

1. Cover Skripsi

**A STUDY ON TEACHING WRITING NARRATIVE TEXT
USING DICTOGLOSS TECHNIQUE AT 2nd SCIENCE
ELEVENTH GRADE STUDENTS OF MAN II KOTA KEDIRI
ACADEMIC YEAR 2014/2015**

SKRIPSI



By:

NURUL HASANAH
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2014 - 2015**

2. Halaman persetujuan lengkap TTD (scan)

APPROVAL PAGE

SKRIPSI

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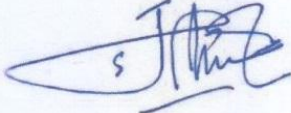

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Entitled:

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Has been approved to be proposed to
The English Department Examination Committee of
Nusantara PGRI Kediri University

Kediri, August 23th 2015
The advisors,

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3. Halaman Pengesahan Lengkap TTD dan Stempel (Scan)

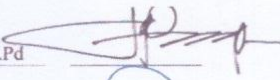
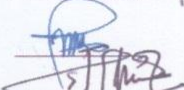
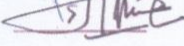
APPROVAL SHEET
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Approved and Accepted by the Examination committee of
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Kediri, August 23th 2015

The Board of Examiners

Chairman	: <u>Drs. SETYA ADI SANCAYA, M.Pd</u>	
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**A STUDY ON TEACHING WRITING NARRATIVE TEXT USING DICTOGLOSS
TECHNIQUE AT 2nd SCIENCE ELEVENTH GRADE STUDENTS OF MAN II KOTA
KEDIRI ACADEMIC YEAR 2014/2015**

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Abstract

Teacher domination in English class still became a classical activity. Students' creativity are limited because teacher as their only source of knowledge. However, Dictogloss allows students to rebuild a story with their own version.

The purposes of this research were to (1) describe the implementation of teaching writing using Dictogloss technique, (2) find out the students' response of the implementation the technique and, (3) identify the advantages and the disadvantages of the implementation Dictogloss technique in teaching writing on Eleventh grade of Science students' of MAN II Kota Kediri academic year 2014/2015. The researcher used descriptive qualitative. She used observation, interview and questionnaire to collect the data.

The findings showed that: (1) in implementing the technique, teacher should simplify her instruction so that students could understand what the teacher wanted, (2) the students showed positive responses to the technique used, (3) the technique could make the students more active and bring the class to be more alive, however teacher needs to avoid complicated instruction in using the technique.

Key Words: Dictogloss, Writing, Narrative Text

I. INTRODUCTION

Writing is an activity to express the ideas, thoughts, or even experiences in the form of paragraph. Nation (2009:113) stated that writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading. Supporting it, Trimmer and Mc Crimmon (1988: 3) stated that writing is hard work, but writing is also opportunity: to express something about yourself to explore and explain ideas, to assess the claims of other people.

Students of senior high school now days are demanded to be able to not only develop the knowledge of language structure, grammar, and pronunciation but also how to use the language. One of the ways to know their ability in using the language is through writing a text. However, there are many problems that they faced when they start writing. As stated by Broughton, Brimfit et al. (1980: 116) there are some consideration in written English, they are: Mechanical Problems; Problem of accuracy of English grammar and lexis;

Problem of relating the style of writing to the demands of a particular situation; and Problems of developing ease and comfort in expressing what needs to be said.

Another problem that students faced was the teacher technique in teaching. Teacher domination in English class still became a classical activity. Students' creativity are limited because teacher as their only source of knowledge. However, one of English teacher of MAN II Kediri applied a different technique in teaching writing. He used dictogloss.

Dictogloss offers a lot of opportunity for students to develop a story with their own ideas, in this case is narrative, after they listen a passage. They only allow noting down the key words and work together to rebuild a reconstructed version of the text (Vasiljevic, 2010: 1).

Unlike traditional dictation, there is a gap between the listening and writing phase, giving students time to think and discuss how best to express the ideas. The aim is not to reproduce the text word for word, but to convey the meaning and style as closely as possible. This technique also involves multiple skills activity where the students practice listening, speaking, writing and their use of grammar to complete the task. A dictogloss is suitable for teens and adults and are useful for noticing most grammatical structures.

In this research, she proposed 3 research problems, those are (1) How does the teacher teach writing narrative text using dictogloss technique, (2) How s the students response while being taught writing narrative text using dictogloss technique, (3) What are the advantages and the disadvantages of teaching writing narrative text using dictogloss.

II. RESEARCH METHOD

The researcher used descriptive qualitative approach which means the result will be explained in word by word in order to be able to describe as detail as possible.

The researcher conducted her research on MAN II Kota Kediri and she then chose students of the 2nd Science Eleventh grade to be observed by applying sampling technique. The class consists of 40 students. To collect the data she used interview, observation and questionnaire. Then, there are three steps she applied to analyze the data gained, those are reduction of data, display of the data, and verification of the data.

III. RESEARCH FINDINGS AND DISCUSSION

After the researcher observed the teaching and learning process, she comes to her findings and discussion. She found that the teacher prepared the lesson plan of narrative and used three phase techniques; pre, whilst and post activities.

In pre-activities, the teacher prepared his class by warming up activities and checking the attendance list. He led the students by giving some leading questions that related to the topic.

In whilst-activities, the teacher explained the procedure of dictogloss before they began the main activity. He then divided the class into some groups consisting of 8 students. He displayed the keywords that they would find while they listened to the story. After that, he read the story twice at the normal speed and asked them to reconstruct the story based on their own ideas. The next, he called the leader to read their work in front of the class and discuss together the final result. In the end of the main activity, he threw some questions to the students about the structures, features and kind of the text they had discussed.

In post-activities, the teacher asked the students to collect their written product. He made evaluation about what they did that day and also gave them feedback. And finally, he made the conclusion together.

The researcher found there were some modifications in implementing the dictogloss technique, for example: the teacher showed some key word in the beginning of the main activity before he read the text. As described by Ruth Wajnryb (1990: 7) that in the third stages: teacher reads the text for the second time at normal

speed and students take notes. This might be happened because he misunderstood the vocabulary preparation with the key words and also he might think that it helped the students to reach the target lexical items at the beginning of a task. Students should write down their own key words. The second, Ruth also suggested that the group should consist of two-four to reconstruct the text. However, the teacher, with some of considerations, made group of 8 students. This modification seems to be needed to do because the teacher knows the characteristic of students.

The implementation of dictogloss has some advantages. The first, students felt more interested with the teaching and learning process. Students became more active because they had to share their ideas with their friends to reconstruct the story. The second, dictogloss helped the students to take group responsibility altogether. The last, students can measure their own ability in constructing the text.

However, the class became crowded because they felt confused with the instruction from the teacher. The next, there were some students did not do the task. A group of 8 students seemed to be ineffective. As suggested by Wajnryb (1990: 7) that students work in group of two-four to reconstruct the text.

Dealing with the students' responses, they showed a good response when they

were taught writing using dictogloss. It is supported by the questionnaire that 90 % of students agreed that dictogloss help them to understand the material.

IV. CONCLUSION AND SUGGESTION

Based on the discussion above, the researcher concludes that the teacher made some modification in dictogloss. A modification can be done whenever it is necessary, but teachers need to consider some certain things when we do it. For example, we need to consider about the number of students in a group to avoid ineffective and also simplify our instructions.

The researcher realizes that her research has some limitations. The first limitation concerns the number of the participants. She believes that a larger number of participants could have involved, the results of the research would be more reliable. Another limitation is dealing with the motivation measurement. The measurement could reveal how effective dictogloss could increase the students' motivation in learning the language. Considering the limitation above, the future researcher should involve larger number of participants and measure the students' motivation.

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