THE EFFECT OF DICTOGLOSS STRATEGY ON THE STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT MTsN 1 MEDAN

Khairuna Fajrin Ritonga

Universitas Islam Negeri Sumatera Utara Medan

E-mail: khairunafajrin08@gmail.com

ABSTRACT

The objective of this research is to find out whether or not there is significant effect of Dictogloss strategy on students' writing ability in narrative text at ninth grade students' of MTsN 1 Medan. This research is quantitative research with quasi experimental design. This research was carried out in the ninth grade students of MTsN 1 Medan academic year 2020/2021. The total number of population was 426 students, and the researcher took 37 students for experimental class and 36 students for control class, which means 73 students as total of the sample. To collecting data in this research, the researcher used written tests as the instrument. The tests were pre-test was given before the treatment and post-test which was given after the treatment. The data in this research obtained were analyzed by using t-test with 5% (0,05) significance level. Furthermore, the researcher found that the mean score of post-test in experimental class was higher than the mean score of post test in control class (77,92>71,11). The t-test result also presents that t_0 (4,434) was higher than t_{table} in the significance level 5% (0,05) with the degree of freedom 71 is 1,667. Therefore, t_0 result >t_{table} generated that H_0 (null hypothesis) was rejected and H_a (alternative hypothesis) was accepted. The calculation of effect size was 1,04 which in the range of effect criteria included to strong effect. It means, Dictogloss strategy has significant effect on the students' writing ability in narrative text at ninth grade students of MTsN 1 Medan.

Keywords: Dictogloss Strategy, Writing Ability, Narrative Text.

INTRODUCTION

Nowadays, English   language become a means of communication when we are in another country, because now English language is global or international language. English is a language that is used as a means of communication among people from all countries. Therefore, English is an important global language or international language for

people to be master. There are four skill in English, namely reading, writing, speaking and listening.

Writing skills is quite difficult to master and learn because writing is one of basic skill in English that generally more complicated than other language skills.[1]

This is because writing is a productive skill that requires someone to find ideas to be expressed in written form. Not only that, but other difficulties also exist in translating these ideas into a text that can be read and understand by the readers. There is no doubt that writing is the most difficult skill for L2 learners to master.[2]

In learning English at Junior High School based on the 2013 curriculum, students must be able to develop their communicative competences.

Communication can not only be done verbally, but can also be done through writing. In learning writing, students are expected to be able to write several texts such as short messages, greeting cards, monologues and descriptive text, recount text, narrative text, procedure text, and report text. In English language learning, students in Indonesia are expected to learn and master fourth of skill in English, such as reading, speaking, listening, and writing skill. Three of the skills are be able to get meaning from the text or from what the people said, but in writing skills they also have to learn about types of English text.

There are some types of English text should be learned by the students, such as recount text, report text, procedure text, descriptive text and narrative text. In this study, the researcher focus on the narrative text. Narrative text are stories. Calfee and Drum in Dymock stated that "Stories generally tell "what happened', who did what to whom and why". [3] A narrative text, tell about the event or story that happen in the past time. Narrative text consist of two, it can be fiction and non- fiction story and devided into some kinds they are adventure, fantasy, myth, fairy tale, fable, legend, etc.

There are some strategies in teaching writing, one of them is dictogloss strategy. Dictogloss is a new way to do dictation developed by Ruth Wajnryb.[4]

Dictogloss strategy is different from traditional dictation, which is the teacher reads the text slowly and repeatedly to the students and then ask students to write keywords as many as possible and then construct a new version of narrative text with the same theme or title.

Through dictogloss strategy, the students can learn and try to write a good paragraph in different way.[5] With this strategy, students have much time to interact to their friends during learning process. Dictogloss strategy also gives opportunities for students to learn something new from their friends in a group that have a different

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[1] Javed, Muhammad, et al, 2013, "A Study of Students' Assessment in Writing Skills of the English Language", International Journal of Instruction, Vol 6, No. 2, p. 130

[2] 2Richards, J. C and Renandya, W. A. 2002. Methodology in Teaching Language: An Anthology of Current Practice, (Cambridge, Cambridge University Press), p. 30.

[3] Susan Dymock, "Comprehension Strategy Instruction: Teaching Narrative Text Structure Awarness". The Reading Teacher 6, no. 2 (2007), p. 161

[4] Ruth Wajnryb, Grammar Dictation, (Oxford University Press, 1990), p. 5

[5] Zorana Vasiljevic, Dictogloss as an Interactive Method of teaching Listening Comprehension to L2 Learners. English Language Teaching 3, No. 1, 2010, p. 45

writing skill. Not only that, based on the results of previous study, it shows that the dictogloss strategy is more effective than direct learning in learning writing and this is evidenced by the higher average value taught using dictation than students who were taught using direct learning. Through the dictogloss strategy, students have good motivation to learn in the classroom.[6]

RESEARCH METHOD

This study was categorized into Quantitative Research with the design of the study is quasi experimental research design. Quasi experimental research design include assignment but not a random assignment of the participant to the group, the variety of quasi experimental research design divided into two main categories, they are post-test only and pre-test- post-test design. The aim of this study to find out the caused effect between two variables.[7] In this research, the researcher will be applied pre-test and post-test.

The researcher used two intact classes divided into experimental class and control class. Experimental class will get treatment or being teach by using dictogloss strategy while control class will teach without dictogloss strategy. Both groups will given pre-test before doing the treatment with the same test. Finally, both in the experimental and control group will be give post-test with the same test.

In the procedure of the research, the researcher took two classes namely control class and experimental class. The experimental class was the class taught narrative text by using Dictogloss strategy while the control class is the class who taught narrative text without using Dictogloss. Control class and experimental class are given a pre-test before teaching and learning narrative text.

After four meetings, a post-test was given to both of classes to know the effect of Dictogloss strategy on students' writing ability in narrative text. The researcher took all the classes and divide them into two groups; 37 students of experimental class from IX-11 and 36 students of control class from IX-12.

The researcher used the data from students' tests to find out the result of students' writing ability in narrative text by using Dictogloss strategy which applied in the experimental class, and without Dictogloss strategy in the control class. After all students' scores were obtained, next the researcher conducted prerequisite data analysis, normality and homogenity.

After analyzing the normality test and homogeneity test, the researcher used the T-test to find out the differences between students' scores that were taken from pre-test and post-test in experimental class and control class.

To sum up the explanation above, the procedure of the research of the following:
a. Pre-test
b. Treatment
c. Post-Test

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[6] D. Pertiwi & N. A. Drajati, The Effect of Dictogloss Technique on the Students' Writing Skill, Studies in English Language and Education 5, No. 2, 2018, p. 279-293, https://doi.org/10.24815/siele.v5i2.11484

[7] John W, Creswell, 2014, Research Design, United Kingdom, SAGE Publication, p. 295

RESULT AND DISCUSSION

The data above was taken from pre-test and post-test result of both experimental class and control class. The experimental class consist of 36 students, where in this class the students were taught about writing ability (narrative text) by using Dictogloss strategy. Before treatment using Dictogloss strategy, the students were tested first with a pre-test that is written test about Mouse Deer and Crocodile and the mean score was 65,43 and the median score was 64. After three meetings the students taught by using Dictogloss strategy, the students in experimental class were tested again with post-test with the same written test form that is about The Ant and The Grasshopper with the result of mean score was 77,91 and the median score was 79. Which is the mean score increased 12,48 and the median score increased 15 from pre-test and post-test.

Meanwhile in the control class consist of 36 students. This class was taught about writing ability (narrative text) without using Dictogloss strategy but the students taught by using expository teaching strategy. Same with the experimental class, before being treated with expository teaching strategy, the students were given a pre-test with the same written test form as in the experimental class. The result showed that the mean score of pre-test was 62,61 and the median score was 60,50. After the students taught by using expository teaching strategy for three meetings, the students were given a post-test with the same written test form as in the experimental class. The results showed that the mean score was 71,11 and the median score was 71,00. Which is the mean score increased 8,5 and the median score increased 10,5 from pre-test and post-test.

After obtaining the post-test scores from both classes experimental and control class, a calculating using t-test was performed to see how significant the effect resulted from using Dictogloss strategy in teaching writing ability in narrative text. From the analysis of the data, the result showed that tvaluewas higher than ttable in the significance level of 5% (4,434>1,667) with the effect size 1,04. Therefore, it can be seen from the comparison between the mean of gained score in experimental class which was 12,48 while the mean of gained score in control class was 8,5. This meant that there was significant change in the mean scores of the students in experimental class who were taught by using Dictogloss strategy than the students who were taught without Dictogloss strategy (expository teaching strategy) in the control class.

From the explanation above, it showed that teaching learning process that taught by Dictogloss strategy on students' writing ability in narrative text is better than without Dictogloss strategy. Thus, this is also had been proven by the result of the ttest result, it showed that the Dictogloss strategy had significant effect on students' writing ability in narrative text.

Based on the findings above, it indicates that there is signifiance effect of Dictogloss strategy on the students' writing ability in narrative text at the ninth grade of MTsN 1 Medan. It was proven from the students' post-test score of experimental class which has better performance than the students' post test in post-test score. Meanwhile, the students score of pre-test in both experimental and control class had almost nearly same level of writing narrative text before the researcher was conducted the treatment. Therefore, it

showed the significance result between students who were taught by using Dictogloss strategy and students who were taught without Dictogloss strategy.

The result of this study was related to what Cut Firda Yanti has found that Dictogloss strategy improved students achievement in writing narrative text and Abid Choirul Fikri found that Dictogloss strategy has the significance effect on the students writing ability. Based on those two related studies, thus further research has proven that Dictogloss strategy can be effective for teaching English on writing ability that can encourages and explores the students awarness by reconstructing their own text and also an interesting method in learning writing that can give a positive respond to the students as a way to improve their writing ability.

As well as the researchers did by Nanang Suefi and Fauziah who used Dictogloss strategy on students writing ability. This research also has the same result with them even the researcher used different matery of writing where there is significant effect of using Dictogloss strategy on the students' writing ability.

As one of teaching and learning strategy, Dictogloss strategy in this study has proved that this strategy is effective to use on the learning writing as found by Vasiljevic who states that Dictogloss strategy gives opportunities for students to learn something new in learning process where the students listen, note down the keywords and then create a reconstructed version of the text in the form of writing. Dictogloss strategy also can motivate with find out the keywoards as much as possible so that they can construct their own version of the text well.

During treatments, the researcher used Dictogloss strategy in experimental class as a strategy in teaching English while in control class the researcher did not use Dictogloss strategy. Therefore, some differences found by the researcher about the classes were as follows :

Firstly, it was found that there was improvement of experimental class rather than in control class. It can be seen from the difference score of pre-test to post-test reached by both of the classes. Secondly, in experimental class, it was found that Dictogloss strategy is interesting to apply in learning process because the students can improve their writing ability by listen, write and construct their own version of narrative text while in control class the students only make a narrative text based of what they know, they can not make a narrative text completely like the students done in experimental class. Afterwards, this strategy also helpful to increase students understanding about the story of narrative text because they listen the story first after that they construct that story to their own text. Thirdly, the researcher found that the students were easy to construct their own version of narrative text through the keyword then they construct the text with better language features and the structure of the text.

As the final conclusion of this study, it is proven that there is a significant effect of using Dictogloss strategy on students writing ability in narrative text at ninth grade students of Junior High School as interesting and creative strategy in teaching and learning process.

From the related study above can be ompared with this research. Which, the differences between that related study are found in a skill of the research. In their research,

the researcher chose writing descriptive text or just writing achievements as a skill of the research, while in this research, the researcher chose writing narrative text as a skill of the research. Beside that, there is similarity of the result. The results of t-test and the mean score of that relevant previous study showed that Dictogloss strategy had significant result on students writing achievement, the Dictogloss strategy can increase students' writing ability and can increase students ability in descriptive text. In this research the data also showed that the Dictogloss strategy had significant result on students' writing ability in narrative text.

The findings are in line with the related study above explain that Dictogloss strategy is helpful to increase students' ability in writing narrative text as well as integrate with the goals of curriculum 2013 which the students can get closer to the Lord according to religious values, active, productive, creative, and contribute with society. Therefore, it can be concluded that the goals of curriculum 2013 can be achieved by using Dictogloss strategy that provides the opportunities for students to think critically with construct their own narrative text for both individual and group work's perspectives by giving constructive feedback. Dictogloss strategy has positive impact on students' society because the students can interact with another students by share their opinion with their friends. It means that Dictogloss strategy is significantly effect on students writing ability in narrative text.

CONCLUTION

Based on the finding and discussion obtained in this research, the researcher concludes that Dictogloss strategy is effective on students' writing ability in narrative text. It shown by the analysis of the data that t_{value} was higher than t_{table} in the significance level of 5% (4,434>1,667). Besides, it can be seen from the comparison between the mean of gained score in experimental class which was 12,48 while the mean of gained score in control class was 8,5.

Therefore, in this research the H_a is accepted which means there is significant effect of Dictogloss strategy on the students writing ability. Meanwhile, it was found that the effect of Dictogloss strategy on the students' writing ability in narrative text is strong. From the explanation above, it can be concluded that the research problems has been answered and proved that Dictogloss strategy is significantly affect and successfully improve students' writing ability in narrative text at ninth grade students' of MTsN 1 Medan.

Besides, it also found that the Dictogloss strategy can be the one of teaching strategy in learning English because in the Dictogloss strategy, the students can construct their own version text with the keywords from the text dictated by the teacher. It showed that the Dictogloss strategy can make the students easier to construct or creating their own version of narrative text.

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