

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a system of symbols that are meaningful and articulate sound (generated by said tool) that are arbitrary and conventional, which is used as a means of communication by a group of men to give birth of feelings and thoughts (Wibowo: 2003). In the study of linguistic, language is defined as a system of spoken or written symbol that human beings as a means of communication in the form of sound. There is language called English, Indonesian, Chinese and other.

English language is the most important language because it becomes the international language and becomes the most important language that used by people in many around the world. English is the first foreign language in Indonesia. It is learned by the students in every school level, from elementary school until university level. They learn English twice or more a week. They realize that English is an important language, so they need to learn and master English well. In MA Bayt Al-quran Cikande

Modern, English is important that should be mastered by the students so that they will be able to use it in their daily activity.

In general, the goal of teaching English at school is students are able to communicate using English booth oral and written. In line with the goal, teaching English at Junior High School is to support the mastery and development of four skill: (1) listening, (2) speaking (3) reading and (4) writing. Writing is one of skills in learning a new language that is learnt by student besides listening, speaking and reading, and writing help students to produce grammatically correct and organize student's ideas¹

However, writing is not easy and simple thing to do, especially when it is compared with speaking. In speaking, speakers will get direct feedback from the hearers. Because, if the hearers seem to not understand the messages conveyed, the speakers can use gesture, intonation, stress, and facial expression, to make the message clearer. Meanwhile, in writing, writer cannot get immediate feedback from readers or even did not get any feedback at all to know whether or the message in their

¹ Marchelina Lucy Asthery, *Improving Student's Writing Skill By Using Think Pair Share (TPS)*, (English Education Study Program Sebelas Maret University Surakarta, 2014), 23.

writing has been well understood.² In addition, Hedges pointed out that effective writing requires a number of things such as high degree of organization in the development of ideas and information; high degree of accuracy so that there is no ambiguity of meaning; a careful choice of vocabulary, grammatical patterns, and sentence structures.³ As a result, needs greater requirement than speaking to make readers understand what has been written without asking for clarification.

Due to the importance of and the complexity of writing, in English language learning, Indonesian students are also expected to learn and master writing skill beside other English skill; such as listening skill, reading skill, and speaking skill. It means that the students do not only have to learn and be able to get meaning from English text and speech through listening and reading, and be able to speak in English. Based on the researcher experience in teaching English at MTs Annizhomiyyah, the researcher has been teaching by using narrative text, that why the researcher is so

² Jeremy Hammer, *The Practice of English Language Teaching*, (London: Longman 1996), 53.

³ Tricia Hedge, *Writing*, (Oxford: Oxford University Press, 1988), 5.

interested to research about narrative text in teaching writing with dictation method.

Unfortunately, from the preliminary study, the researcher also get information that when the teacher teaches English, he just spends much time to explain the materials, he does not create learning activities which can make student become active and he does not provide much time for student to interact with other during learning. Moreover, this learning activities used for writing practice is often meaningless and not communicative.

To solve the problems stated above, the teachers who teach English should be creative and they should choose the suitable technique in teaching. The techniques 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 a new to do dictation developed by Ruth Wajnryb.⁴ Dictogloss is different with the traditional dictation in which the teacher reads the text slowly and repeatedly and ask student to write exactly what the teachers read without doing any thinking.

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 shared notes requires the students in group 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 each other in to 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.⁵

⁴ Ruth Wajnryb, *Grammar Dictation*, (Oxford: Oxford University Press, 1990), 5.

⁵Wajnryb, *Grammar Dictation*, 5.

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*”. Students are given much time to interact with their friends during learning. Vasiljevic 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. Besides, using dictogloss do not only train students’ writing skill but it also trains other language skill, such as listening.⁶ In other word, using dictogloss technique to learn writing may give some benefits for the learners.

From the explanation above, the researcher is interested to conduct the research on the effectiveness of dictogloss technique in teaching writing of narrative text.

⁶Zorana Vasiljevic, “Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners”. *English Language Teaching*, 3. No. 1, (2010). 45.

B. Identification of the Problem

Based on the explanation of the background of the study, there are some problems that can be identified, those are:

1. Many students still get low score in English and they still cannot produce a good writing
2. Many students do not know how to start writing and organize their writing well in order to be coherent
3. Many students are having limited vocabulary and knowledge about grammar
4. Many students feel bored in learning process because the teacher just uses monotone technique

C. Statement of the Problem

The statement of the problem study in this research is:

1. How is students' writing ability before and after using dictogloss technique at first grade SMA Bayt Al-Quran Cikande Modern?
2. Is dictogloss technique effective in teaching writing of narrative text at first grade SMA Bayt Al-Quran Cikande Modern?

D. The Objective of the Study

The objective of this study is:

1. To know the students' writing ability by using dictogloss technique at first grade SMA Bayt Al-Quran Cikande Modern.
2. To identify the empirical evidence about the effectiveness of dictogloss technique in teaching writing of narrative text at first grade SMA Bayt Al-Quran Cikande Modern.

E. Limitation of the Study

In order to avoid misunderstanding in interpreting the problems, the writer limits this research on the effectiveness of dictogloss technique in teaching writing of narrative text at the second grade students of SMA Bayt Al-Qur'an Cikande Modern in academic year 2018-2019.

F. Significance of the Study

For the writer and English teachers, this research will be able to provide the information about the technique that they can use in teaching writing of narrative text to their students.

For the student this research will give input and new learning experience to them in learning writing narrative text.

For the other researchers who would like to conduct the same issue of this research can find out the additional information and references through reading this research.

G. Previous Study

There are some previous researchers related to writing performance.

1. The first previous study of this research is arranged by Hardini Astuti. Her register number is 1211040035. Her title is “The Influence of Using Dictogloss Technique Towards Students’ Writing Ability in Analytical Exposition at the First Semester of the Eleventh Grade of SMA Karya Mataram South of Lampung in the Academic Year of 2016/2017”. The result of this research is on the phenomena happened in school, it was how many students interested in writing but they could not develop ideas what they want to write. Technique that was to teach students often made students feel bored to join the English lesson. Therefore, her research discussed the influence using of dictogloss technique in teaching writing, especially for students analytical exposition

text writing.⁷ Therefore, it is best method for the English teacher to apply Dictogloss in writing activity to promote an effective teaching on writing skill. And it's recommended, however, Dictogloss can be used to improve students' writing skill for the eleventh grade students.

The similarity of this research is using dictogloss technique and using writing skill, and the difference is in the text type, her research using exposition text and this research using narrative text.

2. The second of previous study in this research is arranged by Ogie Yudha Herlangga. His register number is 07202244043. His title is "Improving Students' Writing Ability by Using the Dictogloss Technique at Class VIII of SMP Negeri 3 Ngaglik in the Academic Year of 2011/2012." The research result shows that the use of the dictogloss technique is believed to be effective to improve students' writing ability. Students' writing problems can be reduced by applying the dictogloss technique. The reconstruction stage of dictogloss facilities of

⁷ Handriani Astuti, *The Influence of Using Dictogloss Technique Towards Students' Writing Ability in Analytical Exposition Text at the First Semester of Eleventh Grade of SMA Karya Mataram South Lampung, 2016-2017.*

the students to be able to reconstruct a dictated-text by using their own language. Then the correction-analysis stage provides feedbacks that facilitate them to correct their mistakes in the writing aspects, namely content, organization, vocabulary, language use and mechanics. In reference to the students' writing scores, the students' ability in five aspect of writing improved after the dictogloss technique was applied.⁸ Therefore, Dictogloss can be used to improve students' writing skill for the first grade students.

The similarity of this research is using dictogloss technique and using writing skill, and the difference is in the research method, his research using qualitative method and general in writing and this research using quantitative method.

3. The third of previous study in this research is arranged by Dian Pertiwi. Her title is "The Effect of Dictogloss Technique on The Students' Writing Skill" This article refers to an experimental study on the effectiveness of Dictogloss to teach

⁸ Ogie Yudha Herlangga, *Improving Students' Writing Ability by Using The Dictogloss Technique at Class VIII D of SMP Negeri 3 Ngaglik*, 2011-2012.

writing skill at one of Islamic School in Surakarta, Indonesia. The sampling used in this research was cluster random sampling with two classes as sample, namely the experimental class taught using Dictogloss and the control class taught using Direct Instruction. To collect the data, there were two instruments used in this research namely, the writing test and the motivation questionnaire. After treatment was given to both classes in eight meetings, a post test of writing to obtain data was conducted. The data were analyzed by using 2x2 “Multifactor Analysis of Variance (ANOVA)”. Before conducting the ANOVA test, pre-requisite test namely normality and homogeneity test were conducted. The result of this research shows that: (1) Dictogloss is more effective than Direct Instruction to teach writing, and (2) students having high motivation have better writing skill than those having low motivation.⁹ Therefore, it is recommended for the English teacher to apply Dictogloss in writing activity to promote an effective teaching on writing skill. In conclusion, Dictogloss

⁹ Dian Pertiwi, *The Effect of Dictogloss Technique on The Students' Writing Skill at Eleventh Grade Students SMA Negeri 6 Surakarta*, 2017-2018.

can be used to improve students' writing skill for the eleventh grade students.

The similarity of this research is using dictogloss technique in teaching writing, in this article the difference is using motivation questionnaire, and this research using narrative text.

H. Hypothesis

1. Alternative hypotheses (Ha): "Dictogloss technique is effective in teaching writing of narrative text".
2. Null hypotheses (Ho): "Dictogloss technique is not effective in teaching writing of narrative text".

I. Organization of the Writing

To make this research easy to be comprehended, the writer divides this research into three chapters:

Chapter I is introduction. In this chapter the researcher puts some points: background of the study, identification of the problem, statement of the problem, the objective of the study, limitation of the study, significance of the study, previous study, hypothesis and the organization of writing.

Chapter II is theoretical frameworks. This chapter consists of the theories from some experts about writing, narrative text and dictogloss technique.

Chapter III is research methodology. This chapter consists of research method, population and sample, the site and time of study, the technique of data collecting and the technique of data analyzing.

Chapter IV is the research finding and discussion. This result of the research which is consists of description of the data, data analysis, interpretation of the data and discussion.

Chapter V is conclusion and suggestion. Consist of conclusion and suggestion. The final part of this paper consists of a list of references.

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

1. Definition of Writing

Writing is one of important English skill. With writing we can express what on our mind and we can communicate to other people. Writing also can delivered our good ideas to everybody in this world. Allah SWT said in one of verse Al - Qur'an about writing:

ن َّ يَسْطُرُونَ َّ

Nun. By the pen and what they write (QS. Al-Qalam: 1)¹⁰

As a productive skill, writing skill is not like speaking and listening as a receptive skill. Writing is the most difficult skills, it is not only need some vocabularies, writing also need grammatically correct, cohesion and coherence paragraph, and even need dictionary for making the good writing. As Hamer statements “writing is often not time – bound in the way conversation is. When writing, students frequently have more

¹⁰ Shehnaz Shaikh, *The Glorious Quran Word – for Word Translation to Facilitate Learning of Quranic Arabic: Vol 3, (June 2007).*

time to think than they do in oral activities, they can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.¹¹

Beside of that, Browne has opinion that writing is a complex activity which involves many skills. It include deciding what one wants to write, how best to say it and how to put these ideas onto paper in a way that is intelligible to others.¹²

The researcher can defined that writing is skill which expresses the idea, feeling and also thinking process in getting ideas and arranging ideas, but it was not easy to write what the students think and understandable for the audiences. Therefore, writing is mostly connected with grammar and structure or word, because they can helped by dictionaries or grammar books.

2. Process of Writing

Making a good writing we must know what the important process of writing. There are four processes to make a good in writing. According to Raimes mentions, there are; 'writing for

¹¹ Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), 31.

¹² Ann Browne, *Teaching and Learning Communication, Language and Literacy*, (London: Paul Chapman Publishing, 2015), 81.

learning (with prewriting, drafts, revisions, and editing). (1993) as follows.¹³

a. Prewriting

Prewriting is the critical first step in creating a successful essay. Whether you are handed a topic, must come up with one on your own, or writing under constraint, taking the time to focus and shape your thoughts will result in better final product. There are five strategies of prewriting; free-writing, Brainstorming or listing, Concept mapping/webbing, Taking stock with the 5 WS, reading a good writing.¹⁴ However, prewriting is the first stage in writing skill, and use one of the strategies to make a good.

b. Writing a first draft (Drafting)

A draft is an early version of a piece of writing. Most of us cannot compare anything well at the first try. We must write and rewrite. These initial efforts are called drafts, in distinction from the final version. As a rule, the more you draft, the better result. For drafting, the best advice is: keep going and don't worry about small mistakes. A draft is not the end product; it is tentative and

¹³ David Nunan, *Second Language Teaching & Learning*, (Boston: Newbury House Teacher Development), 273

¹⁴ Lauren Starkey, *How to write Great Essays*, (New York : Learning Express, 2014), 2-6

imperfect.¹⁵ However, to make a good writing, the writer must be mastery to make draft.

c. Revising

Revising means rewriting a paper, building on what has already been done, in order to make it stronger. There are three stages to the revising process: Revising content, Revising sentences.¹⁶ Revising is important, because the writer can improve the incorrect sentence and revising also gave more completely for writing.

d. Editing

Reflecting and revising are often help by other readers (or editors) who comment and make suggestion. Another reader's reaction to the peace writing will help the author to make appropriate revision.¹⁷ Before and after revising, the writers also need to edit their writing. Because revising and editing is one of an inseparable unit.

¹⁵ Thomas S. Kane, *The oxford Essential Guide to Writing*, (New York : Berkley Books, 2000), 35

¹⁶ John Langan, *Collage Writing Skills with Readings*, (New York : McGraw-Hill, 2015), 33

¹⁷ Jeremy Harmer, *How to teach Writing*, (Essex: Pearson Education Limited, 2004), 5

3. Types of Writing

Creating a text requires us to make choices about the word we use and how we put them together. There are two main categories of text, literary and factual. Within these are various text types. Each text type has a common way of using language.¹⁸

a. Literary

Literary texts include Aboriginal Dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas. There are three main text types in this category:

1) Narrative

Narrative of text types tells a story using spoken or written language. It can be communicated using radio, television, books, newspapers or computer files. Pictures, facial expressions and camera angles can also be used to help communicate meaning.

2) Poetic

Poetic text types express feelings and impressions of life. A poem can tell a story or give the poet's thoughts on

¹⁸ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Macmillan Education Australia PIY LTD, 1997), 1.

experiences, people or events. Poetry is usually written to be read aloud.

3) Dramatic

Dramatic text types use acting to communicate ideas and experiences. Drama can be spoken or written. Dramatic text can have set lines or the actors may be allowed to make up the line as they go along.

b. Factual

Factual texts include advertisements, announcements, internet web sites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are:

1) Recount

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.

2) Response

The response text type is a person's response or action to another text (a book, film, play, poem and so on). It gives a description of the work and judgement.

3) Explanation

The explaining text type tells how or why something occurs. It looks at the steps rather than the things. The purpose of explanation is to tell each step of the process (the how) and to give reasons (the why).

4) Discussion

The discussion text type gives there for and against, the positive and negative, or the good points and the good points. The purpose of a discussion is to present to the audience different opinions on a topic and, at the end, your opinion.

5) Information report

Information report is a piece of text that presents information about a subject. An information report usually contains facts about the subject, a description and information on its parts, behavior and qualities.

6) Exposition

Exposition is a piece of a text that presents one side of an issue. The purpose of an exposition text is to persuade the reader or listener by presenting one side an argument.

7) Procedure

Procedure is a piece of text that gave us instructions for doing something. The purpose of a procedure text type is to explain how something can be done.

4. Teaching Writing

Brown (2008) states teaching “... showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know understand’. So, Brown add the definition that “... Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.”¹⁹ Based on definition above the researcher can define that teaching is guiding someone to know and add knowledge about everything.

According to Richard and Renandya (2002) that writing is one of the most difficult skills for L2 learners to master it. The

¹⁹ H. Douglas Brown, *Principles of Language Learning and Teaching* (4th.ed). (New York : Adison Wasley Longman, 2008), 7

skills involved in writing highly complex. Richard and Renandya (2002) state that “so many conflicting theories around and so many implementation factors to consider, planning and teaching a course in writing can be daunting task.” A teacher who teaches writing is often give the assignments to students to do at home, therefore the task of a teacher must be able to give motivation to the students and their more motivated in writing.

For being a good teacher, certainly, the teacher must prepare before doing teaching according to Richard and Renandya (2002) there are ten steps in planning a writing course and training teachers of writing they are:²⁰

a. Ascertaining goals and institutional

Before teaching, the researcher has to ascertaining the goals of learning, what are the institutional constraints. It can be indicator in teaching

b. Deciding on theoretical principles.

The Teacher decide theoretical principles to emphasize in the classroom is not just a practical matter of choosing an activity to fill the next day’s lesson plan.

²⁰ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of current practice*, (New York : Cambridge University Press, 2002), 303

c. Planning content

Before teaching, the teacher has to make planning what the content of writing classes should be, and teachers use any or all of the following: personal experience, social issues, cultural issues, literature, or the content of other subject areas.

d. Weighing the elements

The Teacher has to form priorities and weight the elements according to students needs and our own philosophy.

e. Drawing up the syllabus

Before teaching, the teacher should make a syllabus. It is easier when the teacher will be teaching.

f. Selecting materials

To open up the classroom to share experiences, to topics to stimulate writing, teachers turn to other materials, such as videos, software, and books. The materials have to fit as far as possible with the goals principles, content, and weighing that we have already decided on.

g. Preparing activities and roles

The teacher has to prepare what will do in the class. Such as to make lesson plan, the tendency is for teachers to think about what they will be doing: presenting a lesson on editing a paragraph organization, leading a class discussion on editing a student paper, and so on.

h. Choosing types and methods of feedback

The teacher has a lot of decisions to make: will anyone respond, and what will be the method and type of response? So teacher must choose the available method with the material in teaching in order to make active class.

i. Evaluating the course

The teacher use sentence tests and essay test to evaluate students' progress. They use the result of tests and their own reflective logs to evaluate their own success as a teacher.

j. Reflecting the teacher's experience

In addition the teacher doing the stage above, the important one is ourselves and our experience. It can motivate student in writing. Therefore the experience is good teacher,

and also the teacher must be repeating the subject about to read and read, and more practices in teaching.

5. The Purpose of Writing

In strategies for successful writing book, Grenville has state that there are three purpose of writing.²¹

A. To entertain

Writing to entertain generally takes the form of imaginary or creative writing, meaning that the researcher need to use his/her creativity. It must not the readers laugh, but engage their feeling in some ways.

B. To inform

Writing to inform has purpose to tell the readers about something. This kind of informative writing can focus on subject, places, procedure and events it can be seen newspaper and articles, scientific or business report, instructions or procedures, and essay for school and university.

²¹. Kate Grenville, *writing from start to finish: A six step guides*, (Sydney: Allen and Unwin, 2001), 1

C. To persuade

The researcher tries to convince the readers of something that a point of view is valid by presenting the act/data so that follow researcher opinions and act upon it.

The explanation above is the purpose of writing for general writer, but the purpose of students is learning. According to white writing mean learning. Because of that writing is has several other purpose for students in writing or it also can be called several other function of writing for students. They are:

- a) Writing can improve students' academic performance.
- b) Writing allow a writer to create maintain a marketable image of him or herself in the eyes of potential and current employers.
- c) Writing enhances personal and community relationship.

6. Assessing Writing

Assessment in the gathering of information for the purpose guiding instruction, a good assessment uses specific and appropriate language to describe the data gathered and the

patterns that are observed, and then is based on authentic data gathered in an authentic manner within an authentic context.²²

According to Brown, there are three scoring methods for responsive and extensive writing. They are, holistic scoring, primary trait scoring and analytical scoring.²³

Same as Weigle stated in her books “in the composition literature, three main types of writing scales are discussed: primary trait scoring, holistic, and analytic scoring.²⁴

Holistic scoring results in a more general description for categories, but includes the different elements of writing implicitly or explicitly. The result is usually general impression marking, in which criteria are never explicitly stated.

If the class or the assignment focuses on a particular aspect of writing, or specific linguistic form, primary trait scoring allows the instructor and the students to focus their feedback, revisions and attention very specially.

²² Steve Peha, *Assessing Writers Assessing Writing*, (2003), www.ttms.org, 23.

²³ Brown, *Language Assessment: Principle and Classroom practices*, 241

²⁴ Sara Cushing Weigle. *Assessing Writing*, (Cambridge University Press, 2002), 109.

In this research, students writing are evaluated using analytic scoring because it based on detailed grades for elements of writing such us vocabulary, content, organization, language use, and mechanic.

B. Narrative text

1. Definition of narrative text

According to Anderson and Anderson, narrative text is tell a story using problem or written language, it can be communicated using radio, television, books, newspapers or computer file, pictures, facial expressions and camera angles can also be used to communicate meaning. And also narrative text 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.²⁵

Meanwhile, woodson states narrating is when you tell a story and when you describe actual and fictional events which are arranged in chronological order or sequence²⁶. It can be said that

²⁵Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan, 2003), 3.

²⁶Linda Woodson, *When Cases to Composition*, (Glenview, Illinois: Scott, Foresman and Company, 1982), 145.

sequencing the events in narration is one of important element because narration is concerned with time.

From the explanation above, it can be concluded the narrative text is a text telling a past story or event, either actual or fictional, by using time sequence or chronological order. Moreover, the story in narrative text sets up one or more problems, which must find a way to be resolved.

Narrative, as kind of story genre that can be imaginary or factual, has many types. They are fairy stories, adventure stories, horror stories, romance, mysteries, science fiction, fables, myth, legend, historical narrative, ballads and etc.

2. Generic structure of narrative text

According to Anderson and Anderson, a narrative text consist of *an orientation* in which the narrator tells the audience about ‘who’ is in the story, ‘when’ the story taking place and ‘where’ the action is happening, *a complication* that sets off a chain of events that influences what will happen in the story, *a sequence of events* where the characters react to the complication, *a resolution* in which the characters solve the problem created in the complication, and *a coda* that provides moral based on what

has been learned from the story (optional). From the explanation above, it can be stated that the main structures in narrative text are:²⁷

a. Orientation

It is about opening paragraph that tells or introduces about 'who' (characters or participants), 'when' (time), and 'where' (place) of the story

b. Complication

Complication explores the conflict in the story. This part shows and describes the problems or the rising crises which the participants or characters of the story have to do with.

c. Resolution

In this part, the crises or the problems in the story are resolved and ended for better or worse, happily or unhappily.

d. Re-orientation

Closing remark of the story, it contains of amoral lesson, advice or teaching from the writer.

²⁷ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan, 2003), 3.

3. Language features

There are some language features in narrative text. Those are:²⁸

- a. Nouns that identify the specific characters and places in the story
- b. Adjectives that provide accurate descriptions of the characters and settings.
- c. Time words that connect event to tell when they occur. For example, first, then, next, while, afterward, finally, after, during, before, etc.
- d. Verb to show the action that occur the story. The tense used in general is past tense.

In addition, Siahaan and Shinoda stated that the linguistic features of narrative are focus on specific and usually individualized participants, use of material Processes (behavioral and verbal process), use of mental process, use of temporal conjunction and temporal circumstance, and use of

²⁸ Mark Anderson and Kathy Anderson, *text type in English 2* (south yarra: Macmillan, 1997)' 8.

past tense. To sum up, the language features of narrative text are:²⁹

1. Focus on specific characters and places in the story
2. Use of past tense
3. Use of behavior process or action verb, such as run, walk, go, etc.
4. Use of verbal process or verbal verb, such as say, state, etc.
5. Use of mental process or mental verb, such as think, feel, know, etc.
6. Use of adjective to describe characters and setting accurately
7. Use of temporal conjunction, such as firstly, than, next, etc.
8. Use of temporal circumstance, such as once, once upon a time, etc.

²⁹ Sanggam Siahaan and Kisno Shinoda, *Generic Structure Text*, (Yogyakarta: Graha Ilmu, 2008), 74.

C. Dictogloss Technique

1. The Nature of Dictogloss

Dictogloss is one of techniques that can be used in language teaching and learning process. The term “Dictogloss” is firstly introduced by Ruth Wajnryb in 1990 through her book “Grammar Dictation” to help students have better understanding of using grammar. However, although the original intent of creating dictogloss is for studying grammar, there are numerous ways to adapt the technique that allows teachers and learners to focus on different language objectives.³⁰ Hence, besides for teaching grammar, dictogloss can be used for teaching other language skills or subskills.

Jacob and Small gave their opinion about dictogloss, “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”.³¹ It means that dictogloss is a technique for language teaching which

³⁰Benjamin Lee Stewart Robinson, *Dictogloss Method: An Integral Model for Language Learning*, (ANUPI Mexico, 2011), 3.

³¹George Jacob and John Small, Combining Dictogloss and Cooperative Learning to Promote Language Learning, *The Reading Matrix* 3, No. 1, (2003), 1

can integrate the language skills; listening, speaking, reading, and writing.

Thornbury stated “Dictogloss is a form of dictation, but one in which the students hear and reconstruct the whole text, rather than doing so line by line. Dictogloss also involves the students collaboratively reconstructing the text from memory and then comparing it with the original”.³² Thus, although the basic procedure of dictogloss is dictation, dictogloss is different from the traditional dictation in which the teacher reads a text slowly and repeatedly and the students make a copy or write exactly what the teacher reads or says without doing any thinking.

As what it also explained by wajnryb about dictogloss:

Dictogloss borrows a little from traditional dictation (hence part of its name) but in fact is quite distinct from dictation in both procedure and objectives. In dictogloss, a short text is read at normal speed to a class of learners who jot down familiar words as they listen. At the end of the dictation stage, most learners have only a small number of isolated words (or fragments) which together make up a very incohesive ‘battered text’. In small group, they then pool their resources to reconstruct their version of the original text. In the final stage, the various versions that the students have produced are subjected to close analysis and comparison. Through both the task of

³² Scott Thornbury, *How to Teach Grammar*,(Essex: Pearson Education Limited, 1999), 82.

reconstruction and the following error analysis, students refine their understanding of the language they have used.³³

Moreover, dictogloss is a technique in which the teacher reads a short text and the learners make a brief notes and then try to reconstruct the text in group. The aim is not to reproduce the text word by word, but to convey the meaning and style of the text as closely as possible.³⁴ In conclusion, dictogloss is one of communicative teaching techniques in learning a language which integrates all language skills; listening, speaking, reading, and writing, and asks students to recreate a text read or dictated by teacher in group. Then, dictogloss and traditional dictation is different in the form of the style of dictating, the task that follows, and the objectives of the lesson. Although for the first time dictogloss is designed to help language learners improve their understanding of using grammar, it can be used to improve other skills, especially writing because in dictogloss, the students in group are asked to make reconstruction of text that has been read by teacher from their notes by using their own words as closely as possible to original text. This means that

³³ Ruth Wajnryb, *Grammar Dictation*, (Oxford: Oxford University Press, 1990), 82.

students and their partners can learn each other to organize their writing cohesively, to use structure correctly, and etc. That can improve their writing skill.

2. Procedures of Dictogloss

There are four stages in applying dictogloss in English teaching as suggested by Wajnryb; preparation, dictation, reconstructing, analysis and correction stages.³⁵

- a. **Preparation:** At this stage, students are prepared for the subject matter and the text they will be hearing. The student are also pre-taught or prepared for vocabulary of the text which seem unknown or unfamiliarity the students and difficult for the students to inter. At this stage, teachers also should introduce or explain clearly what dictogloss is and what the students are expected to do during dictogloss, and also ensure that the students understand well. It is also suggested to organize students into group at this stage.
- b. **Dictation:** learners hear the dictation twice. The first time the text is read aloud and normal speed, the students

³⁵ Wajnryb, *Grammar Dictation*, 7-9.

only listen and may not write anything in order to get a general feeling for the text. The second time of dictation, the students should take down notes. The students are encouraged to listen and write content word which will assist or help them in reconstructing the text. The dictating should not be conducted in the traditional way where the sentence is broken into isolated word units.

- c. Reconstructing:** in this stage, after the dictation is finished, the students work in group to product their own version of the text. They pool they notes or information they have written down at dictation stage and try to reconstruct they version of the text from their shared notes. One of students from each group acts and scribe who writes down the group's text as it emerges from group discussion. Then other member of group checks the text for grammar, textual, cohesion ad logical sense.
- d. Analysis and correction:** at the last stages of dictogloss, various versions of text from different groups are analyzed and compared. There are many ways to conducting this last stage. For instance, one of students

from the group as representative read or write their versions on the whiteboard. Whatever method chosen to do this stage, the students will be encouraged to compare the various versions and discuss the language choice made. In this way, errors are exposed and discussed so that the students understand the hypotheses, false, that underlie their choice.

Meanwhile, Jacobs and Small in their article summarized the procedures of dictogloss, as follows:³⁶

- 1) The class engages in some discussion on the topic of the upcoming text. This topic is one on which students have some background knowledge and, hopefully, interest. The class may also discuss the text type of the text, example: narrative, procedure, or explanation, and the purpose, organizational structure, and language features of that text type.
- 2) The teacher reads the text aloud once at normal speed as students listen but do not write. The text can be selected by teachers from newspapers, textbook, etc., or teachers

³⁶ Jacob and Small, *The Reading Matrix*, 1-2.

can write their own or modify an existing text. The length of the text depends on students' proficiency level.

- 3) The teacher reads the text again at normal speed and students take notes. Students are not trying to write down every word spoken.
- 4) Students work in groups of two – four to reconstruct the text in full sentences, not in point form (also known as bullet points). This reconstruction seeks to retain the meaning and form of the original text but is not a word-for-word copy of the text read by the teacher. Instead, students are working together to create a cohesive text with correct grammar and other features of the relevant text.
- 5) Students, with the teacher's help, identify similarities and differences in terms of meaning and form between their text reconstructions and the original.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The method of this research is quantitative method. It is often about calculation and analysis of the numerical data. That is experimental research. As stated by David Nunan “Experimental is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be stated.³⁷ Then the researcher use quasi experimental method, in which the research give certain treatment to experimental class to find whether or not there are significant of different of students’ writing skill after being treated by using dictogloss technique.

The design of this research is quasi-experimental research. A quasi-experiment is a design, which is widely used in educational setting, in which there is no random assignment of subjects because randomly assigning subjects or students to the groups would disrupt classroom learning.

³⁷ David Nunan, *Research Method in Language Learning* (New York: Cambridge University Press, 1992), 230

In this research, the researcher applied pre-test and post-test design approach to a quasi-experimental design. The researcher used two intact classes in which one of them was as experimental class and another was as controlled class. Experimental class was class which got treatment or being taught by using dictogloss and controlled class was not taught by using dictogloss technique. Both classes were given a pre-test before teaching-learning activity and post-test after teaching- learning activity. The result of pre-test and post-test from both classes were compared and calculated to find out the effectiveness of dictogloss technique in teaching writing of narrative text.

B. The place and the time of study

The researcher will conduct the research at first grade of Islamic Modern Boarding School SMA Bayt Al-Quran in Cikande Modern, jln Otonom Gorda Bandung Ds. Sukatani Cikande, Serang Banten. The researcher has received permission from the English teacher and Principal of SMA Bayt Al-Quran to conduct research related to Dictogloss technique.

And for the time, the researcher will conduct the research on April 2019.

C. Population and sample

1. Population

In this research, the population will be taken from the first grade students of SMA Bayt Al-Quran Cikande Modern, in academic year 2018/2019. It involves two classes both X IPA A which is consists 25 students and X IPA B consists 25 students. Number of the student at first grade in Islamic Modern Boarding School SMA Bayt Al-Quran Cikande Modern, Serang, Banten are 50 students.

2. Sample

The researcher choose two classes, While for sample, it involves 2 classes, X IPA A as one (1) experiment class and one X IPA B as (1) control class which each class consists of 25 sample of students, so total sample is 50 students.

D. The technique of data collecting

For collecting the data, the researcher will use test (pre-test and post-test), and observation.

1. Observation

The researcher will conduct an observation directly to the place where the research will going on. The reason is to analyze students' condition in the class and also to know their problems and difficulties in learning English. The purpose of this observation is to get information about student capability in English subject especially in writing competence.

2. Pre-test

Before applying the dictogloss technique in teaching writing, the researcher will conduct the pre-test both experimental and control classes. This step is conducted to know the students' writing skill before conducting the research and as measurement between two classes. The writer will give students equal text related to subject matter based on the syllabus and lesson plan for the student of first grade. The researcher will instruct them to

do exercises on paper given which is related to improving students' writing skills. The pre-test, students write the story of narrative text based on their title choice individually with considered 3 paragraphs consist from orientation, compilation and resolution, and minimum containing 50 words.

3. Post-test

Both experimental and control classes will face the posttest. The aim of conducting the posttest is to know the students' writing skill between experimental and control classes with different treatment. During the research, the control class only receives the traditional teaching writing while the experimental class receives treatment of dictogloss technique in learning writing. The test instruction will be same as the pretest but has different content. After scoring the test both two classes will be analyzed and calculated.

In other word, the students' writing from pre-test and post-test were scored or assessed by using that scoring rubric. By using that rubric, the students'

writing were scored from each aspect of writing; content, organization, language use, vocabulary, and mechanics. In addition, the researchers also ask to English teacher's help to assess students' writing.

Table 3.1
Analytic Scoring Rubric³⁸

CONTENT	30- 27	EXCELENT TO VERY GOOD: substantive, through development of topic, effective and appropriate details of topic or story
	26- 22	GOOD TO AVERAGE: adequate range, adequate development of topic, sufficient detail of topic or story
	21- 17	FAIR TO POOR: little substance, inadequate development of topic and detail.
	16- 13	VERY POOR: non-substantive, not

³⁸Sara Cushing, *Assessing Writing*, (Cambridge University Press, 2002), 116.

		pertinent, or not enough to evaluate.
ORGANIZATION	20- 18	EXCELENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	17- 14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, logical but incomplete sequencing
	13- 10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lack logical sequence
	9- 7	VERY POOR: does not communicate, no organization, or not enough evaluate
VOCABULARY	20- 18	EXCELENT TO VERY GOOD: effective word/idiom form, choice, usage, word from mastery
	17- 14	GOOD TO AVERAGE: occasional errors of word/idiom form, choice,

		usage, <i>meaning confused or obscured</i>
	13- 10	FAIR TO POOR: frequent errors of word/idiom form, choice, usage, <i>meaning confused or obscured</i>
	9- 7	VERY POOR: little knowledge of English vocabulary, idiom, word form, or not enough to evaluate
LANGUAGE USE	25- 22	EXCELENT TO VERY GOOD: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	21- 18	GOOD TO AVERAGE: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition <i>but meaning seldom obscured</i>

	17- 11	FAIR TO POOR: major problem in simple/complex construction, frequent errors of negation, agreement, number, word, order/function, articles, pronouns, preposition, and/or fragments, run-ons, deletion, <i>meaning confused or obscured</i>
	10- 5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	5	EXCELENT TO VERY GOOD: demonstrates mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation,

		capitalization, paragraphing
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting <i>but meaning not obscured</i>
	2	VERY POOR: no mastery of conventions, dominated by error of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

E. The technique of data analyzing

To analysis data, the researcher uses T-test. “T-test is one of the statistical tests used to test the truth or the falsity of the null hypothesis which states that between 2 samples taken randomly from the same population, there is no significant difference”.³⁹

“The T-test is one of the comparative analysis techniques used to test the truth, whether there is a difference between two or more

³⁹ Anas Sujiono, *Pengertian Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2012), 278

variables under investigation”.⁴⁰ T-test is the most frequently used measure in second language research when comparing mean scores for two groups. It supposed to know whether experimental versus control class when taking the same test has the same score or not.

The analyzed data is acquired from the test and observation. The researcher analyzes the data based on the collected score data of pretest and posttest of experimental class and control class. In the other hand, the researcher also analyzes the score of students learning activity which written on the sheet of students' observation.

Because that this research uses the big sample (more than 30 students) which is related to each other, so the researcher will use formula⁴¹ :

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

M_1 = the average score of experiment class

M_2 = the average score of control class

SE = Standard of error

⁴⁰ Fathor Rachman Utsman, *Panduan Statistika Pendidikan*, (Jogjakarta: Diva Press, 2015), 153.

⁴¹ Sujiono, *Pengertian Statistik*, 324-326.

X = Sum of the squared deviation score of
Experiment class

Y = Sum of the squared deviation score of Control
class

Calculation steps:

1. Determining Mean of variable 1/X and 2/Y =

$$M_1 = \frac{\sum fX}{N} \quad M_2 = \frac{\sum fY}{N}$$

2. Determining Standard Deviation (SD) of Mean of
Variable 1 and 2 :

$$SD_1 = \sqrt{\frac{\sum t^2}{N}} \quad SD_2 = \sqrt{\frac{\sum y^2}{N}}$$

3. Determining Standard Error of Mean of Variable 1
and 2 :

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}} \quad SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

or

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

4. Determining *Standard Error* , Difference of mean between sample 1 and 2:

$$SE_{m1 - m2} = \sqrt{SE_{m1}^2 + SE_{m2}^2}$$

5. Determining t_0 :

$$t_0 = \frac{M1 - M2}{SE_{m1 - m2}}$$

6. Determining degree of freedom, with formula:

$$Df = n_1 + n_2 - 2$$

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Description of Data

The writer conducted field research by taking student score of test (pre-test and post-test). The pre-test is given before the treatment is begun and the post-test is given after the treatment is finished. The research took 50 students at The First Grade of SMA Bayt Al-Quran Cikande Modern. The purpose of the research was to know the effectiveness of dictogloss technique in teaching writing of narrative text. Two classes were taken as the simple. Class X IPA B as the control group that consist 25 students and X IPA A as the experimental group that consist 25 students.

The data of this research were the score of the students pre-test and post-test both control class and experimental class. The score of pre-test was taken before the treatment, while the score of post-test was taken after the treatment. The result of pre-test is to know students writing comprehension before receiving the treatment. Meanwhile the result of post-test is to give the

information whether there is any improvement on students writing comprehension achievement of narrative text after receiving the treatments. In this research, the writer gave treatments to experimental class and control class related to narrative text material. In the experimental class, the writer applied story grammar strategy to teach writing narrative text. While in control class, the writer applied conventional technique. Conventional technique is a technique which is usually used by the teacher such as asking the students to write the narrative text. Translate and answer the questions based on the text. The writer measured students writing comprehension achievements by using a test in multiple choice and essay forms. Below are the data of pre-test and post-test in experimental and control class.

1. Experiment class

The researcher described the result of pre-test at the experiment class by the following table:

Table 4.1

The student's score of pre-test at experiment class

No	Name	CRITERIA					Total Score
		Content	Organization	Vocabulary	Language Use	Mechanism	
1	A	13	7	7	5	2	34
2	AN	15	12	13	13	4	57
3	AM	18	11	14	7	4	64
4	AS	22	17	16	19	4	78
5	AWF	15	12	13	13	4	57
6	AWRW	18	12	16	16	4	66
7	B	13	7	7	8	2	37
8	DPX	15	9	9	10	3	46
9	FJ	14	8	8	10	2	42
10	FWH	14	12	13	13	3	55
11	HA	13	11	12	13	2	51
12	LF	14	10	10	11	2	47
13	LS	13	10	10	12	3	48
14	LN	13	7	7	5	2	34
15	MAF	19	15	15	18	4	71
16	MH	14	10	10	11	2	47
17	MPM	16	14	15	15	3	63
18	PMA	17	13	15	16	3	64
19	RNW	15	12	13	13	3	56
20	S	22	17	15	18	4	76
21	SA	23	18	15	19	4	79
22	SPN	14	10	10	11	3	48
23	SR	15	12	11	13	3	54
24	SN	14	16	14	15	4	63
25	SY	19	16	16	17	4	72
N=25		Total Score					1409
		Average					56.36

Table 4.1 showed that the results of the students' pre-test scores on the criteria in writing narrative text at the experiment class. The data showed the highest score was 79, and the lower score was 34. 1 student got the highest score and 2 students got lower scores. The average score of pre-test in experiment class was 56.36

While the result of post-test at the experiment class got better score. It can be described at the following table:

Table 4.2

The students' score of post-test at experiment class

No	Name	CRITERIA					Total Score
		Content	Organization	Vocabulary	Language Use	Mechanism	
1	A	14	14	13	10	3	54
2	AN	18	13	15	16	3	65
3	AM	20	16	15	16	3	70
4	AS	26	18	18	18	4	84
5	AWF	22	17	17	18	4	78
6	AWRW	20	17	18	19	4	76
7	B	12	11	11	9	2	45
8	DPX	22	17	17	17	4	77
9	FJ	12	11	11	10	2	46
10	FWH	22	15	16	17	3	73
11	HA	19	16	16	17	3	66

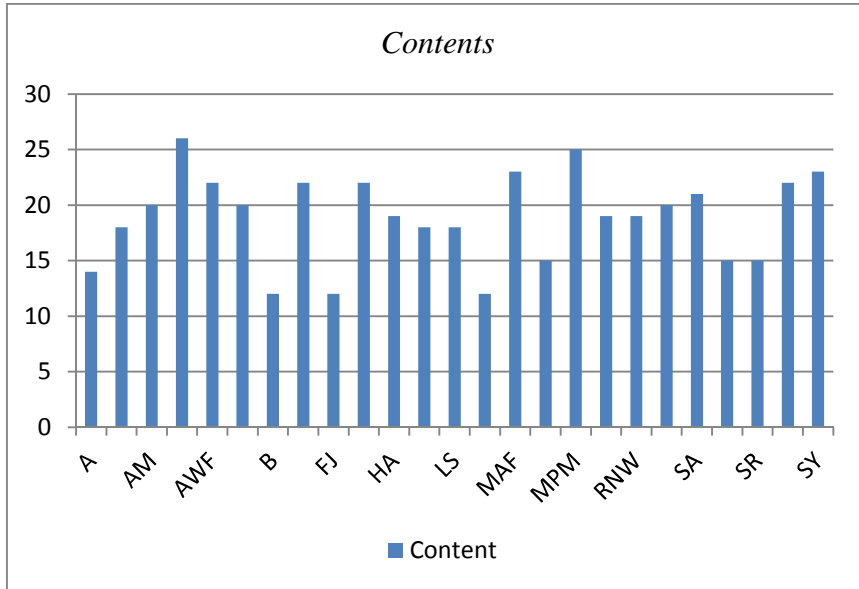
12	LF	18	16	17	15	4	70
13	LS	18	14	15	13	3	63
14	LN	12	11	11	10	2	46
15	MAF	23	17	17	15	4	76
16	MH	15	12	12	13	3	55
17	MPM	25	19	17	15	4	78
18	PMA	19	17	14	14	4	68
19	RNW	19	13	13	18	4	65
20	S	20	17	17	18	4	78
21	SA	21	17	17	19	4	80
22	SPN	15	14	13	13	3	54
23	SR	15	15	14	15	3	61
24	SN	22	17	17	18	4	80
25	SY	23	16	17	15	4	75
N=25		Total Score					1683
		Average					67.32

Table 4.2 showed that the result of the students' post-test scores on the criteria in writing narrative text at the experiment class. The data showed the highest score was 84 and the lower score was 45. 1 student got the highest score and 1 student got the lower score. The average score of post-test in experiment class 67.32.

The researcher describes the students' improvement score content of the post-test in the experiment class through graphic as follows:

Graphic 4.1

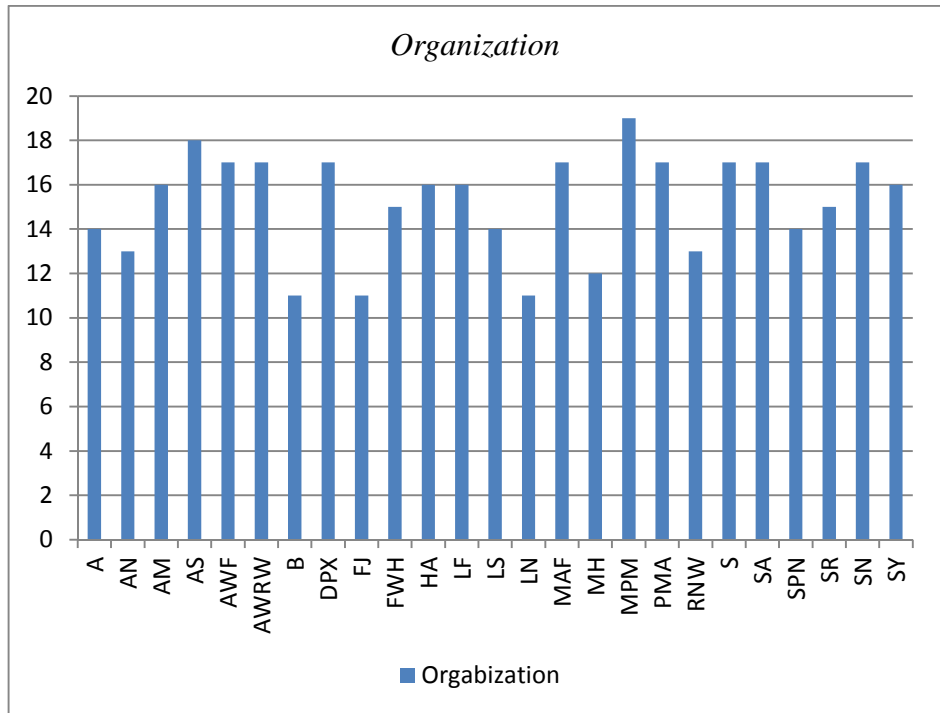
Graphic scores content of post-test at experiment class



The researcher describes the students' improvement score organization of the post-test in the experiment class through graphic as follows:

Graphic 4.2

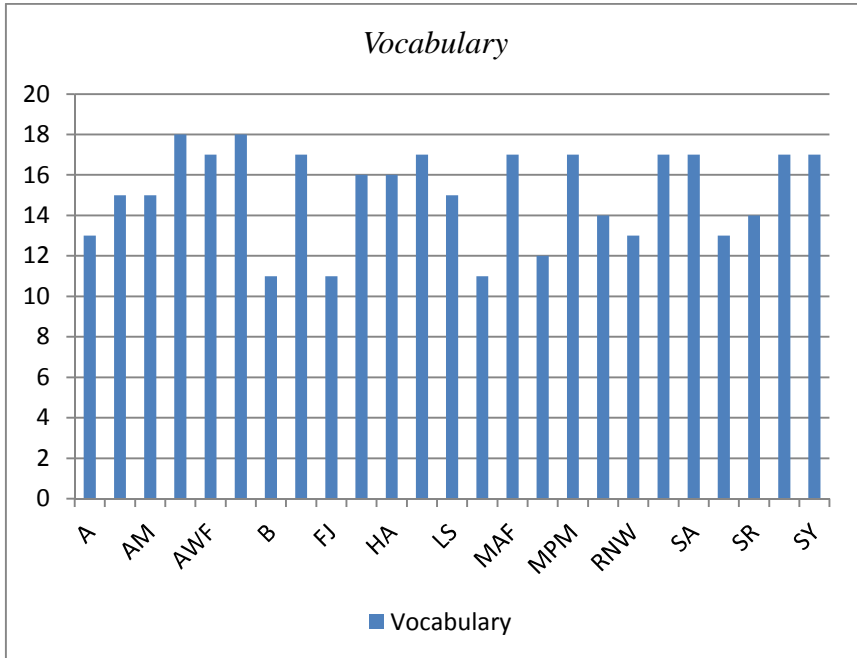
Graphic scores organization of post-test at experiment class



The researcher describes the students' improvement score vocabulary content of the post-test in the experiment class through graphic as follows:

Graphic 4.3

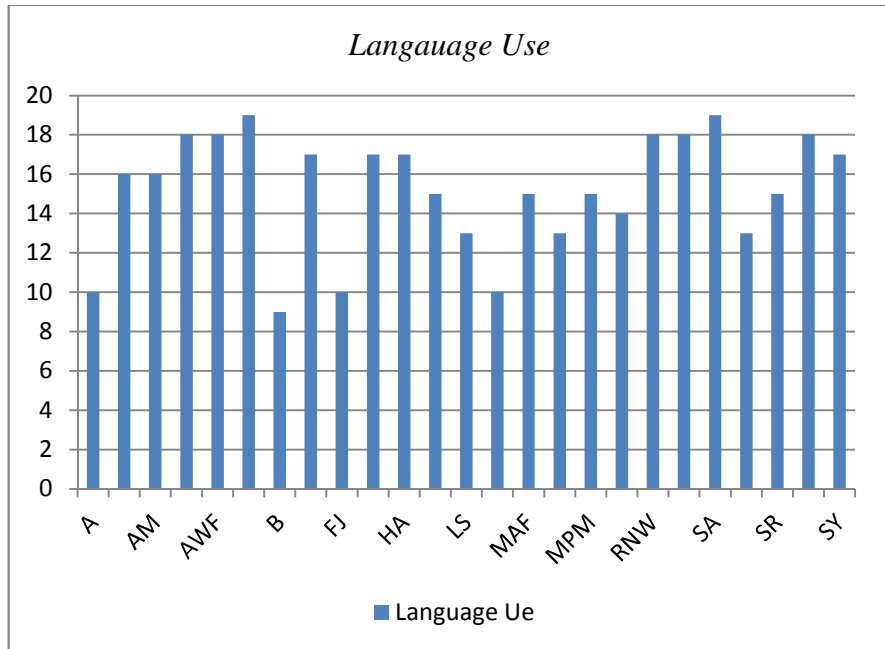
Graphic scores vocabulary of post-test at experiment class



The researcher describes the students' improvement score language use of the post-test in the experiment class through graphic as follows:

Graphic 4.4

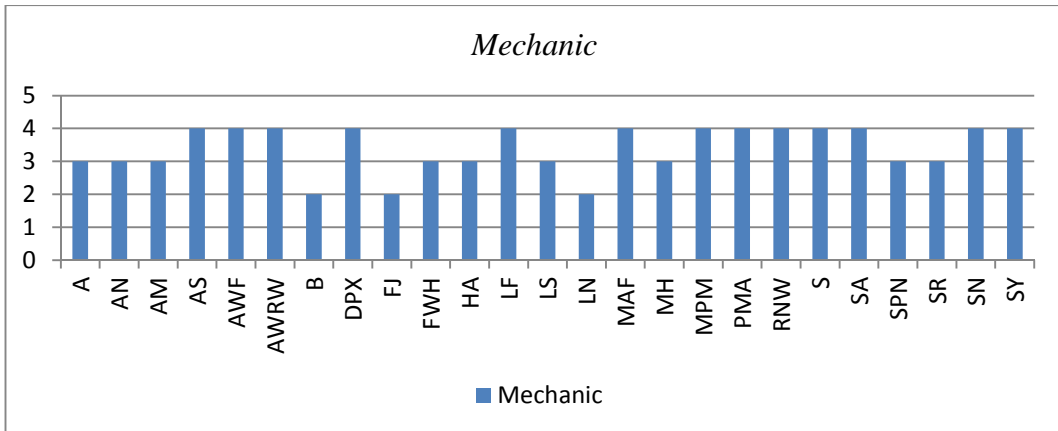
Graphic scores language use of post-test at experiment class



The researcher describes the students' improvement score mechanic of the post-test in the experiment class through graphic as follows:

Graphic 4.5

Graphic scores mechanic of post-test at experiment class



The researcher describes the students' improvement score of the pre-test and post-test in the experiment class through table and graphic as follows:

Table 4.3

The Score of Pre-Test and Post-Test Experiment Class

No	Name of student	Score Narrative writing	
		Pre-test(X_1)	Post-test (X_2)
1	A	34	54
2	AN	57	65
3	AM	64	70
4	AS	78	84
5	AWF	57	78
6	AWRW	66	76
7	B	37	45
8	DPX	46	77
9	FJ	42	46
10	FWH	55	73
11	HA	51	66

12	LF	47	70
13	LS	48	63
14	LN	34	46
15	MAF	71	76
16	MH	47	55
17	MPM	63	78
18	PMA	64	68
19	RNW	56	65
20	S	76	78
21	SA	79	80
22	SPN	48	54
23	SR	54	61
24	SN	63	80
25	SY	72	75
N=25	Total score	1409	1683
	Average	56.36 X	67.32

The table above shows the students' Narrative text teaching writing at the first grade of SMA Bayt Al-Quran Cikande Modern in experiment class (X IPA A) before treatment was less. It can be known from the result of pre-test. The highest score was 79 the lower score was 34. The score draws that highest score of students teaching writing is good and the lowers score is bad and the result of post-test after treatment shows that students score. There is the improvement on criteria of students scored that the highest score is very good and lowers is enough.

To find mean score, the researcher follows the formula:

$$\begin{aligned} M1 &= \frac{\sum X2}{N} \\ &= \frac{1403}{25} \\ &= 67.32 \end{aligned}$$

The average of the post-test in experiment class is 67.32 this is shows that there is the improvement from the pre-test

$$\begin{aligned} M2 &= \frac{\sum X1}{N} \\ &= \frac{1683}{25} \\ &= 56.36 \end{aligned}$$

The average of pre-test in experiment class is 56.36 this is shows that is teaching writing of the students are less.

$$\begin{aligned} M &= M_1 - M_2 \\ &= 67.32 - 56.36 \\ &= 10.96 \end{aligned}$$

The score above shows that there is the improvement of students teaching writing amounts 10.96 points.

Note: M = Mean

X1 = Students' score 1 (pre-test)

X2 = Students' score 2 (post-test)

N = Number of students

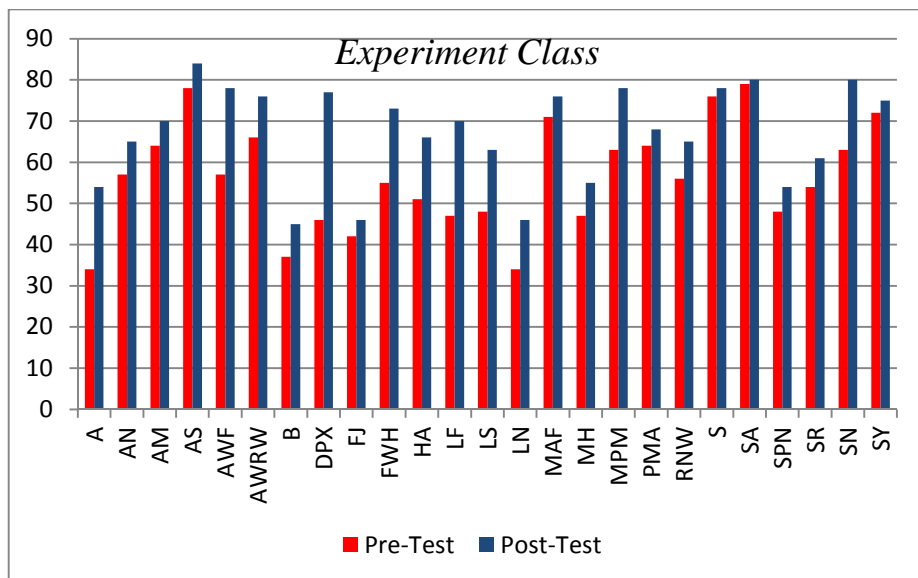
M1 = Mean of post-test

M2 = Mean of pre-test

From the calculation of determine mean above. As have known that the average score pre-test and post-test (at experiment class) increase of amount of 10.96

Graphic 4.6

The score of pre-test and post-test in experiment class



The graphic above shows the comparison between score of the pre-test and post-test in the experiment class. According to the graphic above the score of post-test is better than score of pre-test commonly

2. Control class

The researcher describes the result of pre-test at the control class by the following table:

Table 4.4

The students' score of pre-test at control class

No	Name	CRITERIA					Total Score
		Content	Organization	Vocabulary	Language Use	Mechanism	
1	AF	13	7	7	5	2	34
2	AN	13	7	7	5	2	34
3	AM	13	10	8	9	2	42
4	FA	13	7	7	5	2	34
5	FF	13	7	7	5	2	34
6	HA	16	14	13	12	3	58
7	HH	17	13	16	14	2	62
8	M	13	7	7	5	2	34
9	MA	13	11	10	9	2	45
10	MFA	15	12	11	11	2	51
11	MN	13	11	10	9	2	45
12	MM	17	15	14	12	3	62
13	MU	13	7	7	5	2	34

14	MZA	17	14	12	12	3	58
15	NA	14	14	13	10	3	54
16	NS	17	13	14	14	3	60
17	PJ	13	7	7	5	2	34
18	RA	13	7	7	5	2	34
19	RSS	13	7	7	5	2	34
20	S	13	7	7	5	2	34
21	SA	15	11	14	12	3	55
22	SN	13	11	11	9	2	46
23	SM	13	8	8	7	2	38
24	ZM	13	10	8	9	2	42
25	ZSR	13	7	7	5	2	34
N=25		Total Score					1092
		Average					43.68

Table 4.4 shows that the results of the students' pre-test scores on the criteria in writing narrative text at the control class. The data showed the highest score was 62, and the lower score was 34. 1 student got highest score and 11 students got lower scores. The average score of pre-test in control class was 43.68.

While the result of post-test at the control class got better score. It can be describe at the following table:

Table 4.5

The students' score of post-test at control class

No	Name	CRITERIA					Total Score
		Content	Organization	Vocabulary	Language Use	Mechanism	
1	AF	13	7	7	5	2	34
2	AN	13	7	7	5	2	34
3	AM	13	11	11	9	2	46
4	FA	13	9	9	9	2	42
5	FF	13	10	9	10	2	36
6	HA	16	13	15	14	3	61
7	HH	20	13	13	15	3	64
8	M	13	10	10	10	2	37
9	MA	15	15	11	9	2	51
10	MFA	14	14	13	10	3	54
11	MN	13	11	11	9	2	46
12	MM	16	13	15	14	3	61
13	MU	13	9	9	9	2	42
14	MZA	16	14	13	14	3	60
15	NA	15	14	13	10	3	55
16	NS	16	13	15	14	3	61
17	PJ	14	13	13	10	3	53
18	RA	13	7	7	6	2	35
19	RSS	13	7	7	5	2	34
20	S	13	7	7	6	2	35
21	SA	16	14	13	10	3	56
22	SN	19	16	15	16	4	70
23	SM	13	9	7	7	2	38
24	ZM	13	11	10	10	2	45
25	ZSR	13	11	11	10	2	47
N=25		Total Score					1197
		Average					47.88

Table 4.5 showed that the results of the students' post-test score on the criteria in writing narrative text at the control class. The data showed the highest score was 70, and the lower score was 34. 1 student got highest score and 3 students got lower scores. The average score of pre-test in control class was 47.88.

The researcher describes the students' improvement score of the pre-test and post-test in the control class through table and graphic as follows:

Table 4.6

The score of pre-test and post-test control class

NO	Name of Students	Score Narrative Writing	
		Pre-test (Y ₁)	Post-test (Y ₂)
1	AF	34	34
2	AN	34	34
3	AM	42	46
4	FA	34	42
5	FF	34	36
6	HA	58	61
7	HH	62	64
8	M	34	37
9	MA	45	51
10	MFA	51	54
11	MN	45	46
12	MM	46	61
13	MU	34	42

14	MZA	58	60
15	NA	54	55
16	NS	60	61
17	PJ	34	53
18	RA	34	35
19	RSS	34	34
20	S	34	35
21	SA	55	56
22	SN	62	70
23	SM	38	38
24	ZM	42	45
25	ZSR	34	47
N=25	Total Score	1092	1197
	Average X	43.68	47.88

The table above shows the students' Narrative text writing at the first grade of SMA Bayt Al-Quran Cikande Modern in control class (X IPA B) was less because in this class not use treatment. It can be known from the result of pre-test and post-test. The highest of score post-test was 70 and lowers pre-test was 34.

To find mean score, the researcher follows the formula:

$$\begin{aligned}
 M1 &= \frac{\sum Y2}{N} \\
 &= \frac{1197}{25} \\
 &= 47.88
 \end{aligned}$$

The average of the post-test in control class is 47.88 this is shows that there is the improvement from the pre-test

$$\begin{aligned} M_2 &= \frac{\sum Y_1}{N} \\ &= \frac{1092}{25} \\ &= 43.68 \end{aligned}$$

The average of pre-test in control class is 43.68 this is shows that is teaching writing of the students are less.

$$\begin{aligned} M &= M_1 - M_2 \\ &= 47.88 - 43.68 \\ &= 4.2 \end{aligned}$$

The score above shows that there is the improvement of students teaching writing amounts points.

Note: M = Mean

X1 = Students' score 1 (pre-test)

X2 = Students' score 2 (post-test)

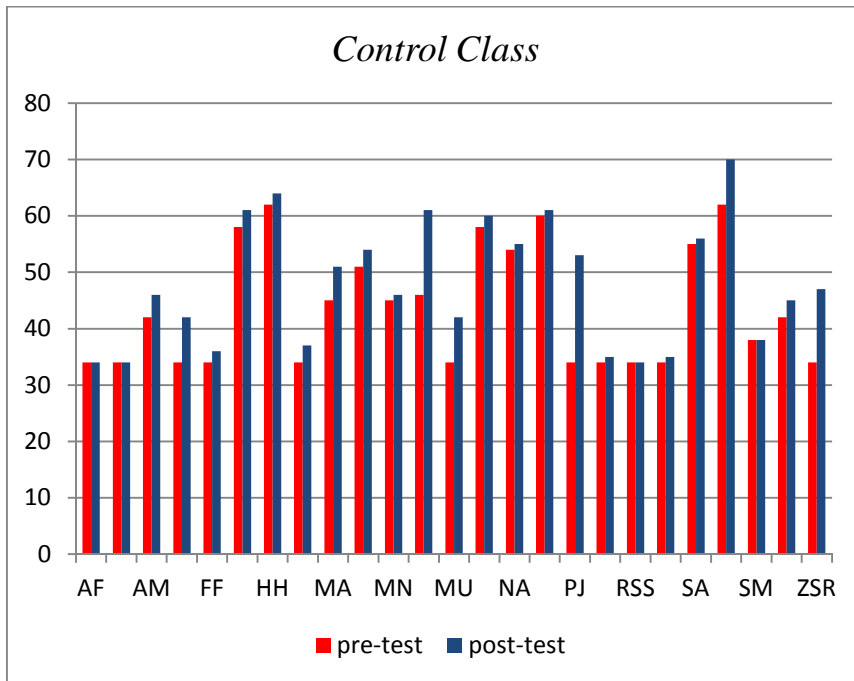
N = Number of students

M1 = Mean of post-test

M2 = Mean of pre-test

Graphic 4.7

The score of pre-test and post-test in control class



The graphic above shows that the comparison between score of the pre-test and post-test in control class. According to the graphic above the score of post-test is better than the score of pre-test commonly.

Based on data above, the researcher make a comparison graphic of the pre-test and post-test scores of the experiment and control class as follows:

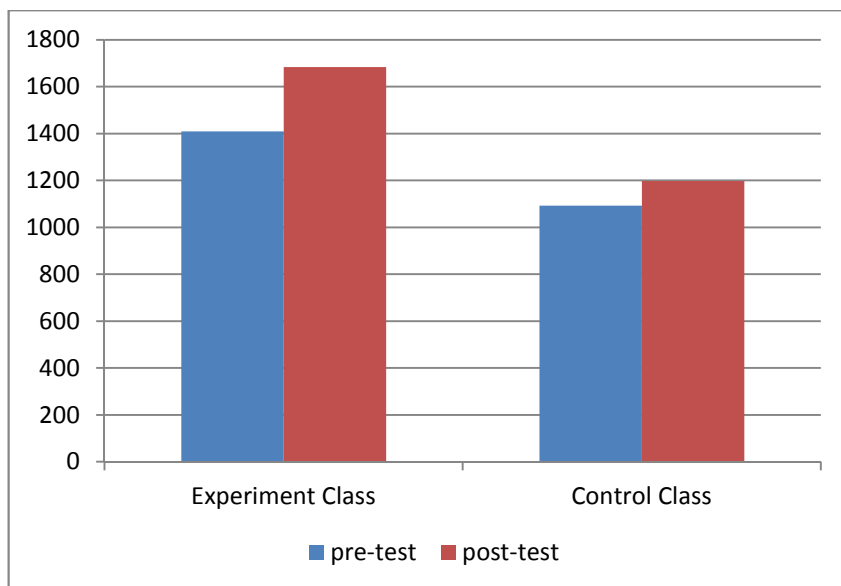
Table 4.7

The score scores pre-test and post-test experiment class and control class

Test	Experiment Class	Control Class
Pre-test	1409	1092
Post-test	1683	1197

Graphic 4.8

Comparison score between pre-test and post-test



Based on diagram graphic above, there is an improvement and both experiment class and control class. But there are differences in experiment and control class score

B. Data Analysis

After getting the data from pre-test and post-test score of two classes, than the researcher analyze it by using t-test formula with the degree of significant 5% the researcher used step as follows:

Table 4.8
The Score of Distribution Frequency

No	X ₂ Post-test Experiment Class	Y ₂ Post-test Control Class	X (X ₂ - M1 X ₂)	Y (Y ₂ - M1 Y ₂)	X ₂ (X ₂ . X ₂)	Y ₂ (Y ₂ . Y ₂)
1	54	34	-13.32	-13.88	177.42	192.65
2	65	34	-2.32	-13.88	5.38	192.65
3	70	46	2.68	-1.88	7.18	3.53
4	75	47	7.68	-0.88	58.98	0.77
5	78	36	10.68	-11.88	114.06	141.13
6	45	61	-22.32	13.12	498.18	172.13
7	76	64	8.62	16.12	75.34	259.85
8	77	37	9.68	-10.88	93.70	118.37
9	68	70	0.68	22.12	0.46	489.29
10	73	54	5.68	6.12	32.26	37.45
11	66	46	-1.32	-1.88	1.74	3.53
12	70	61	2.68	13.12	7.18	172.13
13	63	42	-4.32	-5.88	18.66	34.57
14	46	60	-21.32	12.12	454.54	146.89
15	76	55	8.68	7.12	75.34	50.69
16	55	61	-12.32	13.12	151.78	172.13
17	78	53	10.68	5.12	114.06	26.21
18	46	35	-21.32	-12.88	454.54	165.89
19	65	34	-2.32	-13.88	5.38	192.65
20	78	35	10.68	-12.88	114.06	165.89

21	80	56	12.68	8.12	160.78	65.93
22	54	51	-13.32	3.12	177.42	9.73
23	61	38	-6.32	-9.88	39.94	97.61
24	80	45	12.68	-2.88	160.78	8.29
25	84	42	16.68	-5.88	278.22	34.57
X=25	X ₂ = 1683	Y ₂ = 1197	X ₂ = 1.705	Y ₂ =- 6.3948 8	X ₂ = 3277.44	Y ₂ = 2954.64
Average	67.32	47.88	6.821	-2.5579	131.09	118.18

Note

X₂ : Score Post-test of the Experimental Class

Y₂ : Score Post-test of Control Class

X : Deviation of Experimental Class

$$T = M1 - M2$$

a. Determining mean of variable X (Variable 1) and Y

(Variable 2) with formula:

$$\begin{aligned} M_1 &= \frac{\sum X_2}{N} \\ &= \frac{1683}{25} \\ &= 67.32 \end{aligned}$$

$$\begin{aligned} M_2 &= \frac{\sum Y_2}{N} \\ &= \frac{1197}{25} \\ &= 47.88 \end{aligned}$$

- b. Determining standard deviation of variable 1 and 2 with formula:**

$$\begin{aligned}
 SD_1 &= \sqrt{\frac{\sum X^2}{N_1}} \\
 &= \sqrt{\frac{3277.44}{25}} \\
 &= \sqrt{131.09} \\
 &= 11.44
 \end{aligned}$$

$$\begin{aligned}
 SD_2 &= \sqrt{\frac{\sum Y^2}{N_2}} \\
 &= \sqrt{\frac{2954.64}{25}} \\
 &= \sqrt{118.2} \\
 &= 11.87
 \end{aligned}$$

- c. Determining Standard Error of Mean of Variable 1 and 2:**

$$\begin{aligned}
 SE_{M_1} &= \frac{SD_1}{\sqrt{N_1 - 1}} \\
 &= \frac{11.44}{\sqrt{25 - 1}} \\
 &= \frac{11.44}{\sqrt{24}}
 \end{aligned}$$

$$= \frac{11.44}{4.89}$$

$$= 2.33$$

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$= \frac{11.87}{\sqrt{25 - 1}}$$

$$= \frac{11.84}{\sqrt{24}}$$

$$= \frac{11.87}{4.89}$$

$$= 2.42$$

**d. Determining *Standard Error* , Difference of mean
between sample 1 and 2:**

$$SE_{m_1 - m_2} = \sqrt{SE_{m_1}^2 + SE_{m_2}^2}$$

$$= \sqrt{2.33^2 + 2.42^2}$$

$$= \sqrt{5.42 + 5.63}$$

$$= \sqrt{11.05}$$

$$= 3.32$$

e. Determining t_0 :

$$\begin{aligned}
 t_0 &= \frac{M1 - M2}{SEm1 - m2} \\
 &= \frac{67.32 - 47.88}{3.32} \\
 &= \frac{19.44}{3.32} \\
 &= 5.855
 \end{aligned}$$

f. Determining degree of freedom, with formula:

$$\begin{aligned}
 Df &= n_1 + n_2 - 2 \\
 &= 25 + 25 - 2 \\
 &= 50 - 2 \\
 &= 48
 \end{aligned}$$

From the data, the mean of pre-test score obtained by students of X IPA A as experimental test = 56.36 and the pre-test score obtained by students X IPA B as control class = 43.68 the highest score into class was different that was X IPA A as experimental class got 79 and X IPA B as control class got 62 and the lowest score of pre-test in both classes was 34 for experimental class and 34 for control class.

Then, the mean of post-test at experimental score = 67.32 was greater than control class = 47.88 the highest score of post-test at experimental class got 84 and control class got = 70. The lowest post test score of experimental class is 45 and the lowest score of control class is 34.

According to the statistical calculation above, the value of t_o is 5.855 and the degree of freedom is 48 with 5% degree of significance used the writer. Based on the significance, it can be seen that on $df = 48$ in significance 5% the value of t_{table} 2.010 by comparing the result of t_{table} and t_o in the degree of significance of 5% t_o $t_{table} = 5.855$ 2.010. from the result of statistical calculation, it was obtained the t-observation t_o was 5.855; meanwhile, the t_{table} of df 48 in significance 5% was 2.010. It was t-observation (t_o was higher than t-table (t_{table}), so null hypothesis (H_o) rejected and alternative hypothesis (H_a) is accepted.

Table 4.9
Post test Data of Experimental and Control Class

No	Post-test Experimental Class	Post-test Control Class
1	54	34
2	65	34
3	70	46
4	75	47
5	78	36

6	45	61
7	76	64
8	77	37
9	68	70
10	73	54
11	66	46
12	70	61
13	63	42
14	46	60
15	76	55
16	55	61
17	78	53
18	46	35
19	65	34
20	78	35
21	80	56
22	54	51
23	61	38
24	80	45
25	84	42
	1683	1197
	67.32	47.88

The table above is describe the comparison scores of post-test in experimental class and control class the highest score in post-test experimental class is 84 and post-test in control class is 70.

C. Interpretation of the Data

In this research, the writer described the interpretation of the research finding and summarized the hypothesis. The research was held to answer the question how to students' writing ability

on narrative text before and after using dictogloss technique in teaching writing? Based on the data the researcher analyze before using dictogloss technique to know the students' writing ability on narrative text, the researcher ask the students to write the narrative text to see the knowledge before given treatment. The average of students score was 56.36. After given treatment and using dictogloss technique the students were improved better. can be seen from the increase from the average of the students score was 67.32 are the description the student teaching writing consist of consistent write in vocabulary and language use errors, but the organization and mechanic understandable. From the result it can be concluded that using dictogloss technique is effective on improving students in teaching writing narrative text at the first grade of SMA Bayt Al-Quran Cikande Modern.

The second, how is dictogloss technique applied in teaching writing on narrative text? To find out the dictogloss technique applied in teaching writing on narrative text, the researcher wish to using dictogloss technique this can help the students in rewriting narrative text by reading the text of narrative twice as needed. Because by using dictogloss technique students can also make the narrative text easily, so this technique can be

used in learning such as listening skill and especially in writing skill.

And the last, how is the effectiveness of dictogloss technique in teaching writing of narrative text at the first grade of SMA Bayt Al-Quran Cikande Modern? In order to answer the question the writer formulated the Null hypothesis (H_o) and the Alternative Hypothesis (H_a) as follows:

H_a (Alternative Hypothesis): There is a significant difference of students teaching writing between students who are taught without using dictogloss technique.

H_o (Null Hypothesis): There is not significance difference of students teaching writing between students who are taught using dictogloss technique and students who are taught without dictogloss technique.

The assumption of this hypothesis as follow:

If $t_o > t_{table}$ the Null Hypothesis is rejected and Alternative Hypothesis is accepted.

The writer summarized that $t_o > t_{table}$ it's mean that the Null Hypothesis is rejected and the Alternative Hypothesis is accepted. The writer analyzed the result of calculation that H_o rejected and H_a is accepted.

Based on the data obtained from experimental class and control class the writer can be inferred that use dictogloss technique has effect on students teaching writing.

Based on the data above, it has found that the increasing of learning teaching writing caused by using dictogloss technique. To solve the problem that has thought in the statement of problem. So that, the writer used dictogloss technique to teach writing skill by story in which the students can interpret the text based on the context. The student can be easier making narrative text.

In addition dictogloss technique is very influential for writing narrative text. Due to make narrative text without this technique is to help students' will be having trouble. There for the researcher is assisted with this technique. And in this technique most helped students are: help students more understand the organization and know the new information, help students to make meaningful connection between the new word and word previously learned, and are easy to collect the vocabularies to make story. So dictogloss technique is perfectly to teaching writing on narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the researcher which has conducted in MA Bayt Al-Quran Cikande Modern about “The Effectiveness of Dictogloss Technique in Teaching Writing of Narrative Text”, the researcher can conclude some fact as follows:

1. Narrative text writing skills taught before using dictogloss technique gets low score. It can be proved by pre-test mean of experiment class and pre-test of control class (56.36 and 43.68) it could happen because the researcher uses traditional method when the researcher is explaining the materials by verbal explanation, so that most of the students are in their own business because they feel bored in the classroom. The students are not enthusiastic in learning process. But when the researcher teaches students in writing narrative text using dictogloss technique also increases from the average post-test experiment class and post-test control class (67.32 and 47.88).

From the result of the pre-test and post-test between experiment class (using dictogloss technique) and control class (non-using dictogloss technique) the researcher can conclude that score of experiment class was better than score of control class, it can be shown from the result of data analysis that mean of variable X 67.32 and after treatment the mean of variable Y was 47.88. It is means the mean of variable X was in good category.

2. From the result of the score of experimental class, pre-test 56.36 and post-test score 67.32. The pre-test score of control class was 43.68 and post-test was 47.88. The result of the research show the value of t_o 5.855 it is higher than the value of t_{table} is 2.010. The level significance 5%. It means H_a (Alternative Hypothesis) of result is accepted and H_o (Null Hypothesis) is rejected. It means that significance of using dictogloss technique in teaching writing of narrative text at the first grade of MABayt Al-Quran Cikande Modern.

B. Suggestion

Based on research and collected data, the researcher tries to give some suggestion related with teaching learning process are for the teacher, students, school, and future research.

1. For the teacher

- a. The teacher who directly involved to the teaching learning process suggestion chooses the variation media or strategy in teaching learning process.
- b. The teacher should be able to use various and interesting strategy and media in teaching learning specially in writing activity.
- c. English teacher may use this strategy when they teach English especially in writing narrative text.

2. For the student

- a. Students have more spirit and more motivated by the use of learning media.
- b. The students should memorize vocabularies, it is useful to help students in writing narrative text

3. For the school

- a. The school should be more supportive of teaching learning especially in English lesson.
- b. The school should pay more attention to media that is needed for students to learn with fun.

4. For the future research

For the next research, the researcher hopes they would conduct the investigation of other teaching media that can be applied by teachers.