ARTICLE

THE EFFECT OF DICTOGLOSS TECHNIQUE TO THE STUDENTS' WRITING ABILITY IN NARRATIVE TEXT TO THE TENTH YEAR STUDETS OF MA SUNAN KALIJOGO MOJO KEDIRI ACADEMIC 2016/2017

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THE EFFECT OF DICTOGLOSS TECHNIQUE TO THE STUDENTS' WRITING ABILITY IN NARRATIVE TEXT TO THE TENTH YEAR STUDETS OF MA SUNAN KALIJOGO MOJO KEDIRI ACADEMIC 2016/2017

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ABSTRACT

This experimental research aim to knowing whether or not the dictigloss technique is effective for teaching writing and to know student's response when dictogloss is applied in writing ability on the students' writing ability in narrative text at tenth year students of Ma Sunan Kalijogo Mojo Kediri Academic 2016/2017.The study is quantitative approach and use experimental method to investigate the effect of dictogloss technique to the students'' writing ability in narrative text. The researcher chooses one class 10 IPA consist of 38 students. Data was collected by using writing test, pre-test and post test. The result of this research, it is found that teaching learning using dictogloss has significant effect to the student's writing ability. The result of the data pre-test is 70.42, pre-test 84.21 and for t-test that the t-score $(14.887) >$ t- table as the level of significant 5% (2.022). So, we can say that post-test score higher than pre-test and t-score is higher than t-table at the level significant 5%. It means that there is a significant effect between the result of tenth grade students' pre-test and post-test. Based on the result of the research, it can be concluded that dictogloss is effective for students' writing ability in structure, vocabulary, grammar, content and mechanic.

Key word: Dictogloss, Writing Ability, Narrative Text

I. INTRODUCTION

According to Nation: (2009:113) That writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. Mean that writing is one of the ways used by people to communicate or to express their ideas, thoughts, etc., to other people when it is impossible to communicate orally.

People actually will have to perform their writing skill throughout their life for academic and occupational purposes such as composing simple stories, writing letters, reports, papers, theses, and so forth that can be accessed by people all over the world.

In English language learning, Indonesian students are also expected to learn and master writing skill besides other English skills; listening, speaking, and

reading. It means that the students do not only have to learn and be able to get the meaning from English text and speech through listening and reading, and be able to speak in English, but they also have to learn and be able to write some types of texts in English. And there are some text types that should be learned and mastered by the students. One of those texts is narrative text. According to Anderson and Anderson (2003:3) narrative as a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Narratives can be presented or told in the first person if the narrator is one of the characters in the story, and in the third person if the narrator is outside the story.

Many students still get low score in their English achievement, especially in writing. In other side the students still cannot produce a good writing in English. There are many problems faced by the students when they are asked to write. Usually they do not know how to get started their writing. They often feel difficulty to get ideas to write so they cannot write smoothly to develop the topic and often get stuck in the middle of their writing. Also, they often get difficulties to organize their ideas in their writing because they have limit vocabulary and poor knowledge of English grammatical rules.

To solve the problems stated above, the teachers who teach English should be creative and they should choose the suitable technique in teaching. The technique they use to teach especially writing have to make students become actively involved and have high motivation in learning how to write effectively.

There are actually a lot of techniques that can motivate and actively involve students in English teaching – learning process. One of those techniques is "*Dictogloss technique*". Dictogloss is an integrated skills technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher." (Jacobs and small, (2003:1). The students may not do anything except listening to the text at first reading and they are asked to take brief notes at second reading. Next, they work cooperatively in a group to reconstruct the text from their shared notes. The task of reconstruction the whole text dictated from their notes requires the students in groups to discuss and recall their prior knowledge about grammar, vocabulary, and language features of text that they have to use in their reconstructed text and they also have to organize well their shared notes and ideas into paragraph form in order their reconstructed version will be coherent and have closely meaning to the original text.

At last, they analyze and compare their various works to the original text each other.

There is the relevant study to use the dictogloss technique in improving students' writing ability

II. METHODS

The method used in this research is quantitative research. Experiment design is carried out in the implementation of the method. Experiment is an approach to conduct quantitative research. Ary (2010: 265) defines an experiment as "A scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable (s).

It means that experimental research is a research that used to know the impact of one variable to another variable. The goal of experimental research is to determine whether a causal relationship exists between two or more variables. Because the experiment involves control and careful observation and measurement, this research method provides the most convincing evidence of the effect that one variable has on another.

This research will be held at MA Sunan Kalijogo Mojo Kediri as the location of the research. It is located in Dusun: Mayan, Desa : Kranding, Kecamatan : Mojo, Kabupaten : Kediri.

The class observed as a sample is Tenth grade students in MA Sunan Kalijogo Mojo Kediri academic year 2016-2017, the researcher took IPA 2 as the samples of this study consist of 38 students.

The researcher used one instrument in this study, that is a test. According to Gorddard & Melville (2001: 41) "Instrument is a measure the data such as to measure potential differences, to measure intelligences, to measure achievement"". In this research the researcher used writing tests were used as research instruments. This study was conducted in two steps: pre-test and post-test. The pre-test aimed to know the starting point of the student's grade on writing a paragraph before using dictogloss.

In analyzing all of the data which collected from the pre-test and post-test score the researcher will be analyzed by using SPSS v. 21. The data which get from pre-test scored will be compared with the post test score using the formula of paired sample t-test with the significance 5% (0.05) to know the differences the students' writing ability before and after being though using dictogloss technique and to prove the hypothesis. If there is the

students score average is no significance difference the Ho is accepted and Ha is rejected. But if the students score average is significance difference the Ho is rejected and Ha is accepted.

III. RESULT FINDINGS AND CONCLUSION

Table 4.1
The Score Frequency of Before Treatment

No	Class Limit	Class Boundaries	Mid Point	F	%	Categories
1.	64-67	63,5-67,5	65,5	3	8%	Enough
2.	68-71	67,5-71,5	69,5	21	55%	Enough
3.	72-75	71,5-75,5	73,5	7	18%	Enough
4.	76-79	75,5-79,5	77,5	3	8%	Good
5.	80-83	85,5-83,5	81,5	3	8%	Good
6.	84-87	83,5-87,5	85,5	1	3%	Good

From the table frequency of pre-test above, it can be seen that 3 students got class limit 64-67, class boundaries 63,5-67,5, mid point 65,5 and percentage 8%with fair categories. 21 students got class limit 68-71, class boundaries 67,5-71,5, mid point 69,5 and percentage 55% with fair categories. 7 students got class limit 72-7, class boundaries 71,5-75,5, mid point 73,5 and percentage 18% with fair categories. 3 students got class limit 76-79, class boundaries 75,5-79,5, mid point 77,5 and percentage 8 % with good categories. 3 students got

class limit 80-83, class boundaries 85,5-83,5, mid point 81,5 and percentage 8% with good categories. 1 student got class limit 84-87, class boundaries 83,5-87,5, mid point 85,5 and percentage 3% with good categories.

Table 4.2
The Score Frequency of After Treatment

No	Class Limit	Class Boundaries	Mid Point	F	%	Categories
1	76-78	75,5-78,5	77	1	3%	Enough
2	79-81	78,5-81,5	80	12	32%	Good
3	82-84	81,5-84,5	83	14	37%	Good
4	85-87	84,5-87,5	86	0	0%	Good
5	88-90	87,5-90,5	89	7	18%	Good
6	91-93	90,5-93,5	92	4	10%	Good

From the table frequency of pre-test above, it can be seen that 1 students got class limit 76-78, class boundaries 75,5-78,5, mid point 77 and percentage 3% with enough categories. 12 students got class limit 79-81, class boundaries 78,5-81,5, mid point 80 and percentage 32% with good categories. 14 students got class limit 82-84, class boundaries 81,5-84,5, mid point 83 and percentage 37% with categories good. 0 student got class limit 85-87, class boundaries 84,5-87,5, mid

point 86 and percentage 0% with good categories. 7 students got class limit 88-90, class boundaries 87,5-90,5, mid point 89 and percentage 18% with good categories. 4 students got class limit 91-93, class boundaries 90,5-93,5, mid point 92 and percentage 10% with good categories.

In this section the writer showed the results from the students' pre-test and post-test score by using SPSS version 21. There are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test

a) Mean

Table 4.3

The score *mean* of Before Treatment and After Treatment
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-Test	84,2105	38	4,04808	,65668
	Pre-test	70,4211	38	4,69981	,76241

From the Paired Samples Statistics table above, it showed the mean score of pre-test is 70.4211with standard deviation 4.69981 and the mean score of post-test is 84.2105 with standard deviation is 4.04808. The number of participants in each test (N) is 38.

b) Correlation

Table 4.4

The score *correlation* of Before Treatment and After Treatment

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	38	,154	,355

From Paired Samples Correlations table above, the output showed the data before and after being taught using dictogloss technique is 0.154 with significance value (sig.) 0.355. It means there is any correlation between students' writing ability before and after being taught using dictogloss technique.

c) T-test

Table 4.5

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Post-test	13,78947	5,70992	,92627	15,66628	11,91267	14,887	37	,000

From Paired Samples Test table above, it showed that t-test is 14.887and the t-table with degree of freedom 37 is 2.022 at the level of significance of 5%. It means t-test is higher than t-table (14.887> 2.022) and P value from the table is 0.000 with the level of significance of 5%.

Because oft-test is higher than t-table and P value t-test is lower than level of significance of 5% (0.000<0.05) it means Ho is rejected. So it can be concluded that the result of this research is very significant or there is very significant effect of dictogloss technique to the students' writing ability at the tenth grade students of MA Sunan Kalijogo Mojo Kediri.

The effect of using dictogloss technique in teaching writing is proven by the analyze from the students score in pre-test and post-test. The data was analyzed using SPSS version 2.1, and the result of t-score is 14.887 at the degree of freedom 37 and t-table 2.022. The t-score is higher than the t-table (14.887 > 2.022). It means that the null hypothesis (Ho) was rejected and the alternative hypothesis (ha) was accepted. Finally, it can be conclude that dictogloss technique has significant impact on the tenth grade students' writing ability on MA Sunan Kalijogo Mojo Kediri

It means that dictogloss is effective technique on the students' writing ability. This technique should be used by the teacher in teaching writing. Because dictogloss can help the students to solve their difficulties in writing such as content, structure, vocabulary, grammar and mechanic. Finally, the researcher conclude that dictogloss technique is very helpful in teaching writing.

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