

**THE EFFECT OF DICTOGLOSS TECHNIQUE TOWARDS  
STUDENTS' WRITING RECOUNT TEXT AT THE FIRST  
YEAR OF SMAN 5 PEKANBARU**

**A THESIS**

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in  
English Language Teaching and Education*

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## ABSTRACT

**Kemala Yudia Bahar. 2019.***The Effect of Dictogloss Technique Towards Students' Writing Recount Text at the First Year of SMAN 5 Pekanbaru.* Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

**Keywords: Dictogloss Technique, Writing, Recount Text**

*This research is aimed to know the effect of Dictogloss Technique toward students' writing recount text at the first year of SMAN 5 Pekanbaru as a problem that faced by the students when they write, aspecially in writing recount text. Dictogloss technique is useful for students' skill in writing recont text.*

*The design of this research is an experimental research. The population of this research was the first years of SMAN 5 Pekanbaru 2018/2019 academic year. The population of this research was 340 students consist of 10 classes. While the sample of this research was one class consist of 34 students 17 students are male and 17 students are female from X MIPA 3. To get the data of this research, the researcher gave two tests as the instruments which included pre-test and post-test. For the pre-test the students' was to write recount text about MY IDOL and the post-test was to write recount text about BILL GATES by using dictogloss technique. The learning process was five meetings.*

*The finding of this research shows that the everage score in pre-test was 75,43 while in post-test was 80,13The result of analysis, it showed that the value of  $T_{\text{calculated}}$  2.730 was higher than  $T_{\text{table}}$  2.034 in significant 5% based on the result, it was provided that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. Therefore, there was a significant effect of dictogloss technique towards students' writing skill at the first year of SMAN 5 Pekanbaru.*

## ABSTRAK

**Kemala Yudia Bahar. 2019. *The Effect of Dictogloss Technique Towards Students' Writing Recount Text at the First Year of SMAN 5 Pekanbaru*. Skripsi. Pekanbaru: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau.**

**Kata Kunci:** Teknik *Dictogloss*, Menulis, Teks Recount

*Penelitian ini bertujuan untuk mengetahui pengaruh Teknik Dictogloss terhadap kemampuan menulis teks recount siswa di tahun pertama SMAN 5 Pekanbaru sebagai masalah yang dihadapi oleh siswa ketika mereka menulis, terutama dalam menulis teks recount. Teknik Dictogloss berguna untuk keterampilan siswa dalam menulis teks recount.*

*Desain penelitian ini adalah penelitian eksperimental. Populasi penelitian ini adalah tahun pertama SMAN 5 Pekanbaru tahun 2018/2019 tahun akademik. Populasi penelitian ini adalah 340 siswa yang terdiri dari 10 kelas. Sedangkan sampel penelitian ini adalah satu kelas yang terdiri dari 34 siswa 17 siswa laki-laki dan 17 siswa perempuan dari X MIPA 3. Untuk mendapatkan data penelitian ini, peneliti memberikan tes sebagai instrumen yang meliputi pre-test dan post-test uji. Untuk pre-test para siswa menulis teks recount tentang MY IDOL dan post-test siswa menulis teks recount tentang BILL GATES dengan menggunakan teknik dictogloss. Proses pembelajaran adalah lima kali pertemuan.*

*Temuan penelitian ini menunjukkan bahwa skor rata-rata pada pre-test adalah 75,43 sedangkan pada post-test adalah 80,13. Hasil analisis menunjukkan bahwa nilai T-hitung 2,730 lebih tinggi daripada T-tabel 2,034 pada signifikan. 5% berdasarkan hasil, jika hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) diterima. Oleh karena itu, ada pengaruh yang signifikan dari teknik dictogloss terhadap keterampilan menulis siswa di tahun pertama SMAN 5 Pekanbaru.*

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Pekanbaru, August 7<sup>th</sup>, 2019  
**The Researcher**

**Kemala Yudia Bahar**

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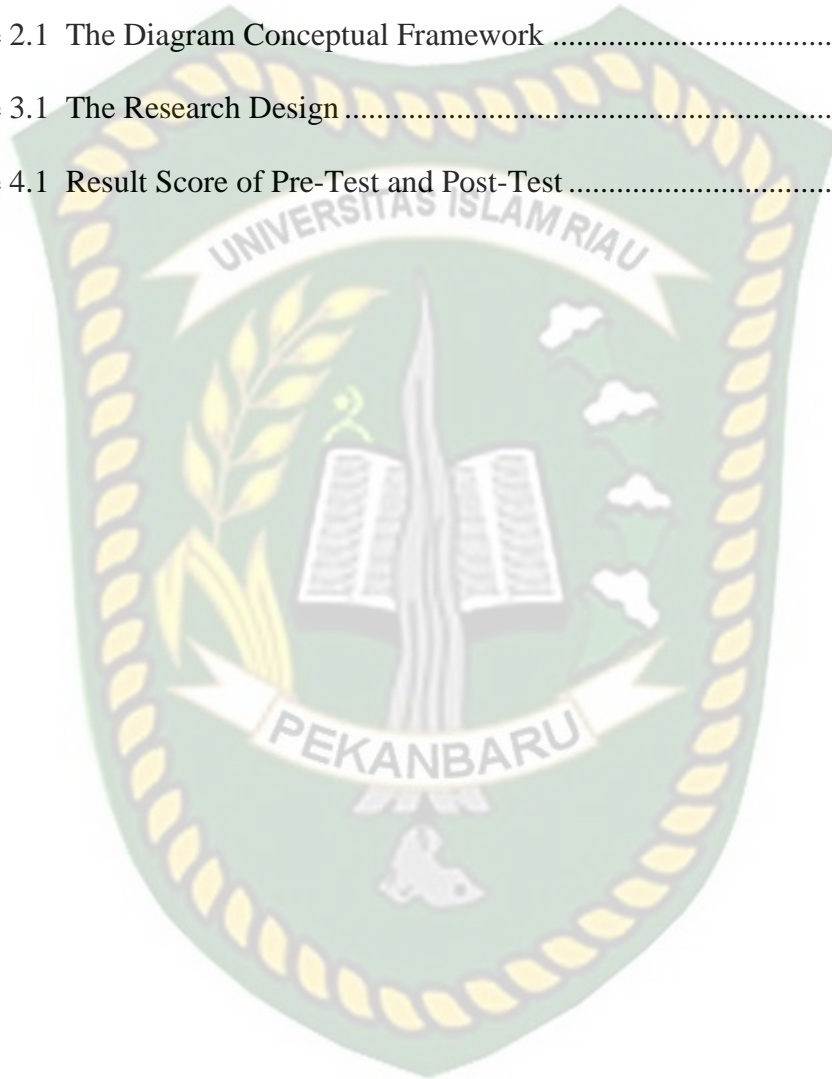


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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of The Study

In English, There are four skills that should be mastered by students in learning English. One of them is writing skill. Wahyuni (2017: 88) writing is an activity that is difficult but writing includes to productive abilities because it must pay attention to the selection of the right words and focus on their writing so that it can be read and easily understood. Therefore writing requires students to communicate with language. It is mean students find difficulty in writing and the students skill in writing are still low. However, the student needs to write to fulfill their academic purpose. In daily activities, students also can write to express their idea or feeling besides speaking.

In writing activity, the writer not only thinks what aspects they want to write but also the writer needs to find good sentences become a good paragraph to develop their idea. A good paragraph uses to make the reader not bored and the message can be delivered to the readers. It is one of the difficulties of student writing skill, the student can not deliver their idea with the limited vocabulary.

Based on Permendikbud tahun 2016 nomor024 lampiran 52 students be able to:

"Menyusun teks recount lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks."

In the second semester, the first year students learn about a recount text. So the researcher choose recount text that belongs to the story genre. In fact, when the researcher doing an observation at SMAN 5 Pekanbaru, the students writing skill was still low. They have a problem with grammar, do not know how to make a good paragraph, and limited vocabulary.

Moreover, the teacher was also had an important role in students' writing skill. So the teacher should use an interesting technique to make students understand how to write. There are many techniques can be used in teaching writing, which is dictogloss technique.

According to Vasiljevic (2010:1) ditogloss is listening activity, making notes of what is heard and re-creating the text that has been delivered. Dictogloss technique helps students to write. The students are easier to learn about grammar and vocabulary. The concept of dictogloss is listening, taking notes and discussion. By this technique, the students are work in a group. They discuss what they have listened to and re-write the text. In this case, the text is recount text. Because of that, the students can share with their friends in a group.

Based on the background as stated before. So, the researcher interested to conduct research entitles "THE EFFECT OF DICTOGLOSS TECHNIQUE TOWARDS STUDENTS' WRITING RECOUNT TEXT AT THE FIRST YEAR OF SMAN 5 PEKANBARU."

## 1.2 Setting of the Problem

Based on the background of the study, the researcher found several reasons for students problems in writing. First, the students have a problem with grammar. Usually, they have a problem in tenses and parts of speech.

Second, the students have limited vocabulary. With limited vocabulary, the students can not express all of their idea because they do not know how to say the word in English.

Third, the students do not know how to make a good paragraph. Sometimes students do not put conjunction or forget to give a dot at the end of a sentence or they write with spelling wrong.

Last, the learning process were monotone. So the students can not develop their idea, the students only express their idea with the common vocabulary and grammar. The researcher tried to know the influence of dictogloss technique in students writing skill.

## 1.3 Limitation of the Problem

Based on setting of the problem above, the problem of this research was limited by one problem. The learning process were monotone. In addition, there are many technique can be used in teaching writing, especially writing recount text. One of the technique is dictogloss technique. The researcher only focus on the effect of dictogloss negotiation technique in writing recount text of the first year students of SMA Negeri 5 Pekanbaru measured by five indicators of writing. The indicators of writing are content, organization, vocabulary, language use and mechanics.

#### **1.4 Formulation of the Problem**

Based on the problems mentioned above, formulation of the problem could be formalated as follow “is there a significant effect of Dictogloss technique towards students' writing recount text of the first year at SMAN 5 Pekanbaru?”

#### **1.5 Objective of the Research**

The objective of this research is to know the significant effect of using dictogloss technique in teaching writing recount text at SMAN 5 Pekanbaru.

#### **1.6 Needs of the Research**

The researcher hope the result of this research hope useful for teachers, students, and the future researcher.

##### **1. Teachers**

The researcher hope this study will give a significant contribution to the teacher. The teacher can use dictogloss technique as a new way of teaching writing, especially in teaching writing recount text.

##### **2. Students**

The researcher hope students can improve their writing skill by using dictogloss technique.

##### **3. Future researchers**

The researcher hope this research useful for the new researcher as a reference who are interested in using dictogloss in teaching writing.

## 1.7 Definition of the Key Terms

Several words in the study need to be defined to avoid misinterpretation and ambiguity in this research. Several words are:

### 1. Dictogloss Technique

Wajnryb (1990: 5), short text that is read by the teacher to students, then students write familiar words then students re-create the text in a small group. In this case, teacher the teacher read text meanwhile the students make a note as reference to make a new version of the text based on the text teacher read.

### 2. Writing

Pangaribuan (2018: 165) Writing is the process of making a series of sentences that can be clear by paying attention to aspects of writing. It means writing is making a good paragraph by paying aspects as follows: content, organization, vocabulary, language use, and mechanics.

### 3. Recount Text

According to Saragih (2014: 57) recount is a text that describes events and provides a clear description of what happened at that time. The experience by someone is included in recount text.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Writing

Writing is one of the difficulty skill should be mastered in learning a language. Not only like speaking and listening that naturally and spontaneously, in writing we should find out the idea that can be develop become a good paragraph. Writing not only the combination word by word but also the combination should be the best sentence and paragraph with the correct grammar, organization, content, and mechanics.

According to Suwandita and Faisal (2013: 240) writing is an ending of product from students' thinking, feeling, and idea, even experience that is visualized in written form. writing is the result of the thoughts, feelings, ideas, and experiences of students which are presented in written form. So, someone can distribute their idea in written form as place to put their idea.

According to Byrne (1993: 1) state that writing is reduce a sequence of sentences arranged in a particular order and linked togetlter in certain ways. The sequence may be very short –perhaps only two or three sentences - but, because of the way the sentences have been put in order and linked together, they form a coherent whole. Writing is the activity of making sequential and interconnected sentences. By reading the text, the reader can understand about the writer talking about because the writer make sequential and interconnected sentence.



While according to Yuliani (2017: 57) stated that Writing is one of important aspects in teaching language, because with writing the students can explore their mind and ideas in the paper and it can show to people. By writing, students can convey their thoughts and ideas that others can read.

According to Nunan (2003: 88) 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. Writing is work that creates ideas, and looks for ways to explain to the reader in a clear statement. In this case, the writer creates the ideas in write form.

Based on the explanation above we can conclude that writing is a process of thinking improve the idea to share information or knowledge and express the idea in the text form. Moreover, for the learners writing is the activity to fulfill their educational purpose.

### **2.1.1 Criteria of Good Writing**

According to Hughes in Sianna (2015: 52) writing has five components of writing, namely:

#### **1. Content**

The writer should make clear content to make the reader get the points of the text. to make good content the writer must make interrelated sentences based on general structure. . In order to have a good content of writing, its content should be well unified and completed. The term is usually known as unity and completeness, which becomes the characteristics of a good writing.

## 2. Organization

Organization in writing includes coherence, an order of important, general to specific or specific to general, chronological order, and spatial pattern.

## 3. Vocabulary

In personal description, word plays a dual role: to communicate and to evoke; and then, to the readers, it is to perceive and to feel. This twofold purpose is evident even it is a practical and common form of writing as in advertisement. Effective use words have two purposes, namely to provide information while receiving information. Effective use of words alsodeals with connotative or figurative languages which are forms of writing, but mostly in personal description.

## 4. Language use

In language use, the writer must pay attention to parts of speech of the text. In this case, part of speech can be mention such as: verb, noun, pronoun, adjective, adverb, conjunction, preposition and interjection.

## 5. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately.

### 1. Capitalization.

The use of capitalization in writing can clarify the ideas. The sentences are capitalized correctly and they are utilized to avoid ambiguous meaning and misunderstanding. Besides, through correct

capitalization of sentences, it also helps the readers to distinguish one sentence to others;

## 2. Punctuation.

It can be used as a unit of meaning and it suggests how the units are related to each other;

## 3. Spelling.

There are three important rules followed in using spelling appropriately, namely: suffixed addition, plural formation, and handling-error within the words.

### **2.2 Teaching Writing**

As stated by Brown (2000: 340) The gradual recognition of writing as a process of thinking and composing was a natural by product of CLT. With its emphasis on learner-centered instruction, student-student negotiation, and strategies-based instruction that value-the variability of learners' pathways to succes, CLT is an appropriate locus for process writing. As students are encouraged (in reading) to bring their own schemata to bear on understanding texts, and in writing to develop their own ideas, offer their own critical analysis, and find their own "voice", the role of teacher must be one of facilitator and coach, not an authoritative director and arbiter.

### 2.3 Genre of Writing

According to Apriliani (2014: 2) genre is a different text display based on social function, generic structure, and language features. Meanwhile according to Pardiyo in Pangaribuan (2018: 166)), there are twelve types of genre, they are:

#### 1. Description

Description is a type writing which describes something in detail in order to enable the readers to see, hear, feel, and touch it directly or involve themselves in the event. Description is a special text that tells something in detail and allows the reader to feel or can imagine a topic on the text.

#### 2. Recount

Recount is text which tells somebody about something especially that he/she has experience of a series of related events. The recount is a text that aims to tell the reader about someone's past.

#### 3. Procedure

Procedure is a text which explained about how is the process should be done in a sequent step. The procedure text is a text that describes steps that must be taken sequentially in carrying out an activity.

#### 4. Narrative

Narative is a type of writing which tells an event or process chronologically in a certain time. The narrative is writing that tells events in more detail in a certain time.

#### 5. News Item

News Item is for informing newsworthy events of the day and other natural phenomena. News Item is a text used to convey the news that is worthy to be delivered.

#### 6. Anecdote

Anecdote is for sharing with others an account of unusual or amusing even. An anecdote is a funny and entertaining writing.

#### 7. Explanation

Explanation is to describe the process involved in the information or working of an object or phenomena (explaining a process of information). An explanation is text that provides information and can answer questions why something can happen.

#### 8. Discussion

Discussion is for offering viewpoints related to some socio-economic problems. Discussion is for offering viewpoints related to some socio-economic problems. A discussion is a text that presents the pros and cons of a problem.

#### 9. Exposition

Exposition is to carry on an arguments or opinions about something things (for exposing arguments or opinions). Exposition is the author's views on events around him and convey them in written form.

## 10. Report

Report is for providing information about natural or non natural phenomena. A report is report is an outline of descriptive text that explains something more generally.

## 11. Review

Review is for evaluating the quality of books and other works of art. The review is a paper that aims to assess and convey the advantages and disadvantages of a work of art.

## 12. Spoof

A spoof is known as a narrative text. It narrates a series of events. It introduces a number of characters. A spoof is text that tells an event and is presented in a funny language so that it can entertain the reader.

### **2.4 Recount Text**

According to Ismail (2018: 102) Recount text is a piece of text which retells experiences or past events in chronological order for the purpose of informing, entertaining, or reflecting. Recount text is a text which retells about an experience or past event with several sequence of events which aims to entertain and provide the information to the reader. The writer make a text to deliver their idea to the reader about their experience.

#### **2.4.1 The Purpose of Recount Text**

Meylina (2016: 73) the purpose of recount text is students not only understand the sequence of event, but they can almost feel it. The action, details,

and dialogue put the readers come to the story and feel as if it really happens to them. The purpose of recount text is expects the reader to understand and feel the events that the author conveyed

#### **2.4.2 Types of Recount Text**

According to Pradini (2010: 65) Types of recount:

1. Personal recount

Personal recount is a text that explains the author's personal experience.

2. Procedural recount

Procedural recount is a text that informs the reader about experiments and experiences and can answer who?, when?, where?, why?, and what experience?

3. Spoof recount

Spoof recount is a text that retell a funny story from personal experience.

4. Biography recount

Biography is telling and informing the reader about someone's past life and what happened to them in the past.

#### **2.4.3 Generic Structure of Recount Text**

According to Irmawan Catur and Lolitarini D.N (2008: 27), generic structure of recount text consists of three parts, their orientation, events, and reorientation.

### 1. Orientation

In this section the author presents information about the person told in the text along with the place and time of the incident, in other words in this section can answer the question of who?, where? and when?.

Example:

“I had gone to stay with my family in France when I was a student. I took with me some presents for the family....”

### 2. Events

At this stage the author explains a series of events that occur in the past based on the topics that have been explained in the previous .

Example:

"And when I come back to the house, the little girl who lived in the house asked me what I had bought and what was in my bag. So, I opened the bag and I began take everything out..."

### 3. Re-orientation:

This stage the author gives personal comments or conclusions on the topic presented.

Example:

“And of course my face just went bright red, I couldn’t think of anything to say. I just looked at her, put the box of chocolates down on the table and fled from the room.”



## 2.5 Dictation

As stated by Richards and Schmidt in Faghani(2015: 59) have demarcated dictation as a technique used in both language teaching and language testing in which a passage is read aloud to students or test takers, with pauses during which they must try to write down what they have heard as accurately as possible. Dictation is a language teaching technique where a text is read aloud but is paused and test participants must rewrite the text they hear in as much detail as possible.

Another idea come from Oller and Streiff in Marzban (2013: 4140) that Dictation is used as a technique where the learners receive some spoken input, hold this in their memory for a short time, and then write what they heard. This writing is affected by their skill at listening, their command of the language, and their ability to hold what they have heard in their memory. Dictation is a way of teaching where students remember temporarily what is conveyed by the teacher and then conveyed again in written form.

### 2.5.1 The Types of Dictation

According to Kidd (1992: 52) types of dictation is clicker-gap passages, split dictation, dicto-comp and dictogloss.

#### 1. Clicker-gap passages

Clickers gap or whistle gaps are techniques used by the teacher, where the teacher provides a text and then deleted some words in the text. when dictating the text, the deleted word is replaced with a whistle sound

or clap. then students are expected to fill in the missing words. this technique is suitable for teaching articles usage at the intermediate level.

## 2. Split Dictation

This technique is suitable for upper and intermediate level ESL classes to practice analyzing clauses. The teacher should choose a text containing a variety of compound, complex, and compound-complex sentences. Teacher should carefully divide the passage into "dictation phrases" which are short enough so that each can be copied easily without repetition, so it keeps students focused and there is no time to dawdle.

## 3. Dicto-Comp

The third innovation called dicto-comp. The teacher makes the text and then reads it three times at normal speed. When dictating, students must not write anything. After the text has been read, students are allowed to ask questions and discuss words, idioms or clauses that are still unfamiliar to them. This step is done twice. After the third reading is complete, students are asked to reproduce the text that is read in detail.

## 4. Dictogloss

Dictogloss is almost the same as dicto-comp. dictogloss consists of 4 stages. The teacher provides the text and before dictating, the teacher discusses some words in the text that are considered unfamiliar to students and then divided into groups. The teacher reads the text 2 times. at the time of the first reading, students only listen to the teacher dictate the text.

During the second reading students are allowed to make notes as their reference to reproduce the text that was read.

## 2.6 Dictogloss

As stated by Farid & Moecharam (2017: 86) stated Dictogloss is an activity where the learners listen to text or story that is spoken; then they will try to reconstruct it in the form of written text. Dictogloss technique aims to develop writing skills through information that is heard. Students write notes on what they hear to reproduce the text.

Meanwhile, Afsharrad & Sadeghi Benis in Bataineh (2016: 2) dictogloss is distinct from traditional dictation, which is simply defined as an activity in which students write down what is spoken or read to them by the teacher. Dictation, whose utility as an instructional and or testing technique is highly debatable. Dictogloss as simple definition is to rewrite what the teacher is saying that aims to test students' abilities.

In addition Ratnaningsih (2016: 9) dictogloss is a technique for language learning in which students work together to reconstruct a dictated-text. They reconstruct the dictated-text by using their own words or in other words they do not write exactly what the teacher read. Dictogloss is a technique used for language teaching the students work together to rewrite the teacher dictated with their own words.

### 2.6.1 Dictogloss Procedure

Wajnryb (1990: 7) stated there are for stages of dictogloss technique. These stages are presented below.

#### 1. Preparation

At this stage the teacher must provide the text, then determine unfamiliar words in the text and organize students into groups and make sure students understand what they will do in the next step.

#### 2. Dictation

The text will be read twice, at the first reading students do not need to write anything then on the second reading students must make notes that can help them at the reconstruction stage the text dictated at the normal speed.

#### 3. Reconstruction

After the text is read twice, in the form of groups students discuss with classmates to reproduce the dictated text.

#### 4. Analysis and Correction

This stage aims to discuss and analyze text that has been created by students.

### 2.6.2 The Variations on Dictogloss

According to Jacobs(2003: 9) stated that several variations on dictogloss. These are described in this section. No doubt, others exist or await creation.

#### 1. Dictogloss Negotiation

In this variation students sit face to face. Then the teacher reads the text twice. When reading the first text they did not write anything, then the

second reading, teacher stopped reading in each paragraph then students discussed about the text without writing anything. After that, students rewrite what is conveyed based on the original words. each pair reproduces the text that will be discussed with the other group pass.

## 2. Student -Controlled Dictation

This variation uses tapes as a dictation media, students can request forward, backward, stop and return. The teacher repeats the tape until no one asks to stop and understand what has been conveyed and then re-created the text.

## 3. Student-Student Dictation

This variation involves cooperative learning. students will be divided into groups. For example the text consists of four paragraphs, the class is divided into four groups, each group reads a different paragraph. Then each group member takes notes and then reconstructed the text that was conveyed.

## 4. Dictogloss Summaries

In this variation students only need to rewrite key ideas from the original text. unlike other variations that require students to rewrite based on the original text.

## 5. Scrambled Sentence Dictogloss

In this technique, the teacher shuffles a series of sentences in the text, then in the reconstruction stage the students analyze the text and make the text into correct and logical text.

#### 6. Elaboration Dictogloss

In this technique, students not only rewrite what the teacher dictates but add facts based on topics conveyed from students' experience or knowledge.

#### 7. Dictogloss Opinion

On the dictogloss opinion after students rewrite the ideas submitted then they write their opinions on the ideas submitted in each sentence or paragraph or make their own opinions in the last paragraph.

#### 8. Picture Dictation

Dictation does not only rewrite what they hear or other means by changing it in images. After listening to the teacher read the text, students are asked to make a sketch and then compare it with their classmates or they may write the text first then draw a sketch of the text.

### **2.6.3 The Advantages of Dictogloss Technique**

Vasiljevic (2010: 45) there are some advantages of this technique.

1. This technique can combine individual and group activities. Students listen and take notes and then in groups they discuss to reproduce the dictated text.
2. Dictogloss procedures can improve students' communicative abilities. During the reconstruction phase students will tend to use time effectively. In the process of reconstruction students can learn many modes of language and then the occurrence of authentic communication.

3. The reconstruction and analysis stage can help students compare their understanding with the original text. by way of cognitive abilities students can improve students' ability in language. Dictogloss procedure is expected that students can re-create the dictated text, the analysis phase is used as a benchmark where the lack and excess ability of students. This technique can also be used in teaching listening. for example students are provided with questions that are then answered by students based on dictated text. With reconstruction students can increase or add to their knowledge of vocabulary.
4. Working together in a group will enable students who are less active or shy to develop ideas through friends. Sometimes students will more casually convey their ideas to friends than to the teacher.

### **2.7 Relevance Studies**

The first research was conducted by Febria Harnita (2014) "The Effect of Dictogloss Technique toward Writing Recount Text of the Second Year Students of SMPN 1 Dumai" the researcher found there is a significant effect to increase active students learning English after applied dictogloss technique in writing skill. In her research, the sample was a second-year student at SMPN 1 Dumai which one group pretest-posttest design and a total of 35 students on class VIII9. The class consists of 18 females and 17 male as an experimental group who thought by dictogloss technique. The findings of this research show that there is an effect of students writing recount text in the experimental group is bigger than in the

control group. Null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.

The second study was conducted by Lidya Utami (2018) "Using Dictogloss Technique to Improve Students' Writing Ability at Second Grade of SMA Muhammadiyah 2 Bandar Lampung". In this research, the researcher take XI IPS, 2 students of SMA MUHAMMADIYAH 2, Bandar Lampung 2015/2016 even. The researcher would take only one class as the sample. this class consisted of 33 students. The researcher found dictogloss can be applied to improve students' writing ability in the second year of SMA Muhammadiyah 2 Bandar Lampung. It can be proved by the improving of the students' score of pre-test and post-test. It is supported by the significant result of the pre-test that is 61.23, then the post-test is 71.96.

The third study was conducted by Abdul Arif (2013) " *The Effectiveness of Dictogloss To Teach Writing Skill Viewed From Students' Risk-Taking*". This research was conducted at the English Education Department of STKIP-PGRI Pontianak which is located on Jl. Prof. M. Yamin/ Jln Ilham no. 45 Pontianak, Kalimantan Barat. The population of the research was the second semester students of the English Education Department of STKIP-PGRI Pontianak in the academic year of 2012/2013. The sample of this research consists of two classes; class A as experimental group treated by using dictogloss and class B as the control group treated by using dicto-comp. Each class consists of 40 students divided into two group based on the students' level of risk-taking. The result of data analysis showed that: (a) because  $F_0$  between columns (5.161) is higher than



$F_t$  (3.92) at the level of significance  $\alpha = 0.05$ ,  $H_0$  is rejected and the difference between columns is significant. There is a significant difference between the students who are taught by using dictogloss and those who are taught by using dicto-comp in their writing skill. The mean score of the students who are taught by using dictogloss (75.05) is higher than the mean score of students who are taught by using dicto-comp (72.20). It can be concluded that dictogloss is more effective than dicto-comp to teach writing skill.

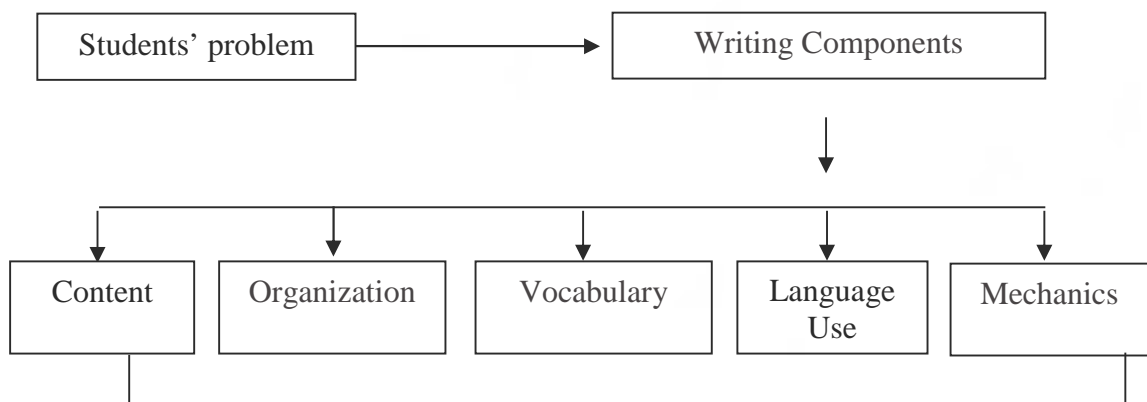
## 2.8 Conceptual of Framework

The researcher applied experimental researcher dealing with the effect of Dictogloss Technique towards students' writing recount text. The researcher believe that there is an effect in students writing skill, especially in writing recount text by using the distogloss technique, because Dictogloss Technique can make teaching and learning activities more active and can make the teaching and learning process more effective as a new way.

The figure can be seen as follow:

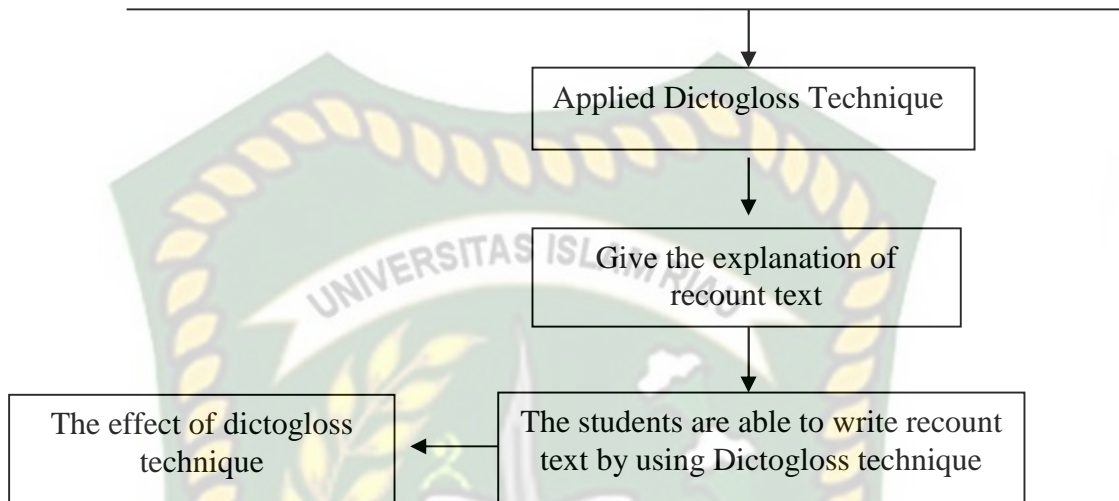
**Figure 2.1**

*Conceptual Framework*



**Figure 2.1 (Continued)**

***Conceptual Framework***



**2.9 The Hypothesis**

The hypothesis of the research is the following:

Ho: there is no significant effect of Dictogloss technique towards students' writing recount text of the first year at SMAN 5 Pekanbaru.

Ha: there is a significant effect of Dictogloss technique towards students' writing recount text of the first year at SMAN 5 Pekanbaru.

## CHAPTER III

### METHODOLOGY

#### 3.1 Research Design

According to Creswell (2012: 326) a quasi-experimental design involves the use of an intervention, but not random assignment of participants to groups. A factorial design also involves two or more groups, but the researcher tests for the interaction of two or more independent variables. A quasi-experimental design involves the use of an intervention, but not a random assignment of participants to groups.

Quasi-experimental studies with pretest and posttest measurements between two groups—an experimental and a control group—were not found. We found one study about a management-coaching program among 31 managers of a government agency that covered two periods. Quasi-experimental studies with pretest and post-test measurements between two groups an experimental and a control group were not found. Olivero, Bane, & Kopelman in Evers (2006: 175).

Quasi-experimental is an experiment that used to measure ability and used pre and posttest to know one's ability. There is two variable in this research. Using dictogloss technique is an independent variable, while the students writing is a dependent variable.

**Figure 3.1 The Research Design**



where:

X: Independent Variable

Y: Dependent Variable

: the process of applying technique

### 3.2 Time and Location of the Research

This research was conducted on March which was located of SMAN 5 Pekanbaru Jl. Bawal, kecamatan Marpoyan Damai, Pekanbaru.

The schedule of this research could be seen on the table below:

**Table 3.1**  
**Schedule of the Research Activities**

No	Meeting	Date	Activities
1	1 <sup>st</sup> – 3 <sup>th</sup>	March 25, 2019	pre-test
2	4 <sup>th</sup> – 12 <sup>th</sup>	April 1, 2019 – April 22, 2019	treatment applied Dictogloss technique in writing recount text
3	13 <sup>th</sup> – 15 <sup>th</sup>	April 29, 2019	post-test

### 3.3 The Population and sample of Study

#### 3.3.1 Population

As stated by Alvi (2016: 10) included in the population are all members who meet the research criteria. The population in this research is the first year students of SMAN 5 Pekanbaru in academic year 2018/2019. There are ten classes, consist of six classes of MIPA and four classes of IPS. The total of first-year students of SMAN 5 Pekanbaru is 340 students. The

population of this research has the same level proficiency and same background because they were taught the same material in the teaching and learning process

**Table 3.2**  
**The Population of Research of the First Year Students of SMAN 5 Pekanbaru**

Class	X Mipa 1	X Mipa 2	X Mipa 3	X Mipa 4	X Mipa 5	X Mipa 6	X Ips 1	X Ips 2	X Ips 3	X Ips 4	Total
Population	34	34	34	34	34	34	34	34	34	34	340

### 3.3.2 sample

According to Alvi (2016: 10) sample is a small group of the population where the research will be carried out. In this research the researcher choose class X Mipa 3 as a sample they are 36 students as an experimental group who that teach with dictoglosss technique.

### 3.4 Research Instrument

According to Wilkinson (2018: 3) Research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose. Research instruments are tools used to obtain the data. In this study, the researcher use test as a research instrument. Kind of test used writing test.

### 3.4.1 Writing Test ( Pre-test and Post Test)

The test was prepared by the researcher and helped by the English teacher. The test is used to know the effect or the improvement of students writing recount text by using Dictogloss technique. It was designed based on a syllabus that relevant to the curriculum. The researcher use recount text is taken from an English textbook and internet.

#### 1. Pre-test

Pre-test consist of 50-100 words and contents in writing recount text, fulfill aspects of writing such as content, organization, vocabulary, language use, and mechanic. The total score is 100, so the students will get 100 if they can make a good writer.

Pre-test used to know the basic ability of the students especially to determine the ability of the sample. For the pre-test, the teacher asked the students to write recount text about "My Idol"

#### 2. Post-test

The test in post-test students wrote recount text. The post-test used dictogloss technique, the researcher read recount text about the famous figures and the students reconstructed it. for the first time the student constructed it individually and the second time they reconstructed the text with their group. The test was given at the treatment until post-test.

The topic treatment until the end as followed:

1. Marzuki
2. Marie Curie

3. Abraham lyncolon
4. Bill Gates

### **3.5 Research Procedure**

This research done in five meetings consist of fifteen times, it is used to help students to achieve the goals of teaching. The procedures of this research are

#### **3.5.1 Procedures For the Research**

The implementation of teaching writing recount text as followed:

1. Teacher express greeting to start the process of learning
2. Teacher prepare to teach writing recount text by using dictogloss technique
3. Teacher explain a component of writing to attract them to write recount text
4. After that, the teacher how to use dictogloss technique in a learning process to learn how to write recount text, as follows:
  5. Preparation: teacher and students discuss the topic of the text and prepare for some vocabulary that still strange for the students.
  6. Dictation: the teacher read a passage twice or third times with normal speed. For the first time, the students do not need to write anything they only listen for the teacher. And the second time the student take a note whatever they heard from the teacher. And last time they can expand their notes

7. Reconstruction: students work in a group of 2 students for each group.

In that group, they can work together to expand their notes

8. Analysis and correction: students compare their text with other group and discuss the text in the right text.

**Table 3.3**

***Teaching Procedures for the Research***

No	Meeting	Teacher Activities	Students Activities	Topic
1	First meeting	Give some explanation about writing recount text (definition, kind of recount, generic structure of recount text) Giving pre-test to the students	Listen to teacher explanation and learn about how to write recount text. Doing a pre-test	Recount text.  Writing recount text about "my idol"
2	Second meeting (treatment)	Explain how to applied dictogloss technique	The students ask to how to applied dictogloss technique	Write recount text about "Marzuki" by using dictogloss technique.



**Table 3.3(Continued)**

*Teaching Procedures for the Research*

No	Meeting	Teacher Activities	Students Activities	Topic
3	Third meeting (Treatment)	The teacher use dictogloss technique as a teaching technique in teaching writing recount text.	Students write recount text by using dictogloss technique	Writing recount text about"Abraham Lincoln"
4	Fourth meeting (treatment)	The teacher use dictogloss technique as a teaching technique in teaching writing recount text.	Students write recount text by using dictogloss technique	Writing recount text about"Marie Curie"
5	Fifth meeting	Gave a post-test by using dictogloss technique	Doing a post-test by using dictogloss technique	Write recount text about'Bill Gates"

**3.6 Data Analysis Technique**

After applied dictogloss technique to find out the effect of this technique in teaching writing recount text. The researcher analyzed the data from the

respondents after the students writing. According to Hughes (2003: 104) scoring rubric for writing test is:

Table 3.4

*Scoring Rubric for Writing Test*

Students score	Level	Criteria
C O N T E N T	30-27	<b>Excellent to very good:</b> knowledgeable * substantive *thorough development of thesis *relevant to assigned topic
	26-22	<b>Good to average:</b> some knowledge of subject *adequate range *limited development of thesis *mostly relevant to topic, but lacks detail.
	21-17	<b>Fair to poor:</b> limited knowledge of subject *litle substance *inadequate development of topic
	16-13	<b>Very poor:</b> does not show knowladge of subject *non-substantive *no pertinent *or not enough to evaluate.
O R G A N I Z A T I O N	20-18	<b>Excelent to very good:</b> fluent expression *ideas clearly stated/supported *succienct *well organize *logical sequencing *cohesive
	17-14	<b>Good to average:</b> loosely organized but main ideas stand out *limited support *logical but incomplete sequencing
	13-10	<b>Fair to poor:</b> non fluent *ideas confused or disconnected *lack logical sequencing and development
	9-7	<b>Very poor:</b> does not communicate *no organization *or not enough to evaluate

Table 3.4 (Continued)

Scoring Rubric for Writing Test

Students score	Level	Criteria
V O C A B U L A R Y	20-18   17-14  13-10  9-7	<b>Excellent to very good:</b> sophisticated range *effective word/idiom choice and usage *word form mastery *appropriate register  <b>Good to average:</b> adequate range *occasional errors of word/idiom, choice, usage but meaning not obscured  <b>Fair to poor:</b> limited range *frequent errors of word/idiom, choice, usage *meaning confused or obscured  <b>Very poor:</b> essentially translation *little knowledge of english vocabulary, idioms, word form *or not enough to evaluate
L A N G U A G E	25-22  21-18  17-11  10-5	<b>Excellent to very good:</b> effective complex construction *few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions  <b>Good to average:</b> effective but simple constructions *minor problems in complex construction *several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured  <b>Fair to poor:</b> major problem in simple/complex construction *frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and fragments, run-ons, deletions *meaning confused or obscured  <b>Very poor:</b> virtual no mastery of sentences construction rules *dominated by errors *does not communicate*or not enough to evaluate

**Table 3.4 (Continued)**

*Scoring Rubric for Writing Test*

Students score	Level	Criteria
M E C H A N I C	5	<b>Excellent to good:</b> demonstrates mastery of construction *few errors of spelling, punctuation, capitalization, paragraphing
	4	<b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	<b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing *poor handwriting *meaning confused and obscured
	2	<b>Very poor:</b> no mastery of conventions *dominated by error of spelling, punctuation, capitalization, paragraphing *handwriting illegible *or not enough to evaluate

To find out the total score of the aspect of writing. The formula to get the total score of the students below:

$$\text{Score} = C + O + V + \text{LU} + M$$

Where:

C: Content

O: Organization

V: Vocabulary

LU: Language Use

M: Mechanic

After the data had been collected the researcher analyzed the data by using SPSS.



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## CHAPTER IV

### RESEARCH FINDINGS

This chapter present the research finding dealing with the data analyzed and interpreted, which have been taken from given pre-test and post-test of one classthe researcher showed that the students' score increase from pre-test and post-test aims to find out whether there is significant effect in students' writing recount text at the first year of SMAN 5 Pekanbaru.

#### 4.1 Data Presentation

This research was conducted to know the effect of dictogloss technique toward writing recount text at the first year of SMAN 5 Pekanbaru. Subsequently, the researcher find out students' score in writing recount text at SMAN 5Pekanbaru. This researcher was classified to experimental research that is quantitative research. Therefore data of this research got from students' score in pre-test and post-test.

##### 4.1.1 Data Presentation of Pre-Test

Before giving treatment, the researcher gave pre-test to the students. It was done to know the students ability in writing recount text. The researcher presented the students' writing recount text on pre-test as following table:

**Table 4.1***Score of Pre-Test*

NO	STUDENTS	SCORE
1	S-1	77
2	S-2	80
3	S-3	84
4	S-4	78
5	S-5	62
6	S-6	77
7	S-7	87
8	S-8	81
9	S-9	78
10	S-10	80
11	S-11	82
12	S-12	68
13	S-13	70
14	S-14	72
15	S-15	66
16	S-16	80
17	S-17	84
18	S-18	70
19	S-19	72
20	S-20	82
21	S-21	74
22	S-22	73
23	S-23	78
24	S-24	89
25	S-25	74
26	S-26	63
27	S-27	60
28	S-28	76
29	S-29	86
30	S-30	76
31	S-31	69
32	S-32	54
33	S-33	72
34	S-34	87
TOTAL SCORE		2561
MEAN SCORE		75,32

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Based on table 4.1 the total score of pre-test from sample class at SMAN 5 Pekanbaru with 34 respondents. From table 4.1 the researcher found there was a student got 54 score, a student got 60 score, a student got 62 score, a student got 63 score, a student got 66 score, a student got 68 score, a student got 69 score, two students got 70 score, three students got 72 score, a student got 73 score, two students got 74 score, two students got 76 score, two students got 77 score, three students got 78 score, three students got 80 score, a student got 81 score, two students got 82 score, two students got 84 score, a student got 86 score, two students got 87 score and a student got 89 score.

Based on table 4.1 the highest score was 89 from S-24 and the lowest score was 54 from S-32. The total score of pre-test is 2561. From the total score of pre-test, the researcher get the mean of pre-test 75,32.

Meanwhile, students score in writing recount test of pre-test entitled My Idol as follow:

**Table 4.2**  
*Presentation of Students' Scoring in Writing Recount Text of Pre-Test*

Student's name	Students' Score Based On Analytic Scoring For Writing Recount Text					Score
	Content (C)	Organization (O)	Vocabulary (V)	Language Use(LU)	Mechanic (M)	
S-1	22	14	17	19	5	77
S-2	25	16	18	18	3	80
S-3	26	16	17	20	5	84
S-4	20	19	17	18	4	78
S-5	17	10	13	17	5	62
S-6	22	16	15	20	4	77
S-7	27	19	17	19	5	87
S-8	26	15	15	21	4	81



**Table 4.2 (Continued)**  
*Presentation of Students' Scoring in Writing Recount Text of Pre-Test*

Student's name	Students' Score Based On Analytic Scoring For Writing Recount Text					Score
	Content (C)	Organization (O)	Vocabulary (V)	Language Use(LU)	Mechanic (M)	
S-9	23	14	18	18	5	78
S-10	24	14	17	20	5	80
S-11	26	16	14	21	5	82
S-12	20	13	14	18	3	68
S-13	21	16	16	13	4	70
S-14	14	16	17	20	5	72
S-15	17	12	14	18	5	66
S-16	22	17	15	21	5	80
S-17	25	17	18	19	5	84
S-18	20	14	17	16	3	70
S-19	17	14	18	18	5	72
S-20	25	17	15	20	5	82
S-21	22	14	15	18	5	74
S-22	21	14	16	18	4	73
S-23	20	14	18	21	5	78
S-24	28	19	16	21	5	89
S-25	20	14	17	20	3	74
S-26	16	13	14	17	3	63
S-27	13	9	15	18	5	60
S-28	22	14	17	18	5	76
S-29	25	17	18	21	5	86
S-30	17	18	19	18	4	76
S-31	13	16	15	20	5	69
S-32	13	9	14	14	4	54
S-33	18	14	16	20	4	72
S-34	27	19	17	20	4	87
<b>Total</b>	<b>714</b>	<b>509</b>	<b>549</b>	<b>638</b>	<b>151</b>	<b>2561</b>
<b>Mean</b>	<b>21</b>	<b>14.97</b>	<b>16.14</b>	<b>18.76</b>	<b>4.44</b>	<b>75.32</b>

Based on table 4.2 the total Score of indicator content was 714 with mean score was 21 and the highest score was 28 while the lowest score was 13. The total score of organization was 509 and mean score 14.97 with the highest score was 19 while the lowest score was 9. The total score of vocabulary was 549 while mean score was 16.14 and the highest score was 19 while the lowest score was 13. The total score of language use was 638 and mean score was 18.76 and the highest score was 21 while the lowest score was 13. The total score of mechanics was 151 with mean score was 4.44 and the highest score was 5 while the lowest score was 3.

The recapitulation of five components of writing in pre-test can be seen in the following table:

**Table 4.3**

***Recapitulation of the Students' Score Classification in Writing Recount Text of Pre-Test***

No	Components In Writing Recount Text	Total Score	Mean
1	Content	714	21
2	Organization	509	14.97
3	Vocabulary	549	16.14
4	Language uge	638	18.76
5	Mechanic	151	4.44

It is clearly seen from the table 4.3 showed that mean of students writing recount text on the component content was 21 with the total score 714. Component organization total score was 509 and mean 14.97. While total score of vocabulary was 549 and mean 16.14. The mean of language use was 18.76 from

the total score was 638. Last, mean of component mechanic was 4.44 from total score 151.

The researcher needed to analyze the data of pre-test to find out the score of variance and standard deviation of experimental group. The data was required to e analyzing to find out the students' score in pre-test.

#### 4.1.2 Data Presentation of Post-Test

After the researcher carried out treatments to the experimental class. The researcher gave post-test to the students in the last meeting. The researcher presented the students' writing recount text score using dictogloss technique on post test as followed:

**Table 4.4**  
*The Score of Post-Test*

NO	STUDENTS	SCORE
1	S-1	82
2	S-2	83
3	S-3	78
4	S-4	80
5	S-5	80
6	S-6	84
7	S-7	84
8	S-8	78
9	S-9	87
10	S-10	80
11	S-11	83
12	S-12	77
13	S-13	86
14	S-14	76
15	S-15	81
16	S-16	56
17	S-17	70
18	S-18	64
19	S-19	83

**TABLE 4.4 (continued)**  
*The Score of Post-Test*

NO	STUDENTS	SCORE
20	S-20	83
21	S-21	77
22	S-22	83
23	S-23	80
24	S-24	87
25	S-25	83
26	S-26	82
27	S-27	86
28	S-28	85
29	S-29	89
30	S-30	85
31	S-31	82
32	S-32	79
33	S-33	75
34	S-34	78
<b>TOTAL SCORE</b>		2726
<b>MEAN SCORE</b>		80.17

Based on the tabel 4.4 the researcher found the total score of post test from sample students at SMAN 5 Pekanbaru of the respondents were 34 students. From table 4.4 the researcher found there was a student got 56 score, a student got 64 score, a student got 70 score, a student got 75 score, a student got 76 score, two students got 77, three students got 78 score, a student got 79 score, four students got 80 score, a student got 81 score, three students got 82 score, six students got 83 score, two students got 84 score, two students got 85 score, two students got 86 score, two students got 87 score, a student got 89 score

Based on table 4.1 the highest score was 89 from S-29 and the lowest score was 54 from S-16. The total score is 2726 . from the total score, the researcher got the mean of post-test is 80.17.

Futhermore, the researcher presented students scoring in writing recount text of post test as follow:

*Table 4.5  
Presentation of Students' Scoring in Writing Recount Text of Post-Test*

Sample	Students' Score Based On Analytic Scoring For Writing Recount Text					Score
	Content (C)	Organization (O)	Vocabulary (V)	Language Use(LU)	Mechanic (M)	
S-1	25	16	19	18	4	82
S-2	26	18	19	16	4	83
S-3	27	18	19	10	4	78
S-4	25	17	17	17	4	80
S-5	26	17	17	15	5	80
S-6	27	17	19	17	4	84
S-7	27	17	19	16	5	84
S-8	18	13	19	23	5	78
S-9	27	17	19	19	5	87
S-10	27	16	13	20	4	80
S-11	27	17	16	20	3	83
S-12	26	17	17	13	4	77
S-13	27	18	19	18	4	86
S-14	24	14	17	17	4	76
S-15	27	17	19	14	4	81
S-16	13	10	12	18	3	56
S-17	19	13	18	17	3	70
S-18	15	13	16	17	3	64
S-19	28	18	15	18	4	83
S-20	28	19	19	12	5	83
S-21	17	18	19	18	5	77
S-22	27	17	17	17	5	83
S-23	26	15	18	17	4	80
S-24	27	18	19	18	5	87
S-25	25	18	19	17	4	83

*Table 4.5 (Continued)*  
*Presentation of Students' Scoring in Writing Recount Text of Post-Test*

Sample	Students' Score Based On Analytic Scoring For Writing Recount Text					Score
	Content (C)	Organization (O)	Vocabulary (V)	Language Use(LU)	Mechanic (M)	
S-26	27	16	16	20	3	82
S-27	28	19	18	16	5	86
S-28	26	18	19	17	5	85
S-29	28	18	19	19	5	89
S-30	27	18	19	17	4	85
S-31	26	17	17	18	4	82
S-32	26	17	19	14	3	79
S-33	27	14	14	17	3	75
S-34	26	15	19	14	4	78
<b>Total</b>	<b>852</b>	<b>560</b>	<b>600</b>	<b>574</b>	<b>140</b>	<b>2726</b>
<b>Mean</b>	<b>25.05</b>	<b>16.47</b>	<b>17.64</b>	<b>16.88</b>	<b>4.11</b>	<b>80.17</b>

Based on table 4.5 the total Score of indicator content was 852 with mean score was 25.05 and the highest score was 28 while the lowest score was 13. The total score of organization was 560 and mean score 16.47 with the highest score was 19 while the lowest score was 10. The total score of vocabulary was 600 while mean score was 17.64 and the highest score was 19 while the lowest score was 12. The total score of language use was 574 and mean score was 16.88 and the highest score was 23 while the lowest score was 10. The total score of mechanics was 140 with mean score was 4.11 and the highest score was 5 while the lowest score was 3.

The recapitulation of five components' writing recount text in post-test can be seen in the following table:

**Table 4.6**  
*Recapitulation of the Students' Score Classification in Writing Recount Text of Pre-Test*

No	Components In Writing Recount Text	Total Score	Mean
1	Content	852	25.05
2	Organization	560	16.47
3	Vocabulary	600	17.64
4	Language uge	574	16.88
5	Mechanic	140	4.11

It is clearly seen from the table 4.6 showed that mean of students writing recount text on the component content was 25,05 with the total score 852. Component organization the total score was 560 and mean 16.47. While total score of vocabulary was 600 and mean 17.64. The mean of language use was 16.88 from the total score is 574. Last, mean of component mechanic is 4.11 from total score 140.

After the researcher found the mean and recapitulation component of writing recount text, the researcher needed to analyze the data of post-test to find out the score of variene and standar deviation of experimental group. The draa was required to be analyzed to find out the students' score in post-test.

After that, the researcher analyzed the data of pre-test and post test. The analysis of the paired sample test was also to find out the difference of test. It can be seen on the table as followed:

**Table 4.7**  
*Paired Samples Statistics*

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre-test	75.32	34	8.234	1.412
post-test	80.17	34	6.520	1.118

Based on the table 4.7 the total students was 34 students, the mean of pre test is 75.32 while the mean of post-test is 80.17. Standar deviation of pre-test is 8.234 and standard deviation of post test is 6.520. Standard error mean from pre-test is 1.412 and from post test is 1.118. After getting the treatment the students score was increase. It means there is an effect of dictogloss technique in teaching writing recount text. Futhermore, the paired correccation of the test could be describe as followed:

**Table 4.8**  
*Paired Samples Correlations*

	N	Correlation	Sig.
Pair 1 pre-test & post-test	34	.027	.879

From the table 4.8 it could be seen the total of students was 34, the correlation etween pre-test and post-test is 0.027 while the significant is 0.879.



**Table 4.9**  
**Paired Samples Test**

	Paired Differences					t	df	Sig. (1-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pa pre-test ir - post- 1 test	-4.85294	10.36349	1.77732	-8.46893	-1.23695	-2.730	33	.010

Based on output SPSS, paired sample T-test showed paired differences to know the same variance.

If sig. (1-tailed) > 0.05  $H_0$  is accepted and  $H_a$  is rejected.

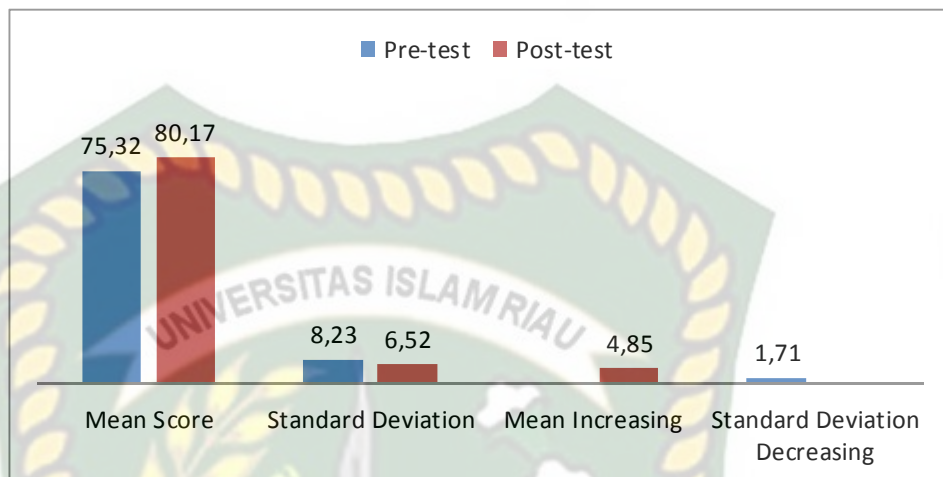
If sig. (1-tailed) < 0.05  $H_0$  is rejected and  $H_a$  is accepted.

Based on table 4.9 it could be seen that the level of significant was 0.010 and it was less than 0.05 or  $0.010 < 0.05$  Therefore, the null hypothesis ( $H_0$ ) is rejected and the hypothesis alternative ( $H_a$ ) is accepted. So, there is a significant effect of using dictogloss technique towards students' writing recount text of the first year at SMAN 5 Pekanbaru.

#### **4.2 Progress of Students' Score**

The researcher applied experimental research and got score of pre-test and post-test. The researcher analyzed the progress of students' result by using dictogloss technique in writing recount text.

**Figure 4.1**  
**Result Score of Pre-Test and Post-Test**



Based on the chart above showed that there was significant in mean score between result of pre-test and post-test. Mean score of pre-test is 75.32 while mean score of post-test is 80.17 it increased around 4.85 point. Furthermore, standard deviation between pre-test and post-test is decreased, it decreased 1.71 point. According to mean of pre-test and post-test increased 4.85 its mean the is a effect of teaching writing recount text through dictogloss technique.

### 4.3 Data Interpretation

From the data analysis, the researcher interpretate these research finding of pre-test, post-test and the final finding of hypothesis as followed:

1. Based on data of experimental group in pre-test (table 4.1), it was found the total score was 25,61 points with the mean 75.32. while based on data of experimental group in post-test (table 4.4)it was found the total score was 2726 points and the mean was 80,17.

2. Based on the statistical findings, the researcher found that the null hypothesis was rejected and the alternative hypothesis was accepted, because the sig. (1 tailed) was 0.01 its less than 0.05.
3. Based on the result of statistical analysis, it could be interpreted that the used dictogloss technique in teaching was an effect on students writing recount text of the first year students of SMAN 5 Pekanbaru.

#### 4.4 Hypothesis Testing

The data was analyzed to know the significant effect of Dictogloss Technique toward writing recount text at the first year students of SMAN 5 Pekanbaru. The researcher use SPSS to analyzed the data.

From the table 4.6 found the degree of freedom is 33 at the level 0.05 and consequently the  $t_{\text{table}}$  is 2.035. It means the value of  $t_{\text{calculated}}$  (2.730) is bigger than the value of  $t_{\text{table}}$  (2.035) at 0.05 level. The comparison between  $t_{\text{table}}$  and  $t_{\text{calculated}}$  could be constucted as followed:

$$\begin{array}{lcl} t_{\text{calculated}} & > & t_{\text{table at level 0.05}} \\ 2.730 & > & 2.035 \end{array}$$

Finally, the researcher found the score of  $t_{\text{calculated}}$  was greater than the score of  $t_{\text{table}}$ . So, the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. It means there is a significant effect of Dictogloss Technique toward writing recount text of the first year students of SMAN 5 Pekanbaru.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusion

In this chapter, the researcher would like to conclude about what have been discussed in the previous chapter. After analyzing the result of the experimental research, the researcher got the data from students' score before using dictogloss technique and from the students' score after using dictogloss technique.

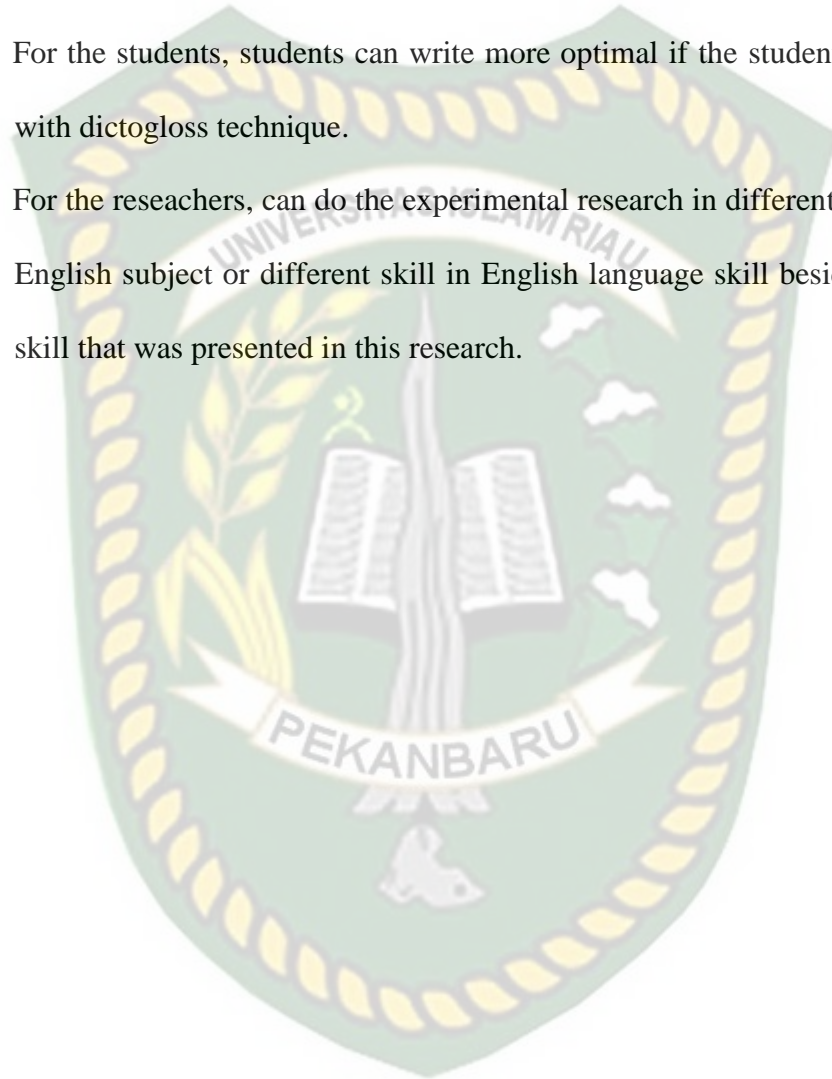
Based on the data from the pre-test of the first year students of SMAN 5 Pekanbaru, the researcher found that the students' pre-test score was 2561 points its less than the post test with the total score 2627 or the total score of post-test was higher than total score of pre-test. So, the mean of post test was higher too than pre-test. the mean of pre-test was 75.32 while mean of post-test was 80.17. It is indicated that the students have a progress score when the teacher using dictogloss technique in teaching writing recount text (post-test) than without using dictogloss technique in teaching writing recount-text (pre-test).

The conclusion can be seen from the statistical calculation from SPSS in the previous chapter, where the sig. (1 tailed) less than 0.005 which is 0.01. from the explanation it can be concluded that there is an effect in teaching writing recount text b using dictoglosss technique.

#### 5.2 Suggestion

After the researcher made conclusion and tried to make some suggestion that might be usefull. The suggestions was as followed:

1. For the teacher, it should use dictogloss technique in teaching writing especially recount text. By using dictogloss technique the students can more active in class room.
2. For the students, students can write more optimal if the students go along with dictogloss technique.
3. For the reseachers, can do the experimental research in different concept in English subject or different skill in English language skill besides writing skill that was presented in this research.



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