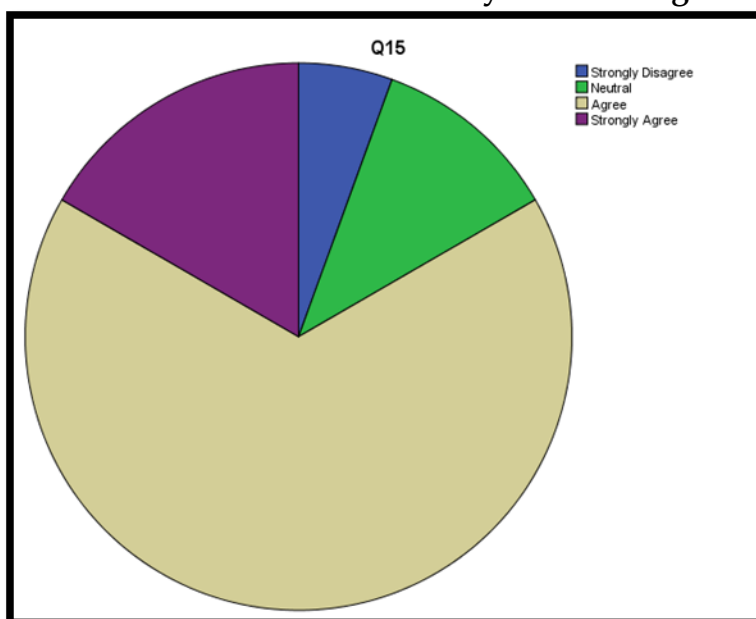
On the basis of the pie chart 15, it could be well-said that 3 (16.7 %) students strongly agreed and 12 (66.7 %) agreed that they could revise their own writing. Moreover, the mean score of Q15 was 3.94 and the standard deviation was .725. Besides, 2 (11.1%) students chose neutral, 1 (5.6%) student strongly disagreed.  Therefore, it could be further concluded that there were 15 (83.4%) students gave positive responses that they were able to make a revision on their own writing.

**DISCUSSION**

Before going further with interpretation, the following steps of teaching dicto-comp to the EFL students were presented to in order to earn the prior research details: The students were tasked with listening to the chosen topic passage that the researcher had narrated three times after the researcher had presented a picture as an icebreaker activity related to the topic learned. No students were allowed to take notes during the dictation process, and after the researcher had read the passage aloud three times in order, the students were required to write down what they had heard in a way that was as similar to the original passage's wording as possible. However, the students are free to rewrite the concepts in their own words. Both individual and group work was done here. After they had finished rewriting the passage, the students were instructed to submit their work. The researcher then explained and provided corrective feedback so that the students had a better controlled composition by that point. The students were also taught and exposed to exercises on controlled composition during the teaching and learning activities. The results revealed that (1) Following treatment, the EFL learners' English writing achievement level in the experimental group fell into the good and very good range. (2) Dicto-comp significantly improved the experimental group's EFL learners' English writing achievement. (3) Dicto-comp significantly improved the English writing achievement of EFL learners in comparison to those who were not receiving it. Then, the present investigation would like to obtain the EFL learners' feedback towards the implementation of dictocomp in English writing course.

Based on the research findings above, it could be interpreted that the EFL learners' learning motivation and confidence were exceedingly boosted. In addition, their English writing difficulties were slightly solved. Furthermore, their English writing performance had positive and significant development after being instructed with dictocomp. Another positive response was about the English writings aspects of the EFL learners were also well-improved. This is in line with the research done by Abbasian and Mohammadi (2013), they claimed that dicto-comp improved Iranian intermediate EFL students' overall writing skills, especially in the organisational and mechanics domains. Apart from that, according to Muttakiah (2016), students who took writing classes that used the dicto-comp technique performed better on writing assignments than those who did not.

In addition, after using the dictocomp technique, Singh & Aziz (2020) asserted that the text structure constructs in the participants' recounts they wrote significantly improved. The findings also revealed that the logical framework of ideas construct and the text structure construct both showed parallel improvements in the participants' English writing. Having the same thoughts, in their research, Angraini and Iman (2022) made the following claims: (1) dicto-comp significantly improved the experimental group's EFL learners' English writing achievement; (2) dicto-comp significantly improved the English writing achievement of EFL learners compared to those who were not receiving it; and (3) dicto-comp significantly improved the English writing achievement of EFL learners compared to those who were. Furthermore, Rosdiana (2022) drew conclusion on her research that dicto-comp reduced the students' writing errors. It is advised that English teachers use the dicto-comp technique or combine it with another technique/method when instructing writing in the classroom. Hence, it stands to the point that the EFL learners had positive perception towards the implementation of dictocomp in English Writing class.

## 4. CONCLUSION

On the basis of the research findings and discussion above, it could be concluded that the EFL learners' English writing competence and performance were ultimately improved after being taught by using dictocomp. In addition, some suggestion were headed to the English lecturers who taught English writing that they could use dictocomp as alternative, if not main, instructional technique in English writing class. For students, it was recommended to frequently way up their English writing knowledge and demonstration in order to get better English writing products. For stakeholders, this technique could be well integrated in the English instructional curriculum and applicable not only to EFL learners but also non EFL learners. Last suggestion heading to the future researchers that they could carry on the near future investigation using this technique and add another independent as well as dependent research variable.

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