

JOURNAL

**KEEFEKTIFAN DARI TEKNIK DICTOGLOSS DALAM MENULIS
TEKS NARATIF TERHADAP SISWA KELAS SEBELAS DI
SMAN 1 PLOSOKLATEN TAHUN AKADEMIK 2016/2017**

***THE EFFECTIVENESS OF DICTOGLOSS TECHNIQUE IN
WRITING NARRATIVE TEXT AT THE ELEVENTH GRADE OF
SMAN 1 PLOSOKLATEN IN ACADEMIC YEAR 2016/2017***



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2017

SURAT PERNYATAAN

ARTIKEL SKRIPSI TAHUN 2017

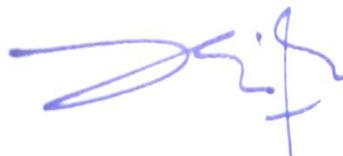
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Fakultas – Program Studi : FKIP – Bahasa Inggris
Nama Perguruan Tinggi : Universitas UN PGRI Kediri
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THE EFFECTIVENESS OF DICTOGLOSS TECHNIQUE IN WRITING NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMAN 1 PLOSOKLATEN IN ACADEMIC YEAR 2016/2017

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ABSTRACT

The objectives of this study entitled “The Effectiveness of Dictogloss Technique in Writing Narrative Text at the Eleventh Grade of SMAN 1 Plosoklaten in Academic Year 2016/2017” were to find out the students’ writing ability in narrative text before and after taught by using Dictogloss Technique, and to find out whether or not the effect of Dictogloss Technique. In this study, the researcher used pre-experimental design with the Quantitative approach. It means the researcher used one-group pre-test and post-test to know the result. The population was the eleventh grade students of SMAN 1 Plosoklaten and the researcher chose one class of 11 IPA 1 that consisted of 34 students as the sample. The result of the test was calculated by using SPSS version 2.1 and some aspects like content, organization, vocabulary, language use, and mechanic. Dictogloss technique in writing narrative text has significant effect to the students’ writing ability. The result of the data pre-test is 70,71, post-test is 84,24, and for t-test is 13,168, and the t-table with degree of freedom 33 is 1,690 at the level of significance of 5%. It means t-test was higher than t-table ($13,168 > 1,690$) and Sig. (2-tailed) is ,000 was lower than 0.05. It means that there is a significant effect between the result of eleventh grade students’ pre-test and post-test. Based on the result, it can conclude that by using dictogloss technique is effective for students. Dictogloss technique makes students better in writing. It is supported by the total score, the total score of pre-test is 2404 and the total score of post-test is 2864. The level of the students writing is also changing. So, this technique should be used by the teachers to make students better in writing.

Key words: Writing, Narrative Text, Dictogloss Technique.

I. BACKGROUND

English as an International Language that is taught in most formal institutions from Elementary School until Universities in Indonesia. Even now, it begins to be introduced in some Kindergartens. There are four English skills as the basic for someone to be successful in English, namely listening, speaking, reading, and writing. Meanwhile, writing is a communicative act and a way of sharing observation, information, thoughts, and ideas with

other through written language. Writing is a way to produce language, and express idea, feeling, and opinion. It means that people can deliver their opinion or idea by written something, writing is a way to communicate so they can share information, thoughts or ideas with ourselves and others. To make the readers understood about the messages, the students should write sentence into a good paragraph. According to Oshima and Hogue in

Writing Academic English book (1998:17), a good paragraph contains five elements: a topic sentence, supporting sentences, a concluding sentences, unity, and coherence. The students have to write the paragraph contains of five elements, do the readers will be easy to understand about the messages.

Teaching writing is continuous activity that help students become better writer and to learn how to write in various genres by understanding the process of writing. The teacher has the main roles in teaching learning process. Teacher as motivator means creating the right condition and persuading students of the usefulness of the activity, teacher as resource means that should be ready to supply information and as a feedback provider, teacher should respond of what the students have written.

There are some types of text that taught in SMA level as required by School- Based Curriculum (Kurikulum Tingkat Satuan Pendidikan) 2006. One of them is narrative. Narrative is one of text types we are familiar with. It is very crucial to learn more about narrative, both its generic structures and its language features. According to Knapp and 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.

However, based on information that I have gotten from one of the teacher of SMAN 1 Plosoklaten, many students still get low score in their English achievement, especially in writing. The students still can not produce a good writing in English. Furthermore, there are many problems faced by the students when they are asked to write. They often do not know how to get started their writing. They often feel difficulty to get ideas to write so they can not 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. In addition, they have limited vocabulary and poor knowledge of English grammatical rules so their written sentences and paragraphs are often not good and grammatically incorrect.

To solve the problems stated above, the teachers who teach English should be creative and they should choose the suitable technique in teaching. 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. Moreover, the technique that they implement should also have interesting activities that can make students want to practice their writing frequently. So, the researcher will use techniques that can

motivate and actively involve students in English teaching learning process. The technique is “*Dictogloss technique*”. Wajnryb (1990:6) through her book “Grammar Dictation” is firstly introduced to help students have better understanding of using grammar. Moreover, Jacobs (2003:1), Dictogloss is an integrated skills technique in learning a language in which students work together to reconstruct version of text read to them by their teacher. 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. It has four steps; those are preparation, dictation, reconstruction, analysis and correction.

In dictogloss, there is a gap between listening and writing phases. A text is read twice to learners. They 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.

By using dictogloss, students can learn and write good paragraph/s in different way. Students are given much time to interact with their friends during learning. Vasiljevic (2010:45) stated that dictogloss also gives opportunities for students to learn something new from their group because every person in a group has different skill in writing. From the other members of groups, students can get feedback and correction to their mistakes in writing, so that they can identify their strengths and weaknesses in writing that can help them to produce better writing. Moreover, students can decrease their anxiety in learning writing because they work in a group.

From the explanation above, the researcher chooses the topic for this study and the researcher wants to know about the students’ writing ability before and after taught by using dictogloss technique in narrative text. Hopefully, the result of this study will improve knowledge of teaching strategies for the teacher and also give benefit to the education in this country.

II. METHOD

A. Research Design and Research Technique.

In this study, the researcher used quantitative approach and used experimental design. 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. There are many kinds of experimental design. Ary et all (2010:302) adds that experimental designs may also be classified according how well they provide control of threats to internal validity: pre-experimental, true experimental, and quasi experimental design. In this pre-experimental study, the researcher used one-group pretest posttest because the researcher compared pre-test and post-test to know the result. Here, there are two types of test, pre-test and post-test to measure their writing ability before and after being taught by using dictogloss technique.

B. Population and Sample

1. Population

The population is the whole subject of the research. According to Ary (2012:148), a population is defined as all members of

any well-defined class of people, events, or objects. The target of population in this study is the eleventh grade of SMAN 1 Plosoklaten which comprised 290 students from all of science and social classes in academic year 2016/2017.

2. Sample

According to Ary (2012:148), a sample is a portion of a population. Based on the explanation, the researcher took 11 IPA 1 that consisted of 34 students as the sample.

C. Research Instrument and Technique of Collecting Data

1. Research Instrument

In this study, the researcher used writing tests as her instrument. According to Brown (2004:3), a test is method of measuring a person’s ability, knowledge, or performance in a given domain. This study was conducted in two steps: pre-test and post-test. The test is the form of written test about narrative text consisting of three paragraphs which is orientation, complication, and resolution.

2. Technique of Collecting Data

The test is intended to know the students’ writing ability in narrative text. It was concluded of pre-test, treatment, and post-test. Pre-test was given in the early meeting, in the pre-test the students were asked to write about “Toba Lake”, treatment did after pre-test and before post-test, and the post-test was given in the last

meeting, in the post-test the students were asked to write “Sangkuriang”.

D. Technique of Data Analysis

1. Kinds of Analysis

In analyzing all of the data which collected from the pre-test and post-test score, the researcher analyzed by using SPSS version 2.1. to measure the students’ writing ability.

2. Mode Scoring

Through scoring, the results of the students’ work will be useful to know students’ level of writing achievement. Since the purpose of the research is to measure the students’ proficiency. The Scoring Guidance Taken From Jacob et al (1981) in Weigle (2002:116):

Content : 30

Organizes : 20

Vocabulary : 20

Language Use : 25

Mechanic : 5

Total Score : 100

This categorized was taken from Harris (1969:134) in Puspitasari (2007:68):

Criteria of Mastery	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
less than 50	Very poor

III. FINDINGS AND DISCUSSION

Based on the data that has been analyzed by using SPSS version 2.1 above, the purpose of the researcher was to find out the answer of question study were how is the students’ writing ability before and after being taught by dictogloss technique and the significant effect of dictogloss technique to students’ writing ability at the eleventh grade students of SMAN 1 Plosoklaten in academic year 2016/2017.

First, from the result of students writing ability before being taught by using dictogloss technique, it was shown there were not students can not pass the test. it was supported by the mean score of pre-test (70,71) was lower than the mean of post-test (84,24). It means that the students’ writing ability before being taught by using dictogloss technique was lower than after being taught by using dictogloss technique.

Second, there were some significant effects by using dictogloss technique to students’ writing ability to be used in teaching writing. It was proven from paired samples test table above, it showed t-test is 13,168 and the t-table with degree of freedom 33 is 1.690 at the level of significance of 5%. It means t-test was higher than t-table ($13,168 > 1,690$) and Sig. (2-tailed) is ,000 was lower than 0.05.

From the data analysis above, this study is supported by Wajnryb (1990:5)

that dictogloss can help students have better understanding of using grammar. Another opinion is from Vasiljevic (2010:46) that dictogloss is an effective way of combining individual and group activities. It means that dictogloss technique is very effective used for teaching learning process because this technique helps students to create ideas which make students easier to write and teaches students about vocabulary and grammar in context, which makes grammar learning more purposeful and meaningful. Dictogloss is an activity that students take down keyword individually and then attempt to reconstruct their passage from the general understanding or gist of the text in their group. It was proven from table 4.8 the difference total score per aspects. There are five difference score from pre-test and post-test in each aspect. From pre-test score, we can see that the total score from the content aspect was 17,7, the organization aspect was 14,7, the vocabulary aspect was 15,7, the language use aspect was 17,7, and the mechanic aspect was 3,1. Then, from post-test score, we can see that the total score from the content aspect was 19,6, the organization aspect was 17, the vocabulary aspect was 18, the language use aspect was 24,3, and the mechanic aspect was 3,6. So, the highest difference score is 3,6 on aspect language use, then difference score is 2,3

on aspect organization and vocabulary, next difference score is 1,9 on aspect content, and the last difference score is 0,5 on aspect mechanic.

Furthermore, this study also supported by the previous study from Inu Setiana “*Teaching Writing Through Dictogloss Technique At The Seventh Grade Of SMPN 14 Bandung*”. She stated that Dictogloss technique could improve the students’ writing skill. Her result of the study revealed that dictogloss can enhance the students’ writing skill in news item texts and it was proven from the improvement of the students’ behavior which was much better in participating and enjoying the activities using dictogloss technique.

According to researcher’s study finding and the data supported above, it can be concluded students’ writing ability before being taught by using dictogloss technique was low, and students’ writing ability before being taught by using dictogloss technique was increased and also there was significant effect of using dictogloss technique on students’ writing ability especially in narrative text.

IV. CONCLUSION

From the explanation of the previous chapter, it can be concluded that writing ability is the priority skill for language learners, because they can increase their ability in writing for a good future. When

the students have the ability for writing, they will have not difficulties to create for a good writing. But most of the students still have difficulties in writing ability like they can not improve their ideas, poor grammar, and lack of vocabulary. Because of that, the way to solve the problems is taught by using dictogloss technique. It is needed in order to help students learn about idea, vocabulary, grammar, content, and also mechanic. So, they can make good writing. By using dictogloss technique, they can increase their writing ability and share their ideas with their friends, and they can give correction each other.

Dictogloss technique made students better in writing. It was supported by the total scores and the mean scores between pre-test and post-test. The total scores increase from 2404 into 2864 and the mean scores from 70,71 into 84,24. The level of the students writing is also changing. In the pre-test, there were 27 students on the level enough and 7 students on the level good. Meanwhile, in the post-test, there were 24 students on the level good and 10 students on the level very good.

In other hand, dictogloss technique also can help the students increase their grammar, content, vocabulary, and mechanic. It was shown by the difference total score between pre-test and post-test. The data was analyzed using SPSS version

2.1, and the result of t-test is 13,168 at the degree of freedom 33 and t-table 1,690. The t-score is higher than the t-table ($13,168 > 1,690$). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Finally, it can be concluded that dictogloss technique has significant impact on the students' writing ability at eleventh grade students of SMAN 1 Plosoklaten.

It means that by using dictogloss technique is effective on the students' writing ability. The teacher should use dictogloss technique in teaching writing, because dictogloss technique will help the students to solve the problems that they have such as: content, structures, grammar, vocabulary, and mechanic. Finally, the researcher concluded that dictogloss technique is very helpful in teaching writing.

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