

JURNAL

**PENGUNAAN DICTOGLOSS TEKNIK DALAM PENGAJARAN
MENULIS TEKS NARRATIVE TERHADAP SISWA KELAS DELAPAN
DI SMPN 1 NGRONGGOT TAHUN AJARAN 2016/2017**

***UTILIZING DICTOGLOSS TECHNIQUE IN TEACHING WRITING
NARRATIVE TEXT AT THE EIGHT GRADE STUDENTS OF SMPN 1
NGRONGGOT IN ACADEMIC YEAR 2016/2017***



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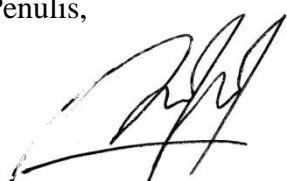
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Utilizing Dictogloss Technique in Teaching Writing Narrative Text at the Eight Grade Students of SMPN 1 Ngronggot in Academic Year 2016/2017

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ABSTRACT

The aims of this research are to know the students' writing ability before being taught using dictogloss technique in teaching writing narrative text at the eight grade students of SMPN 1 Ngronggot in academic year 2016/2017, to know the students' writing ability after being taught using utilizing dictogloss technique in teaching writing narrative text at the eight grade students of SMPN 1 Ngronggot in academic year 2016/2017, and to find out whether or not there is any significant effect of dictogloss technique in teaching writing narrative text at the eight grade students of SMPN 1 Ngronggot in academic year 2016/2017. This research used quantitative approach because it uses the form of number that was analyzed by using statistical formula. The sample of the research was VIII – B class consisting of 32 students. This research was held in three meetings involved pre-test, first treatment, second treatment, and post-test. The writer used the form of essay test writing narrative text as the instrument to collect the data. To analyze the data, the writer applied the rubric of writing and using t-test to know the result of the research. The statistical data in the research showed that the mean score of pre-test was 68.12 and post-test was 78.90. By using t-test, it was found that the t-score (10.51) > t-table 5% (1.696) or 1% (2.453). Therefore, the Null Hypothesis (H₀) was rejected and the Alternative Hypothesis was accepted. Thus, dictogloss technique can help students have better writing ability in the term of content, organization, structure, vocabulary, and presentation. It means that there is an effect of utilizing dictogloss technique in teaching writing narrative text at the eight grade students of SMPN 1 Ngronggot in academic year 2016/2017. Finally, it is suggested that English teacher should apply dictogloss technique to teach writing narrative text.

KEYWORDS : Writing, Teaching Writing, Dictogloss Technique.

I. BACKGROUND

Writing is a process of transferring thoughts, feelings, and information to other people. It is in line with Khoiriyah and Mahendra's (2017) explanation that writing is a way of sharing information, thoughts, ideas and experiences to others in the written form. It can be said that people put their thoughts, express their feeling, and transfer their information into words in a meaningful form followed by

the process of planning, drafting and revising, then putting the ideas down on the paper using appropriate language. These stages can also help students construct the idea that other people can catch the purpose of the text.

Writing is used by students in many purposes of some different forms. For example students in junior high school should be able to perform their writing skill throughout their life for the academic

and occupational purposes such as composing simple stories, writing social letters, papers, and so forth. According to Khoiriyah (2014) By using writing, students can share their ideas, feel something that exist in their mind. Because of that, writing is an important skill to be learned. Students use ability to write is to communicate to each other, tell about everything, and learn how to combine feels, ideas, and lives.

For the students who learn English, writing is considered more complicated than the other skills, because it requires a number of things such as organization in the development of ideas and information; accuracy so that there is no ambiguity of meaning; a careful choice of vocabulary, grammatical patterns, and sentence structures. Meanwhile, concerning with the complicated in learning writing, the teacher should be able to make sure that learners are getting a good range of opportunities for learning writing. Teacher has a responsible to teach writing clearly.

In the eighth grade, students should be able to write narrative, descriptive, and recount text. Based on the English syllabus on the curriculum called Educational Unit-Oriented (KTSP) for eighth grade students, there are some text types that should be learned and mastered. One of those texts is narrative text. Narrative text is the story of

people environment that sets up one or more problems, which must find a way to be resolved that happened in the past. According to Watkins (2005: 220) Narrative text is the story shows the culture of the people environment in the past deal with the problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Therefore, teacher has to give them a lot of trainings and practices how to express their ideas in written form especially in narrative text. Teacher has to find ways of composing writing that is easy for them. One of the ways to make writing easy for students is by using effective technique to teach it. There are some techniques which can be used by teacher to teach writing, such as jigsaw, team pair solo, estafet writing and dictogloss.

However, in English academic face many problems in teaching writing. The first problem is coming from teachers side. For example, teacher only asks the students to write sentences as many as possible. The teacher does not give solution or clue for the students to express their ideas. Within the teaching learning process, the teacher should use some techniques to teaches the process, especially in writing. However, the teacher

still does not use any techniques to encourage their students in writing activities. Some writing activities do not run well because the students should write or produce their own text with limited guidance.

The second problem is coming from the students. These are three problems related to the students. The first problem is generating their ideas. They are not able to transfer their ideas when they have to put it into the concrete one. Next problem is grammar. It is the most difficult part for students. They get difficulties to write sentences in the correct structure. It occurs since the students do not understand well about tenses in English. They are not able to select correct verb based on the tenses they use when write narrative text. Vocabulary is another difficulty that had in writing. By using appropriate words, students can convince and attract readers' interest to read.

Regarding with the writing case, the teacher has to cope and manage their problems in order to help the students to write well by applying suitable technique in teaching writing. Dictogloss is one of the technique in teaching writing. Wajnryb (1990: 10) states "Dictogloss technique is an integrated skills technique for language learning in which students work together to create a reconstructed version of a text

read to them." It means that dictogloss is an activity that student take down keyword and then attempt to reconstruct their passage form the general understanding or gist of the text and their own notes.

Furthermore, It has four steps; those are preparation, dictation, reconstruction, analysis and correction. In preparation, the teacher should prepares the material which is going to be hear. The second stage, the teacher reads the text twice in normal speed and asked the students to listen. On the first dictation, the teacher reminds the students to listen only and not to write anything. While on the second dictation, the teacher asks the students to prepare notebook and write down some words. The third, the teacher asks the students to reconstruct the text based on their Keywords in groups. The last is analysis and correction, the students are asked to analyze other group's text and compare it with the original text. They are also encouraged to make correction on other group's text. Then, each group's work is collected to the teacher and the teacher asks the students to sum up the learning.

Refering to the statement above, the writer will observe and study about using dictogloss technique in teaching learning process to enhance the ability in writing. The writer also intends to conduct the

research entitled “Utilizing Dictogloss Technique in Teaching Writing Narrative Text at the Eight Grade Students of SMPN 1 Ngronggot in Academic Year 2016/2017.”

II. RESEARCH METHOD

This research used quantitative approach because it uses the form of number that was analyzed by using statistical formula, while the design of this research was an experimental research. In conducting this research, the writer used quantitative data.

The research was conducted at SMPN 1 Ngronggot on May 2017. The subject of this research was the eight B class consist of 32 students. The writer used clustering sampling in determining the sample of the research. The technique of collecting data were test separated into pre-test and post-test. The test was intended to know the students' writing ability of narrative text. It involved pre-test given in the early meeting to know the students' ability in writing narrative text and post-test given in the last meeting to know the students' ability in writing narrative text after getting the treatment.

To start the process of the research, the writer conducts the pre-test by asking the students to write narrative text. In the following meeting, the students are taught

narrative text by using dictogloss technique as the treatment. Then, the writer gave the treatment in two meetings to have better outcomes to the students. And finally, the post-test was conducted by giving the same activities and level of difficulty as in pretest by asking the students to write narrative text but in different topic. Then, the writer compared the scores between pre-test and post-test score to know the differences. To measure the significance of the research, the writer uses t-test, according to Ary et all (2010: 177) the formulation can described below:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

D = Mean from the difference between pre-test and post-test

D = Deviation of each subject ($d - Md$)

$\sum D^2$ = The sum deviation of mean differences

n = Subject of sample

t = The score which want to find out

III. FINDING AND DISCUSSION

The research findings can be described based on the research questions that how the students' writing ability before and after being taught using dictogloss technique and whether or not there is significant effect of dictogloss technique in teaching writing narrative text

on students' writing ability. The table below showed that the students' writing ability is increasing.

Table 4.5

Average Score Between Pre – Test and Post – Test

N = 32 Students	Pre – Test	Post – Test
Total score	2180	2525
Mean	68.12	78.90

It can be seen from the research result data the total of students' pre-test score was 2180 and the total of mean score of pre-test can be counted from the total of students' pre-test score divided by total of samples was 68.12. While, from the post-test score, the total of students' post-test score was 2525, the total of mean score of post-test was 78.90. It means that the students' score after getting treatment is better. Then, from the t-test calculation, it is found that the t-score was 10.51. After the t- score found, it is compared to the t-table. Then, the writer used the level of significance (1% and 5%) to assert whether the null hypothesis was rejected or accepted. Moreover, it also can be seen from the table below:

Table 4.6

The Statistical Computation of Using

T – test

Db	T – score	1%	5%	Alternative Hypothesis (Ha)	Null Hypothesis (Ho)
31	10.51	2.453	1.696	Accepted	Rejected

Based on the calculation, if the T – score \geq T – table and the level of significant is 5%. It means that it is very significant, so Ho is rejected. It can be seen that T – score is 10.51 and the degree of freedom or db is $(n-1) = (32 - 1) = 31$. Finally, T – table is 2.453 at the level of significant of 1% and 1.696 at the level of significant is 5%. It means that T – score is higher than T – table. So, it can be said that the result of the research is significant or there is significant effect of utilizing dictogloss technique in teaching writing narrative text.

Another important finding that out of the results of students' score, which evidences a very interesting behavior of the students, the students' score in the content and grammar aspects increased after the treatment of the implementation of the dictogloss technique. This finding is consistent with Nova's explanation (2012: 10) on research entitled "Improving students' achievement in writing hortatory exposition texts through dictogloss technique." The result shows that the students were interested, enthusiastic, and active when teaching learning process was running. They paid full attention and did the assignments seriously.

The dictogloss also helps the students enhance their skill in organizing the text because it helped them

remembering the elements in narrative text such as orientation, complication, and resolution. This finding is in line with Amirian (2012: 1) states that the students can organize and relate their ideas in their texts to create a coherent writing. The dictogloss technique not only can help learners improve their writing ability in terms of coherence, but also it proved to be more effective than explicit instruction technique.

Moreover, another result from Fasya (2015), he conducted a classroom action research under the title “Improving the Grade VIII Students’ Writing Skill of Narrative Text Through Dictogloss at Smpn 1 Mungkid Magelang in the Academic Year of 2014/2015.” The result of the study shows that the scores were obtained from the accumulation of the students’ scores in all five aspects of writing in the pre-test. It keeps increasing in the post-test in which the mean score was 15.38. The gain from pre-test to post-test was 6.88 showing that there is an improvement of students’ writing skills. From the result of the students’ writing, it can be seen that the students wrote good narrative story by using dictogloss.

Furthermore, dictogloss technique gives an effect to the students ability in learning process especially in the writing subject. Dictogloss technique gives the

influence towards the students’ writing ability at the eight grade of SMPN 1 Ngronggot. It is supported by the score of post test is highest than score of pre-test. So, dictogloss technique helps the students to write more easily. The students can determine the main idea and developed a draft in pre-writing, because it is the important stage in writing and make them better to write narrative text. It is in line with Khoiriyah’s explanation (2014) that pre-writing technique and a planning phase is a very important part of writing process. It is useful to help students to generate and organize ideas before they begin writing.

It can be concluded that the students after being taught by dictogloss technique have better writing ability in narrative text than those before. It means that utilizing dictogloss technique is effective to develop the students’ ability in writing narrative text.

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