

**THE EFFECT OF DICTOGLOSS TECHNIQUE TO
IMPROVE STUDENT'S WRITING SKILL AT SMAN 1
PEUREULAK**

SKRIPSI

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ABSTRACT

The effect of dictogloss technique to improve student's writing skill at SMA Negeri 1 Peureulak

The aim of this research is to find out any effect of dictogloss technique in improving student's writing skill for the eleventh grade students at SMA Negeri 1 Peureulak specially students of XI IPA 4 as experimental group and XI IPA 5 as control group. The type of the research is quasy experiment. The research data was collected by using writing test. Experimental group use treatment the dictogloss technique. On the other hand, control group use conventional method. This research was conducted from February, 22th to March 5th, 2016. The result of research found that there is any effect of dictogloss technique in improving student's writing skill for the eleventh grade at SMA Negeri 1 Peureulak. That is proven by results of hypothesis testing are performed at significant level $\alpha = 0.05$ with degrees of freedom $dk = n_1 + n_2 - 2 = 29 + 29 - 2 = 56$ with criteria if $-t_{table} \leq t_{calculation} \leq +t_{table}$ so H_0 rejected and accepted H_a . Based on the distribution of t tests in appendix 16 obtained $-t_{table} \leq t_{calculation} \leq +t_{table}$ is $-2.001 \leq 3.34 \leq 2.001$ so rejected H_0 and accepted H_a . Hence, it was inferred that there was significant difference between students' analytical exposition writing score who were taught by dictogloss technique and those who were taught without dictogloss technique. In other word, dictogloss technique is effective in teaching writing of analytical exposition text.

Keywords: Dictogloss technique, student's writing skill.

CHAPTER I

INTRODUCTION

A. Background of The Study

English is very important to learn, because it is an international language. Therefore, it has a very crucial role in the world communication. People tend to use it to communicate to other when communicating with other nations, such as: when doing transaction (order or request), looking for a job, or going aboard. In general, communication can be divided into two forms, spoken and written.

Based on the English curriculum KTSP 2006, the English teaching is focused on the language skills: listening, speaking, reading, and writing. All these four language skills are taught in an integrated way. The elements of the skill consist of grammar, vocabulary, accuracy, punctuation and spelling. They are involved in teaching process in order to support the improvement of the language skill.

Writing is one of the ways used by people to communicate or to express their ideas, thoughts, etc., to other people when it is impossible to communicate orally. In this globalization era, the ability to write effectively is becoming increasingly important, especially in English language. It is because, people are indirectly forced to be able to communicate has only in spoken but is a written way. It uses writing for any purposes, for using social media such as facebook, gmail, blog, twitter, etc, in order to expand their world. As Weigle stated that “As advances in technology allow

people from nations and cultures throughout the world to interact with each other, the ability to write a second or foreign language is becoming widely recognized as an important skill”.¹ It means that the ability of writing is very needed to interact between people in the world.

In addition, people actually will perform their writing skill throughout their life for academic and occupational purposes such as composing simple stories, writing letters, reports, papers, theses, and so forth, which can be accessed by people all over the world. As Dietsch stated that skill in writing is crucial for succeeding in college and for advancing a career.² it means that by having the ability of writing, we will be successful and our career will be expanding. Furthermore, writing is also important for English language learners to develop and reinforce their understanding of new language that has been studied.³ It means that Writing is very important for the English language learner to enhance knowledge in writing and to increase ability in writing as a new language which has been studied. Learners can learn and commit the new language to their memory as they go along with a process of writing sentences or texts. Consequently, the skill of writing in English is important to be mastered by all people, especially by English foreign learners.

¹ Sara Crushing Weigle, *Assessing Writing*, (New York: Cambridge University Press, 2002), p.1.

² Betty Mattix Dietsch, *Reasoning and Writing Well; A Rhetoric, Research Guide, Reader, and Handbook, 3rd Edition*, (New York: McGraw Hill, 2003), p.3.

³ Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education Limited, 1998), p. 79.

However, writing is not easy and simple to do, especially when it is compared with speaking. In speaking, speakers will get direct feedback from the listeners. Hence, if the listeners seem do not understand the message conveyed, the speakers can use gesture, intonation, stress, and facial expression, to make the message clearer. Meanwhile, in writing, writers cannot get immediate feedback from readers or even did not get any feedback at all to know whether or not the messages in their writing has been well understood.⁴ It means that writing is not easy to do like speaking , in speaking, speaker will get direct feedback of listeners. While writing not have direct feedback of reader so that writer not know what wrote what can comprehended by reader. In addition, Hedges pointed out that effective writing requires a number of things such as a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; a careful choice of vocabulary, grammatical patterns, and sentence structures.⁵ It means that a effective writing need development of idea and information, chosen correct vocabulary appropriate with grammar and structure sentence. As a result, writing needs greater requirements than speaking to make readers understand what has been written without asking for clarification.

Based on the writer's experience when she taught English at SMAN 1 Peureulak, there are two problems faced by her students. First, they are confusing in using verb in grammar or tenses specially present tense and past tense for example

⁴ Harmer, *The Practice of English Language Teaching*, p. 53.

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

cut – cut, put – put, play – played, paint – painted. Second, the problem of writing is the poor mastery of vocabulary knowledge. The students are lack of stock of the words even only for daily conversation. The students who do not master many vocabulary will face some difficulties to understand the written language and spoken language. Thornbury stated that the learner needs not only to learn a lot of words, but to remember them.⁶ It means that it is more important to remember words than study about it, but also learn a few words and are able to use them properly. Therefore, the problems which the writer got when she dictated a text and then students have to write what the writer dictated, her students did not have ability to identify and write some words in sentences that had been dictated by her. For example, between word ‘meet’ and ‘meat’, ‘bite’ and ‘beat’, ‘food’ and ‘foot’ which have different meaning.

In this case, the writer wants to focus on one of those skills that is writing because it is a subject that can be learnt by everyone and understanding of writing is important for the students.

There are many techniques to train students writing skills. Dictogloss is one of those techniques that offered by researcher to explained phenomenon above. Dictogloss is a new way to do dictation developed by Ruth Wajnryb.⁷ It means that the Dictogloss is firstly introduced by Ruth Wajnryb. Dictogloss is different with the traditional dictation in which the teacher reads the text slowly and repeatedly and ask

⁶ Scott, Thornbury, *How to Teach Vocabulary*, (London : Longman, 2002), p.23.

⁷ Ruth Wajnryb, *Grammar Dictation*, (Oxford: Oxford University Press, 1990), p.5.

students to write exactly what the teachers read without doing any changing of the text.

In dictogloss, there is a gap between listening and writing phases. A text is read twice to learners. They may not do anything except listening to the text at first reading and they are asked to take brief notes at second reading. Next, they work cooperatively in a group to reconstruct the text from their shared notes. The task of reconstruction the whole text dictated from their notes requires the students in groups to discuss and recall their prior knowledge about grammar, vocabulary, and language features of text that they have to use in their reconstructed text and they also have to organize well their shared notes and ideas into paragraph form in order their reconstructed version will be coherent and have closely meaning to the original text. At last, they analyze and compare their various works to the original text each other.⁸ It means that in this research, the technique of dictogloss used to dictate a text, where the teacher dictated a short text and read twice loudly in the class. First, the teacher order students to not write but only listening. Second, the teacher order the students to write down the key word from the text which they have heard, then developing it become a full text but must the same with the text dictated. By using this technique the students are given opportunity to write word by word which heard and then made the sentences. Next, students work in cooperative group to reconstruct the text from their shared notes.

⁸ Wajnryb and Maley, Grammar Dictation, p.5.

Based on the observation in SMA Negeri 1 Peureulak , the researcher found that the skill of students in writing was still low. For this reason the researcher propose a research in writing entitle “ **The effect of dictogloss technique to improve student’s writing skill at SMA Negeri 1 Peureulak**”. Therefore, the purpose of this research is to find out any effect of dictogloss technique in improving student’s writing skill for the eleventh grade students at SMA Negeri 1 Peureulak.

This research was conducted at SMAN 1 Peureulak. The subject of this research are the eleventh grade students, which consist of ten classes and two classes are taken as a sample such as XIIPA⁵ as Control class and the experimental class XIIPA⁴, and researcher choose a quantitative approach using quasi experimental.

B. Research Question

Is there any effect of dictogloss technique in improving student’s writing skill for the eleventh grade students at SMA Negeri 1 Peureulak ?

C. Purpose of the Study:

To find out any effect of dictogloss technique in improving student’s writing skill for the eleventh grade students at SMA Negeri 1 Peureulak.

D. Significant of the Study:

1. For the students: The result of this study can increase the ability of writing a sentence especially vocabulary and grammar.

2. For the English Teacher: The result of this study can be a reference to choose the appropriate technique in writing.
3. For the researcher: The result of this study can be used as an additional information about technique in writing.
4. For General: The result of this study can be an additional information to appropriate technique in writing and can used when teach in the school especially in writing skill.

E. Scope of The Study

This research focused on the usage of dictogloss technique in improving student's writing skill for the eleventh grade students at SMA Negeri 1 Peureulak.

F. Hypothesis

Based on the research question and purpose of the study, there are two forms of hypotheses in this research, there are; Null Hypothesis (Ho) and Alternative hypotheses (Ha) as follow:

H_o : There is no any effect of dictogloss technique in improving student's writing skill for the eleventh grade at SMA Negeri 1 Peureulak.

H_a : There is any effect of dictogloss technique in improving student's writing skill for the eleventh grade at SMA Negeri 1 Peureulak.

G. Terminology

1. Dictogloss

Dictogloss is an activity in which short pieces of language are read out at normal speed to students. A short text here means a text which has 100 – 150 words, or it about three short paragraph. The students take down the key word and then attempt to reconstruct their passage from the general understanding or gist of the text and their own notes. In small groups, the students then pool their resources to reconstruct their version of the original text.⁹ Dictogloss in this study is an activity which the teacher dictated a short text at normal speed to students in the class room. The teacher read the text is twice, and the students jot down familiar words, and then the student working in small group to make the sentences from the word which they heard and the next the students attempt to reconstruct the text from the sentences which they have written.

2. Technique

Techniques were the specific activities manifested in the class room that were consistent with a method and therefore were in harmony with an approach as well.¹⁰ It means that technique is the way done by a teacher in order to implement a method in the class. So, this research technique here means the use of dictogloss way in

⁹ Wajnryb and Maley, *Grammar Dictation*, p.15.

¹⁰ H. Douglas, Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (Toronto: Prentice – Hall, Inc, 1994), p.14.

learning writing, where the technique used by teacher to dictate a short text and then the student write the key word.

3. Writing

Writing as a series of related text making activities generating, arranging and developing ideas in sentences, drafting and reading the text we make and editing and revising them.¹¹ It means that in the writing have the process that are generating, arranging, developing ideas in sentences, drafting, editing and revising. Drafting is the process whereby writers simply get something written on paper so that they can begin to craft their writing and revising the text which the writer returns to it draft, rereads and rethinks it, and decides to change it in order to improve it. Next, editing the text, eliminate of a text before the writer must submit it for the public's inspection and evaluation. In this research, the activity of writing is where the students write word by word, make the sentences and then reconstruct the text.

¹¹ Eric Gold, Robert Di Yanni, and William Smith, *act of writing*, (New York, Schaum outline series, 1989), p.18.

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