ARTICLE

KEMANJURAN DARI TEKNIK DICTOGLOSS TERHADAP KEMAMPUAN MENULIS SISWA DALAM TEKS NARATIF PADA SISWA KELAS SEBELAS DARI SMA PAWYATAN DAHA TAHUN AJARAN 2016/2017

THE EFFECTIVENESS OF DICTOGLOSS TECHNIQUE TO THE STUDENTS' WRITING ABILITY IN NARRATIVE TEXT TO THE ELEVENTH GRADE STUDENTS OF SMA PAWYATAN DAHA IN ACADEMIC YEAR 2016/2017

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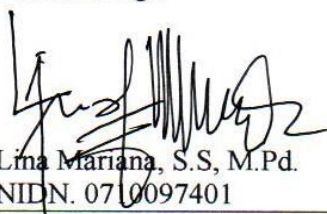**UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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ABSTRACT

This experimental research aim is at knowing whether or not the dictogloss 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 eleventh grade students of SMA Pawyatan Daha Kediri in 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 11 IPS-1 consist of 29 students. Data was collected by using writing test, pre-test and post-test. The result of the research is found that teaching learning using dictogloss has significat effect to the students' writing ability. The result of the data pre-test is 69.73, post-test 82.75 and for t-test that the t-score (15.5156) > t-table as the level of significant 5% (1,701). Thus, 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 significant effect between the result of eleventh grade students' pre-test and post-test. Based on the result of the research, it can be cloncluded tht dictogloss is effective for students' writing ability in structure, vocabulary, grammar, content and mechanic.

Key word : Dictogloss, Writing Ablity, Narrative Text

I. INTRODUCTION

Writing is an activity to express the ideas in written form and writing is one of the skills required to be mastered by the students in English language learning. McDonough et al. (2013: 189) state "Writing is a process of encoding (putting your message into words) carried out with a reader in mind". It means someone writes for purposes, they have ideas and then put it into words and try to communicate with others through it. Hayes in Weigle (2002: 19) states : "Writing is making activity that socially and culturally shaped and individually and socially purposeful". This statement strengthened the idea before which said that meaningful writing come with a purpose.

There are some text types that should be learned and mastered by the students in senior high school. One of those texts is narrative

text. 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, many students still get low 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). In dictogloss, there is a gap between listening and writing phases. A text is read twice to learners. 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 thestudents 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.

The purpose this research is to know whether or not the dictogloss 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 to the eleventh grade students of SMA Pawyatan Daha Kediri in Academic 2016/2017.

II. 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 technique used by the researcher in this research is experimental design. According to Ary et al. (2010: 26), experimenal research measures the effect of one manipulated and controlled independent variable to another dependent variable, like the effect of different technique of teaching to the students" English skill. In the other word, this method is used to find out the effect of the research which is being held.

The research was conducted at SMA Pawyatan Daha Kediri in May 2017. The subject of the research was eleventh grade IPS-1 class consist of 29 students. The researcher 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 narrattive 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:

$$t = \frac{\text{MD}}{\sqrt{\frac{\sum x^2 \text{D}}{N(N-1)}}}$$

Md   : Mean from the difference of pre-

test and post-test

$\sum x^2 D$: The number of deviation

N   : The number of subject as sample

III.   FINDINGS

Table 4.1

The Score Frequency of Before Treatment

No	Class Limit	Class Boundaris	Frequency	Presentase
1.	60 – 65	59,5 – 65,5	10	35 %
2	66 – 71	65,5 – 71,5	8	28 %
3.	72 – 77	71,5 – 77,5	7	25 %
4	78 – 83	77,5 – 83,5	2	7 %
5	84 – 89	83,5 – 89,5	2	7 %
			29	100 %

From the table frequency of pre-test above, it can be seen that 10 students got class limit 60-51, class boundaries 59,5-65,5, mid point 62,5 and percentage 35%. 8 students got class limit 66-71, class boundaries 65,5-71,5, mid point 69,5 and percentage 28%. 7 students got class limit 72-77 class boundaries 71,5-77,5, mid point 74,5 and percentage 25%. 2 students got class limit 78-83 class boundaries 77,5-83,5, mid point 80,5 and percentage 7%. 2 students got class limit 84-89, class boundaries 83,5-89,5, mid point 86,5 and percentage 7%.

Table 4.2

The Score Frequency of After Treatment

No	Class Limit	Class Boundaris	Frequency	Presentase
1.	72 – 77	71,5 – 77,5	5	17 %
2.	78 – 83	77,5 – 83,5	7	24 %
3.	84 – 89	83,5 – 89,5	13	45 %
4.	90 – 95	89,5 – 95,5	4	14 %
			29	100 %

From the table frequency of post-test above, it can be seen that 5 students got class limit 72-77, class boundaries 71,5-77,5, mid point 74,5 and percentage 17%. 7 students got class limit 78-83, class boundaries 77,5-83,5, mid point 80,5 and percentage 24%. 13 students got class limit 84-89, class boundaries 83,5-89,5, mid point 86,5 and percentage 45%. 4 students got class limit 90-95 class bounderies 89,5-95,9, mid point 92,5 and percentage 14%.

Table 4.4

Average Score Between Pre-Test and Post-Test

N = 29 Students	Pre-Test	Post-Test
Total Score	2012	2400
Mean	69,83	82,75

It can be seen from the result data the total of students' pre-test score was 2012 and

total mean score of pre-test was 69,83. While, from the post-test score, the total of students' post-test score was 2400, the total mean score of post-test was 82,75. It means that the students' score after getting treatment is better. Then, from t-score was 15,51. After the t-score found, it is compare to the t-table. The the researcher used the level of signicicance (1% and 5%) to assert whether the null hypothesis was rejected or accepted. Morever, it also can be seen from the table bellow:

Table 4.5

The Statistical Computation of Using T-Test

Db	T – Score	1%	5%	(Ha)	(Ho)
28	15,51	2,467	1,701	Accepted	Rejected

Based on the calculation above, if the T – score ≥ T – table and the level of significant is 5%. It means that it is very significant, so H_o is rejected. It can be seen that T – score is 15,5165 and the degree of freedom or db is (n-1) = (29–1) = 28. Finally, T – table is 2,467 at the level of significant of 1% and 1,701 at the level of significant is 5%. It means that T – score is higher than T – table. So, it can be concluded that the result of the research is very significant or there is very significant

effect of using dictogloss as a technique in teaching writing at eleventh grade in SMA Pawyatan Daha Kediri. It means that Ha is accepted and Ho is rejected.

IV. DISCUSSION

The result of the research is similar with the previous researcher by Atmojo (2017) and Wibowo (2017). The result shown there is significant effect in teaching wiritng using dictogloss technique. It can be seen from the score of pre-test and post-test. So, It can be concluded that the students' writing ability before being taught using dictogloss was low and students' writing ability after being taught using dictogloss was increased. Thus, teaching writing using dictogloss technique is effective to increased the students' writing ability.

This result is also supported by the theory from Vasiljevic (2010: 45) states thas 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 other students, they can get feedback and correction to their mistakes from their peers, 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. In other word, using dictogloss

technique to learn writing may give some benefits for the learners.

The strengths of teaching writing using dictogloss technique can increase the students' writing ability, especially the students' vocabulary, they can predict the word from the teacher says and they can choose the word correctly before they wrote the story.

The weaknesess of dictogloss technique is most of students got difficulties in some words which has similar pronunciation, they are confused the spelling of the pair words have similar meaning. To solve the problem the teacher explains the content of the text first before using dictogloss technique, the teacher explains the word which has similar pronunciation and compare with other word. Thus, students can understand what the teacher said while using dictogloss technique and they can choose the choice of word correctly which related to the story.

V. CONCLUSION

According to researcher, research finding and the data supported above, it can be concluded students' writing ability before being taught using dictogloss was low, and students' writing ability after being taught using dictogloss was increased and also there was significant effect of dictogloss technique on students' writing ability.

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