The objective of this study is to help students in developing their ideas in writing. Students feel difficult to arrange their ideas in paper. Actually they have ideas but it is hard for them to deliver it into their paper or they have many ideas, but they cannot choose what ideas should be chosen. It is happened because they have lack of vocabulary, cannot arrange the ideas correctly, do not know how to develop their ideas because it is not clear enough information from the teacher or the teacher did not teach them to do so. Based on literature review dictoglos can be a guide for learners to develop their ideas in writing. It is a teaching technique which incorporates various activities such listening, taking notes, discussing, and reconstructing.

Key Words: Writing, Dictogloss, Elaboration Dictogloss

A. INTRODUCTION

English as an international language has been known all over the world. People cannot deny it, because many countries use and learn the language. The fact shows that the language is used as a second or a foreign language in each country in the worlds. Many people learn it to get involved in world globalization era in order to use English in written or oral form of communication. To communicate with other people in the world today, they must know and use English language.

It is a must for people to learn English. Whether they are as students, worker, or other occupations that they belong to, they must study English. It can be learned through learning at school, in a course, or by their own ways. People must learn the language skills of the language in order to master English well. Like a child learns to walk he must be fall down to the floor and get up to stand
again and learn to walk continuously so that he can walk well. It is also the same when we learn a language we must start from listening, speaking, reading and writing. The four language skills should be learned continuously and patiently.

Writing as one of the language skill at any level of education that has to be mastered is rather difficult than other skills. Students feel difficult to arrange their ideas in paper. Actually they have ideas but it is hard for them to deliver it into their paper or they have many ideas, but they cannot choose what ideas should be chosen to develop. It is happened because they have lack of vocabulary, they cannot arrange the ideas correctly, they do not know how to develop their ideas because it is not clear enough information from the teacher or the teacher did not teach them to do so. There are many other factors cause the inability of students to write in English.

Because some problems above the writer wants to give an alternative solution to overcome the problem that is an approach to teach writing. It is hoped that the students have ability to develop their ideas in writing. The approach is called Dictogloss. Specifically Dictogloss Elaboration. In this approach students is trained to write their elaboration of one idea or improve simply an idea or a topic chosen by a teacher or they choose it freely from their own.

B. DISCUSSION
1. General Concept of Writing

There are many definitions of writing according to some experts. Hyland (2003; 3) defines writing is seen as a product constructed from the writer ‘s command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating model provided by the teachers. It means that writing is a product of grammatical knowledge. It should be delivered by teachers by manipulating and giving example to their students. Moreover Raymond describes that writing is a way of remembering and a way of thinking as well. Writing makes words permanent, and thus expands the
collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library.

Furthermore Nunan (1991; 84) illustrates that writing can be viewed as involving a number of thinking processes which are drawn upon in varied and complex ways as an individual composes, transcribes, evaluates, and revises. He also states that writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language. Raymond (1980; 2) defines that writing needs a process of remembering and also thinking. From the explanation above it can be concluded that writing appears as the result of cultural changes and needs memory to remember and think something.

Before students learn how to write well, they have to build and hone their competency into two broad areas. The first is writing mechanics, and second is writing process. Each of the areas contains a number of subskills. The areas will be discussed more in the following.

Writing mechanics involve spelling, vocabulary, grammar, and punctuation. It includes everything from physically producing text to spelling correctly and producing accurate grammar. In short, the explanation is as follow. First, students have to know Graphemic realization of writing; the symbolic understanding (symbols have meaning), alphabetic principle (letters represent speech segments, and memory for letters.

In the part of spelling students have to realize the visual discrimination, fine-motor skills (handwriting and typing. Second, the students understand sound-symbol connections and patterns, memory for regularly and irregularly spelled words, linguistic comprehension, memory for words, recognition and understanding of grammatical patterns, memory for syntactically correct patterns, and understanding application of semantic conventions.

While writing process needs generating and organizing information, of which planning and editing are part. In acquiring knowledge of the process of writing students should know the retrieve knowledge, how to plan text, construct the text, edit the text, and regulate the entire process of writing.
To understand and practice the knowledge of how to write well they have to be trained and to be given the situation by teachers in applying a kind of approach called dictoglosselaboration. It will be described in the following discussion.

2. Dictogloss

Dictogloss is a teaching technique which incorporates various activities such listening, taking notes, discussing, and reconstructing. It is the same with the idea from Jacobs (2003:4), he explains that text reconstruction task provides students with the opportunities to display both their knowledge of the content of the text as well as of the organizational structure and language features of the text. It means that dictogloss gives opportunities to the students to comprehend what they have heard in form of notes, discuss with their friends and teacher, and then rewrite what they have learned.

Moreover, Wajnryb (1990; pp.5-6, 19) states that dictogloss is designed to draw the learners’ attention to language form, it promotes negotiation of meaning as well as negotiation of form. In this case students can discuss the material with their friend whether in pair, group or other activities during the process of learning and teaching.
In addition Murray (2001; volume 10 no 3) adds that dictogloss is helping students to use their grammar resources to reconstruct a text and become aware of their shortcomings and needs. It can be described that dictogloss makes students to be more aware of their grammatical choice that they used to reconstruct their ideas about the text.

According to Kidd (1992; pp 49-61) there are four stage procedures in applying dictogloss. They are: (1) preparation, (2) dictation, (3) Reconstruction, and (4) Analysis and Correction. In preparation stage, teacher introduces the topic of a passage interestingly and imaginatively which activates students’ knowledge and their comprehension. After that students are organized into group of 4 or 5. The second stage is dictation. In this session students are read twice or three at normal speed about the text. At this occasion students have three stages opportunity, the first they do not allowed to write anything except listen to the text from the teacher, next step student jot important words and phrases in order they can reconstruct the text.

Third, reconstruction is an important stage procedure in dictogloss technique. Students try to reconstruct a version of the text from their shared resources. Both text interpretation and reconstruction depend heavily on cooperation among members in the group work. The last is analysis and correction. In this condition different group text results are examined and compared to the target structure. It can be done in many ways. Such as writing it on chalkboard. This will be led to understand the source of the errors.

To get more comprehension about dictogloss, here it will be explained some variations of dictogloss. Teachers can use one or two variations in their teaching. They are negotiation, student-controlled dictation, student-student dictation, summaries, scrambled sentence, opinion, picture, and elaboration.

Elaboration Dictogloss

This variation of dictogloss is that students not only recreate a text but also to improve the text. The steps in doing this variation are:

1. Students have to elaborate or add adjectives and adverbs, examples, facts, personal experiences, and causes and effects.
In doing this step students can work together whether in pair or group works more than two persons. In this activity students directly or indirectly can add their vocabulary. They can also change their works and share experiences.

2. Students reconstruct the text. These can be factual, based on what students know about the topic of the text or research they do, or students can invent elaborations. In doing this step, students can develop and enhance their ideas.

C. Conclusion

Writing is one the skill that should be studied hardly by the students who learn English as a foreign or second language. In order students can write well teacher should know and apply approach, technique, method or strategy in their class. One of the approach to be applied is dictogloss with one of its variation that is elaboration. As the variation of dictogloss, it is used in the class by grouping students into four or five student to work together to elaborate a text or a topic in accurate grammatical rules. Text reconstruction task provides students with the opportunities to display both their knowledge of the content of the text as well as of the organizational structure and language features of the text.

There are four stage procedures in applying dictogloss. They are: (1) preparation, (2) dictation, (3) Reconstruction, and (4) Analysis and Correction. Text reconstruction task provides students with the opportunities to display both their knowledge of the content of the text as well as of the organizational structure and language features of the text. By applying this approach in the writing, it is hoped that students can develop their ideas in writing a text.
D. References


Raymond, James C, *Writing is an Unnatural Act*