

**APPLYING DICTOGLOSS STRATEGY TO IMPROVE
STUDENTS' ENGLISH WRITING ACHIEVEMENT**

(EXPERIMENTAL RESEARCH AT THE SECOND YEAR OF SMA NEGERI 1 MEUKEK)

THESIS

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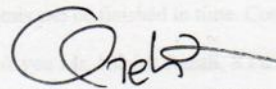
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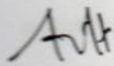


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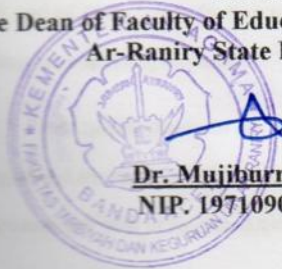


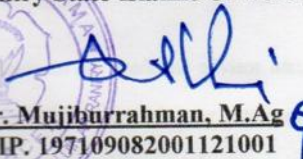
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ABSTRACT

This research is entitled "**Applying Dictogloss Strategy to Improve Students' English Writing Achievement**". At the second year students of SMAN 1 Meukek, Aceh Selatan. It was aimed at finding out to what extent the use of dictogloss strategy improves students' ability in writing narrative text. This research was experimental research. The experiment was conducted through classroom meetings in two classes; they were the control and the experimental classes. The samples of this research were students of class XI MIPA 3 (experimental class) which consisted of 25 students, and XI MIPA 2 (control class) which consisted of 24 students. The sample was taken by using purposive sampling technique. The data were gathered through tests which were divided into the pre-test, post-test and questionnaires. The result of this study indicates that the dictogloss strategy could improve students' achievement in writing narrative text, which proven by the result of the tests that showed an increase in score of the experimental class (74.6) is higher than the control class (69.8).

Key words: dictogloss strategy, writing, narrative text

CHAPTER I

INTRODUCTION

The chapter covers background of study, research questions, the aim of study, significant of study, hypothesis and terminology.

A. Background of Study

English subject at senior high school is an important subject, it is categorized into the subject on the national exam (in Indonesia UN: *Ujian Nasional*). According to Brown (2001) "research and practice in English language teaching have identified the four skills; listening, writing, reading, and speaking as paramount importance. Students of senior high school are required to master the skills, rules in language such as grammar and tenses in order to obtain the good achievement in English. One of the skills that should be mastered by students of senior high school is writing. Writing is an important skill that allows students to share their information. Cohen (1998, as cited in Novitaningrum, 2014) states that "writing is a communicative act, how to share observation, information, thought or idea with." This means that through writing students can retrieve and provide information. In addition, writing is a way to express feelings or thoughts.

Furthermore, as stated that writing is a very important, the teacher should give more attention to the students. It is true that writing is the difficult skill because in writing the students must generate and organize their ideas to solve the difficulties in writing. The difficulty of writing includes spelling, punctuation, word choices, and so on.

Based on preliminary observations, one of the schools in Aceh Selatan which its students have the problems in learning writing is the second year students of SMAN I Meukek. Many students make a complaining when their teachers ask them to write, especially to write a narrative text. In fact, confusion is often happened to start when writing because they have no ideas, and they are also afraid of making mistakes. It can be understood, in students writing of a paragraph, they find difficult in generating and developing ideas. In fact, they cannot do it well. In other words, they get no idea when they are asked to write a text.

Usually, the inability of students in writing could be caused by several factors. Firstly, the teacher does not use a good strategy that can improve the students' interest in writing that less interesting. The teacher concerns to students' writing product rather than students' writing process. The teacher might ignore the process of writing that could be caused by several reasons such as they have limited allocation of time and want to move to the other parts of the material quickly. In line with the above, Harmer (2001, as cited in Novitaningrum, 2014) states that the process of writing is time consuming. The process of writing involves several stages that should be done by the students.

According to the problem that has motioned above, to improve students writing ability and build students' interest in writing, it is needed an effective and simple technique to the students. In this case, the researcher suggests Dictogloss strategy as a method to improve writing achievement.

Dictogloss is teaching strategies where the learners listen to text read by their teacher, write the key words, and then reconstruct the text in their own version with their group, after that students along with teacher make corrections, to find the differences between their product and the original text and which differences are acceptable.

Dictogloss was introduced as an alternative method to teach grammar. In this method, students as the active learners get the opportunity to know about their weaknesses in language use, that allow students know what they don't know, and what they need to know. According to Wajnryb (1990) "*dictogloss is a teaching strategy where the learners listen to text read by their teacher, write the key words, and then reconstruct the text in their own version, and finally students with teacher make corrections, to find the differences between their product and the original text and which differences are acceptable.*"

Dictogloss teaching strategy is considered can create the teaching learning process effectively especially for teaching the writing skills and grammar. Second, by the effective learning teaching process will improve student achievement. Finally based on these situations, the writer tries to conduct the research about the using of dictogloss to increase English writing achievement.

B. Research Question

This study investigated two research questions, there are:

1. Does the use of dictogloss strategy improve students' writing achievement of the second year of SMAN 1 Meukek?
2. How are the students' opinions about using dictogloss strategy at the second year students of SMAN 1 Meukek?

C. The Aims of Study

The aims of study are as follows:

1. To know whether the use of dictogloss strategy can improve students' English writing achievement.
2. To investigate the students perceptions about using dictogloss strategy at the second year students of SMAN I Meukek.

D. Significant of Study

After conducting research, the writer expected that the result of the study would be useful for:

- 1) The students, this research will help students to master the English writing achievement.
- 2) The teacher, this research would give additional contribution to English teachers to develop language teaching methods theoretically and practically, and this study will contribute the teacher's in their English

class, so they are able to increase student skills in order to improve student writing achievement in English.

- 3) The school, it can develop the schools education quality, especially in English writing development.
- 4) The writer, this research will give contribution to the researcher to find out the best method to improve students' writing achievement.
- 5) The next researcher, the result of the study can give the additional information to conduct study in the same field.

E. Hypothesis

In this study, the researcher assumptions are:

1. Ha: Using dictogloss strategy improves students' writing achievement.
2. Ho: Using dictogloss strategy does not improve students' writing achievement.

F. Terminology

In this study, there are some terms that should be explained in detail to help the readers understand. The terms are;

- 1) Writing skills

Writing skills a form of communication to deliver thought or to express feeling through written form. (Harmer 2001:79). Mayers (2005) claims that writing is a way to produce language naturally used when people

speak. Furthermore writing is an action of discovering and organizing your ideas, putting them on paper and revising them.

2) Dictogloss strategy

Dictogloss strategy is a variation of dictation method. Dictation is the act of uttering words to be written by another (Webster, 1981). Dictogloss is the classroom dictation activity where learners listen to passage, note down key words and then work by themselves students to create a reconstructed version of the text (Vasiljevic, 2010).

Furthermore, dictogloss is sometimes called natural dictation. “Dictogloss strategy is students’ work in cooperative groups to recreate a text that has been read aloud to the class.” in dictogloss “learners work in cooperative groups to create a text has either been read aloud by the teacher to the class” the dictogloss strategy that the writer means here is another way to teach the writing class by using dictogloss in order to improving students’ achievement.

CHAPTER II

LITERATURE REVIEW

In second chapter was explained some theories and research findings which are relevant to this research, such as previous study, the brief description of writing, characteristics of good writing, type of writing, strategy in writing, dictogloss and also procedure dictogloss.

A. Previous Study

There have been researches within this topic. The first previous study conducted by Muwaffiqoh (2011) “The Use of Dictogloss Teaching Strategy to Improve Students’ English Achievement”. This research is conducted to describe the implementation of English teaching to the first year of MAN Tengaran Semarang and the result of teaching English by using dictogloss teaching strategy, which is taken as a result of reflection on phenomena done by the writer, and it arises from some specific issues.

Furthermore, in this research the writer learned some problems, such as the students have low motivation in joining teaching-learning process and they are got the difficulties in mastering the language skills, grammar and tenses as requirements needed to get the good English achievement. In addition, some of English teachers felt difficult to find the best method or strategy to teach these language skills. Here, the writer chooses the dictogloss teaching strategy to teach.

The result showed that, it concluded reflection in each cycle shows that student’s improvement in learning English increases in each cycle. It means that

they have more motivation and interest in learning English. It is also indicated in the percentage of students' score in oral test, with 75% in first cycle, 85% in second cycle, and 95% in third cycle. The mean score of pretest 49,17 to 63,48 in post-test cycle I, the mean score of pre-test 65,74 to 72,65 in post-test cycle II, and the mean score of pre-test 66,39 to 80,43 in post-test cycle III. The percentages of exhaustiveness of each cycle also show the improvement, with 13% to 43% in first cycle, 34% to 87% in second cycle and 39% to 96% in the last cycle. The result shows that dictogloss teaching strategy improve students' English achievement of the first year of MAN Tenganan Semarang in the academic year of 2010/2011 effectively.

Furthermore, a study conducted by Fasya (2015) "Improving The Grade VIII Students' Writing Skill Of Narrative Text Through dictogloss At SMPN 1 Mungkid, Magelang. This research conducted because many students cannot get and generate their own idea, and some students have idea but cannot express it in their own sentences. They also have difficulties in arranging the idea into good order to form a good narrative text. They also lack of vocabularies related to the idea that they want to write.

The result that teaching English through dictogloss teaching strategy can improve students' writing of narrative text, The average of the students' scores obtained from the pre-test, Cycle 1, Cycle 2 and post-test also showed the improvement of the use of the dictogloss technique in improving the students' writing ability.

B. The Brief Description of Writing

In Oxford dictionary, writing is defined a sequence of letters, words, or symbols marked on surface. Moreover, writing is the representation of language in a textual through the use of a set signs or symbols, and writing itself occurs in as a chain process to put ideas, opinions and combinations of meaningful letters into written form. In other word, writing is thought, opinion which is in written form.

Writing skill defines as one of the productive skills that can be used as a tool of communication either. Through writing someone can share his/her ideas, argument, culture, knowledge, social's problem, etc. It is because writing skill has significances in improving a communicative competence of learning the language. The definitions of writing are variously stated by some experts.

Writing involves more than just producing words and sentences. To be able to produce a piece of writing, students should be able to write connected series of words and sentences which are grammatically and logically linked. Nunan (2003) illustrates that writing is a series of processes of converting ideas into a good and clear statements in paragraphs. Hornby, an English writer, explains writing as a process of expressing ideas down on paper to transform thoughts into words, to sharpen main idea, and to give them structure and coherent organization to give clear information in communication.

Writing is transferring oral language into written language. It means that, all of students' opinion or idea can be written in writing form. In the line with Langan (2001, as cited in Ayu Agustiningsih et.al, 2014) arguments "writing is

transferring oral language into writing language". Writing is also indirect communication which we transfer our thought and feeling grammatical and vocabulary with symbol written". It means that writing deal the content and basic what we have written by explore and distinguish our thought and feeling.

Writing is the way of thinking or sending message from a writer to a reader which is the part of language or language skills and it also means communication. As Scholes and Comley (1985) say that writing is a way of thinking as well as a means of communication. White (1986) also says that writing is more than public communication; it is a way of thinking. It means writing is a way the writer think or a way of thinking which is shared to the reader.

Writing is an activity to share information which is understandable for the readers. According to Nystrand (1989), writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. So, the writer should be able to communicate to the readers through his sentences. Meanwhile, Randal (2004) states that writing is an ability to make a form of words that in general may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

The purpose of writing for people is certainly to send their thought to the readers. Long & Richard (1989) state that to know what they want to explain to the readers, the writers must try to write. The readers can read and understand the

messages of the writers through the writing. Both ways of communication, speaking and writing, aim to make people understand about what they share. By mastering writing skill, people can transfer what they think in written form easily.

Writing is not easy. It takes study and practice to develop this skill. In studying writing skill, people usually encounter some troubles; psychological problems, linguistic problems, and cognitive problems. Psychological problems refer to writing as a single activity without the possibility of interaction or the benefit of feedback. According to the problem, Fatemi (2008) explains that writing is an individual process which is done by a writer personally. In conducting the process, the writer requires to explore, oppose, and make connections between the ideas by himself. It means that the writer does not get direct feedback from the readers about their writing.

Another problem in writing is linguistic problem. It is related to the coherence and the choices of sentence structure in order that the text can be produced and be interpreted by the readers. Byrne (1993) argues that writing is different from speaking. It does not have spontaneous revision such as repetition and back track to make people understand. In oral communication, incomplete and even ungrammatical sentences that we say usually pass unnoticed. But in writing, we have to be very careful with the structures of the sentences to avoid confusion of the readers. From the explanation, it can be assumed that giving the ideas in written form needs perfection in terms of structure and word order.

The last problem is cognitive problems. It refers to the assumption that writing is learnt through a process of instruction. Unlike speaking, writing needs

much conscious effort, thought, and hard work. Deane, et.al (2008) argue that the difficulty of writing is how to generate task-relevant ideas, phrase sentences with correct grammar, use correct punctuations, and choose the proper words and tone. Alfaki (2015) notes some cognitive problems which are faced by students. They are punctuation problems, capitalization problems, spelling problems, content problems, and organization problems.

Writing is not only the activity of writing down some words or sentences into written language, but also composing them into well-organized writing. In order to make well-organized writing, learners have to master some aspects of writing.

According to Emilia (2005), the aspects of writing are classified into five aspects. They are genre, register, discourse, grammar, and graphic features. Genre is a term to describe the category of a writing, such as fiction or non-fiction writing. Register is styles or varieties of language which are used in a writing concerning some factors, such as purpose and audience. Discourse can be understood as the general procedure to construct writing, such as argument, narration, description, and exposition. Grammar is a set of rules which must be applied in a language. Some writing use graphic features to make the writing more effective to be understood. Graphic features can be shown in a form of diagrams, flow charts, etc.

Furthermore, Raimes (1983) also identifies grammar as one of eight components for producing a clear, fluent, and effective piece of writing. It means

that grammar is one of the most important aspects in language, especially in English.

C. Characteristics of Good Writing

It is not everyone may be a writer. A writer should comprehend the criteria of good writing in order the writing product could be accepted by many people. In addition, a good writing is a product of careful thinking. According to Melissa (2013), to make a good writing, a writer should give more attention in:

1. Clarity and focus: everything makes sense and readers don't get lost or have to reread passages to figure out what's going on.
2. Organization: A well-organized piece of writing is not only clear; it's presented in a way that is logical and aesthetically pleasing.
3. Ideas and themes: Is the topic of your paper relevant? Does your story come complete with themes? For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.
4. Voice: This is what sets a writer apart from all other writers. It is a writer unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.
5. Language (word choice): a writer can never underestimate or fail to appreciate the most valuable tools: words. Good writing includes precise and accurate word choices and well-crafted sentences.

6. Grammar and style: Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece of writing is clear and consistent. Make sure you keep a grammar book and style guide handy.
7. Credibility or believability: Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research can make or break a writer.
8. Thought-provoking or emotionally inspiring: Perhaps the most important quality of good writing is how the reader responds to it. Does he/she come away with a fresh perspective and new ideas? Does he/she close the cover with tears in his eyes or a sense of victory? How readers react to your work will fully determine your success as a writer.

According to Haris (2001) some elements in good writing are content, form, grammar, style and mechanic. Good writing must express good character as follow:

1. Content: Writing must convey the main idea or an attentive reader should be able to grasp the writer purpose.
2. Form: Writing should content logical or associative connection and transition which clearly express the relationship of the idea described.

3. Grammar: Writing should adhere to the rules of grammar related to the tenses with sequence of time, the employment of grammatical forms and synthetic pattern.
4. Style: Writing should engage its reader through original insight and precise.
5. Mechanics: Writing must use good spelling, punctuation, and tidy and clean writing.

Another statement about the characteristics of good writing stated by White (1986), that good writing should be completed by the following characteristics:

1. The appeal to a target audience. It means that a writer should know that his writing may interested the reader or not and must comply with the reader's desire.
2. A coherent structure. It means that writing has an organizational scheme or outline.
3. A smooth, detailed development. It means that a writer should build his idea like discussing the idea in detail.
4. An appropriate, well-articulated style. It means that a writer should be able to choose the appropriate words to explain his idea. It is also called diction. It also means that a writer should avoid such as ambiguous sentence or unnecessary complicated wording.

In conclusion, writing must have attractiveness to readers. Then, before writing, a writer must have the organizational chart or outline to create a text that

has a coherent structure. In addition, a good writing should be smooth and detailed that does not confuse the reader. The last, a writer has to choose the right words to explain his ideas and do not use ambiguous words that are not understood by the reader.

D. Types of Writing

There are many types of writing that must be recognized and learnt by students, starting from junior up to senior level. In English, writings are divided based on its function, such as to inform, to entertain, etc. Melly (2006) divides the writing into five types, they are:

1. Expository writing (where the writing serves to explain or inform).
2. Descriptive writing (writing that serves to show, describe).
3. Persuasive writing (arguing for or against an issue)
4. Creative writing (interestingly, creative writing is a vague term, but it includes fiction, poetry, drama, screenwriting, autobiographies and more).
5. Narrative writing (writing the story).

Another expert, Callella (2001), divides the types of writing also into five types, they are:

1. Expository writing, it is where the author intends to inform, explain, describe or define their subject to reader. This is the most common type of writing you will find in text book and online.

2. Descriptive writing, it uses a lot of great visual words to help reader to see the person, place or thing they are writing about. The writing can be poetic at times, and explain things in great detail.
3. Narrative writing, it is very common in novels, poetry and biographies. Narrative is fun to read because someone can replace the author with himself and it will seem as if the story is happening to him.
4. Persuasive writing, it takes on the opinion of the writer or issue the writer is writing for. This is considered biased material and is most often found in advertising.
5. Creative writing, it is perhaps the funniest type of writing. Creative writing is often thought provoking, entertaining and more interesting to read than persuasive writing.

Different from Melly and Cellela, Morin (2016) wrote in her article that writing divided into only four types, they are:

1. Descriptive writing is used to create a vivid picture of an idea, place or person. It is much like painting with words. It focuses on one subject and uses specific detail to describe something.
2. Expository writing is to the point and factual. This category of writing includes definitions, instructions, directions and other basic comparisons and clarifications. Expository writing is devoid of descriptive detail and opinion.
3. Persuasive writing is a more sophisticated type of writing. It can be thought of as a debate in writing. The idea is to express an opinion or to

take a stance about something and then to support that opinion in a way that convinces the reader to see it the same way. Persuasive writing contains an explanation of the other point of view and uses facts and statistics to disprove that view and support the writer's position.

4. Narrative writing. This is likely the most frequently used of the four most common types of writing, and students will spend a significant amount of time learning how to write narratives. Narrative writing is frequently, but not always, in the first person, and is organized sequentially, with a beginning, middle and end.

In short, it can be concluded that writing has different types based on its purpose and function. Basically, there are only four types of writing, expository, narrative, descriptive, and persuasive. Besides, there is another writing, named argumentative writing which aims to persuade someone to think the way writer do. But argumentative writing is usually categorized as an essay. In this research, the researcher only focus on writing narrative text for second year at senior high school.

E. Strategies in Writing

In the previous discussion, the researcher discussed about the definition and the kinds of narrative texts. To produce a narrative text, it's required a strategy that can help students to compose a narrative text. There are some strategies in teaching writing, especially in writing narrative text, such as: mind mapping, picture series, dictogloss, roundtable, and pyramid strategy.

The first, mind mapping. Mind mapping strategy is one of the teachers' strategies in teaching. Not only mind mapping show facts, but also show the overall structure of a subject and the relative importance of individual parts outfit. It helps students to associate ideas, think creatively, and make connections that might not otherwise make (Buzan, 2010). The mind mapping strategy can be used to explore almost any topic, though discursiveness says and narrative work particularly well as they front students' ideas and lend themselves to discuss ideas in groups.

Mind mapping helps students and teachers in the learning process, because it can stimulate left brain and right brain synergistically. We need to know the benefit of using mind mapping likes an interesting shape, enhance creativity, imagination, etc. The benefits of mind mapping are flexible, it means that brain be able to move fluently to all of direction (Buzan, 2003). The students can focus on learning. They also can understand the material and mind mapping attract to learn.

The second, picture series strategy. Picture series is a kind of media which belongs to picture category. Picture series consist of a number of pictures which relate each other and they place in sequence. Picture series is usually used to tell a series of events or to tell a story (Yunus, 1981). Pictures are media which can be easily modified to adjust the teaching and learning condition.

Picture series also gives many benefits in teaching writing. The first benefit is it can help the students to brainstorm and to gather the idea that they need for writing. Another benefit is it is simple, does not costly, and relatively easy to get. Those benefits are also supported by Smaldino et. al (2005) who

suggests that the use of picture series will make the students interested in writing English. Furthermore, Wright (1989) also states that picture series contribute to interest and motivation, a sense of the context of the language, and a specific important point or stimulus.

The third is round table strategy. Round table strategy is a common strategy that is used in teaching writing. Round table is a strategy for planning the writing through generating the ideas between one with another. Riswanto and Putra (2012) state that mind mapping involves writing down a central idea and thinking up new and related ideas which radiate from the center. Round table strategy can shape as diagram. In the diagram, a single word or text is placed in the center. The main idea will radiate from a central node and the supporting idea will be sub-branches of larger.

The fourth is Round table strategy. Round table strategy is a useful way to use in writing. Because of the round table, the students can easily brainstorm their ideas or their thoughts about the topic. Then, they review it in a group. It makes them can improving their skill in the language. Round table strategy is also an active learning strategy. It means that the students role is bigger than the teacher in the classroom. It is good for the students to be active in the classroom, because in the language class the students must be active to follow the lesson. They are not just waiting the teacher's explanation or just becoming a good listener. In addition, from the round table activity, the students can explore their ideas as much as possible in their group (Maureen and Lee, 2002). In writing, the students

need the ideas to write. Through round table strategy, they can get many ideas and it will help them in writing.

The last is dictogloss strategy. This strategy is an integrated skill technique relatively procedure for language teaching and learning in which students work together to create a new product based on a text read by the teacher. Dictogloss is an activity which should involve students and teachers and that can be useful in the learning process (Harmer, 1991). Like many teaching techniques that go completely out of fashion for a time, dictogloss is making a coming back. This shows that dictogloss technique is an integrated skill technique relatively procedure for language teaching and learning in which students work together to create a new product based on a text read by the teacher.

F. Dictogloss

“The term “Dictogloss” comes from two words, namely “dictation” and “gloss”. Dictation roughly means putting of the words expressed by someone into paper which is done by somebody else, while gloss explanation, commentary, translation” (ibid). According to T. Saifulamri “Dictogloss is an integrated skill technique for language learning in which students work together to create a reconstructed version of text read to them by their teacher”.

Nunan (2003) says that the teacher reads a passage at normal speed to learners who listen and write down as many words as they can identify. Then they collaborate in small groups to reconstruct the text on the basis of the fragments which they have written down. While the technique bears a passing resemblance

to the traditional dictation text, the resemblance was only superficial. In the words of the other:

The method requires learners in the classroom to interact with each other in small groups so as to reconstruct the text as a cooperative endeavor. It is believed that through this active learner involvement students come to confront their own strengths and weaknesses in English Language use. In so doing, they find out what they need to know and this is the process by which they improve their language skills.

Wajnryb (1990) is credited with developing a new way to do dictation, known as dictogloss, the basic format is as follows;

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, e.g., narrative procedure, or explanation, and the purpose, organizational structure and language features of the text type.
2. The teacher reads the text aloud once at normal speed as students listen but not write. The text can be selected by teachers from newspaper, textbooks, etc., or teachers can write their own or modify an existing text. The text should be at or below students' current overall proficiency level, although there may be some new vocabulary. It may even be a text that students have been before. 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; they could not even if they tried because the teacher is reading at normal speed.
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 type, e.g., procedure or rhetorical framework, e.g., cause and effect, that approximates the meaning of the original.
5. Students, with the teacher's help, identify similarities and differences in terms of meaning and form between their text reconstructions and the original, which is displayed on an overhead projector or shown to students in another way.

The students above explained that the text read depends on students' proficiency level and the students were not permitted to write down every word. The teacher read twice, while the students only listened to the text being read, having listened the students write the text read grammatically and systematically.

Although the teacher needs to deploy some or all the usual roles when students are asked to write, the ones that are especially important are as follow;

a. Motivator

One of our principal roles in writing tasks will motivate the students, create the right condition for the generation of ideas, persuade them of the usefulness of the activity, and encourage them to make as much effort as possible for maximum benefit.

b. Resource

Teacher need to tell the students that they are available and are prepared to look at their work as it progresses, offering advices and suggestions in a constructive and tactful way.

c. Feedback Provider

Giving feedback on writing tasks demands special care. Teacher should respond positively and encouragingly to the content of what the students have written.

“When teachers set up imaginative writing tasks so that their students are thoroughly engaged, those student frequently strives harder than usual to produce a greater variety of correct and appropriate language that they might for routine assignment.”

“Writing in groups, whether as part of a long process or as part of a short game like communicative activity, can be greatly motivating for students, including as it does, not only writing but research, discussion, peer evaluation and group pride in a group accomplishment.” Moreover, “groups writing allowed the

lecture to give more detailed and constructive feedback since was dealing with a small number of groups rather than many individual students.”

Based on the explanation above, the writer inferred that dictogloss is a teaching strategy that involves teachers read a short story or text to the students; the students take note during the reading of the story or text, than students working in small groups to reconstruct the story or text as a cooperative endeavor.

G. Procedure of Dictogloss

There are two procedure of dictogloss technique given by experts; they are David Nunan procedure and Miguel’s procedure;

1. Nunan procedure

Nunan divided dictogloss procedure into four stages. In this procedure, the teacher and the students do these steps;

a. Preparation

At this stage, teachers prepare students for the text they will be hearing by asking questions and discussing a stimulus picture, by discussing vocabulary, by ensuring that the students know what they are supposed to do, and by ensuring that the students are in appropriate groups.

b. Dictation

The students hear the dictation twice. The first time, they listen only and get a general feeling for the text. The second time they take down notes, being encouraged to listen the content words which will assist them in reconstructing the text.

c. Reconstruction

At the conclusion of dictation, the students pool notes and produce their version of the text. During this stage it is important that the teacher does not provide any language input.

d. Analysis and Correction

There are various ways of dealing with this stage. The small groups' versions can be reproduced on the board or overhead projector, the text can be photocopied and distributed or the students can compare their version with the original, sentence by sentence.

2. Miguel' Procedure

In this procedure, the teacher and the student did these;

- a. Divide the learners into small groups of three or four.
- b. A short text is read to students at normal speed.
- c. Ask the learners to write down the key words and lexical items that they hear as the text is read aloud. Ideally, learners only hear the text once, but teachers may find that they need to read the text more than once with some learners (particularly when the technique is new to them).
- d. Working in small groups, the students pool notes and attempt to reconstruct a version of the text from their shared resources that contains the main ideas of the text and approximates the generic staging language choices of the passage.
- e. Require the groups to proof read edit their texts before presenting them to the class either with in oral written.

- f. Require the groups to compare their texts with the original text in order to justify the differences between them.

Based on the procedure above, the writer summarized to combine the procedure given by the experts. She divided the procedures into four steps to ease the writer in conducting the research, these were;

- a. Preparation

At this step, the teacher prepared the students for the text they would be heard. To ensure that the students know what they were supposed to do, the teacher divided the students into groups and ensured they were in appropriate groups.

- b. Dictation

The teacher read aloud the text four times, for the first time the students listened only and got general feeling about the text. At the second time, the third and the fourth readings, the students wrote down the words as many as they could identify, but they were not allowed to take all of text.

- c. Analysis and Correction

In this step, the teacher distributed the photocopied text then their compare their version with the original to justify the differences between them.

3. Edward E, Wilson Procedure

In evaluating the students' writing considered some aspects, those were;

a. Organization

In organization of writing, ideas and details have to be presented consistently, so readers could follow easily. The writer give the score 20% for this aspect.

b. Voice

Voice refers to all of the qualities that make the writing different from that of others. It includes the way of using words and sentences, the types of topics writing about, and the perspective bring to those topics. It is given score 15% for scoring this aspect.

c. Word Choice

Word is the building blocks of a piece of writing. Each word that is used has to convey the intended meaning as precisely possible. Word choice is the important aspect in evaluating the writing. So, the writer give score 25% for this aspect.

d. Sentence Fluency

Each sentence in writing has to flow smoothly from one to the next. Transitions have to be used to connect sentences. Besides that, the length and

structure of sentences have to be varied to help build the rhythm. For this score, it is given 15%.

e. Conventions

The conventions of English grammar, usage, mechanics, and spelling have to be ensured. The conventions' aspects are given 25%

In doing writing, the students in group often made the mistaken in conventions, especially in grammar and spelling. From five or the aspects in evaluating the students' writing, the important one was word choice. The aspects in evaluating the students' writing very helping the writer in evaluated the result of students writing.

CHAPTER III

RESEARCH METHODOLOGY

This chapter subsequently emphasizes on the research methodology. This research utilizes dictogloss strategy in teaching writing narrative text and used as the tool to solve the research problem. Furthermore, this chapter also consists of sub-points, including the research design, population and sample, technique of data collection, and technique of data analysis

A. Research Design

The research was conducted to find out to what extent the use of dictogloss strategy improves students' ability in writing narrative text. To reach the research aim, an experiment was chosen as the method in this study. The experimental teaching was conducted through a few classroom meetings in two classes: one class for the experimental group and one for the control group.

For the experimental class, the students got a treatment. The treatment was about how to use dictogloss strategy in writing narrative text. While for control class, the researcher did not teach the use of dictogloss strategy in writing narrative text, but the students was taught about some points that related to narrative text, such as definition, generic structure, grammatical used in narrative text, and also the types of narrative text.

The approach that used by the researcher in this study was quantitative approach, where the data was gained were numeric and was analyzed by using

statistical computation. Quantitative approach stressed the analysis to the numerical data that is processed by statistical method.

B. Population and Sample

1. Sampling

The sample was taken by using purposive sampling which involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell and Plano Clark, 2011). For this study, the researcher determines the sample because of a certain considerations. Purposive sampling also called judgment sampling, which is based on the assessment of the researcher of everyone whom deserves to be sampled. By using purposive sampling, it is expected that the criteria of obtained sample can really help the research.

The samples of this research were all students of class XI IPA 2 and XI IPA 3 at SMA N 1 Meukek, which consists of 49 students (24 students of class IPA 2 and 25 students of class IPA 3). All students of class IPA 2 consist of 8 male and 16 female, and students of class IPA 3 consist of 9 male and 16 female. The reasons that the researcher chose these classes as his sample were due to their academically competent. In addition, based on English subject syllabus, writing skill, especially narrative text, is the most often taught in second year of senior high school and it is recommended in the curriculum as a text genre that students should become skilled at. Therefore, the researchers choose the class IPA 2 and

IPA 3 in second year of senior high school 1 Meukek as the sample of the research.

C. Technique of Data Collection

1. The Test

Test is an important part of an experimental study. Brown (2004) states that test is “a method of measuring a person’s ability, knowledge or performance in a given domain”. Both experimental and control groups were given the tests, which was divided into pre-test and post-test. The pre-test was given before the experimental teaching, and the post-test was given after experimental teaching. The aim of pre-test is to know the students’ ability in writing before giving the treatment, and the aim of post-test is to find out whether the use of dictogloss strategy can help the students’ writing achievement or not.

In assessing the student’s writing test, the analytic scale used is adapted from scoring rubric proposed by Brown (2003), the test will be scored in organization, content, grammar, punctuation/spelling/mechanic and vocabulary. This is:

Table 3.1 The Rubric of Writing Assessment.

ASPECT	SCORE	CRITERIA
Organization	20-18 Excellent to good	Appropriate title, topic is stated; leads to body, transition expression used, arrangement of material show plan, supporting evidence show the generalization.
	17-15 Good to adequate	Adequate title, body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed, sequence is logical but transitional expression may be absent or misused.
	14-12 Adequate to fair	Problems with the order of ideas in the body, generalization may not be fully supported by the evidence given, problem of organization interfere.
	11-6 Fair to poor	Minimally recognizable introduction, organization can barely be seen, severe problems with ordering of ideas, inadequate effort at organization.
	5-1 Very poor	No apparent organization of body, writer has not made any effort to organization.
Content	20-18 Excellent to good	Essay addresses the topic, the ideas are concrete and thoroughly developed, essay reflects thought.
	17-15 Good to adequate	Essay addresses the topic, the ideas are concrete and thoroughly developed, essay reflects thought.
	14-12 Adequate to fair	Development of ideas not complete or essay is somewhat off the topic, paragraphs aren't divided exactly right.

	11-6 Fair to poor	Ideas incomplete, essay does not reflect carefully thinking or was hurriedly written, inadequate effort in area of content.
	5-1 Very poor	Essay is completely inadequate, no apparent effort to consider the topic carefully.
Grammar	20-18 Excellent to good	Correct of preposition, modal, article, word form and tense using, no fragment or run on sentences.
	17-15 Good to adequate	Some grammar problem don't influence communication and no fragments or run on sentences
	14-12 Adequate to fair	Ideas are getting through to the reader, grammar problems are apparent and have negative effort on communication, run on sentences
	11-6 Fair to poor	Numerous serious grammar problems interfere with communication of writer's idea, grammar review of some areas are clearly needed, difficult to read sentence
	5-1 Very poor	Severe grammar problems interfere greatly with the writer was trying to say. Unintelligible sentence structure
Vocabulary	20-18 Excellent to good	Precise vocabulary usage , use of parallel structure., concise, register good.
	17-15 Good to adequate	Attempts variety, good vocabulary, not wordy, style fairly concise.
	14-12 Adequate to fair	Some vocabulary misused, lacks awareness of register, may be too wordy.
	11-6 Fair to poor	Poor experience of idea, problem in vocabulary, lacks variety of structure
	5-1 Very poor	Inappropriate use of vocabulary, no sentences variety.
Mechanics	20-18	All needed capitals, paragraph

	Excellent to good	indented, punctuation and spelling very neat
	17-15 Good to adequate	Some problem with punctuation, occasionally spelling error.
	14-12 Adequate to fair	Spelling problems distract the reader, punctuation errors interfere with ideas
	11-6 Fair to poor	Part of essay not legible, errors in sentence punctuation
	5-1 Very poor	Complete disregard for English writing convention, obvious capital missing, severe spelling problems.

(Brown; 2003)

2. Questionnaire

The researcher distributed questionnaires to the students to get the supportive data about their opinions toward their interests, feelings, responses about the teaching and learning process and the implementation of the dictogloss, media, and their abilities in writing English as well. The questionnaires were distributed after the action of the research.

D. Technique of Data Analysis

1. Data Analysis

a. Test

After all data were collected from all respondents, the data were analyzed. The data were analyzed from the pre-test and post-test results from both classes. The analysis of the data was focused on comparing the average scores of pre-test and post-test from both experimental and control class. The data was obtained from the results of student's writing. Therefore, the mean of students' scores used as the formula to analyze the data, i.e.:

$$\bar{X}_i = \frac{\sum X_i}{n}$$

in which:

\bar{X}_i ≅ mean of the score;

$\sum X_i$ = total of student score; and

n = number of students (Sudjana, 2005).

After calculating the average value of pre-test and post-test from both classes, the researcher described the comparison of the average value between the pre-test and post-test from both classes, whether there was an improve or not, in other words whether the students were helped by this strategy or not.

b. Questionnaire

In experimental class, the researcher was given questionnaire; questionnaire was one of strategy to get the data needed from the second grade of SMAN 1 Meukek in accomplishing this thesis. Questionnaire was given to the students' in experimental teaching class. It served as the cross check for initial assumption made by writer. The purpose of this questionnaire was to get valid data about teaching learning process and the difficulties faced by them especially in learning writing. Moreover, it was used to gain the data about whether and how dictogloss improve the students' achievement in writing or not.

$$P = \frac{F}{N} \times 100\%$$

In which:

P : Percentage

F : Frequency of respondents

N : Number of sample

100% : Constant value

CHAPTER IV

DATA ANALYSIS

After collecting the data at SMAN 1 Meukek, from 11th to 8th November, 2017 the data would be analyzed in this chapter. Indeed, the researcher would provide about research finding and discussion.

A. Research Finding

1. Experimental Teaching

This research was carried out in SMAN 1 Meukek at JL. Tapak Tuan – Blang Pidie KM. 27, Aceh Selatan, Aceh. Particularly class XI IPA₂ (control class) and XI IPA₃ (experimental class). Both classes were taught which aimed of improving students' writing skill. In this occasion, the researcher applied dictogloss strategy in teaching narrative text to the experimental class, but did not apply any suggested strategy for the control class.

The experimental teaching was regulated in schedule to be carried out since October 11th up to November 8th, 2017. During the period, each class was arranged for 5 meetings (including the pre-test, post-test and questionnaire), and completed in 5 weeks. Time allotments for each meeting were 90 minutes. In classrooms, the researcher acted as the substitute to the school's English teacher. When explaining the material, the researcher used both languages; *Bahasa Indonesia* and English.

Having conducted the series of teaching procedure, the experimental teaching is described as follows.

a. Experimental Class1) Meeting I (Wednesday, October 11th, 2017)

The first meeting took 90 minutes (08 – 09.05) of time allotment. At this meeting, each student was asked to write a narrative text about a certain given topic (Your True Story). When writing the text, the students were allowed to use dictionaries. This part was considered as pre-test. The directions of pre-test as follows:

1. Write your name, student number, and date on the right corner of your paper!
2. Write a narrative text with the following details:
 - a. Topic : My true story.
 - b. Length : 3 paragraphs (at least), 1 paragraph consists of about 5 sentences.
 - c. Time allocation : 60 minutes

2) Meeting II (Wednesday, October 18th, 2017)

In the second meeting, the researcher explained the meaning, purpose, generic structure and language feature that contained in narrative text and also types of narrative text. Then, the researcher introduced dictogloss strategy to the students. This, the researcher explained the function of dictogloss strategy in writing narrative text. Finally, the researcher explained how to use dictogloss strategy in writing narrative text to the students.

3) Meeting III (Wednesday, October 25th, 2017)

At this meeting, the researcher also reminded the students about the dictogloss strategy. And the researchers read the text about fairytale (Cinderella) and write the keyword on the whiteboard, such as main character, setting, plot, conflict, major events and also resolution.

Furthermore, the researcher read the story about “princess ross and the golden bird”. And the researcher asked the students to find the keywords from the story and wrote down on their worksheet. After they got the keywords, the researcher asked the students to start writing the fairytale text, based on their keyword but also offered help to the students who got difficulty.

4) Meeting IV (Wednesday, November 1th, 2017)

This was the last meeting of treatment. Before, the researcher checked the students writing about Princess Ross and the Golden Bird. After checking, the researcher found some students still got difficulty in developing the content. It means, some of them were still not being helped by dictogloss strategy in writing narrative story. Then the researcher taught the students how to use dictogloss strategy again and how it could help them to develop the content of story. Furthermore, the researcher read a narrative story in the form of fairytale (Snow white). And asked the students to wrote the keyword on their paper. When they were writing, the researcher helped the students who got difficulty in finding words, and wrote the new vocabulary. After that, the researcher invited the students to discuss about what the researcher and students had done. Finally, the

researcher analyzed the student's work and found there were some students who got an improvement in filling the ideas into dictogloss.

5) Meeting V (Wednesday, November 8th, 2017)

This meeting was the last meeting of researcher in experimental class. At this meeting, the researcher held post-test and questioner. Procedure of post-test was the same of pre-test. The students were asked to write a narrative text based on their true story.

As well as the pre-test, this meeting took 90 minutes of time allotment and also students were allowed to use dictionary. This part was considered as post-test. The post-test process was:

1. Write your name, student number, and date on the right corner of your paper!
2. Write a narrative text with the following details:
 - a. Topic : My true story.
 - b. Length : 3 paragraphs (at least), 1 paragraph consists of about 5 sentences.
 - c. Time allocation : 60 minutes

After that, the remaining 30 minutes, the students are asked to fill the questioner which consist 8 (eight) questions.

b. Control Class1) Meeting I (Wednesday, October 11th, 2017)

The first meeting took 90 minutes of time allotment. At this meeting, each student was asked to write a narrative text about a certain given topic (Your True Story). When writing the text, the students were allowed to use dictionaries. This part was considered as pre-test. Here were the directions of pre-test:

1. Write your name, student number, and date on the right corner of your paper!
2. Write a narrative text with the following details:
 - a. Topic : My true story.
 - b. Length : 3 paragraphs (at least), 1 paragraph consists of about 5 sentences.
 - c. Time allocation : 60 minutes

2) Meeting II (Wednesday, October 18th, 2017)

At the second meeting, the researcher explained the definition and purpose of narrative text firstly. Next, the researcher explained the generic structure and language features contained in the narrative text. Later, the researcher gave a story about “princess ross and golden bird” and asked one of the students to read the narrative text on that paper. Then, the researcher explained the meaning of the narrative text, generic structure and language features contained in the text above. Finally, the researcher asked the students to write some new vocabularies that they found in the text for their daily needs.

3) Meeting III(Wednesday, October 25th, 2017)

At the third meeting, the researcher did some activities. First, the researcher explained the types of narrative texts. Second, the researcher explained about what the narrative text in form of true story was. After that, the researcher asked the student to write a narrative text based on their experience. It took about 30 minutes of time allotment. Finally, the researcher asked the students to read their composition one by one.

4) Meeting IV (Wednesday, November 1th, 2017)

This section is the last meeting of teaching in control class. As at the third meeting, the researcher also did some activities in this meeting. First, the researcher gave a narrative text in the form of fairytale (Cinderella) to the students. Second, the researcher asked a student to read the fairytale given. Third, the researcher asked the students to determine the generic structure and language features contained in that fairytale. Finally, the researcher explained the meaning of the fairytale.

5) Meeting V (Wednesday, November 8th, 2017)

At this meeting, the researcher held post-test for control class. The procedure of post-test was the same of as pre-test. The students had to write a narrative text based on their true story. The post-test took 80 minutes of time allotment and also the students were allowed to use their dictionaries. Here were the directions of post-test:

1. Write your name, student number, and date on the right corner of your paper!
2. Write a narrative text with the following details:
 - a. Topic : My true story.
 - b. Length : 3 paragraphs (at least), 1 paragraph consists of about 5 sentences.
 - c. Time allocation : 60 minutes.

2. Result of Test

The test was given to the students to measure the students' ability in writing a narrative text before and after the treatment given during the experimental teaching. As explained before, the class was divided into experimental class and control class. Both of the classes participated in two types of tests; the pre-test and post-test. The pre-test for the experimental class was held on October 11th, 2017 and the post-test was conducted on November 8th, 2017.

Furthermore, for the control class, the pre-test was held on October 11th, 2017 and the post-test was conducted on November 8th, 2017. As mentioned in the previous chapter, the analysis of students' writing was used in order to find out the students' skill in writing by comparing the average of pre-test and the post-test from both classes. There were some aspects that the researcher used to assess students' writing: organization, content, grammar, vocabulary, and mechanic. For more detail, the source of assessment could be seen as follows:

Table 4.1 The rubric of writing assessment.

WRITING ASPECT	SCORE	CATEGORY	CRITERIA
ORGANIZATION	20-18	Excellent to good	-
	17-15	Good to adequate	-
	14-12	Adequate to fair	-
	11-6	Fair to poor	-
	5-1	Very poor	
CONTENT	20-18	Excellent to good	-
	17-15	Good to adequate	-
	14-12	Adequate to fair	-
	11-6	Fair to poor	-
	5-1	Very poor	
VOCABULARY	20-18	Excellent to good	-
	17-15	Good to adequate	-
	14-12	Adequate to fair	-
	11-6	Fair to poor	-
	5-1	Very poor	
GRAMMAR	20-18	Excellent to good	-
	17-15	Good to adequate	-
	14-12	Adequate to fair	-
	11-6	Fair to poor	-
	5-1	Very poor	
MECHANICS	20-18	Excellent to good	-
	17-15	Good to adequate	-
	14-12	Adequate to fair	-
	11-6	Fair to poor	-
	5-1	Very poor	

(for a detail table, please see Appendix VII)

Each component is given 20 score as the maximum score and 1 as the minimum score. Therefore, if students get 20 score for each component, the total score that students get is 100. The result of pre-test and post-test from experimental class and control class would be explained below.

a. The Analysis of Pre-test

1) Experimental Class

Table 4.2 The result of pre-test from experimental class.

Experimental Class		
No	Students' Initial	Pre-test
1	ARH	63
2	AF	73
3	AH	61
4	AN	69
5	AAF	62
6	AFR	62
7	DFA	67
8	FS	62
9	FB	63
10	H	63
11	MIS	70
12	MA	58
13	NM	71
14	NN	62
15	PM	65
16	PW	71
17	RF	71
18	RS	67
19	RP	68
20	S	59
21	SU	65
22	U	68
23	WU	75
24	YM	69
25	NH	81

The researcher has to explain the data analysis of experimental class for the first step, and then the control class. In order to compare the score between the

result from writing narrative text before using dictogloss in learning process. The researcher tabulated the data as follows:

- **Determining of range**

$$\mathbf{R = H-L}$$

Note:

R : Range Score

H : Highest Score

L : Lowest Score

Based on table 4.2 of experimental class, it can be seen that the highest score is 81 and the lowest score is 58. Thus, the range is:

$$\begin{aligned} R &= H-L \\ &= 81-58 \\ &= 23 \end{aligned}$$

- **Determining The Amount of Class Interval**

$$\mathbf{K = 1+3.3 \log_n}$$

Note:

K : amount of interval class

Log : Logarithm

n : Number of students

So,

$$\begin{aligned}
 K &= 1 + 3.3 \text{ Log } (25) \\
 &= 1 + 3.3 (1.4) \\
 &= 1 + 4.587 \\
 &= 5.587 \text{ (Taken, 6)}
 \end{aligned}$$

- **Determining The Length of Interval Class**

$$I = \frac{R}{K}$$

Note:

I : interval of class

R : Range of the score

K : Number of interval class

So,

$$\begin{aligned}
 I &= \frac{23}{6} \\
 &= 3.83 \text{ (taken, 4)}
 \end{aligned}$$

Table 4.3 The frequency's table of pre-test in experimental class

Interval	Fi	Xi	Fixi	Xi ²	fi.xi ²
58-61	3	59.5	178.5	3540.25	10620.75
62-65	9	63.5	571.5	4032.25	36290.25
66-69	6	67.5	405	4556.25	27337.5
70-73	5	71.5	357.5	5112.25	25561.25
74-77	1	75.5	75.5	5700.25	5700.25
78-81	1	79.5	79.5	6320.25	6320.25
Total	25	417	1667.5	29261.5	111830.3

Note:

Fi : refer to frequency

Xi : refer to the middle score of interval class

Fixi : refer to the amount of multiplication between frequency and middle class

Based on the frequency distribution above, mean score is determined by using following formula:

$$\begin{aligned}\bar{X}_1 &= \frac{\sum fi Xi}{\sum fi} \\ &= \frac{1667.5}{25} \\ &= 66.7\end{aligned}$$

Variant and standard deviations;

$$\begin{aligned}S_1^2 &= \frac{n \sum fi Xi^2 - (\sum fi Xi)^2}{n(n-1)} \\ &= \frac{25(111830.3) - (1667.5)^2}{25(25-1)} \\ &= \frac{2795757.5 - 2780556.25}{600} \\ &= \frac{15201.25}{600} \\ &= 25.33 = \sqrt{25.33} \\ S_1 &= 5.032\end{aligned}$$

Based on the calculations above, the average score obtained (\bar{X}) = 66.7, variant score (S_1^2) = 25.33 and standard deviation (S_1) = 5.032. It means that the average score of pre-test of experimental class was very low.

2) Control Class

After analyzing the score of pre-test in experimental class, the researcher will analyze the students' pre-test score in control class. The researcher also applies the same steps and formulas as used before. The result of students' pre-test in control class could be seen in the following table:

Table 4.4 The result of pre-test from control class.

Control Class		
No	Students' Initial	Pre-test
1	AW	60
2	CRM	65
3	DI	62
4	DA	60
5	DN	65
6	FY	70
7	FA	65
8	FE	65
9	FAA	70
10	MI	69
11	MH	76
12	NH	68
13	RW	75
14	RR	66
15	RN	65
16	RU	70
17	SA	71
18	SU	78
19	SH	67
20	SW	68
21	SFZ	65
22	UA	77
23	UK	64
24	ZPU	80

- **Determining of Range**

$$R = H-L$$

Note:

R : Range Score

H : Highest Score

L : Lowest Score

Based on table 4.5 of the control class, it can be seen that the highest score is 80 and the lowest score is 60. Thus, the range is:

$$\begin{aligned} R &= H-L \\ &= 80-60 \\ &= 20 \end{aligned}$$

- **Determining The Amount of Interval Class**

$$K = 1+3.3 \log_n$$

Note:

K : Amount of interval class

Log : Logarithm

n : Number of students

So,

$$\begin{aligned} K &= 1 + 3.3 \text{ Log } (24) \\ &= 1 + 3.3 (1.38) \\ &= 1 + 4.554 \\ &= 5.554 \text{ (Taken, 6)} \end{aligned}$$

- **Determining The Length of Interval Class**

$$I = \frac{R}{K}$$

Note:

I : interval of class

R : Range of the score

K : Number of interval class

So,

$$I = \frac{20}{6}$$

$$= 3.33 \text{ (Taken 3)}$$

Table 4.5 The frequency's table of pre-test in control class

Interval	Fi	Xi	Xi²	Fi.xi	Fi.Xi²
59-61	2	60	3600	120	7200
62-64	2	63	3969	126	7938
65-67	8	66	4356	528	34848
68-70	6	69	4761	414	28566
71-73	1	72	5184	72	5184
74-76	2	75	5625	150	11250
77-79	2	78	6084	156	12168
80-82	1	81	6561	81	6561
Total	24	564		1647	113715

Note:

Fi : refer to frequency

Xi : refer to the middle score of interval class

Fixi : refer to the amount of multiplication between frequency and middle class

Based on the frequency distribution above, mean score is determined by using following formula:

$$\begin{aligned} X &= \frac{\sum fi Xi}{\sum fi} \\ &= \frac{1647}{24} \\ &= 68.62 \end{aligned}$$

Variants and standard deviations;

$$\begin{aligned} S_2^2 &= \frac{n \sum fi Xi^2 - (\sum fi Xi)^2}{n(n-1)} \\ &= \frac{24(113715) - (1647)^2}{24(24-1)} \\ &= \frac{2729160 - 2712609}{552} \\ &= \frac{16551}{552} \\ &= 29.98 = \sqrt{29.98} \\ S_2 &= 5.47 \end{aligned}$$

Based on the calculations above, the average score obtained (\bar{X}) = 68.62, variant score (S_2^2) = 29.98 and standard deviation (S_2) = 5.47. It means that the average score of pre-test of control class was very low too.

The Similarity of Average Pre-Test

The writer tested the hypothesis by using the statistic t-test, as for the formulation of hypothesis to be following:

$H_0 = \mu_1 = \mu_2$: The mean of pre-test of experiment and control classes' have the same average.

$H_a = \mu_1 > \mu_2$: The mean of pre-test of experiment class was higher than the average of pre-test of control class.

Used test is the test right side, then the test criteria is accepted H_0 if $t < t_1$. and rejected H_0 if t have other prices. Degrees of freedom for t distribution list is (n_1+n_2-2) by chance (1-). Before testing the equality of two population average of two, first the data are distributed into the formula so that the combined variance is obtained:

$$\begin{aligned} S^2 &= \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2} \\ &= \frac{(25-1) 25.33 + (24-1) 29.98}{25+24-2} \\ &= \frac{607.92 + 689.54}{47} \\ &= \frac{1297.46}{47} = 27.60 \end{aligned}$$

$$S = \sqrt{27.60} = 5.25$$

Calculation to t value is:

$$\begin{aligned} t_h &= \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{66.7 - 68.62}{(5.25) \sqrt{\frac{1}{25} + \frac{1}{24}}} \end{aligned}$$

$$= \frac{-1.92}{(5.25 \times 0.285)} = \frac{-1.92}{1.50} = -1.28$$

Based on the steps above have been completed, it can be concluded $t_{\text{score}} = -1.28$, to compare with t_{table} then be sought in advance of degree of freedom by using the formula:

$$\begin{aligned} df &= (n_1 + n_2 - 2) \\ &= (25 + 24 - 2) \\ &= 47 \end{aligned}$$

Thus based on the significant level $\alpha = 0.05$ and degree of freedom 47 from t distribution table obtain $t_{(0.95)(47)} = 1.68$, so that $t < t_{1-\alpha}$ is $-1.28 < 1.68$, then the corresponding H_0 accepted the testing criteria. It can be concluded that the average score of pre-test of students in grade experimental class was lower than control class.

b. The Analysis of post-test

1) Experimental Class

After analyzing the pre-test score of experimental and control class, the researcher continues to analyze the result of post-test in both of classes. This analysis aims to figure out whether there was a difference between post-test in experimental and control class. For more explanation, it can be seen on the following table:

Table 4.6 The result of post-test from experimental class.

Experimental Class		
No	Students' Initial	Post-test
1	ARH	73
2	AF	80
3	AH	59
4	AN	76
5	AAF	71
6	AFR	78
7	DFA	70
8	FS	71
9	FB	63
10	H	69
11	MIS	77
12	MA	68
13	NM	86
14	NN	75
15	PM	73
16	PW	79
17	RF	75
18	RS	85
19	RP	74
20	S	68
21	SU	73
22	U	77
23	WU	85
24	YM	73
25	NH	90

- **Determining of Range**

$$\mathbf{R = H-L}$$

Note:

R : Range Score

H : Highest Score

L : Lowest Score

Based on table 4.8 of experimental class, it can be seen that the highest score is 90 and the lowest score is 59. Thus, the range is:

$$\begin{aligned} R &= H-L \\ &= 90-59 \\ &= 31 \end{aligned}$$

- **Determining the Amount of Class Interval**

$$\mathbf{K = 1+3.3 \log_n}$$

Note:

K : amount of interval class

Log : Logarithm

n : Number of students

So,

$$\begin{aligned} K &= 1 + 3.3 \text{ Log } (25) \\ &= 1 + 3.3 (1.39) \\ &= 1 + 4.587 \\ &= 5.587 \text{ (Taken, 6)} \end{aligned}$$

- **Determining The Length of Interval Class**

$$I = \frac{R}{K}$$

Note:

I : Interval of class

R : Range of the score

K : Number of interval class

So,

$$I = \frac{31}{6}$$

$$= 5.16 \text{ (taken, 5)}$$

Table 4.7 The frequency's table of post-test in experimental class

Interval	F	X	X²	F.X	F.X²
59-63	2	61	3721	122	7442
64-68	2	66	4356	132	8712
69-73	8	71	5041	568	40328
74-78	7	76	5776	532	40432
79-83	2	81	6561	162	13122
84-88	3	86	7396	258	22188
89-93	1	91	8281	91	8281
Total	25	532	41132	1865	140505

Note:

Fi : refer to frequency

Xi : refer to the middle score of interval class

Fixi : refer to the amount of multiplication between frequency and middle class

Based on the frequency distribution above, mean score is determined by using following formula:

$$\begin{aligned}\bar{X} &= \frac{\sum f_i X_i}{\sum f_i} \\ &= \frac{1865}{25} = 74.6\end{aligned}$$

Variants and standard deviations;

$$\begin{aligned}S^2 &= \frac{n \sum f_i X_i^2 - (\sum f_i X_i)^2}{n(n-1)} \\ &= \frac{25(140505) - (1865)^2}{25(25-1)} \\ &= \frac{3512625 - 3478.225}{600} \\ &= \frac{34400}{600} \\ &= 57.33 = \sqrt{57.33} \\ S &= 7.571\end{aligned}$$

Based on the calculations above, the average score obtained (\bar{X})=74.6, variant score (S_1^2) = 57.33 and standard deviation (S_1) = 7.571. it means that the average score of post-test of experimental class improved, it was significant improved. From (\bar{X})= 66.7 to (\bar{X})=74.6.

2) Control Class

After analyzing the score of post-test in experimental class, the researcher will analyze the students' post-test score in control class. The researcher also applies the same steps and formulas as used before. The result of students' post-test in control class could be seen in following table:

Table 4.8 The result of post-test from control class.

Control class		
No	Students' Initial	Post-test
1	AW	62
2	CRM	65
3	DI	65
4	DA	60
5	DN	60
6	FY	75
7	FA	66
8	FE	67
9	FAA	72
10	MI	70
11	MH	75
12	NH	70
13	RW	77
14	RR	68
15	RN	65
16	RU	72
17	SA	73
18	SU	80
19	SH	70
20	SW	70
21	SFZ	67
22	UA	75
23	UK	65
24	ZPU	85

- **Determining of Range**

$$R = H-L$$

Based on table 4.11 of experimental class, it can be seen that the highest score is 85 and the lowest score is 63. Thus, the range is:

$$\begin{aligned}
 R &= H-L \\
 &= 85-60 = 25
 \end{aligned}$$

- **Determining The Amount of Interval Class**

$$K = 1 + 3.3 \log_n$$

Note:

K : amount of interval class

Log : Logarithm

n : Number of students

So,

$$\begin{aligned} K &= 1 + 3.3 \text{ Log } (24) \\ &= 1 + 3.3 (1.38) \\ &= 1 + 4.554 \\ &= 5.554 \text{ (Taken, 6)} \end{aligned}$$

- **Determining The Length of Interval Class**

$$I = \frac{R}{K}$$

Note:

I : interval of class

R : Range of the score

K : Number of interval class

So,

$$I = \frac{25}{6} = 4$$

Table4.9 The frequency's table of post-test in control class

Interval	F	X	X²	F.x	F.x²
60-63	3	61.5	3782.25	184.5	11346.75
64-67	7	65.5	4290.25	458.5	30031.75
68-71	5	69.5	4830.25	347.5	24151.25
72-75	6	73.5	5402.25	441	32413.5
76-79	1	77.5	6006.25	77.5	6006.25
80-83	1	81.5	6642.25	81.5	6642.25
84-87	1	85.5	7310.25	85.5	7310.25
Total	24	514.5	38263.75	1676	117902

Note:

Fi : refer to frequency

Xi : refer to the middle score of interval class

Fixi : refer to the amount of multiplication between frequency and middle class

Based on the frequency distribution above, mean score is determined by using following formula:

$$\begin{aligned}\bar{X} &= \frac{\sum f_i X_i}{\sum f_i} \\ &= \frac{1676}{24} \\ &= 69.8\end{aligned}$$

Variants and standard deviations;

$$\begin{aligned}S_2^2 &= \frac{n \sum f_i X_i^2 - (\sum f_i X_i)^2}{n(n-1)} \\ &= \frac{24(117902) - (1676)^2}{24(24-1)}\end{aligned}$$

$$\begin{aligned}
 &= \frac{2829648 - 2808976}{552} \\
 &= \frac{20672}{552} \\
 &= 37.45 = \sqrt{37.45} \\
 S &= 6
 \end{aligned}$$

Based on the calculation above, was obtained a mean score (\bar{X}) = 69.8, standard deviation (S_2^2) = 37.45 and standard deviation (S_2) = 6. It means that the average score of post-test of control class improved as well, from (\bar{X}) = 68.62 to (\bar{X}) = 69.8.

c. Hypothesis Testing

The statistic is used to test the hypothesis is the t-test, as for the formulation of hypothesis to be tested are as follows:

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 > \mu_2$$

The steps that will be discussed next are to calculate or compare the results of such calculations. From the previous calculation result obtained mean values and standard deviations for each are:

$$\begin{array}{lll}
 \bar{X} = 74.6 & S_1^2 = 57.33 & S_1 = 7.571 \\
 \bar{X} = 69.8 & S_2^2 = 37.45 & S_1 = 6
 \end{array}$$

Thus obtained:

$$\begin{aligned}
 S^2 &= \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2} \\
 &= \frac{(25-1)57.33 + (24-1)37.45}{25+24-2} \\
 &= \frac{1375.92 + 861.35}{47} = \frac{514.47}{47} = 10.95
 \end{aligned}$$

$$S = \sqrt{10.95}$$

$$S = 3.31$$

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 &= \frac{74.6 - 69.8}{(3.31) \sqrt{\frac{1}{25} + \frac{1}{24}}} \\
 &= \frac{4.8}{(3.31 \times 0.286)} = \frac{4.8}{0.95} = 5.05
 \end{aligned}$$

From the steps above have been completed, it can be seen $t = 5.05$. To compare with t_{table} , it is necessary to look for first degrees of freedom by using the formula:

$$\begin{aligned}
 df &= (n_1 + n_2 - 2) \\
 &= 25 + 24 - 2 \\
 &= 47
 \end{aligned}$$

By using a significant level $\alpha = 0.05$ and degree of freedom (df) = 47 with the criteria of H_0 accepted if $t_{\text{count}} < t_{\text{table}}$ and rejected H_0 if t have other prices. From t distribution table obtained $t_{0.95(47)} = 1.68$, because $t_{\text{count}} = 5.05 > 1.68 = t_{\text{table}}$. So that H_0 refused and H_a is received. It can be concluded that the average score of post-test in the experimental class was higher than the control class. It means that applying dictogloss strategy had improved students' English writing achievement.

3. Analysis of Questionnaire

The instrument of questioner was given by the researcher to the experimental class in order to obtain the necessary data in this research. The following are the students' responses toward the questionnaire given:

Table 4.10 Dictogloss strategy motivates me to write in English

	Options	Frequency	Percentage (%)
Q. 1	a. Strongly agree	5	20%
	b. Agree	20	80%
	c. Disagree	0	0%
	d. Strongly disagree	0	0%
	Total	25	100%

Having looked to the table above, 20% of students strongly agree that dictogloss strategy motivates students' to write in English. In addition 80% of students chose agree to this statement, and no one choose disagree or strongly disagree if dictogloss strategy motivated them to write in English.

Table 4.11 Dictogloss strategy helps me to write folklore in English

	Options	Frequency	Percentage (%)
Q. 2	a. Strongly agree	13	52%
	b. Agree	12	48%
	c. Disagree	0	0%
	d. Strongly disagree	0	0%
	Total	25	100%

It can be seen from the table above that 52% of the students strongly agree that dictogloss strategy helps them to write folklore in English. Then 48% of students agree of this statement, 0 % chosee disagree and strongly disagree if dictogloss strategy helps them to write folklore in English.

Table 4.12 Dictogloss strategy makes me able to write fable in English

	Options	Frequency	Percentage (%)
Q. 3	a. Strongly agree	17	68%
	b. Agree	8	32%
	c. Disagree	0	0%
	d. Strongly disagree	0	0%
	Total	25	100%

The fact above shows that more than a half of students 68% chose strongly agree about dictogloss strategy makes them able to write fable in English. And 32% of them give agreement reaction, and no one choose disagree or strongly disagree, if dictogloss strategy makes them able to write fable in English.

Table 4.13 The steps in dictogloss strategy are understandable

	Options	Frequency	Percentage (%)
Q. 4	a. Strongly agree	4	16%
	b. Agree	21	84%
	c. Disagree	0	0%
	d. Strongly disagree	0	0%
	Total	25	100%

The data in the table implies that the percentage of the students who strongly agree the steps in dictogloss strategy are understandable is 16%. Then, 84% of them chose agree with the statement, it means that the steps used in dictogloss strategy are understandable.

Table 4.14 I can get the keywords from the story using dictogloss strategy

	Options	Frequency	Percentage (%)
Q. 5	a. Strongly agree	16	64%
	b. Agree	9	36%
	c. Disagree	0	0%
	d. Strongly disagree	0	0%
	Total	25	100%

It can be seen from the table above 64% of the students strongly agree that they can get the keywords from the story using dictogloss strategy. Then 36% of students agree of this statement, 0 % disagree and 0 % students strongly disagree if they can get the keyword from the story using dictogloss strategy.

Tabel 4.15 I can develop the keywords into a story using dictogloss strategy

	Options	Frequency	Percentage (%)
Q. 6	a. Strongly agree	16	64%
	b. Agree	9	36%
	c. Disagree	0	0%
	d. Strongly disagree	0	0%
	Total	25	100%

The fact above shows that more than a half of students 64% chose strongly agree if they can develop the keywords into a story using dictogloss strategy. And 36% of them give agreement reaction, and no one choose disagree or strongly disagree, if they can develop the keywords into a story using dictogloss strategy.

Table 4.16 Dictogloss strategy helps me to understand the generic structure of narrative texts

	Options	Frequency	Percentage (%)
Q. 7	a. Strongly agree	5	20%
	b. Agree	12	48%
	c. Disagree	8	32%
	d. Strongly disagree	0	0%
	Total	25	100%

The data in the table implies that the percentage of the students who strongly agree about understand the generic structure of narrative texts using dictogloss strategy is 20%. Then, 48% of them chose agree, 32% chose disagree with the statement, and 0% of students chose strongly disagree if

dictogloss strategy help them to understand the generic structure of narrative texts.

Table 4.17 The activities in dictogloss strategy is fun

	Options	Frequency	Percentage (%)
Q. 8	1. Strongly agree	10	40%
	2. Agree	15	60%
	3. Disagree	0	0%
	4. Strongly disagree	0	0%
	Total	25	100%

It can be seen from the table above 40% of the students strongly agree that they can get the keywords from the story using dictogloss strategy. Then 60% of students agree of this statement, and no one choose disagree or strongly disagree, if the activities in dictogloss strategy is fun.

4. Discussion

This research examined whether the use of dictogloss strategy improved student's achievement in writing narrative text. The researcher successfully collected the data using pre and post-tests, experimental teaching and questionnaire as instruments in order to answer the research questions.

Furthermore, in the experimental teaching, it indicate based on the result of pre-test and post-test, the post-test score is higher than pre-test score. The mean of test had proven, where mean of pre-test of control class was 68.62 and mean of post-test was 69.8. Meanwhile, mean of pre-test of the experimental class was 66.7 and mean of post-test was 74.6. The researcher than concluded that there is a significant different between the experimental and control classes.

Through the questionnaire, the researcher found that many of students felt that the dictogloss strategy help them in creating a narrative texts, because in this strategy the teacher reads the story for them. It's according to Amri which mention that "dictogloss is an integrated skill technique for language learning in which students work together to create a reconstructed version of the text read to them by their teacher".

In addition, 52% of the students mention that dictogloss can help them to write folklore in English while 68% of the students can get and able to write fables in English, and then 64% of them can get and develop the keywords from the story using dictogloss strategy.

So, based on the data of questionnaire above, it can be concluded that using dictogloss strategy improve their achievement in writing. Because it can helps students become more understand and they can write the story easier.

CHAPTER V

CONCLUSION AND SUGGESTION

1. Conclusion

After analyzing the data and finding the results in the previous chapter, the conclusion can be mentioned as follows.

Applying dictogloss strategy can improve students' writing narrative text in the second year students in senior high school of SMAN 1 Meukek, Aceh Selatan. The mean score of post-test in the experimental class was 74.6 and mean score of post-test in control class was 69.8. It means, there is significant different.

Furthermore, the students have positive respond towards the dictogloss strategy as a way to improve student achievement in writing narrative text. The student felt that the method helped them in improving their writing. And the students argued that dictogloss strategy is an interesting method in learning writing.

A. Suggestions

After conducting this research, there are several suggestions that are drawn as follows:

1. The English teacher at senior high school can use the dictogloss strategy as an alternative technique that can be applied in teaching writing.
2. For researchers, it is necessary to continue another relevant research and it is still needed further discussion by next researcher using this technique to

improve students' writing in many scopes of teaching and learning deeply.

However, this research can be used for reference of next research.

3. The technique is suitable to develop students' writing at any education level.

Then, teachers can add this technique to their teaching learning process.

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APPENDIX VI

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experimental class

Sekolah : SMA Negeri 2 Meukek
Mata pelajaran : Bahasa Inggris
Kelas/Semester : XI / 1
Materi Pokok : Narrative
Alokasi waktu : 4 x 45 Menit

A. Kompetensi Inti (KI)

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarnya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan	3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks naratif. 3.8.2 Siswa dapat mengidentifikasi dan menjelaskan generic structure

meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	dari teks narrative.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	4.8.1 Mengidentifikasi kata-kata dari teks narrative. 4.8.2 Menggunakan kalimat bentuk lampau 4.8.3 Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita 4.8.4 Menghasilkan teks berbentuk narrative.

C. Materi Pembelajaran

Narrative text (Terlampir)

D. Metode Pembelajaran

- Presentasi, Dialog, Tanya Jawab dan Penugasan

E. Media Pembelajaran

1. Media
 - Gambar
2. Alat
 - Papan Tulis
 - Laptop dan LCD

F. Sumber Belajar

- Kamus bahasa Inggris
- Suara guru
-

G. Langkah-langkah pembelajaran

a. Kegiatan pendahuluan

- Guru memberikan salam, dan mempersilahkan ketua kelas memimpin untuk memulai doa bersama.
- Guru menanyakan pengalaman siswa terdahulu yaitu tentang cerita yang pernah diceritakan oleh orang tuanya ketika mau tidur.
- Guru mendengarkan / mengamati berbagai cara siswa menjawab.
- Guru menyampaikan tujuan pembelajaran yang ingin dicapai

b. Kegiatan inti

- Siswa mengamati contoh teks narrative yang ditampilkan oleh gurunya
- Siswa mengajukan beberapa pertanyaan dan guru meresponnya
- Dengan arahan guru siswa membuat kelompok, yang anggotanya 3-4 orang per kelompok.
- Siswa mendapat tugas untuk mengidentifikasi karakter, setting (latar) dan konflik/ masalah yang ada dalam cerita dan juga menjelaskan solusi yang ada dalam cerita.
- Siswa mencari kata-kata yang sulit dalam teks dan mendiskusikannya dengan guru.
- Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita
- Siswa dapat menganalisis penggunaan bentuk kata kerja tertentu dalam cerita.
- Guru menjelaskan langkah-langkah pembuatan mind mapping dan siswa memperhatikannya.

- Kelompok mendiskusikan rumusan masalah dan langkah kerja yang akan dilakukan untuk menulis narrative text dengan menggunakan metode mind mapping.
- Setiap siswa yang tergabung dalam kelompok mencatat hasil diskusi.
- Wakil dari masing-masing kelompok secara bergiliran melaporkan hasil diskusinya.
- Guru mencatat di papan dan mengelompokkan sesuai kebutuhan guru.
- Dari data-data di papan siswa diminta membuat kesimpulan atau guru memberi bandingan sesuai konsep yang disediakan guru

c. Kegiatan penutup

- Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan
- Siswa mendapatkan tugas lanjutan.
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran.

Lampiran-lampiran

1. Materi Pembelajaran I
2. Instrumen Penilaian I
3. Materi Pembelajaran II
4. Instrumen Penilaian II

Materi pembelajaran I

1. Definition of narrative text

Narrative is description of events or process of skill of telling a story, narrative text is an imaginative story to entertain people.

2. Social function of narrative text

Narrative text has function such as to entertain, amuse and deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution.

3. The Type of narrative text

Text which contain about story

- fiction/nonfiction
- folktales
- fables
- myths

4. General structure of narrative text

- a. Orientation: sets the scenes and introduces participants (who was involved, when and where was it happened)
- b. Complication: a crisis rises
- c. Resolution: the crisis is resolved for better or for worse
- d. Coda:

5. Significant language features of narrative text

- a. Using past tense: lived, named, walked, stayed, killed, etc
- b. Using action verb: arrived, ate, went, laughed, ran, etc
- c. Using adverb/adverbial phrases: angrily, quickly, in horror, etc
- d. Using noun/noun phrase: a woman, tree, bean, a big old tree, stepmother, household, beautiful princess, etc
- e. Using pronoun: they, she, he, it, its
- f. Using connectives/conjunctions: once upon a time, one day, long time ago, then, after a few days, soon, before, etc

How to create mind mapping

Wajnryb (1990) is credited with developing a new way to do dictation, known as dictogloss, the basic format is as follows;

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, e.g., narrative procedure, or explanation, and the purpose, organizational structure and language features of the text type.
2. The teacher reads the text aloud once at normal speed as students listen but not write. The text can be selected by teachers from newspaper, textbooks, etc., or teachers can write their own or modify an existing text. The text should be at or below students' current overall proficiency level, although there may be some new vocabulary. It may even be a text that students have been before. 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; they could not even if they tried because the teacher is reading at normal speed.
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 type, e.g., procedure or rhetorical framework, e.g., cause and effect, that approximates the meaning of the original.

5. Students, with the teacher's help, identify similarities and differences in terms of meaning and form between their text reconstructions and the original, which is displayed on an overhead projector or shown to students in another way

Princess Rose and Golden Bird

Many, many years ago, in a kingdom far, far away there **lived** a beautiful princess. She had long red hair and **loved** roses so much that everyone **called** her Princess Rose. Every evening after dusk, Princess Rose **went** out on the balcony and **clapped** her hands. A golden bird **came** flying out of now here and **alighted** on her shoulder. Instantly, the princess's hair **began** to shine, ablaze with brilliant red light.

When the bird **started** to warble an **enchanted** tune, Princess Rose **joined** it in a song, and everyone in the kingdom **fell** asleep and had sweet dreams till the break of dawn.



Thus passed the years. Every evening Princess Rose, along with the little golden bird, sang a loving lullaby, so that all people fell asleep and had sweet dreams till the break of dawn.

Until one day something terrible happened. A wicked witch learned about Princess Rose and decided to curse her. "Abracadabra, Sim-Sala-Bim, may the rose's color dim!" the witch said, and Princess Rose's hair instantly turned as black as tar.



That evening, too, Princess Rose went out on her balcony and clapped her hands. But when the golden bird appeared, her hair glowed black instead of red. The bird warbled its enchanting melody, and Princess Rose sang her lullaby.

Everyone in the kingdom fell asleep, but that night they only had bad dreams and nightmares.

On the following day, the saddened princess asked the bird, "Tell me, golden bird, how can I make my people's dreams so sweet again till the break of dawn?"

"Black hair in rose water," the bird chirped in reply.

The princess wondered at this counsel, but abided by it, nevertheless.

She filled up a basin with water and sprinkled rose petals on its surface. Then, she dipped her hair into the rose water, and it instantly turned red again.



That evening, when the bird perched on her shoulder, the radiant red glow of her hair lit up the night sky once more. The Princess sang her lullaby, and everyone in the kingdom fell asleep and had sweet dreams till the break of dawn.

The wicked witch was so very angry that her curse had been broken that she decided to cast it again.

"Abracadabra, Sim-Sala-Bim, may the rose's color dim!" And the princess's hair turned as black as tar again.

Only this time the witch also picked up all of the rose blooms in the entire kingdom.

"Let's see how you'll break my curse now!" she sneered, filled with rage.

Once again, the saddened princess asked the bird, "Tell me, golden bird, how can I make my people's dreams so sweet again till the break of dawn?"

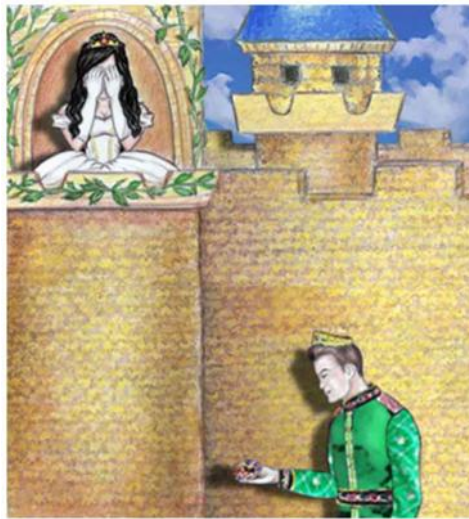
"Black hair in rose water," the bird chirped in reply.

"But where should I find a rose?"

"Black hair in rose water," the bird chirped and flew away



The princess didn't know what to do. So great was her anguish that her eyes **filled** with tears, one of them **falling** to the ground below. At that very moment, a young and handsome prince, who had **stopped** under the balcony of the princess, **took** out a little box and a single red hair from within it.



He **bent** down and **placed** the hair atop the princess's tear. And then, a miracle **happened**. Suddenly, the red hair **turned** into a red rose.



The prince **picked** the rose and **took** it up to the princess. Upon **seeing** the rose, she immediately **brushed** off her tears and **plucked** its petals to add to the water in the basin. Then, she **dipped** in her hair, and the curse was **broken**. Everyone **gasp**ed in astonishment, and the King **asked** the prince, "Young man, where did you find that red hair?"

"When the princess and I were both children, I **picked** a single **strand** of hair from her head as a sign of my loyalty to her. And she did the same to me, **pulling** out a strand of my own hair."

"It's true, father," the princess **confirmed** and **took** out a little box. She **opened** it to reveal a single hair from the prince's head inside.



Everyone was **delighted** with this news. The prince and Princess Rose **got married** on that very same day



Upon **learning** that her curse had been **broken** again, the wicked witch's evilness **swelled** so much that she **exploded** into a thousand tiny pieces. Eventually, rose

blooms **sprang** up in every garden in the kingdom once again. And so it **went**: each evening Princess Rose **sang** her **loving** lullaby, so that all people **fell** asleep and had sweet dreams till the break of dawn.

Read more at http://www.kidsgen.com/fables_and_fairytales/princess-rose-golden-bird.htm#i7FHpG0bl4JoQ4uZ.99 **WORKSHEET**

1. Please write a narrative story about Princess and The Golden Bird using to the following outline, write the orientation, complication and resolution, by listened your teacher.
2. Work in individually, and then write a narrative text by the keyword before.

THE STUDENTS' RESPONSES TOWARDS DICTOGLOSS

Jawablah pertanyaan dibawah ini dengan memberikan tanda contreng (✓) pada jawaban yang sesuai dengan diri anda.

No	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Dictogloss memotivasi saya untuk menulis dalam bahasa Inggris		✓		
2	Dictogloss membantu saya menulis dongeng dalam bahasa Inggris	✓			
3	Dictogloss membuat saya bisa menulis dongeng dalam bahasa Inggris.		✓		
4	Langkah-langkah dictogloss bisa dimengerti.		✓		
5	Saya bisa mendapatkan kata kunci dari cerita menggunakan dictogloss		✓		
6	Saya bisa mengembangkan kata kunci menjadi sebuah cerita dengan menggunakan dictogloss	✓			
7	Dictogloss membantu saya memahami struktur generik teks naratif (fabel)	✓			
8	Kegiatan dictogloss itu menyenangkan.	✓			

THE STUDENTS' RESPONSES TOWARDS DICTOGLOSS

Jawablah pertanyaan dibawah ini dengan memberikan tanda centeng (✓) pada jawaban yang sesuai dengan diri anda.

No	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Dictogloss memotivasi saya untuk menulis dalam bahasa Inggris		✓		
2	Dictogloss membantu saya menulis dongeng dalam bahasa Inggris		✓		
3	Dictogloss membuat saya bisa menulis dongeng dalam bahasa Inggris.		✓		
4	Langkah-langkah dictogloss bisa dimengerti.			✓	
5	Saya bisa mendapatkan kata kunci dari cerita menggunakan dictogloss			✓	
6	Saya bisa mengembangkan kata kunci menjadi sebuah cerita dengan menggunakan dictogloss		✓		
7	Dictogloss membantu saya memahami struktur generik teks naratif (fabel)		✓		
8	Kegiatan dictogloss itu menyenangkan.		✓		

THE STUDENTS' RESPONSES TOWARDS DICTOGLOSS

Jawablah pertanyaan dibawah ini dengan memberikan tanda contreng (✓) pada jawaban yang sesuai dengan diri anda.

No	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Dictogloss memotivasi saya untuk menulis dalam bahasa Inggris		✓		
2	Dictogloss membantu saya menulis dongeng dalam bahasa Inggris		✓		
3	Dictogloss membuat saya bisa menulis dongeng dalam bahasa Inggris.		✓		
4	Langkah-langkah dictogloss bisa dimengerti.		✓		
5	Saya bisa mendapatkan kata kunci dari cerita menggunakan dictogloss		✓		
6	Saya bisa mengembangkan kata kunci menjadi sebuah cerita dengan menggunakan dictogloss		✓		
7	Dictogloss membantu saya memahami struktur generik teks naratif (fabel)		✓		
8	Kegiatan dictogloss itu menyenangkan.		✓		

THE STUDENTS' RESPONSES TOWARDS DIGTOGLOSS

Jawablah pertanyaan dibawah ini dengan memberikan tanda contreng () pada jawaban yang sesuai dengan diri anda.

No	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Dictogloss memotivasi saya untuk menulis dalam bahasa Inggris				
2	Dictogloss membantu saya menulis dongeng dalam bahasa Inggris				
3	Dictogloss membuat saya bisa menulis dongeng dalam bahasa Inggris.				
4	Langkah-langkah dictogloss bisa dimengerti.				
5	Saya bisa mendapatkan kata kunci dari cerita menggunakan dictogloss				
6	Saya bisa mengembangkan kata kunci menjadi sebuah cerita dengan menggunakan dictoglos				
7	Dictogloss membantu saya memahami struktur generik teks naratif (fabel)				
8	Kegiatan dictogloss itu menyenangkan.				

THE STUDENTS' RESPONSES TOWARDS DIGTOGLOSS

ANSWER THE QUESTIONS BELOW BY CHECKLIST () ON THE BEST ANSWER OF YOURS!

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Dictogloss motivates me to write in English				
2	Dictogloss helps me to write fable in English.				
3	Dictogloss makes me able to write fable in English				
4	The steps in dictogloss are understandable				
5	I can get the keywords from the story using dictogloss				
6	I can develop the keywords into a story using dictogloss.				
7	Dictogloss help me to understand the generic structure of narrative (fable) texts.				
8	The activities in dictogloss is fun.				



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/577/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelola Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Neg Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepe Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 6 Januari 2017

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Khairil Razali, S.Ag.,MA.,MS
2. Azizah, M.Pd
Untuk membimbing Skripsi :
Nama : **Cut Firda Yanti**
NIM : **231324151**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Applying Diglogos Strategy to Improve Students' English Writing Achievement**
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 12 Januari 2017

An. Rektor
Dekan,



Dr. Mujiurrahman, M. Ag
NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-8307/Un.08/FTK I/TL.00/09/2017

25 September 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Cut Firda Yanti
N I M : 231 324 151
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Lamingin. Lr. Barona No.55

Untuk mengumpulkan data pada:

SMA Negeri I Meukek Kecamatan Meukek Kab. Aceh Selatan

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Applying Digloglos Strategy to Improve Students' english Writing achievement

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,
Wakil Dekan Bidang Akademik,

Sri Suyanta

Kode 5055



PEMERINTAH ACEH
DINAS PENDIDIKAN

Jalan Tgk. H. Mohd Daud Beureueh Nomor 22 Banda Aceh Kode Pos 23121
Telepon (0651) 22620, Faks (0651) 32336
Website : disdik.acehprov.go.id, Email : disdik@acehprov.go.id

Banda Aceh, 28 September 2017

Nomor : 267 /B.1/SMA /2017
Lampiran : -
Hal : Izin Penelitian

Yang Terhormat,
Kepala SMA Negeri 1 Meukek
di -

Tempat

Sehubungan dengan surat An.Dekan Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor: B-8307/Un.08/FTK I/TL.00/09/2017 tanggal 25 September 2017 hal: Mohon bantuan dan keizinan melakukan Penelitian untuk menyelesaikan skripsi dengan Judul **"APPLYING DIGTOGLOS STRATEGY TO IMPROVE STUDENTS' ENGLISH WRITING ACHEVEMENT"** atas nama Cut Firda Yanti (NIM : 231 324 151), Jurusan Pendidikan Bahasa Inggris maka untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut:

1. Kami memberikan Izin Penelitian kepada Cut Firda Yanti pada Sekolah yang dituju sesuai dengan judul diatas;
2. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
3. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;
4. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Kepala Sekolah dan Mahasiswa yang bersangkutan;
5. Peneliti melaporkan dan menyerahkan hasil penelitian kepada pejabat yang menerbitkan surat izin penelitian.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terimakasih.

KEPALA BIDANG PEMBINAAN SMA DAN
PKLK



DEA. IRMA JASA
PENATA Tk.I

NIP. 19660610 199403 2 003

ND Nomor: 381/B/SMA/2017 tanggal 11 Agustus /2017

Tembusan :

1. An.Dekan Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;
3. Arsip.



PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 MEUKEK

Jalan Tapaktuan-Blang Pidie, Km. 27, Kuta Baro, Meukek, Aceh Selatan, Telp. (0656) 322355, Kode Pos 23754
E-mail : sman_1_meukek@yahoo.com, http://sman1meukek.sch.id



SURAT KETERANGAN PENELITIAN


Nomor : 421.3/917/2017

Kepala Sekolah Menengah Atas (SMA) Negeri 1 Meukek Kabupaten Aceh Selatan, dengan ini menerangkan bahwa :

Nama : CUT FIRDA YANTI
NIM : 231 324 151
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Jenjang : Strata 1 (S-1)

Benar yang namanya tersebut di atas telah melakukan Penelitian Skripsi pada SMA Negeri 1 Meukek Kabupaten Aceh Selatan sejak tanggal 11 Oktober 2017 s/d 08 Nopember 2017 dengan judul Skripsi "APPLYING DICTOGLOS STRATEGY TO IMPROVE STUDENTS ACHIEVEMENT"

Demikian surat keterangan ini dibuat untuk dapat dipegunakan sebagaimana mestinya.

Meukek, 15 Desember 2017
Kepala,

Drs. IRWADI
Nip. 196810121997021004

AUTOBIOGRAPHY

Personal Identity

Name : Cut Firda Yanti
Place and Date of Birth : Kutabuloh 1, Augustus 06th 1995
Sex : Female
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Parent

Father's Name : Drs. T. Suwandi
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Educational Background

Primary School : SD Muhammadiyah (2001-2007)
Junior High School : SMPN 1 Meukek (2007-2010)
Senior High School : SMAN 1 Meukek (2010-2013)
University : UIN Ar-Raniry (2013-2018)

Banda Aceh, January 03th 2018

Cut Firda Yanti