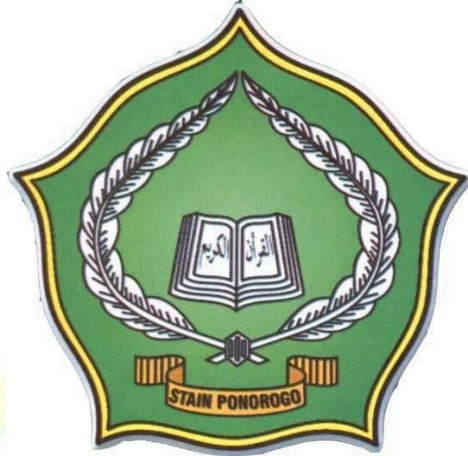


**THE EFFECTIVENESS OF DICTOGLOSS
TECHNIQUE TO IMPROVE STUDENTS' WRITING
SKILL AT SMPN 1 SAWOO PONOROGO IN
ACADEMIC YEAR 2014/2015**

THESIS



By

USWATUN KHASANAH

NIM. 210911096

**FACULTY OF EDUCATION
ENGLISH EDUCATION DEPARTMENT
STATE ISLAMIC COLLEGE OF PONOROGO
STAIN PONOROGO
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CHAPTER 1

INTRODUCTION

A. Background of the Study

English is a foreign language taught in the whole of the world. More than half of the world's sciences are printed in English. English is used as medium of instruction at schools. So that, to face the globalization era, we try to learn and master language especially English. Among foreign languages, English is the first foreign language especially in Indonesia. Tony Farkinson says that the term first-language English refers to a standard of linguistic proficiency which determines a certain teaching style and which allows for the exploration of a wide range of issues, texts, and media experiences of a challenging nature.¹

According to the goal of the teaching English as a foreign language, the teaching foreign language school program usually has a variety of goals related to all language skills; listening, speaking, reading and writing. So, that statement means that the teaching of English as a foreign language is to develop the students' skill in using the language skills above.

Writing is one of the important language skills that should be mastered by the students to convey their ideas or their opinions in writing form. According to Sara Cushing Weigle states that writing has also become more important as tenets of communicative language teaching – that is, teaching

¹ Tony Farkinson, *Teaching Assessing Skills in First Language English* (New York: Cambridge University Press, 2002), 2.

language as a system of communication rather than as an object of study - have taken hold in both second – and foreign language settings.²

However, the fact shows that the students still consider English as difficult subject. Consequently they have difficulty in understanding the material. Many students assume English as something fearful and difficult to be learned.

Based on interview between the writer and the teacher, the teacher of SMPN 1 Sawoo Ponorogo at the VIII E and VIII F, Mrs. Anis Ferdiana, explained that there were some problems facing the students. Some students did not have capability to express their ideas, experiences, thought and feeling into the correct sentences in their writing composition. So the readers couldn't catch what they meant easily. The teacher less of variety technique when teaching writing and the teacher didn't apply the appropriate technique yet in teaching writing, so the students still got difficulty in understanding writing text.

Beside that, there are some other serious problems, like the students get difficulties in organizing their sentences. Students get difficulties to create a good writing because they do not know appropriate vocabulary for their writing. Since vocabularies make the students frustrated, the teacher should help the students by giving vocabulary preparation as their guided writing. In this case the teacher is needed to teach students how to manage their ideas and write them correctly, so the students will produce a good writing. According

² Sara Cushing Weigle, *Assessing Writing* (Cambridge University Press, 2002), 1.

to Knapp and Watkins, its case is important for the teacher and the students to have basic understanding of how English writing operation and functions of writing even.³ It is concluded that students' low achievement in writing is caused by teacher's less of variety technique, and appropriate teaching technique used by the teacher.

Bambang Yudi Cahyono states that writing is a process or any activity to write some letters in printed form. Writing is a communication act, it is a way of sharing information, thoughts, experiences or idea, between others and ourselves.⁴ Writing skill should be mastered by the students because it can be used to express the students' ideas as well as feelings and communication with others.

Peter Lucantori says that students are learning how to express the idea in writing. For some students, writing becomes an obstacle as it is considered as the most difficult skill to be mastered. Students should face many challenges at the moment they are starting writing in Pre-writing activity. The other problems are vocabulary, grammar, and how to arrange word into good sentence.⁵

However, if students can manage and master writing skill, they can be a good writer after the challenges can be mastered and accomplished at the same time. Based on the basic competence for eighth grade, the students will

³ Peter Knapp and Megan Watkins, *Grammar Text Genre: Technologies for Teaching and Assessing Writing* (Sydney NWS 2025 Australia: University of New South Wales Press, 2005).

⁴ Bambang Yudi Cahyono, *Techniques in Teaching EFL Writing* (Malang: State University of Malang Press, 2009), 16.

⁵ Peter Lucantori, *Teaching and Assessing Skills in English as a Second Language* (Edinburgh: Cambridge University Press, 2006), 52.

deal with many kinds of the texts such as descriptive text, recount text, narrative text, and also procedural text. Students must have capabilities in writing. They should be able to recognize vocabularies and grammatical in English, so they can arrange the sentences well.

From some kinds of the text, narrative text is a text focusing on specific participants. Its social function is to tell stories or past events and entertain the readers. It will consist of the following structure they are orientation (introducing the participants and informing the time and the place), complication (describing the rising crises which the participants have to do with), resolution (showing the way of participant to solve the crises, better or worse).⁶ Stories can be very long and complicated, with many characters, elaborate plots, and subtle interpenetration of character, action, and setting.

The existence of this perception among students that writing is a difficult skill makes many English teachers and researchers work so hard to find a good technique to change this. A good technique can help students how to write easily. This may be related to how students can organize ideas to construct sentences, use punctuation and words spelling appropriately, and many others. Therefore, many experts have developed some good technique which can be implemented in teaching and learning process to teach writing.

There are many techniques to train students writing skills, such as mind mapping, group resume, card short, jigsaw learning, dictogloss, giving questions and getting answers, etc. Dictogloss is one of those techniques.

⁶ <http://freeenglishcourse.info/what-is-narrative/>.

Dictogloss from the English language, and composed of words, namely dictation or dictate and gloss, which means interpretation. This technique is a combination of two techniques, dictation and interpretation. This technique is more than just dictation since students focus on meaning rather than words and it also includes interaction among students. Dictogloss can be useful for integrated skill; those are listening, speaking, reading and writing. Dictogloss is initially designed to teach grammar and it has four stages, those are preparation, dictation, reconstruction, analysis and correction.⁷

Dictogloss technique helps students to create ideas which make students easier to write and teaches students about vocabulary and grammar in context, which makes grammar learning more purposeful and meaningful. Because of that, students will be motivated and interested in learning writing narrative text by using dictogloss technique.

Students work in cooperative groups to recreate a text that has been read aloud to the class. By dictogloss students learn and train the speed and the accuracy to write a good paragraph. Dictogloss make students easy to correct their mistake in writing. Every person has different skill in writing. Every member of students learns something new from their group. From the other members of groups he/she learn his/her mistake, so that he/she can write a good paragraph and train to be perfect in writing.

⁷ Ruth Wajnryb, Grammar Dictation (Oxford: Oxford University Press, 1990).

From those assumptions above, the writer chooses the title “The Effectiveness of Dictogloss Technique to Improve Students’ Writing Skill at SMPN 1 Sawoo Ponorogo in Academic Years 2014/2015”.

B. Limitation of the Study

To avoid a deviation of the discussion, this study focuses on some concern identified as follows:

1. The subject of the study is the eighth grade students of SMPN 1 Sawoo in academic year 2014/2015.
2. The object of this study is the effectiveness of dictogloss technique on the students’ writing narrative text skill.
3. Dictogloss technique is going to be applied in writing narrative text skill.

C. Statement of the Problem

Regarding to the background to the study, the problem statement is formulated into:

“Is the dictogloss technique effective to improve students’ writing skill at the eighth grade students of SMPN 1 Sawoo Ponorogo in academic year 2014/2015?”

D. Objective of the Study

Based on the statement of the problem, this study has objective described as follows:

“To know whether dictogloss technique effective to improve students’ writing skill at the eighth grade students of SMPN 1 Sawoo Ponorogo in academic year 2014/2015.”

E. Significance of the Study

The significant of the research is not only for the English teachers but also for students and researcher.

1. Theoretically

To explore the effectiveness of dictogloss technique to know the steps of using dictogloss technique and to know the advantages and disadvantages of using dictogloss in teaching writing at the junior high school.

2. Teacher

This study is expected to be able to contribute any use for language teachers in teaching English and expected to help the teachers solve the problems in teaching especially writing skill.

3. Students.

This study is expected as guidance for language students in learning writing mainly to increase in writing and motivated students in learning English better.

4. Researcher

This study is expected to prove technique in teaching English especially in writing narrative text and expected as reference to conduct further research about this study.

F. Organization of the Thesis

As descriptions of the researcher's idea design that is poured in this experimental, the researcher organizes of it that is divided into five parts and every part consists of subs that are connected and an entire unity.

Chapter I Introduction, in this chapter the writer tells about problems that comprise background of the study, limitation of the study, statement of the problems, objective of the study, significant of the study, and organization of the thesis.

Chapter II Review of Related Literatures; consist of: writing skill, teaching writing, the aspects of writing, the skill of writing, goals of writing, assessment in writing , narrative text, dictogloss technique. In this chapter also contains theoretical bacground, previous study, theoretical framework, and hypothesis also stated based on some theories related.

Chapter III Research Methodology, in this chapter the writer tells about research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV gives interpretation of research result, this chapter contains of research location; data description; data analysis; discussion and interpretation.

Chapter V presents closing, this chapter consists of the research conclusions and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURES

The review of related literatures is including of theoretical background, previous research finding, theoretical framework and hypothesis.

A. Theoretical Background

1. Writing Skill

Writing is one of skills in the language area. In English, writing skill is much complex enough and sometimes difficult to teach. The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements.⁸

Writing skill is a process decidedly not to say that it should be turned into a formula set of steps. According to Nunan, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.⁹

Writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet.

⁸ J.B Heaton, *Writing English Language Tests* (Longman Handbook for Language Teachers, New York, 1988).

⁹ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 88.

Writing is the result of employing strategies to manage the composing process, which at one of gradually developing a text.¹⁰

Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers. As Shaughnessy puts it: “One of the most important facts about the composing process that seems to get hidden from students is that the process that creates precision is itself messy”.¹¹

The characteristic activities in the writing process are:¹²

1. Planning

First, good writers concentrate on the overall meaning and organization of a text, and engage in planning activities. This will involve thinking about the purpose of the writing, for example, a letter of complaint about poor service, or a letter to inform friends about a daughter's wedding. The particular purpose implies an organization for the complaint would follow formal conventions of layout and be in a serious disapprobatory style. The letter to friends would be informal,

¹⁰ Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2003), 302.

¹¹ Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2000), 302.

¹² *Ibid*, 305.

expressive, probably colloquial, and a mixture of description and comment.

2. Revision

Typically as we have seen, a good writer processes through alternating phases of writing and reflection. During reflection, writer may re-read the sentences on the page or look back at their original plan and think about how to express the next set of idea. The pointed out that the extent and nature of revision depends not only the writer's skill but also on the purpose of the writing, the genre, the level of formality required, and the degree of familiarity with the readers, subject, or the type of writing task.

3. Producing 'reader-based' prose

A third characteristic of successful writers is that they are aware of their readers and seek to produce 'reader-based' prose. In other words, they think about what the reader needs to know, how to make information clear and accessible, and what is an appropriate style (for example, formal, friendly, or persuasive).

The current emphasis in process writing must of course be seen in the perspective of a balance between process and product. As in most in the language teaching approaches, it is quite possible to an extreme in emphasizing process to extent that the final product diminishes in importance. Try not let this happens, the product, after all, the ultimate goal, it is the reason that we go through the process of

prewriting, drafting, revising, and editing. Without the final product firmly and view, we could simply drown ourselves in a sea of revisions. Process is not the end; it is the means to the end.¹³

From those statements, writing is an activity to express some opinions, ideas, thought and feelings in textual form or written form. In other word, the goal of writing is to describe all of thing in arranging some words to be a sentence and a sentence to be a paragraph and a paragraph to be a good writing.

2. Teaching Writing

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹⁴ Writing is one important skill in teaching and learning English. Teaching writing means the act of guiding or instructing to crate written work or anything expressed in letter or alphabet. Teaching writing is the teacher activities, which teacher as facilitator helps the students undersand and practice in learning writing.

The following analysis attempts to group the many and varied skill necessary for writing good process into five general components, they are:

1. Language use; the ability to write correct and appropriate sentences.
2. Mechanical skills; the ability to use correctly those conventions peculiar to the written language.

¹³ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (San Fransisco:Longman, 2000), 337.

¹⁴ H. Douglas Brown, *Principles of Language Learning and Teaching* (USA: San Franscisco State University, 2004), 7.

3. Treatment of content; the ability to think creatively and develop thoughts, excluding all irrelevant information.
4. Stylistic skills; the ability to manipulate sentences and paragraphs. And the use of language effectively.
5. Judgement skills; the ability to write in a particular manner, to select organise and order relevant information.¹⁵

Trends in the teaching of writing in ESL and other foreign language have, not surprisingly, coincided with those the teaching of other skill, especially listening and speaking. You will recall from earlier chapters that as communicative language teaching gathered momentum in the 1980s, teachers learn more and more about how to teach fluency, not just accuracy, how to use authentic texts and contexts in the classroom, how to focus on the purpose of linguistic communication, and how to capitalize on learners' intrinsic motives to learn. Those same trends and the principles that undergirded them also applied to advances in the teaching of writing on second language contexts.¹⁶

Technique for teaching writing:¹⁷

There are two techniques to teach writing skills, i.e. writing as product and writing as process. In writing as product, a teacher assigns students to write based on a given topic, without any guidance from the teacher. This technique is considered not helpful for the students. A

¹⁵ J.B.Heaton, *Writing English Language Tests* (London and New York: Longman, 2000), 135.

¹⁶ *Ibid*, 335.

¹⁷ Fachrurrazy, *Teaching English as a Foreign Language for Teachers in Indonesia* (Malang: State University of malang Press, 2011), 89.

teacher is suggested to give guidance for students in writing, through writing process, which consists of several steps.

- 1) Finding a topic, in which the students may brainstorm to determine a topic to write.
- 2) Outlining, in which the students are guided to make an outline of the topic to be written. This can be done for whole class, if all the students have to write the same topic; or, it can be done individually, for individual topic.
- 3) Drafting, in which the students write the first draft of their writing. In this step students should be reminded to begin with a topic sentence for every paragraph, or an introductory paragraph (containing general statement and thesis statement) for an essay.
- 4) Revising and editing. The drafts written by the students can be corrected by their teacher. However, students can be assigned to do self correction or peer correction, whose purpose is to train students to become a corrector (for self or peer).
- 5) Writing final product and publishing. In writing the final product, the students are reminded to use appropriate format (title, paragraphing, mechanic). For publishing, the students may be asked to read their writings in front of class, or display them in the classroom to be given positive comments by other students. Do not forget to “celebrate” the success of their writing by giving reinforcement or encouragement.

The advantages of teaching writing they are:

- a. To increase intelligence
- b. To develop initiative resource and creativity
- c. To improve bravery
- d. Encourage a wish and ability gathering information¹⁸.

From the statement above, the advantages of teaching writing are encouraging students to increase intelligence, creativity and ability in the written form with a good language and structure.

3. The Aspects of Writing

Lado states that the process of writing test is deal with integrated or with separate factors such as, punctuation, spelling, structure and vocabulary.¹⁹ They are as follows:

1) Punctuation

Gower points that the conventions of English capital letters and punctuation are not universal and might have to be taught.²⁰ Bram states that using correct punctuation indispensable to careful writing.²¹ Punctuation can clarify what the writer wants to say.²²

2) Spelling

Many of us who are learners of English might agree that most of English words are spelled strangely. We find the spelling difficult

¹⁸ Suparno, et.al. Keterampilan Dasar Menulis (Jakarta:Universitas Terbuka, 2008), 14.

¹⁹ Robert Lado, Language Testing (London: Longman, 1961), 249-250.

²⁰ Roger Gower, et al., Teaching Practice Handbook (Thailand: Macmillan Heinemann, 1995), 113.

²¹ Barli Bram, Write Well Improving Writing Skills (Yogyakarta: Kanisius, 1995), 92.

²² Dodi Rusmono, Writing and Dictation, 57.

to remember. To spell well, however, is something that cannot be ignored.²³

According to Parkinson, as students learn new words, they should also learn to spell them. Bad spellers were made long before you met them and every time they spelled a new word wrongly, they learned that spelling.²⁴

3) Structure

The head of phrase has the same structural function as the total phrase in a particular structure.²⁵

4) Vocabulary

Vocabulary is a list or collection of words arranged in alphabetical order and explained.²⁶ According to Lim vocabulary can define as a group of words that can be understood by someone and may it will be used to make new sentences.²⁷

4. The Skill of Writing

The writing skill is complex and sometimes to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. The following analysis attempts to

²³ Bram, Write Well, 83.

²⁴ Parkinson, Teaching and Assessing Skills, 53.

²⁵ Lado, Language Testing, 7.

²⁶ <http://www.artikata.com/arti-199479-vocabulary.html>.accessed September 9, 2015.

²⁷ <http://iim23.blogspot.com/2008/10/pengertian-vocabulary.html>.accessed September 9, 2015.

group the many and varied skills necessary for writing good process into five general components, they are:²⁸

1) Language use

Language use is the ability to write correct and appropriate sentences.

2) Mechanical skills

A mechanical skill is the ability to use correctly those conventional peculiar to the write language, e.g. punctuation, spelling.

3) Treatment of content

Treatment of content is the ability creatively and develops thoughts, excluding all irrelevant information.

4) Stylistic skills

Stylistic skills are the ability to manipulate sentences and paragraph, and use language effectively.

5) Judgment skills

Judgment skills are the ability to write in a particular manner, to select, organize and order relevant information.

From the statements above, the researcher is able to conclude good writing skill is covered by the mastery of language use, mechanical skills, treatment of content, stylistic skills, and judgment skills.

Parkinson states that there are some skills in writing:

1) Articulate experience and express what is thought, felt and imaged.

²⁸ J. B. Heaton, *Writing English Language Tests* (New York:Longman, 1990), 135.

- 2) Order and present facts, ideas and opinions.
- 3) Use language and register appropriate to audience and context.
- 4) Exercise control of appropriate grammatical structure.
- 5) Understand and use a range of apt vocabulary.

5. Goals of Writing

Good writing be aimed as the target. Wheter are writing a grocery list or a novel, should write for a purpose and to achieve a specific goal or set of goals.²⁹

The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader.³⁰ So the ideas themselves should arguably be seen as the most important aspect of the writing. On the other hand, the writer needs also to pay some attention to formal aspect: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.

Writing is very important skill in teaching English. Writing has evolved in society as a result as a result of cultural changes creating communicative needs which cannot be readily met by the spoken study, or as means of reviewing material taught.³¹

²⁹ William C. Sprueill and Dorothy E Zemach, *Writing and Grammar* (USA:McGraw-Hill Companies, 2001), 1.

³⁰ Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, t.t), 163.

³¹ Lyle, F. Bachman, *Fundamental Considerations in Learning Testing* (Oxford: Oxford University Press, 1997), 22.

6. Assessment in Writing

Assessment is general process of monitoring or keeping track of learners' progress.³² So, assessment is important to know students' understand about learning English. Assessment can monitor students' progress. Writing assessment in students meets at least three purposed. They are:³³

- 1) Writing Assessment in English and / or in the native language in used for identification and program placement in bilingual programs. Moreover students are typically reclassified as English when they are prepared for grade level instruction.
- 2) Writing assessment can be used to monitor progress and determine if changes in instruction are required to meet students' needs. The ongoing assessment of student writing enables review of student growth over time and a determination of the success of instructional approaches.
- 3) Accountability. Writing assessment is often conducted as part of district or statewide accountability assessment programs for all students.

In summarize, purpose of assessment are to identification students' writing skill, monitor students progress, and to accountability.

³² Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2003), 376.

³³ J. Michael O'Malley, *Authentic Assessment for English Language Learners* (Longman: World Language Division, 1996), 135-136.

In assessment writing there are some criteria that can help teacher to assess students writing. They are:

1) Content

In content the aspects that will be assess are identifications of text and description about the topic.

2) Organization

How the students create well organized and perfectly coherent that will be assessing in organization.

3) Vocabulary

The students must use the effective choice and use of words form.

4) Grammar

Grammar is specific criteria in writing because it determines the good of sentence.³⁴

Criteria in assessing writing above can be referent the teacher to assess students' writing.

Besides criteria in assessment writing, the teacher also must determine scoring of assessment. The scoring of assessment should always be defined before the exercises and assessment procedures are developed. In scoring writing there are three types of rating scales generally used.

They are:

³⁴ H. Douglas Bown, Language Assessment Principles and Classroom Practices (Longman, San Fransisco, California, 2003), 243-246.

1) Holistic Scoring

It is a single score assigned to an essay, which represents a reader's general overall assessment.³⁵ Each point on a holistic scale is given a systematic set of descriptors, and the reader evaluator, matches an overall impression with the descriptors to arrive at a score.³⁶ It means that, in holistic scoring each level have some criteria. Example: the best level has some criteria such as describe object clearly, use precise vocabulary, punctuation is very neat, etc. in second level with criteria is describe object adequate clearly, occasional errors of punctuation etc.

2) Primary Trait

It is a variation of the holistic method in that the achievement of primary purpose, or trait, of an essay is the only factor rated.³⁷ This type of scoring focuses on "how well students can write within a narrowly defined range of discourse. It emphasizes the task at hand and assigns a score based on the effectiveness of the text's achieving that one goal.³⁸ It means that in this type of scoring just focus in an aspect in writing.

3) Analytic Scoring

It breaks a test taker's written text down into the number subcategories (organization, grammar, etc) and gives a separate rating

³⁵ Ibid, 241.

³⁶ Ibid, 242.

³⁷ Ibid, 241.

³⁸ Ibid, 242.

for each.³⁹ Brown and Bailey designed an analytical scoring scale that specified five major categories and a description of five different levels in each category, ranging from “unacceptable” to excellent”.⁴⁰ It means that in analytic scoring, categories scoring system on some categories, in each category there are some criteria (start from higher score with some description until lower score with some description).

In summarize, from three types of scoring above, the researcher can conclude that from writing assessment the teacher must be selectively and correctly to apply all writing assessment system. So, that, teacher can takes the final score of students also correctly.

7. Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process of narration. The purpose of narrative text is to amuse or to entertain the reader with a story.

The generic structures are:

1) Orientation

Set the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

³⁹ Ibid, 241.

⁴⁰ Ibid, 243.

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

4) Re-orientation/Coda

5) This is a closing remark to the story and it is optional. It consists of a moral lesson, advice of teaching from the writer.⁴¹

Language features of narrative text:⁴²

- 1) Focus on specific or individualized participants
- 2) Use simple past tense
- 3) Use temporal conjunction
- 4) Use saying verb
- 5) Use action verb

8. Dictogloss Technique

a. Definition of dictogloss

Wajnryb says that dictogloss method borrows a little from traditional dictation (hence part of its name) but in fact is quite distinct from dictation both in its procedure and objective.⁴³

⁴¹<http://guruberbagirasa.blogspot.com/2013/06/narrative-text-definition-purpose.html>
Accessed on 31 Oct 2013.

⁴² Ibid.

⁴³ Ruth Wajnryb, *Grammar Dictation* (Oxford: Oxford University Press, 1990).

Dictogloss is a form of classroom dictation activity where learners listen to a passage read by the teacher, not down key words, pool their resources, and work together to create a reconstructed version of the original text by discussing the grammatical decisions about the text, such as word choice, cross sentence connection.⁴⁴ It was originally as an alternative method of teaching grammar. The “Dictogloss” has been proposed as a procedure that encourages students to reflect on their own output.

It is designed to expose the students’ shortcomings or needs. So, teaching can be directed more precisely towards these areas. Dictogloss is an integrated skills technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher.⁴⁵

In dictogloss technique also, all four language skills are practiced:

1. Listening (to the teacher during dictation, to peers when discussing the reconstruction of the text)
2. Speaking (to peers during the reconstruction and presentation)
3. Reading (notes taken while listening to the teachers, the group’s reconstruction, and the original text), and
4. Writing (writing the reconstruction)

⁴⁴ Ibid.

⁴⁵ George Jacobs, Combaining Dictogloss and Cooperative Learning to Promote Language Learning, 2003. From: (<http://www.georgejacobs.net>).

Concisely, dictogloss technique is an integrated-skills technique for language learning in which students work together to reate a reconstructed version of a text that is grammatically correct and contains the same information as the original text.

There are four steps to conduct dictogloss technique; they are preparation, dictation, reconstruction, and analysis and correction.⁴⁶

1. Preparation

To start the writing activity using dictogloss, first the teacher prepares the material which is going to be taught. The teacher introduces the topic and lists some vocabulary for the students. After chatting about this a few minutes, the teacher begins to tell/read the text. the learners are asked to listen to the story attentively, and write any words, phrases, or sentences that they can remember.⁴⁷

2. Dictation

At first dictation, teacher dictates the text a little bit slower than a native. Learners only listen to the global meaning of the text. Then they think what the text is about. In the second dictation, they listen to teacher reading the text at native speaker speed, they individually have make a brief notes such as key words or phrases which can help them to reconstruct the text but not whole

⁴⁶ Ruth Wajnryb, *Grammar Dictation* (Oxford: Oxford University Press, 1990).

⁴⁷ Scott Thornbury, *How to Teach Grammar* (England: Longman, 1999).

sentences.⁴⁸ At third listening gives them a chance to confirm the information and revise their notes if necessary. A short 5-minute break between the second and the third listening gives them a chance to discuss their notes and identify the points they need to focus on.⁴⁹

3. Reconstruction

Learners work in group to discuss what they heard and attempt to reconstruct the version of the text from their shared resources. They should produce a coherent text close in content and organization to the original version. They compare notes and discuss the text for its grammar, text cohesion and logical sense. They are asked to use all the words from the preparation stage, but need not to use accurately the same words as the original text. The informational content should not be different and should be grammatically correct.⁵⁰

4. Analysis and correction

Learners compare their text with others' various versions of reconstruction and the original, and make the necessary corrections. They discuss the language choice made. The small group versions can be reproduced on board or overhead projector; the text can be photocopied and distributed. Ideally, the original

⁴⁸ Ruth Wajnryb, *Grammar Dictation* (Oxford: Oxford University Press, 1990), 7-9.

⁴⁹ Zorana Vasiljevic, *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*, *English Teaching*, 3 (1), 2010, 44.

⁵⁰ Ruth Wajnryb, *Grammar Dictation*, (Oxford: Oxford University Press, 1990), 8.

text should not be seen by them until after their own versions have been analyzed.⁵¹ when the groups have finished, they are then shown the original text. They compare it with theirs, identify any differences, and amend what they have written. Their versions can also be stuck up on the board or the walls together with the original one.⁵²

There are many variations of dictogloss in learning activities.⁵³ They are explained as follows:

1. Dictogloss Negotiation

In dictogloss negotiation, the students have chance to discuss with the partner or group about what they have heard for each section of dictation. They will get twice dictation which means that the students have two chances to discuss.

2. Students Controlled Dictation

In students controlled dictation, the teacher acts as a tape recorder that can be played by the students. In other words, the students can ask the teacher to stop, go back, rewind, and skip ahead.

3. Students-Students Dictation

In student-student dictation, the student take turns to read the text to each other. Here, the teacher's job is just monitoring the process.

⁵¹ Ibid, 9.

⁵² Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004).

⁵³ George Jacobs, *Combining Dictogloss and Cooperative Learning to Promote Language Learning*, *The Reading Matrix*. Vol.iii No.1. 2003 (<http://www.georgejacobs.net>).

4. Scrambled Sentences Dictogloss

In scrambled sentence dictogloss, the teacher jumbles the sentence of the text before, so that the students have to recreate and put it into logical order first.

5. Dictogloss Summaries

In dictogloss summaries, the students focus only on the key ideas of the original text. Here, as we as in other dictogloss variations, the teacher can provide visual aids (sketch, flow chart, photo, mind map) that represent some elements of the story.

6. Elaboration Dictogloss

In elaboration dictogloss, the students go beyond what they hear to not only recreate the text, but also improve it.

7. Dictogloss Opinion

In dictogloss opinion, after the students reconstructed the text, they are allowed to give comment or opinion on the writer's ideas. Those can be placed at various points in the text or can be written at the end of the text.

In this research, the researcher focuses on using Dictogloss Summaries to be implemented in the classroom.

b. Advantages of dictogloss for teaching writing.

Dictogloss offers at least ten advantages over other models of teaching writing as follows:

- 1) Dictogloss is experiential, communicative, and oriented toward active creativity while at the same time it focuses on grammatical structures in a deliberate and methodical fashion
- 2) Dictogloss involves learners actively in the learning process.
- 3) Dictogloss is an effective way of combining individual and group activities.
- 4) Dictogloss facilitates the development of learners' communicative competence.
- 5) A collaborative reconstruction task in dictogloss gives learners the opportunities to practice and use all modes of language and to become engaged in authentic communication.
- 6) The reconstruction stage helps learners try out their hypotheses and subsequently to identify their strengths and weaknesses.
- 7) The dictogloss procedure promotes learners' autonomy.
- 8) The reconstruction task also promotes the acquisition of vocabulary.
- 9) The reconstruction tasks can raise learners' awareness of rhetorical patterns in the target language.
- 10) Dictogloss helps learners put aside affective factors.

c. Some step to Handle the Weakness in the Use of Dictogloss

Technique:

1. Teacher have to prepare everything well, both technically and practically, written or unwritten. Begin from prepare students,

media and resource, situations that support the implementation of this writing.

2. In using the media to be precise so that no verbal, effective, and efficient.
3. On reconstruction, the teacher should give students the freedom to express the ideas, and opinion.
4. In analyzing and correcting, any results of students' opinion more valued and assessed objectively so as not to drop students.
5. With this technique, the teacher can give the proper way to observe other information.

d. Previous Study

This study is necessary to review some previous research as consideration theory in this study. The details are explained as follows:

Dewi Indriyanti in her study "Teaching Listening Using Dictogloss to Improve Students' Listening Skill at the Eighth Grade of SMP Negeri 1 Pangenan Swadaya Gunung Jati University Cirebon 2013."⁵⁴ The Researcher of the previous study have made the statements of the problem as follows: (1) to know the effectiveness of using dictogloss technique in teaching listening on students' listening skill, (2) to know the students' perception toward the use of dictogloss technique in teaching listening. It was quantitative research, and the result of this research dictogloss technique is very effective in teaching

⁵⁴Dewi Indriyanti "Teaching Listening Using Dictogloss to Improve Students' Listening Skill at the Eighth Grade of SMP Negeri 1 Pangenan." Swadaya Gunung Jati University Cirebon . 2013

listening on students' listening skill and students' perceptions toward the use of dictogloss technique in teaching listening generally respond well to that obtained from the student questionnaire.

Inu Setiana in her study "Teaching Writing Trough Dictogloss Technique at the Seventh Grade of SMPN 14 Bandung 2012".⁵⁵ The Researcher of the previous study have made the statements of the problem as follows: (1) to know the effectiveness of teaching writing trough dictogloss technique, (2) to know the students responded dictogloss technique. It is quantitative method, and the result effective of teaching writing through dictogloss technique and to know the students responded dictogloss technique.

Nova Susanti in her study "Improving Students' Achievements in Writing Hortatory Exposition Texts Through Dictogloss Technique".⁵⁶ The Researcher of the previous study have made the statements of the problem as follows: (1) to know the students' achievement in writing hortatory exposition text significantly improved if the students are taught by using dictogloss technique. It is classroom action research, and the results of this research showed the progress of achievements scores, it can be concluded that dictogloss

⁵⁵ Inu Setiana "Teaching Writing Trough Dictogloss Technique at the Sevent Grade of *SMPN 14 Bandung*". English Education Study Program Language And Arts Department STKIP Siliwangi. 2012

⁵⁶ Nova Susanti in her study "*Improving Students' Achievements in Writing Hortatory Exposition Texts Through Dictogloss Technique*" English Language and Literature Department of UNIMED.

technique gives contribution to improve students' achievement in writing hortatory exposition text.

It can be concluded from all researches done by 3 reseachers above that using dictogloss technique not only was effective in teaching English espicially in listening and writing but also could improve students' achievement of listening and writing skill. So, from all previous studies stated above, the writer wants to researh teaching English espicially in writing by using dictogloss technique.

e. Theoretical Framework

Writing is a means of communicating ideas and information. Writing is a way of communicating a message to a reader for a purpose.⁵⁷ The purpose of writing are to express oneself, provide information for her readers, persuade the readers to do something as proposed in the writing, and create a literary work. In order to achieve the purpose, the teachers should create kinds of media so that the students are freely to use their knowledge and implement it. Writing as a psychological activity of the language user to put information into written form.⁵⁸

In the research, the researcher concludes this thesis consists of two variables:

⁵⁷Troyka, Definition of Writing Ability, Available at <http://teachingenglishonline.net/definition-of-writing-ability> accessed on June 20th, 2015.
⁵⁸ S. Siahaan, Issues in Linguistics (Yogyakarta: Graha Ilmu, 2008), 215.

Those variables are dictogloss teaching technique (X) as independents variables and Writing ability (Y) as dependents variables.

From two variables above, the researcher can conclude the theoretical framework as follows:

1. If students using dictogloss technique, students' writing skill is high.
2. If students not using dictogloss technique, students' writing skill is low.

f. Hypothesis

Hypothesis is the alternative of guess answer was made by the researcher for the problem which has presented in his research. The guess answer in the truth which will be tested his truth by collecting data which is collected by the researcher.⁵⁹ Hypothesis is temporary answer to the problem of theoretical research that is considered most likely and highest levels were correct.

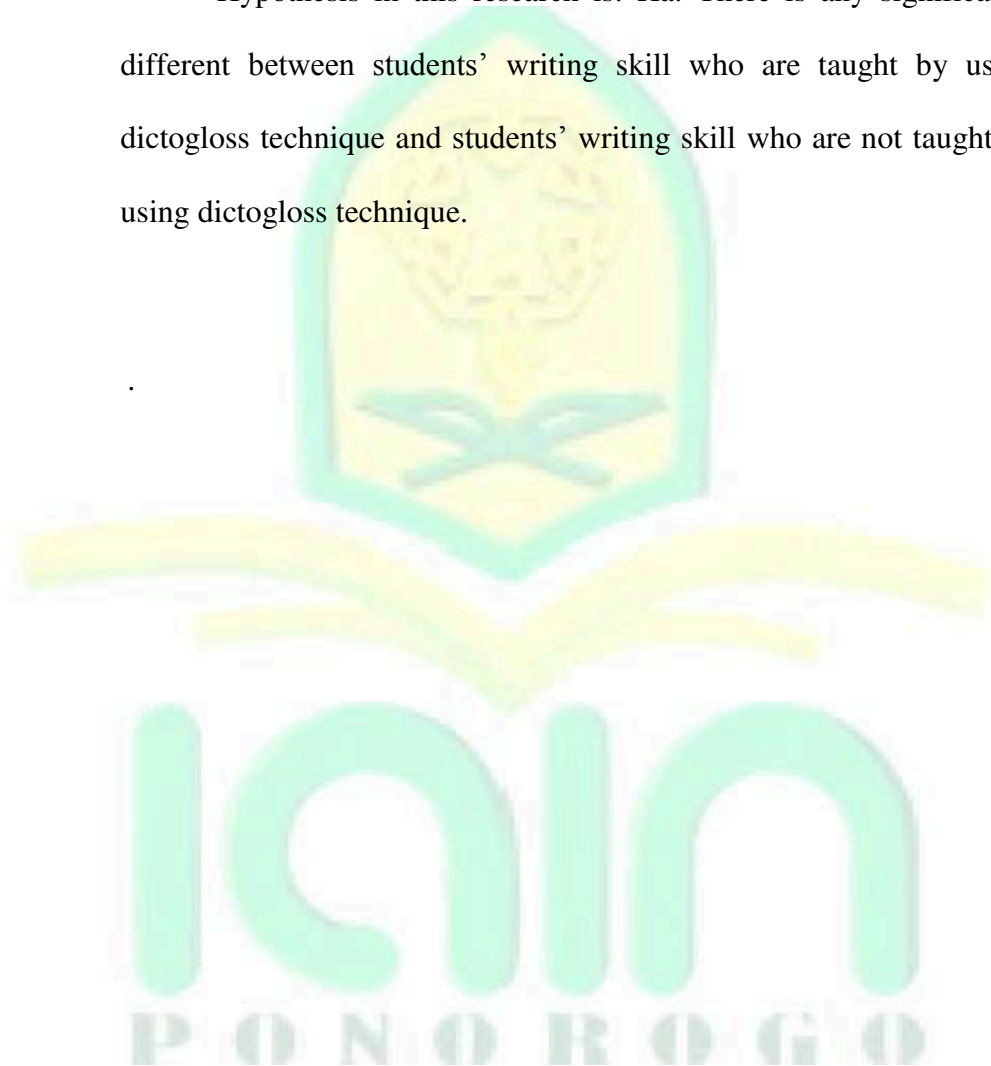
There are two hypotheses offered in this study, they are:

Ha: There are any significance differences between students' writing skill who are taught by using dictogloss technique and students' writing skill who are not taught by using dictogloss technique.

⁵⁹ Suharsimi Arikunto, Managemen Penelitian (Jakarta: PT.Rineka Cipta, 2000), 71.

Ho: There are not any significance different between students' writing skill who are taught by using dictogloss technique and students' writing skill who are not taught by using dictogloss technique.

Hypothesis in this research is: Ha: There is any significance different between students' writing skill who are taught by using dictogloss technique and students' writing skill who are not taught by using dictogloss technique.



CHAPTER III

RESEARCH METHODS

The existence of the research method has a goal of guiding the research in order to work systematically. The research method covers a set of research activities conducted by researcher. It involves research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

A. Research Design

In this study, the researcher used quantitative research method. Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).⁶⁰ It means, to analyse the data the researcher used statistical calculation.

This research applied an experimental research. Experimental research manipulates and controls the cause variable and proceeds to observe the change in the effect variable. According to Manion in experimental research, the researcher deliberately controls and manipulates the conditions or makes change in the value of the independent variable and observes the effect of that change in the dependent variable. So when doing an experiment, the researcher controlled the environment as much as possible and only concentrated on those variables that the researcher wanted to study.

⁶⁰ Daniel Muis, *Doing Quantitative Research in Education*, 1.

There are several types of experimental research; some of them are true experimental, quasi-experimental, and pre-experimental.⁶¹ In this research, the research employed quasi-experimental and used non-equivalent (pre-test and post-test) control group design. Quasi-experimental research is a research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypothesis about cause-effect relationship.⁶² This design was assumed to meet with the aim of this research that is to know whether or not there is a significant difference of the students' achievement that is given by using certain treatment.

Quasi-experimental indicates that random assignment of subjects to treatment groups was not accomplished.⁶³ Therefore, the researcher can only assign randomly different treatment to two different classes. They were control class and experimental class.

In non-equivalent (pre-test and post-test) control-group design, a popular approach to quasi-experiment, the experimental group A and the control group B were selected without random assignment. Both groups took a pre-test and post-test. Only the experimental group received the treatment.⁶⁴

Based on explanation above, this research employed two classes. They were experiment and control class as the subjects. The experiment class was

⁶¹ M. Adnan Latief, *Research Methods On Language Learning An Introduction* (Malang: UM Press, 2012), 92.

⁶² Jack Fraenkel and Norman Wallen, *How to Design & Evaluate Research In Education* (San Fransisco: Mc Graw-Hill companies, 2000), 283.

⁶³ Walter R. Borg, *Educational Research: An Introduction* (London: Longman, 1983), 680.

⁶⁴ John W. Cresweel, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition* (United Kingdom: Sage Publication, 2009), 160.

taught using dictogloss technique and the controlled class was taught without dictogloss technique.

Here, both the experimental and control classes were pre-and post-tested for thier knowledge of the information contained in the writings. Pre-test before treatment in order that to make students in same condition and to know the students' writing skill and post test after treatment to measure the effects of that treatment.

In table gives clear information about the design applied in this study. According to John, the design of the research is as below:

Table 3.1

Research Design

Experimental	O1	X	O2
Control	O3	X	O4

Notes:

Experiment : the class who using dictogloss technique

Control : the class who using conventional method

O1 : Pre-test for the experiment class

O3 : Pre-test for the control class

X : Treatment

O2 : Post-test for the experiment class

O4 : Post-test for the control class.⁶⁵

⁶⁵ Ibid, 161.

The researcher tried to express phenomenon by collecting data from natural research to understand phenomenon and to get conclusion after observing the fact. The result of collecting data is used to know whether there is significant difference between students' writing skill using dictogloss technique and using conventional method at the eighth grade students of SMPN 1 Sawoo Ponorogo in academic year 2014/2015.

B. Population and Sample

1. Population

Population is defined as all members of any well defined class of people, event or subject.⁶⁶ Population can be a person, a group, an organization, written document or symbolic message, or even social action that is being measured. Population can be defined all of subjects who will be researched. The population in this research is all the eighth grade students at SMPN 1 Sawoo Ponorogo in academic year 2014/2015. The number of population is 162 students, and divided into 6 classes.

2. Sample

Sample is the small group that is observed or sample is a portion of a population.⁶⁷ The sample is smaller than the total of population. The sampling technique applied in this research is cluster random sampling. Cluster random sampling or sample are (group) is determined based on the

⁶⁶ Fred N. Kerlinger, *Foundations and Behavioural Research* (New York: Holt Rinehart and Winston, 1996), 52 as quoted by Donald Ary, et.al., *Introduction to Research in Education*, 129.

⁶⁷ Ary, et.al., *Introduction to Research in Education*, 129.

sampling areas or groups exist in the population such as school, class, region, and not individual.⁶⁸

There are two classes used in this research, one class for the experiment and another one for control class which have a criteria, that is the students have same capabilities in writing. The cluster in this research are VIII E class for experiment group and VIII F at the control group of the eighth grade students of SMPN 1 Sawoo Ponorogo in academic year 2014/2015. The sample from the eighth grade that researcher choose are E class and F class. Each class consists of 26 students. E class became an experiment class and F class became a control class.

C. Instrument of Data Collection

Instrument can be defined as a toll to collect data, it has to be constructed and made to show the empirical data accurately as the real condition of the subject of the research.⁶⁹ In this case, the researcher used test as instruments on data collection.

This research instrument to collect data is test. The test was used to analyze whether any significant difference about the using of dictogloss technique and using conventional method on students writing skill in SMPN 1 Sawoo Ponorogo. The data in this research are the result of the test, the data were taken from writing test. The test is divided into two groups. They are the test for students that use dictogloss technique in writing and test for students

⁶⁸ Margono, *Metodologi Penelitian Pendidikan* (Jakarta: PTRineka Cipta, 1997), 127.

⁶⁹ Sugiyono, *Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta, 2008), 118.

that use conventional method in writing. The test was to gain information about the students' writing skill after teaching process is finished. The researcher analyzed the test result to know the difference of students' skill in writing and the interpreted it.

There were two kinds writing test conducted, they were pre-test and post-test. Pre-test was used to know the students' writing skill before the treatment given and to find out whether the two groups of students were homogenous.

Besides, post-test was administered to measure the students' writing skill after being given the treatment. The writing test was conducted by the researcher based on the syllabus of the school. The students were asked to write the narrative text in about thirty to forty minutes. Then, their writing was scored by the four raters based on the two main indicators; they were the content, organization, vocabulary and grammar. The result of those tests would be used as the primary data of this study.

Table 3.2
Instrument of Data Collection

Title of Research	Variable	Indicator	Subject	Technique	No. Item
The Effectiveness of Dictogloss Technique to Improve Students' Writing Skill at SMPN 1 Sawoo Ponorogo in Academic Year 2014/2015	Writing skill	The students can write the narrative text.	The eighth grade students at SMPN 1 Sawoo Ponorogo.	Test	Para-graph

Table 3.3
Analytical Scoring Rubric for Writing⁷⁰

Grade	Weighting	Score	Final Score	Criteria
Content	40%	5	33-44	Identification and description are stated clearly and accurately
		4	25-32	Identification and description are stated fairly clearly and accurately
		3	17-24	Identification and description are somewhat unclear
		2	9-16	Identification and description are not clear or accurate
		1	1-8	Identification and description are not at all clear or accurate.
Organization	20%	5	17-20	Well organized and perfectly coherent
		4	13-16	Fairly well organized and generally coherent
		3	9-12	Loosely organized but main ideas clear, logical but incomplete sequencing
		2	5-8	Ideas disconnected, lacks logical sequencing.
		1	1-4	No organization, incoherent
Vocabulary	20%	5	17-20	Very effective choice of words and use of words forms
		4	13-16	Effective choice of words and use of words forms
		3	9-12	Adequate choice of words but some misuse of words forms
		2	5-8	Limited range, confused use of word forms
		1	1-4	Very limited range, very poor knowledge word forms.

⁷⁰ Cohen, A. D, Assessing Language Ability in the classroom, 2nd ed. (Boston: Heinle & Heinle Publishers, 1994), 328-329.

Grammar	20%	5	17-20	No errors, full control of the use simple present form
		4	13-16	Almost no errors, good control of the use of simple present form
		3	9-12	Some errors, fair control of the use of simple present form
		2	5-8	Many errors, poor control of the use of simple present form
		1	1-4	Dominated by errors, no control of the use of simple present form

Before the instrument used in this research, the researcher tests the instrument with two tests, the first test is test of validity and the second test is test of reliability.

1. Test of Validity

Validity basically concerns whether we are measuring what we want to measure appropriately.⁷¹

$$r_{xy} = \frac{n \sum xy - \sum x \cdot \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

r_{xy} = digit of indeks Product Moment Correlation

$\sum x$ = the total score X

$\sum y$ = the total score Y

$\sum xy$ = the total of result multiplication between score X and Y

n = total of responden⁷²

⁷¹ Andhita Dessy Wulansari, M.Si, Penelitian Pendidikan Suatu Pendekatan Praktik dengan Menggunakan SPSS, (Ponorogo: STAIN Po PRESS, 2012), 81.

⁷²Ibid, 84

With df or db is $n-r$ $26-2 = 24$ in 5% significance the r index is 0,404. When the index of r_{xy} is below the r index it could be concluded that the items were not valid instruments. Thus, the item said to be valid instruments if the coefficient of correlation (r_{xy}) is more than 0,404.

To measure the validity of instruments of research, the researcher put the total sample 26 respondents in students class VIII B. The researcher gave 1 question for this class with the writing scoring rubric content, organization, vocabulary and grammar. So the researcher calculates the validity test from four scoring rubrics of writing. From of result the test validity instrument, and all questions or scoring rubrics are valid.

From the result calculation item validity instrument, can be concluded in table as follows:

Table 3.4
The result of validity calculation

Item	"r" Calculated	"r" Index	Notes
Content	0.561	0.404	Valid
Organization	0.629	0.404	Valid
Vocabulary	0.463	0.404	Valid
Grammar	0.569	0.404	Valid

2. Test of Reliability

An instrument of the test is reliable if the measurement is consistently and accurate. Reliability refers to the extent to which test scores are free of measurement error. In this study, there is one instrument that would be analyzed, namely writing skill.

The easiest internal-consistency strategy to understand conceptually is called split-half method. This approach is very similar to the equivalent-form technique except that, in this case, the equivalent forms are created from the single test being analyzed by dividing it into two equal parts. The test is usually split on the basis of odd- and even-numbered items. The adjustment of the half-test correlation to estimate the full-test reliability is accomplished by using the Spearman-Brown prophecy formula. The applicable formula is:

$$r_{XX}^2 = \frac{(n)r}{(n-1)r+1}$$

r_{XX}^2 = full-test reliability

r = correlation between the two test halves

n = number of times the test length is to be increased⁷³

The detailed results of the calculation of reliability of the instrument can be explained as follows:

Step 1 : Group the items into two parts, namely about the odd item and the even item.

Step 2 : Found the correlation coefficient of the Product Moment formula between the first parts (odd item) and second parts (even item).

Step 3 : Inserting the value of the correlation coefficient Spearman Brown formula to the following:

⁷³ James Dean Brown, *Testing in Language Programs* (Singapore: Mc Graw-Hill Education, 2005), 177.

$$r_{XX}^2 = \frac{(n)r}{(n-1)r+1}$$

Reliability of the results the above calculations was the value of the variable instrument reliability students of VIII B class is 0,972. And the test is reliable because the index of realibility test is 0,972, it is higher then r index that showed 0,404.

D. Technique of Data Collection

1. Test

Test is a method of measuring of person's ability, knowledge, or performance in a given domain.⁷⁴ Thus, test is used to measure skills or abilities of the observed objects. Based on the definition above, it can be concluded that test is a series of practices of questions that is used to motivate the students and as a means of measuring skill, knowledge, intelligence and talent.

In this research, test was applied to measure students' writing skill using dictogloss technique at the eighth grade students of SMPN 1 Sawoo Ponorogo in academic year 2014/2015.

2. Interview

Interview is used as data collection techniques to conduct a preliminary study to find problems that must be investigated, and also to

⁷⁴ Douglas Brown, *Language Assessment* (New York: Longman, 2004), 3.

know things that the respondents are more in-depth and number of respondent little/small.⁷⁵

Interviews can be differenced in a structured or unstructured interview, and can be done through face to face or by telephone. In this study, the researcher used unstructured interviews. Because the researcher wanted to get a depth information from the interviewer. Unstructured interview is a free interview where the researcher does not use the interview guide that has been arranged in a systematic and comprehensive data collection. Thus, the researcher uses this method to collect data about the condition of object of research.

The researcher interviews the teacher of SMPN 1 Sawoo Ponorogo, Anis Ferdiana, to get information about difficulty to teach writing skill in the classroom.

3. Documentation

Documentary is kind of important technique to get data about everything or variable which is in form of notes, transcript, book, newspaper, magazine, meeting result, legger, etc.⁷⁶ In the study, the documentary technique is used to get the data about students' names, condition of teachers and staffs, vision, mission, goals, facilities, infranstructure, and the stucture organization at SMPN 1 Sawoo Ponorogo.

⁷⁵ H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (San Fransisco: Pearson Longman, 2003), 3.

⁷⁶ Prof. Dr. Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), 231.

E. Technique of Data Analysis

Analysis data is processing the data obtained by using formulas or rules that are applicable to research or design approach taken. The researcher used T-test to analyze the data. It was used to compare the students writing that divide into two groups. The first group was using dictogloss technique and the second group was without dictogloss technique. The researcher used bivariate comparative analysis as a technique because the researcher conducts two variables in this research.⁷⁷

Before the researcher use t test, the researcher applied assumption test, namely, normality test and homogeneity test:

1. Normality test using Kolmogorov-smirnov test. Each of the two populations being compared must follow a normal distribution. The steps of analyzing normality test as follows:

a. Formulated hypothesis

Ho : the data were not normality distributed

Ha : the data were normality distributed

b. Calculate the average (mean) to create a table

$$Mx = \frac{\sum fx}{n}$$

$$SDx : i \sqrt{\frac{\sum fx^2}{n} - \left[\frac{\sum fx}{n} \right]^2}$$

c. Calculating the value of fkb

d. Calculated each frequency divided by the number of data (f/n)

⁷⁷ Retno Widyaningrum, Statistik (Ponorogo: STAIN Ponorogo Press, 2009), 154.

- e. Fkb calculating each divided by the number of data (fkb/n)
- f. Calculated the value of Z by the formula X is the original value of data and μ is the population mean can be estimated using the average of the sample or the mean while σ was the standard deviation of the sample values. Z values would be calculated each value after sorted smallest to largest.

$$Z = \frac{X - \mu}{\sigma}$$

- g. Calculate $P \leq Z$
 - h. For a_2 values obtained from the difference between columns 5 and 7 (fkb/n and $P \leq Z$)
 - i. For a_1 values obtained from the difference between columns 4 and 8 (f/n and a_2)
 - j. Comparing the highest number a_1 with Kolmogorov-Simirov table
 - k. Test the hypothesis
 - l. If a_1 maksimum < kolmogorov simirov table, receive H_a and data is normal distribution.⁷⁸
2. Homogeneity test using Harley test. Homogeneity test is the variance ratio test between two group or more.⁷⁹ This can be tested by Harley test:

$$F(\max) = \frac{\text{Var max} = SD^2 \max}{\text{Var min} = SD^2 \min}$$

$$\text{Var min} = SD^2 \min^{80}$$

The steps of analyzing homogeneity test as follows:

⁷⁸ Ibid, 206-210.

⁷⁹ Ibid, 214.

⁸⁰ Ibid, 216.

- a. Make a frequency distribution table
- b. Calculated SD formula

$$SDx : \sqrt{\frac{\sum fx^2}{nx} - \left[\frac{\sum fx}{ny}\right]^2}$$

$$SDy : \sqrt{\frac{\sum fy^2}{ny} - \left[\frac{\sum fy}{ny}\right]^2}$$

- c. Using the formula Harley
 - d. $F(\max) = \frac{\text{Var max} = SD^2 \max}{\text{Var min} = SD^2 \min}$
 - e. Comparing F (max) results calculated with F (max) table, with db = (n-1 ; k)
3. T-test is used to determine whether the means of two groups are statistically different from one another.

The data analysis that used is T-test non-independent experiment with 5% significance level or 1% significance level with this formula as follow:

- a. The formula of mean variable I and II

$$M1 = M' + i \left[\frac{\sum fx'}{n1}\right]^2 \qquad M2 = M' + i \left[\frac{\sum fy'}{n2}\right]^2$$

- b. Score of standard deviation of variable I and variabe II

$$SD1 : i \sqrt{\frac{\sum fx'^2}{n1} - \left[\frac{\sum fx'}{n1}\right]^2}$$

$$SD2 : i \sqrt{\frac{\sum fy'^2}{n2} - \left[\frac{\sum fy'}{n2}\right]^2}$$

- c. Determining standard error mean variable X and Y

$$SE_{M1} = \frac{SD_1}{\sqrt{n_1-1}} \quad SE_{M2} = \frac{SD_2}{\sqrt{n_2-1}}$$

- d. Difference standard error score of the means variable I and variable II

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

- e. to score

$$t_o = \frac{M1 - M2}{SE_{M1-M2}}$$

Notes:

M_1 = Mean of variable X (post-test)

M_2 = Mean of variable Y (post-test)

SD_1 ' = Standard Deviation x variable

SD_2 ' = Standard Deviation y variable

SE_{M1} ' = Standard of error of x variable

SE_{M2} ' = Standard of error of y variable

SE_{M1-M2} = Standard error between mean of x Variable and y Variable

R_{12} = the correlation coefficient between x variable and y variable

Σf_1 = the total number of score multiplication of x variable and y variable

$\Sigma f_1'$ = the total number of scores of x variable

$\Sigma f_2'$ = the total number of scores of y variable

Σf_1^2 = the total number of square scores of x variable

Σf_2^2 = the total number of square scores of y variable

T_o = t- Observation

N = the number of subject

$(N-1)$: d.b: Degree of Freedom⁸¹



⁸¹ Ibid, 161.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher report on research location, data description, data analysis, and discussion.

A. Research Location and Time of the Research

1. General Location

The researcher conducted the research at SMPN 1 Sawoo in academic year 2014/2015. It is located in the Prayungan Village at Sawoo District Ponorogo. Exactly it is in front of SMK 1 Sawoo (opposite). As the SMP which was first built in the Sawoo area, it has many students and not least with other junior high schools in the region Ponorogo.

SMPN 1 Sawoo supported by professional educators with educational qualifications S1 and S2. At its inception (1981) SMPN 1 Sawoo only have a few classes and now has developed into 18 classes with more complete facilities. The school is located on Highway Ponorogo-Treangalek exactly in front of SMK 1 Sawoo. SMPN 1 Sawoo continue to develop themselves and are now aligned with another school in the town of Ponorogo. While it continues carved achievement both in academic and non-academic. For more information about SMPN 1 Sawoo.⁸²

SMPN 1 Sawoo uses Kurikulum Tingkat Satuan Pendidikan (KTSP). This curriculum is developed from standard of content by school

⁸² See Appendix , 5, 6, 7,8

based on their context and potential. They improve the curriculum based on the demands of the times. They use KTSP for all subject.

The teachers have to act as advisor for the students in developing creativity and self potential and as motivator that help the students raise the goal and aspiration. The existence of a teachers at SMPN 1 Sawoo has a qualified majority of S1/S2. This greatly affects the performance of the school in an effort to improve the quality of education. The whole teachers of SMPN 1 Sawoo from many universities such as graduated from UNESA, UNIPA, UNITOMO, UNS and so on. So that, innovation and creativity teachers has increased and potential as educators, teachers, social and personal services can already be actualized although not 100%. The total of teachers in SMPN 1 Sawoo is 35 and 12 official employee.⁸³

Students are the important component in education course. There are 490 students of SMPN 1 Sawoo in academic year 2014/2015. It it divided into three grades; the seventh grade, the eighth grade, and the ninth grade. The researcher conduct the study at the seventh grade students, because the big problem is at the seventh grade. Some problems are like the students found difficulties in reading. The students didn't understand the meaning of the text. The students often forget some materials that the teacher has explained and also the students have a low of vocabularies. This is as an interview on 20th December 2014 with an English teacher at the eight grade in SMPN 01 Sawoo, Mrs. Anis Fardiana,

⁸³ See Appendix 10.

S.Pd. By implementing dictogloss technique, those problem are solved. It is effective applied in teaching writing that is why this technique is worthy to be applied because it motivates students to pour their ideas easily.⁸⁴

2. Time of the Research

This research was conduct in April, 20th – 30th 2015. The schedule for experiment and control class can be seen in the table below:

Table 4.1
Experiment class schedule

Date	Activities
April, 20 th 2015	Pre-test
April, 23 st 2015	First treatment
April, 25 rd 2015	Second treatment
April, 27 th 2015	Third treatment
April, 30 th 2015	Post test

Table 4.2
Control class schedule

Date	Activities
April, 21 th 2015	Pre-test
April, 23 nd 2015	First meeting
April, 25 rd 2015	Second meeting
April, 28 th 2015	Third meeting
April, 30 th 2015	Post test

⁸⁴ See Appendix 11.

B. Data Description

The population that was used in this research was the eighth grade students of SMPN 1 Sawoo Ponorogo in academic year 2014-2015. The researcher took 52 students as a sample. From the 52 students as sample, the researcher divided them into two groups. Each group consisted of 26 students. The first group as pre-test of experimental class and control class was not taught using dictogloss technique and the second group as post-test of experimental class and control class was taught using dictogloss technique.

The researcher used experimental research which was made from two classes as the sample, those were VIII E as an experiment class and VIII F as a control class. The score of students writing skill was gotten using the analytic scale for rating composition task from Cohen.

1. Data of Pre-Test in Experimental Class (8 E) and Control Class (8 F)

The procedure of pre-test, researcher took 52 students as a sample. VIII E as experimental class and class VIII F as control class, every class consists of 26 students. The students were given pre-test to make them in some condition or homogeneity before beginning the research. The form test was objective. The researcher gives the title of narrative, such as Roro Jonggrang and Telaga Warna. The students choose the title. In this test students were gotten thirty until forty minutes length with 200-300 word to write the narrative text. The pre-test not taught using dictogloss technique. The pre-test done before treatment to know the capability of the students.

The score of students writing skill was gotten using the analytic scale for rating composition task from Cohen. This analytical focus on four categories, they were content, organization, vocabulary, and grammar.

The table below showed the score of the pre-test of the students not taught using dictogloss technique.

Table 4.3
The Score of Pre-Test In Experimental Class

No	Name	Score				Total
		Content	Organization	Vocabulary	Grammar	
1	Afifah Nur E.S	28	16	16	16	76
2	Agus Arianto	28	16	16	16	76
3	Alam Syah	32	20	12	12	76
4	Alfandi Perdana	24	16	16	20	76
5	Arfi Nuri W	32	16	16	16	80
6	Arif Almadi	32	16	12	16	76
7	Didik Eko S	36	16	12	12	76
8	Dila Fatkhul R	32	20	12	12	76
9	Elhamsah	28	16	16	16	76
10	Endang P	32	16	16	20	84
11	Febri Ahmad M	24	20	16	16	76
12	Irma F	32	12	16	20	80
13	Kelvin Fajar R	32	20	12	12	76
14	M. Apif	24	16	16	16	76
15	Miza Nur K	32	20	16	16	84
16	Nikola C	32	16	16	16	80
17	Nila Nur S	32	16	16	16	80
18	Pipit S	32	20	16	16	84
19	Realino R. E. R	28	12	16	16	72
20	Rico Wahyu N	32	12	12	16	72
21	Setyo Dono	28	12	16	16	72
22	Sri Rahayu W	32	12	12	12	68
23	Uswatul F	32	12	16	20	80
24	Vera Ayu A	32	12	16	20	80
25	Wahyu Nanda P	24	12	16	16	68
26	Yulanda Tri P.	32	12	16	20	80

From the table above, could be seen that the pre-test of the students in experimental group that taught to use dictogloss technique was various.

There were 3 students got 84, 7 students got 80, 10 students got 76, 3 students got 72, and 2 students got 68. So that, could be concluded the pre-test of the students taught using dictogloss was moderate.

Table 4.4
The Score of Pre Test in Control Class

No	Name	Score				Total
		Content	Organization	Vocabulary	Grammar	
1	Adi Bagus S	28	16	16	16	76
2	Agung Tri C	28	16	16	16	76
3	Ananda Tegar	28	16	12	16	72
4	Aris Saputro	28	16	16	16	76
5	Asnanda W	24	20	16	16	76
6	Bibin Riyang P	32	12	12	16	72
7	Binti Syarifatul	32	16	12	16	76
8	Dony Andrik	32	16	16	20	84
9	Dwi Rusyida	32	12	12	16	72
10	Edi Tri Purnomo	28	16	16	16	76
11	Herdianto N	32	12	12	16	72
12	Krisna Bagus S	32	16	16	20	84
13	Kristian N	24	16	16	20	76
14	Merita Sari	32	16	12	16	76
15	M. Fauzi I	24	12	16	16	68
16	Niaga Ifut S	32	20	16	16	84
17	Nuzulana Bela	24	12	16	16	68
18	Oktavia Nindi	32	12	16	20	80
19	Pupun Ristiana	32	12	16	20	80
20	Rendi Zanitra	32	12	16	20	80
21	Sella Dia Y	32	20	16	16	84

22	Tobroni Kurnia	32	16	16	16	80
23	Vindy Amallia	32	12	16	20	80
24	Wahyudi	32	12	16	20	80
25	Widiya Ayu K	32	12	16	20	80
26	Yulfa Ayu N	32	12	16	20	80

From the table above, could be seen that the pre test of the students in control group that not being taught using dictogloss was varieties. There were 4 students got 84, 8 students got 80, 8 students got 76, 4 students got 72 and 2 students got 68. So that, could be concluded the pre test of the students not being taught using dictogloss was moderate.

The result of pre-test and post-test by experimental class and control class was moderate.

2. Data of Post-Test in Experimental Class (8 E) and Control Class (8 F)

Before the post-test, researcher did the treatment for three times using the dictogloss technique in experimental class. The process are dictogloss technique. The researchers gave about narrative text, the title is Timun Mas. Teacher divided the class into some group before writing process. Here the students' are introduced with the text, the title, and also some difficult vocabulary related to the text. There are two dictations which are done by the teacher. On the first dictation, the teacher asks the students to listen only. While on the second dictation, the students are asked to jot down some keywords for their reconstruction of the text. After than, the students work pair or group in reconstructing the same text based

on what they have heard and it is helped by their keywords. It has to include generic structure of the text and also the language features. The last the students are asked to analyze their writing by comparing it with the original text and make correction of it. They analyzed in terms of content, organization, vocabulary and grammar. On the other treatment, student taught by the same technique but with different title, there are Malin Kundang and Telaga Warna.

While in the control class the researcher did the conventional method such as: completing written, arrange the paragraph, teacher-led questioning. It is trying to make teaching and learning process naturally, so the result of the students describe the capability of the students truly. The procedure of control class is the same with the procedure of experiment class. There are pre-test, first, second and third meeting with conventional/ normal mode of instruction and post-test.

The material which was taught to the students were same with the material in experimental class. That is one of the principles in the experiment research, different treatment with the same material. It is not only the same in the material but also in the pre-test and post-test of the control class and experiment class.

The conventional method is not a new method which is taught by the teachers in teaching and learning process. So, the students are familiar with the method. It is good method to make the students paying attention to the teachers and also it will suitable method used by the teachers to

transfer their knowledge to the students. But some weaknesses from this method are that the students will be bored, do not interesting and the class is very crowded, because the teachers can not control the situation in the class.

The teaching and learning process using conventional method has some steps, they are:

- a. Each students are given one of rwriting text copies.
- b. The students find the difficult words from the text uses dictionarry.
- c. The students translate the text into Indonesian language with the teacher.
- d. The teacher explains and discusses the text together with the students.

The procedure of post-test not same with the procedure of pre-test, because post-test using dictogloss technique. Researcher took 52 students as a sample. VIII E as experimental class and class VIII F as control class, every class consists of 26 students. In this test students were gotten thirty until forty five minutes length with 200-300 word to write the narrative text about Roro Jonggrang. The researcher read aloud the material, and the students hear during 10 minutes. Post-test used to measure whether the dictogloss technique is success or not in teaching writing skill. The table below showed the score of the post test of the students taught using dictogloss technique. The score of students writing skill was gotten using the analytic scale for rating composition task from Cohen. This analytical

focus on four categories, they were content, organization, vocabulary, and grammar.

Table 4.5
The Score of Post Test in Experimental Class

No	Name	Score				Total
		Content	Organization	Vocabulary	Grammar	
1	Afifah Nur E.S	36	20	16	16	88
2	Agus Arianto	36	16	12	12	76
3	Alam Syah	32	16	16	16	80
4	Alfandi Perdana	32	20	16	20	88
5	Arfi Nuri W	32	16	16	16	80
6	Arif Almadi	36	16	16	20	88
7	Didik Eko S	32	16	16	16	80
8	Dila Fatkhul R	36	16	16	16	84
9	Elhamsah	36	20	16	16	88
10	Endang P	32	20	16	16	84
11	Febri Ahmad M	32	16	16	16	80
12	Irma F	36	20	16	20	92
13	Kelvin Fajar R	36	16	16	20	88
14	M. Apif	32	12	16	20	80
15	Miza Nur K	32	20	16	16	84
16	Nikola C	32	20	16	16	84
17	Nila Nur S	36	12	16	20	84
18	Pipit S	36	20	16	16	88
19	Realino R. E. R	36	16	16	16	84
20	Rico Wahyu N	36	20	16	16	88
21	Setyo Dono	36	16	16	16	84
22	Sri Rahayu W	32	12	16	20	80
23	Uswatul F	36	20	16	20	92

24	Vera Ayu A	32	16	16	20	84
25	Wahyu Nanda P	36	16	16	16	84
26	Yulanda Tri P. A	36	16	16	16	84

From the table above, could be seen that the post test of the students in experimental group that taught using mind map was varieties. There were 2 students got 92, 7 students got 88, 10 students got 84, 6 students got 80 and 1 students got 76. So that, could be concluded the post test of the students taught using dictogloss was good.

Table 4.6
The Score of Post Test in Control Class

No	Name	Score				Total
		Content	Organization	Vocabulary	Grammar	
1	Adi Bagus S	28	16	16	16	76
2	Agung Tri C	32	12	16	16	76
3	Ananda Tegar	32	16	16	20	84
4	Aris Saputro	32	16	16	20	84
5	Asnanda W	32	16	16	16	80
6	Bibin Riyang P	36	16	16	12	80
7	Binti Syarifatul	32	12	16	16	76
8	Dony Andrik	32	16	16	16	80
9	Dwi Rusyida	32	16	16	16	80
10	Edi Tri Purnomo	24	16	16	16	72
11	Herdianto N	36	16	16	16	84
12	Krisna Bagus S	36	16	16	12	80
13	Kristian N	32	16	16	16	80

14	Merita Sari	36	16	16	16	84
15	M. Fauzi I	32	12	16	16	76
16	Niaga Ifut S	32	16	16	16	80
17	Nuzulana Bela	32	16	16	16	80
18	Oktavia Nindi	32	16	12	16	76
19	Pupun Ristiana	32	20	12	12	76
20	Rendi Zanitra	32	12	16	20	80
21	Sella Dia Y	32	20	12	12	76
22	Tobroni Kurnia	32	12	16	16	76
23	Vindy Amallia I	24	16	16	20	76
24	Wahyudi	32	16	12	16	76
25	Widiya Ayu K	24	16	16	16	72
26	Yulfa Ayu N	20	16	16	16	68

From the table above, could be seen that the post test of the students in control group that not being taught using dictogloss was varieties. There were 4 students got 84, 9 students got 80, 10 students got 76, 2 students got 72, and 1 students got 68. So that, could be concluded the post test students not being taught using dictogloss was moderate.

3. The Result of Assumption Test for Parametric Statistic

a. Normality

Normality test was conducted to known whether the data distribution was normal distribution or not.⁸⁵ For this test, it would be proposed the hypothesis as follow:

⁸⁵RetnoWidyaningrum, Statistik(Ponorogo: STAIN Ponorogo Press, 2009), 206.

Ho: the data was not normal distribution

Ha: the data was normal distribution

Table 4.7
Table Normality of Data and Calculation Post Test
in Experimental Class

X	F	FX	X ²	FX ²
92	2	184	8464	16928
88	7	616	7744	54208
84	10	840	7056	70560
80	6	480	6400	38400
76	1	76	5776	5776
Total	$\sum F = 26$	$\sum FX = 2196$	$\sum X^2 = 35440$	$\sum FX^2 = 185872$

Calculate the average:

$$\begin{aligned} M_x &= \frac{\sum fx}{N} \\ &= \frac{2196}{26} \\ &= 83,47 \end{aligned}$$

Calculate the deviation standard:

$$SD_x = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$SD_x = \sqrt{\frac{185872}{26} - \left(\frac{2196}{26}\right)^2}$$

$$SD_x = \sqrt{7148,924 - (84,47)^2},$$

$$SD_x = \sqrt{7148,924 - 7135,1809}$$

$$SD_x = \sqrt{13,744}$$

$$SD_x = 3,708$$

Table 4.8**The Result of Normality Test for Experimental Class**

X	F	FKB	F/N	FKB/N	Z	P≤Z	A ₂	A ₁
1	2	3	4	5	6	7	8	9
92	2	26	0,08	1	2,031	0,9788	0,022	0,058
88	7	24	0,27	0,93	0,952	0,8289	0,102	0,168
84	10	17	0,39	0,66	-0,127	0,4522	0,208	0,182
80	6	7	0,24	0,27	-1,206	0,1151	0,155	0,085
76	1	1	0,04	0,04	-2,285	0,0113	0,029	0,011

$D_{(0,05,26)}$ from index is 0,270

Ha was accepted if $a_1 \max \leq D_{Index}$

Because the maximum value of a_1 was 0,182 in which the index was less than the D index, so the decision was to accept Ha, which meant the data was normality distributed.

Table 4.9**Normality of Data and Calculation Post Test in Control Class**

Y	F	FY	Y ²	FY ²
84	4	336	7056	28224
80	9	720	6400	57600
76	10	760	5776	57760
72	2	144	5184	10368
68	1	68	4624	4624
Total	$\sum F = 26$	$\sum FY = 2028$	$\sum Y^2 = 29040$	$\sum FY^2 = 158576$

Calculate the average:

$$My = \frac{\sum fy}{N}$$

$$My = \frac{2028}{26}$$

$$My = 78$$

Calculate the deviation standard:

$$SD_y = \sqrt{\frac{\sum fy^2}{n} - \left(\frac{\sum yx}{n}\right)^2}$$

$$SD_y = \sqrt{\frac{158576}{26} - \left(\frac{2028}{26}\right)^2}$$

$$SD_y = \sqrt{6099,077 - (78)^2}$$

$$SD_y = \sqrt{6099,077 - 6084}$$

$$SD_y = \sqrt{15,077}$$

$$SD_y = 3,883$$

Table 4.10
The Result of Normality Test for Control Class

Y	F	FKB	F/N	FKB/N	Z	P<Z	A ₂	A ₁
1	2	3	4	5	6	7	8	9
84	4	26	0,16	1	1,546	0,9382	0,062	0,098
80	9	22	0,35	0,85	0,516	0,6950	0,155	0,195
76	10	13	0,39	0,50	-0,516	0,3050	0,195	0,195
72	2	3	0,08	0,12	-1,546	0,0618	0,059	0,021
68	1	1	0,04	0,04	-2,576	0,0051	0,035	0,005

$D_{(0,05,26)}$ from index is 0,270

Ha was accepted if $a_1 \max \leq D_{Index}$

Because the maximum value of a_1 was 0,195 in which the index was less than the D index, so the decision was to accept Ha, which meant the data was normality distributed.

b. Homogeneity

Homogeneity test is the variance ratio test between two group or more.⁸⁶ This can be tested by Harley test.

The formula is:

$$F(\max) = \frac{\text{Var max} = SD^2_{\max}}{\text{Var min} = SD^2_{\min}}$$

$$F(\max) = \frac{\text{Var max} = 3,883^2}{\text{Var min} = 3,708^2}$$

$$F(\max) = \frac{\text{Var max} = 15,077689}{\text{Var min} = 13,749264}$$

$$F(\max) = 1,0967$$

$$D_b = n-1; k$$

$$52-1; 2 = 51; 2$$

H_0 = data is homogenous

H_a = data not homogenous

Fmax index is 2,26

So Fmax is \leq Fmax index receive H_0 and data is homogeny

C. Data Analysis

1. The Analysis Post Test of Experimental Class

To obtain data, the researcher uses a writing test to 26 students for experimental group and 26 students for control group, to know the writing skill students at the eighth grade of SMPN 1 Sawoo Academic Year 2014-

⁸⁶Ibid. 214.

2015 effective or not, the researcher applied “t” test formula as stated below.

The first step is calculate the interval and class for make the table distribution:

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

$$K = 1 + 3,22 \log n$$

$$K = 1 + 3,22 \log 26$$

$$K = 1 + 3,22 \times 1,4150$$

$$K = 1 \times 4,5563$$

$$K = 5,5563 (5)$$

$$\text{Highest score} = 92$$

$$\text{Lowest score} = 76$$

$$R = H - L + 1$$

$$R = 92 - 76 + 1 = 17$$

$$I = \frac{R}{K} = \frac{17}{5} = 3,4 (4)$$

So, from the data statistic above, it is known that the total range is 28, the total of class is 6 and interval is 5

Table 4.11

The Computation of Post Test in Experimental Class

Score X	f	x'	fx'	x' ²	fx' ²
92-96	2	+2	4	4	8
87-91	7	+1	7	1	7
82-86	10	0	0	0	0
77-81	6	-1	-6	1	6
72-76	1	-2	-1	4	4
Total	26		4	10	25

a. Finding Average (Mean) of the variable X

$$M_x = M' + i \left(\frac{\sum fx'}{n1} \right)^2$$

$$M_x = 84 + 1 \left(\frac{1}{26} \right)^2$$

$$M_x = 84 + 1(0,39)^2$$

$$M_x = 84 + 1 \times 0,1521$$

$$M_x = 84 + 0,1521$$

$$M_x = 84,1521$$

b. Look for SD_x

$$SD_x = i \sqrt{\frac{\sum(f \cdot x'^2)}{n} - \left(\frac{\sum f \cdot x'}{n} \right)^2}$$

$$SD_x = 4 \sqrt{\frac{25}{26} - \left(\frac{1}{26} \right)^2}$$

$$SD_x = 4 \sqrt{0,96154 - (0,3847)^2}$$

$$SD_x = 4 \sqrt{0,96154 - 0,14799}$$

$$SD_x = 4 \sqrt{0,81355}$$

$$SD_x = 4 \times 0,90198$$

$$SD_x = 3,60792$$

From the calculation above, it is known $M_x = 84,1521$ and $SD_x = 3,60792$. To determine the category of writing skill at SMPN 1 Sawoo was excellent, good, or poor, made grouping scores using the standard as follows:

- 1) Score more than $M_x + 1.SD_x$ is the category of writing skill is excellent
- 1) Score more than $M_x - 1.SD_x$ is the category of writing skill is low
- 2) Score between $M_x - 1SD_x$ to $M_x + 1.SD_x$ is the category of writing skill is good.

The calculation is

$$\begin{aligned}
 M_x + 1.SD_x &= 84,1521 + (1)(3,60792) \\
 &= 84,1521 + 3,60792 \\
 &= 87,76002 = 88 \text{ (Rounded)}
 \end{aligned}$$

$$\begin{aligned}
 M_x - 1.SD_x &= 84,1521 - (1)(3,60792) \\
 &= 84,1521 - 3,60792 \\
 &= 80,54418 = 81 \text{ (Rounded)}
 \end{aligned}$$

Thus it can be seen that score over 88 is considered excellent category of writing skill, while scores less than 81 were categorized as low writing skill and it score of 81-88 is good category. To know more clearly about the categorization of writing skill of the students in experimental group at SMPN 1 Sawoo can be seen in the following table:

Table 4.12
The Categoryzation of Writing Skill in Experimental Class

No	Score	Frequency	Category
1	More than 88	9	Excellent
2	81- 88	10	Good
3	Less than 81	7	Poor
Total		26	

From the such categorization can be seen that the writing skill of the students in experimental group at the eighth grade of SMPN 1 Sawoo in excellent categories with frequency of 9 respondents, in a good category with frequency of 10 respondents, and in the category of low with frequency of 7 respondents. Thus, in general it can be said that the writing skill of the students post test in experimental group that taught using dictogloss at the eighth grade of SMPN 1 Sawoo is good level.

2. The Analysis Post Test of Control Class

The first step is calculate the interval and class for make the table distribution:

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

$$K = 1 + 3,22 \log n$$

$$K = 1 + 3,22 \log 26$$

$$K = 1 + 3,22 \times 1,4150$$

$$K = 1 \times 4,5563$$

$$K = 5,5563 (5)$$

$$H = 84 \quad L = 68$$

$$R = H - L + 1$$

$$R = 84 - 68 + 1$$

$$R = 17$$

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

$$I = \frac{17}{5} = 3,4 (4)$$

Table 4.13
The Computation Post Test Control Class

Score Y	f	y'	fy'	y' ²	fy' ²
84-88	4	+2	8	4	16
79-83	9	+1	9	1	9
74-78	10	0	0	0	0
69-73	2	-1	-2	1	2
64-68	1	-2	-2	4	4
Total	26		13	10	31

a. Finding Average (Mean) of the variable Y

$$M_Y = M' + i \left(\frac{\sum fY'}{n1} \right)^2$$

$$M_Y = 78 + 1 \left(\frac{11}{22} \right)^2$$

$$M_Y = 78 + 1 (0,5)^2$$

$$M_Y = 78 + 1 \times 0,25$$

$$M_Y = 78,25$$

b. Look for SD_y

$$SD_y = i \sqrt{\frac{31}{26} - \left(\frac{13}{26} \right)^2}$$

$$SD_y = 4 \sqrt{1,924 - (0,5)^2}$$

$$SD_y = 4 \sqrt{1,924 - 0,25}$$

$$SD_y = 4 \sqrt{1,674}$$

$$SD_y = 4 \times 1,293832$$

$$SD_y = 5,1754$$

From the above calculation, it is known $M_y = 78,25$ and $SD_y = 5,1754$. To determine the category of writing skill of the students in control group at SMPN 1 Sawoo was excellent, good, or poor, made grouping scores using the standard as follows:

- 1) Score more than $M_y + 1.SD_y$ is the category of writing skill is excellent
- 2) Score more than $M_y - 1.SD_y$ is the category of writing skill is low
- 3) Score between $M_y - 1.SD_y$ to $M_y + 1.SD_y$ is the category of writing skill is good.

The calculation is

$$\begin{aligned} M_y + 1.SD_y &= 78,25 + (1)(5,1754) \\ &= 78,25 + 5,1754 \\ &= 83,4254 = 83(\text{Rounded}) \end{aligned}$$

$$\begin{aligned} M_y - 1.SD_y &= 78,25 - (1)(5,1754) \\ &= 78,25 - 5,1754 \\ &= 73,0746 = 74(\text{Rounded}) \end{aligned}$$

Thus it can be seen that score over 83 is considered excellent category of writing skill, while scores less than 74 were categorized as low writing skill and it score of 74-83 is good category. To know more clearly about the categorization of writing skill of the students in control group at SMPN 1 Sawoo can be seen in the following table:

Table 4.14**The Categorization of Writing Skill Students in Control Class**

No	Score	Frequency	Category
1	More than 83	4	Excellent
2	74-83	19	Good
3	Less than 74	3	Poor
Total		26	

From the such categorization can be seen that the writing skill in control group at the eighth grade of SMPN 1 Sawoo in excellent categories with frequency of as much as 4 respondents, in a good category with a frequency of 19 respondents, and in the category of low with frequency of 3 respondents. Thus, in general it can be said that the writing skill of the students post test in control group that not being taught using dictogloss at the eighth grade of SMPN 1 Sawoo is low level.

3. Testing Hypothesis (t_{test})

From both table above, the researcher compare the mean score of students' writing skill taught using mind map (X) and the students' writing skill not being taught using mind map (Y) with this steps:

- a. Finding Average (Mean) of the variable X and Y

$$M_x = M' + i \left(\frac{\sum fx'}{n1} \right)^2$$

$$M_x = 84 + 1 \left(\frac{1}{26} \right)^2$$

$$M_x = 84 + 1(0,39)^2$$

$$M_x = 84 + 1X 0,1521$$

$$M_x = 84 + 0,1521$$

$$M_x = 84,1521$$

$$M_y = M' + i \left(\frac{\sum fY'}{n1} \right)^2$$

$$M_y = 78 + 1 \left(\frac{13}{26} \right)^2$$

$$M_y = 78 + 1 (0,5)^2$$

$$M_y = 78 + 1 \times 0,25$$

$$M_y = 78,25$$

b. Look for SD_x and SD_y

$$SD_x = i \sqrt{\frac{\sum(f.x.^2)}{n} - \left(\frac{\sum f.x.}{n}\right)^2}$$

$$SD_x = 4 \sqrt{\frac{25}{26} - \left(\frac{1}{26}\right)^2}$$

$$SD_x = 4 \sqrt{0,96154 - (0,3847)^2}$$

$$SD_x = 4 \sqrt{0,96154 - 0,14799}$$

$$SD_x = 4 \sqrt{0,81355}$$

$$SD_x = 4 \times 0,90198$$

$$SD_x = 3,60792$$

$$SD_y = i \sqrt{\frac{31}{26} - \left(\frac{13}{26}\right)^2}$$

$$SD_y = 4 \sqrt{1,924 - (0,5)^2}$$

$$SD_y = 4 \sqrt{1,924 - 0,25}$$

$$SD_y = 4 \sqrt{1,674}$$

$$SD_y = 4 \times 1,293832$$

$$SD_y = 5,1754$$

c. Determining standard error mean variable X and Y

$$SE_{Mx} = \frac{SDx}{\sqrt{n_1-1}}$$

$$SE_{Mx} = \frac{3,60792}{\sqrt{26-1}}$$

$$SE_{Mx} = \frac{3,60792}{\sqrt{25}}$$

$$SE_{Mx} = \frac{3,60792}{5}$$

$$SE_{Mx} = 0,721584$$

$$SE_{My} = \frac{SDy}{\sqrt{n_2-1}}$$

$$SE_{My} = \frac{5,1754}{\sqrt{26-1}}$$

$$SE_{My} = \frac{5,1754}{\sqrt{25}}$$

$$SE_{My} = \frac{5,1754}{5}$$

$$SE_{My} = 1,03508$$

d. Difference standard error score of the means variable X and variable Y

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

$$SE_{M1-M2} = \sqrt{0,721584^2 + 1,03508^2}$$

$$SE_{M1-M2} = \sqrt{0,520684 + 1,071391}$$

$$SE_{M1-M2} = \sqrt{1,592075}$$

$$SE_{M1-M2} = 1,261775$$

e. to score

$$t_o = \frac{MX - MY}{SEm \sqrt{1-m^2}}$$

$$t_o = \frac{84,1521 - 78,25}{1,261775}$$

$$t_o = \frac{5,9021}{1,261775}$$

$$t_o = 4,6776169 (4,678)$$

4. Discussion

From the computation above, it was shown that the difference coefficient of students taught using dictogloss and the students not being taught using dictogloss is 4,678 it was used to find out whether the difference coefficient was a significant coefficient or not, and furthermore it could be used as a basic to generate the population.

Hypothesis test (t_o) at 4,678 from the computation above would be compared to the "t" index (t_t) with the condition stated below:

- 1) If the $t_o \geq t_t H_a$ was accepted. It meant that the mean difference of both variables was a significant difference.

To determine the t_o was by checking db and consulted with the t_t score:

$$\begin{aligned} Db &= (N1 - N2) - 2 \\ &= (26 + 26) - 2 \\ &= 52 - 2 \\ &= 50 \end{aligned}$$

From the db score, the researcher could know that in 5% significance level $t_o = 4,678$ and $t_t = 2, 01$. Based on this statement, the researcher interprets that there was a significant difference between the students taught using dictogloss and the students not being taught using dictogloss, it implies that the students taught using dictogloss achieve a better score in writing.

So Alternative hypothesis (H_a) that states that the students taught using dictogloss will achieve a better score in writing was accepted.

From the data above, the researcher could conclude that there was a significant difference in writing score between the students taught using dictogloss and the students not being taught using dictogloss. In other words, the technique of dictogloss was effective in increasing students' writing skill at the eighth grade of SMPN 1 Sawoo in academic year 2014/2015.

It is suitable with theory Ruth Wajnryb that states dictogloss was done in four steps; those are preparation, dictation, reconstruction, and analysis and correction. Also dictogloss cannot only help the students in writing ability, but also motivate them in learning other skills.⁸⁷

⁸⁷ Ruth Wajnryb, Grammar Dictation, (Oxford: University Press, 1990)

CHAPTER V

CLOSING

A. Conclusion

Based on the data analysis, the researcher draws the conclusion that dictogloss technique in pre-writing activities can improve students' writing skill at the eighth grade of SMPN 1 Sawoo in academic year 2014/2015. The students who are taught using dictogloss technique have a better score than those who are not taught using dictogloss technique.

It can be proved with the mean score of the post-test from the experimental group is higher (88) than post-test from controlled group (83). It has been found that the comparison value (t_0) between students' writing skill who are taught using dictogloss technique and who are not is 74. This is higher than " t_t " value in the table, which is $t_t = 2.01$ at the level of significant 5%, with $db = 50$. So, H_a is accepted.

The conclusion dictogloss technique is effective to improve students' writing skill at the eighth grade of SMPN 1 Sawoo in academic year 2014/2015.

B. Suggestion

Considering the conclusion above, the researcher would like to suggest:

1. For the School

The school is suggested to improve the system and facilities for a better condition in teaching and learning especially for students. So, they will maximize their skill for a good achievement.

2. For the English teachers

Teachers should be creative to choose the best method to apply in learning process in order to make students interested in attending the lesson; The teachers should present the language in an enjoyable, relaxed and understandable way; The teachers is not only as the information giver but also as a facilitator. They have to give students guidance and direction how to competence a text; The teachers should teach using appropriate technique to teach the students and make variation of technique in every meeting.

3. For the Students

The students should be obligated to bring dictionary in every English class; The students are hoped to be active in learning process and they are hoped not be shy in acting out their role; It is better for students to keep sharing each other. Because, when the students learning together, they will take and give understanding for wide overview.

4. For Parents

Parents should give more support to their children to study hard for all lesson, especially in English class