USING DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS' WRITING ABILITY AT SECOND GRADE OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG

(A Script)

By

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**UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
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ABSTRACT

USING DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS' WRITING ABILITY AT SECOND GRADE OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG

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Lidya Utami

This research was intended to find whether teaching writing hortatory exposition text through dictogloss technique could significantly increase students' writing ability or not. This research used quantitative method with pre test and post test. Pre-experimental research design was used in this research. It was used to find out whether there was an improving of using dictogloss technique in writing subject.

The subjects of the research were students in class XI IPS 2 of SMA Muhammadiyah 2 Bandar Lampung. The sample of this research consisted of 33 students. In order to collect the data, the researcher gave pretest to the class to measure the students writing ability before learning process post test after and treatment are treated to the students. The finding showed that using dictogloss technique was effective to improve students' writing ability.

The data showed that there was an improvement in students' writing ability after having two times treatments through dictogloss technique. The T-test analysis was applied on the data to see the significance of the improvement. It was gained that the t-count value was analysis of t_0 is 4.4. It can be said that (*p= 0.00 < 0,005)* While the lowest pre test was 50.67 and the highest score was 76. The lowest post test score was 66.67 and the highest was 80. It means that the null hypothesis (H_0) is rejected and the alternative hypothesis is accepted. Based on that T-test analysis, the dictogloss technique is effective and applicable at class XI IPS 2 of SMA Muhammadiyah 2 Bandar Lampung to increase the students writing ability of hortatory exposition text.

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A Script

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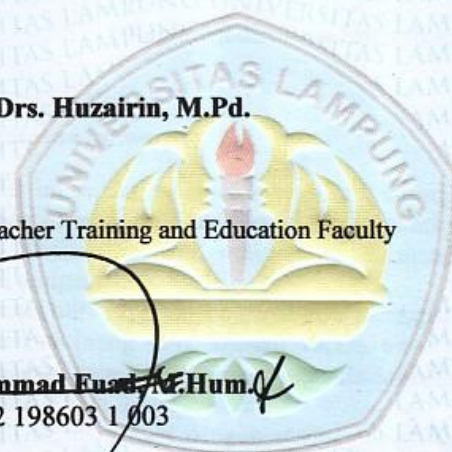   Examiner : **Prof. Dr. Cucu Sutarsyah, M.A.**

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Yang membuat pernyataan,

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CURRICULUM VITAE

The name of the writer is Lidya Utami. She was born in Kotabumi, North Lampung on February 25th, 1988. She is the second child of Djunaidi, Ar and Elly Yusnani. She has two brothers and two sisters.

She joined kindergarten at TK Nurul Iman in 1993 and graduated in 1994. In the same year, she enrolled at SD Negeri 05 Kelapa Tujuh Kotabumi. In 2000 she pursued at SMPN 07 Kotabumi. Then, she continued study in MAN 01 Kotabumi, North Lampung and graduated in 2006.

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DEDICATION

This paper is dedicated to

1. **My Endless beloved parents, Ms. Elly Yusnani and Mr. Djunaidi**

2. **My Older brother, Hendra Apriliansyah and my youngest brother, Ridho Almashar**

3. **My Sisters, Cuwo Nasri, Reza Saskia and Rachma Amelia**

4. **My Cutie pie nephew Azka Aidh Al Qarniy**

5. **My Late Friend, Desi Fathonah**

6. **My Advisors and Lecturers**

MOTTO

ALLOH WATCHES YOU AND THANKS TO HIM FIRST!

SURELY, ALLOH LOVES THOSE WHO PLACE THEIR TRUST IN HIM
(Quran 33:159)

HOPE TO MAN, DISAPPOINTMENT YOU GET!

FINISH WHAT YOU HAVE STARTED!

IF YOU WANT TO GO FAST, GO ALONE. IF YOU WANT TO GO FAR,
GO TOGETHER
(African Proverb)

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Bandar Lampung,   Desember 2017

The writer,

Lidya Utami

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I.INTRODUCTION

This chapter consists of several following points: background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the problem, the use of the research, scope of the problems and the definition of terns.

1.1 Background of the Problem

One of standard competencies that should be achieved by the students are the ability to communicate both in oral and written form by using appropriate, fluent, and accurate language in form of descriptive, narrative, anecdote, analytical exposition and hortatory exposition discourse. There are four skills in learning language, listening, speaking, reading, and writing. The ability of writing will help them express their ideas, or share information through written language. Since writing is one of the productive skills, it should be taught in schools.

SMA Muhammadiyah 2 Bandar Lampung uses Education Unit- Oriented Curriculum (KTSP 2006) as their curriculum. Based on Education Unit- Oriented Curriculum (KTSP 2006) in the standard competence, students are expected to express the meaning of transactional conversation and interpersonal formally and sustained in a daily life context. By analyzing the case, writing is an important subject to be mastered by the students. They use it to communicate to one another,

as means of ideas and emotional expression, because when they write ideas and emotion creatively, they are communicating on paper in their very best way. The work of writing is presented in the form of texts, usually known as genres, which are closely related to the purpose of each type.

Genre can be defined both in terms of the intended form and the intended function of the writing. By form was meant such written products as letter, laboratory report, or essay. Function could be thought of in terms communicative functions, as it traditional in language teaching (describing, inviting, and apologizing) or in terms of discourse mode, as was traditional in writing instruction (narration, description, exposition, and argumentation).

Students at XI IPS 2 of SMA MUHAMMADIYAH 2 Bandar Lampung, told their problems in writing were lack of vocabulary and had weaknesses in grammar and writing activity as it was rarely practiced in the class. For that reason, teacher should use effective teaching technique that encourages students to get involved actively in the class. The teaching learning process has to be involved not only teacher and students, but also between the students? Students, in every level of study, were expected to be able to write in English. Based on educational unit-oriented curriculum (KTSP 2006) in English subject syllabus of the second year students in senior high school should be able to write hortatory exposition text.

In fact, many students thought that writing hortatory exposition text was the most difficult activity to do. Why? Because it deal with arguing on some issues surroundings. And as mentioned above, that they were lack of vocabulary, grammar, and confuse how to start writing. They were weak in writing English

and took time to think what they want to write. By writing the researcher hope the students would have a development in English and writing as their ability and will help them to understand what people say in English written text in the future.

The researcher used a technique to develop the students' writing skill. Based on some previous research that had been done by other researcher, in order to minimize the problem above, therefore there should be some suitable techniques in teaching writing in order to motivate students to write.

As the researcher's experience when she did teaching practice, most of students were afraid to write and could not write freely because they do not had enough vocabulary. Whereas, they had knowledge about the news out there. Easily they could find it from newspapers, TV, radio, internet and so on.

Hence, the researcher tells that writing is not as scary as the students ever imagined. Language was not just sitting and keeping silent in the class. Writing is an active activity; it can be done in any places. They could exchange their information between them and write it in form of a text.

The researcher did the qusiy experiment in a senior high school, at XI IPS 2 of SMA MUHAMMADIYAH 2 Bandar Lampung. The teacher said that the students were seldom to write in English in the class. As foreign language students are in the process of learning especially in writing, the students would try to convey the intended meaning by constructing expressions to the best as the students would do when communicating with other students.

Writing is a productive process of constructing meaning that involves producing, reserving and processing information. Although they had given a topic to write, they could not automatically begin to do their writing tasks. Even they write several lines, they mostly find difficulties on how to continue their writing. As the result, they tend to stop their writing. Furthermore, writing is almost neglected from teaching-learning process, as the researcher mentioned above that students rarely had learning activities about writing English. Another factor that influenced the students' writing ability is about the process. The teaching learning is related to classroom activity. For example discussing what they have seen on TV, internet, newspaper, etc. the students can share their thought and find the new words and topics.

1.2 Identification of the problem

In identifying the problem the researcher made a little interview with the teacher and the students. There were many factors that influence why the students' writing achievement was relatively low than another skills. Based on the research back ground above, a member of the problems identified:

a. The students' ability in writing English was poor.

b. The students were lack of vocabulary.

c. The students' grammar was weak.

d. The students writing organization was weak.

e. Took time to think and write.

1.3 Limitation of the Problem

It is already stated in the background of the problem of the research that one of the skills that is very important to have to be competed in learning English is writing skills.

Based on the identification of the problems above, the researcher limited her research problems as follows:

a. Writing is a productive process.

b. Developing students' writing ability in EFL by using dictogloss technique.

1.4 Formulation of the Problem

Based on the limitation of the problems, the main problem of this research is formulated as follows:

a. Is there any different of students writing ability which are being taught by using dictogloss technique?

b. Is there any improve of students' writing ability after being taught by using dictogloss technique?

1.5 Objectives of the Problem

In reference to the research problem is:

a. To find out whether there is different of students' writing ability after being taught by using dictogloss technique or not.

b. To find out whether there is improvement on students' writing ability after being taught by using dictogloss technique or not.

1.6 Uses of the Research

The uses of that research were:

a. Theoretically, the result of that research could be made for supporting variation dictogloss as a technique in teaching writing. Practically, the result of that research will be useful for the learning- teaching process to develop the students' writing ability, and that research could reinforce and encourage students on their ability in writing.

1.7 Scope of the Research

The research was conducted at SMA MUHAMMADIYAH 2 Bandar Lampung. The population of that research was the second year students of XI IPS 2 SMA MUHAMMADIYAH 2 Bandar Lampung in academic year 2015/2016. It focused on the implementation of dictogloss technique in developing the students' writing ability in hortatory exposition text. Theoretically, the research referred to the writing ability of students based on their writing achievement in hortatory exposition text.

1.8 Definition of Terms

In order to avoid misunderstanding, there are some terms defined in this research:

a. Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not be happened or be done.

b. Text is a certain unity of meaning, which contains sequences of sentences.

c. Writing is a productive process in which the writer share or communicated he/her ideas through written form that should consider some aspects: content, grammar, organization, vocabulary, and mechanics.

d. Writing achievement is the accomplishment of writing on individuals in form of score.

e. Dictogloss is a task-based procedure helping students to use their grammar resources to reconstruct a text and become aware of their shortcomings and needs. It can be a fairly controlled activity or a more extended discovery activity. It is a relatively new technique.

II. FRAME OF THEORIES

This chapter presents things that were crucial for this research. There were Concept of writing, Aspect of Writing Ability, Types of Writing, Teaching Writing, Concept of Dictogloss, Steps in Dictogloss Implementation, The Advantages of teaching writing by using Dictogloss, The implementation of Dictogloss, The implementation of Dictogloss, Theoretical assumption and hypothesis.

2.1 Concept of Writing

Generally, writing can be meant as the act of making or tracing a character on a paper with a pen or pencil. Writing is also an action or a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them. Therefore, writing can be said as one of the ways to produce language in particular situation. According to Luke and Freebody (1997b:193) writing and reading are social activities. Graham (2016:1) Says, improving students' writing skills helps them succeed inside and outside the classroom. Effective writing is a vital component of students' literacy achievement, and writing is a critical communication tool for students to convey thoughts and opinions, describe ideas and events, and analyze information. Indeed, writing is a life-long skill that plays a key role in post-secondary success across academic and vocational disciplines.

The nature of writing and writing instruction is changing. Technology, such as word processing and other forms of electronic communication, plays an increasingly important role in how students learn and practice writing in and out of the classroom. In addition, best practices in writing instruction have shifted to include integrated interventions that involve many complementary instructional practices. Writing is an activity which expresses the message through a text that can be read by the reader. It can be understand since studying languages tend to make the language as the means of communication to deliver the messages Pardiyono (2012:1). That is, we are always reading something, written by someone or writing something for someone. These others are always in some relationships to us-often materially or symbolically unequal relationships of power but always relationships in which versions of 'ourselves' and 'others' are implicated and constructed. Even those texts we read or write that come from or are intended for people we do not know assemble versions of our identities and positions are readers – as men and women, students and teachers. Building the writing habit was extremely important, but without looking at of examples of different genres to see how they were constructed, and without becoming used to drafting and re-drafting, students were unlikely to become effective writers. Academic writing assignments require students to master the knowledge of good writing. Evaluation judgments of the different fields of learning are mainly based upon writing. Students who are skilled in writing can get better grades than those who are unskilled. Thus, the basics of good writing should be taught and practiced from the early years of learning Muslim (2014:Vol.4). Based on definitions above it can be inferred that writing is one of the way to produce language that comes

from our mind. We can allocate our ideas, feeling or anything that was in our mind on a paper or computer screen by using writing. Writing can be read by people whenever the writer is not present and then writing is also a skill to make a form of word that had a higher value. Writing is among the most complex human activities- It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. The interlocking processes of writing by novice and expert authors have been studied by such diverse disciplines as cognitive psychology, stylistics, rhetoric, text linguistics, critical literary theory, hyper text theory, second language acquisition, and writing pedagogy. From such a wealth of approaches and themes, this book will be concerned with what is immediately relevant to the teaching and learning of writing in EFL at advanced levels Jozsef (2001:1). Deane (2011:6) sketches that normally, given the nature of literacy as an integrated process of communication, one expects to find parallel expressive, receptive, and reflective skills across tasks with similar domains in play. These are different modes of thought, but they invoke the same mental representations. A reader may start with letters on the page and end up with ideas. A writer may start with ideas and end up with letters on the page. A thinker may deal simultaneously with letters and words, sentences, paragraphs, documents, ideas, and rhetorical goals. In writing activities, writer could be said to be successful if the writing contains the necessary aspects of writing. Weir (1990) in his scoring scheme for the Test English for Educational Purposes (TEEP) proposes seven components of writing, i.e:

1. Relevance and adequacy of content, in which the main topic is treated coherently without gaps and pointless.

2. Compositional organization, which deals with controlled underlying structure of content organization, in turn bearing clear overall shape and internal pattern.

3. Cohesion, which includes continuous writing, makes possible the intended communication.

4. Adequacy of vocabulary for purposes, in which the vocabulary is adequate for the intended communication and was not characterized by frequent lexical inappropriate and/or repetition.

5. Grammar, which is related to accuracies of grammatical patterns.

6. Punctuation, which is related to an agreement with conventions of punctuation.

7. Spelling, this deals with accurate arrangement of letters within words.

As mentioned in the seven components of writing, the students should be able to write text relevance, adequately, and clear. Put the punctuation, grammar, and spelling of the letters in appropriate sentence. According to the result of the students XI IPS 2 of SMA Muhammadiyah 2 Bandar Lampung, they have enough ability to fulfill the seven components of writing above.

So, in writing ability the students should master the seven aspects above that have been described.

2.2 Aspects of Writing Ability

According to expert, there are some compositions that should be followed by the students. One of them is Heaton. Heaton (1988:116) specifically mentions that in order to be effective: a piece of composition should meet the following qualities:

a. Content

Content refers to the substance of writing, the experience of main idea i.e. group of related statement that a writer presents as units in developing subject. Content the paragraph do the work of conveying ideas rather that fulfilling special function of transition, restatement, and emphasis.

b. Organization

Organization refers to the logical organization of content. It is scarily more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring particulars of it subject in line with what is still only a half-formed notion of purpose.

c. Vocabulary

Vocabulary refers to the selection of word those are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she could. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning was prickly rather than skews it or blur shed.

d. Language Use

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and groping ides in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

e. **Mechanic**

Mechanic refers to the use of graphic convention of the language, i.e, the step of arranging letters, words, and paragraphs by using knowledge of structure and some others related to one another.

Based on the categories of writing aspects above, it can be concluded that generally the aspects of the writing were classified into five aspects namely content, organization, vocabulary, language use, and mechanic. Students can make a well-organized text comprehend those aspects. We can see it from the syllabus that the school provided it.

Hence, the students at this grade have already had an ability to elaborate the information surrounding them in the form of writing, so, the researcher takes this to know how far the students' ability in writing a text, in context is hortatory exposition text. At this grade, they have ability to organize what they should write in simple texts. By using dictogloss technique, the researcher hopes that the students will be interested in learning English especially in writing, then, it makes the students more active since this technique can stimulate them to find the new topics and reconstruct the text that can be discussed and is hoped to improve the students' writing ability.

While according to the categories above, there are aims that should be achieved in KTSP 2006, as following:

Table 2.2.1. Language Categories

The category was taken from KTSP 2006 as follow:

Menulis	
12. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari	12.2. Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahada tulwas secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*

2. 3 Types of Writing

In order to determine which type of writing or text, it is necessary to review the type of writing. According Setyawan (2015:12-13) there are four main types of writing. They are:

a. Description

It is related to the description of something in order to make the readers see, feel or hear what the writer feels, sees or hears. A description could be objective or suggestive. Objective description deals with fact of technicalities that give no judgment or emotional reaction. The purpose was mainly to describe fact, while suggestive description involves the impressions and feelings that the writer had about what he/she was

describing. Besides that, descriptive paragraphs could be divided into description of place and description of a person.

b. Narration

Narration was story telling. It involves writing about an event or a series of event, real or fictitious. In narration, events were recounted in the order in which they occur. However, the purpose of the narrative writing was not usually, just to relate a sequence of events. A narrative may contain a particular message that the writer want to get across.

c. Exposition

Its function was to provide information or an explanation about object or subject. Expository writing usually were more tightly structured, the information arranged according to the writing purposes and the relationship demanded by subject matter. A paragraph explaining how something works, for instance requires chronological, step by step organization. Besides that, expository writing should be precise, clear, and straight forward. Examples of expository writing were factual reports or explanation of processes.

d. Argumentation

Argumentation is a form of writing in which we argue for certain idea and try to persuade the readers to adopt your point of view. In argumentative writing, the writers not only inform but also attempt to convince the readers that the point of view is right. Written argumentative is sometimes more difficult because the writer does not see the readers facial expression, hear their voice, or experience their presence. For this reason, writing

argumentative demands careful planning, analysis of the audience, and sufficient evidence to prove to your reader that your opinion is valid.

From the explanation of the types above, the researcher took exposition type as her research to know the students' ability in explaining how something works and able to write paragraph in this case, hortatory exposition text, steps by step and organizationally.

2.4 The Process of Writing

Widiati (2006: Vol.13) states that n the writing for communication type, students are made aware of the purpose in writing and the audience they are writing to. Thus, in this type of writing students write with a reader in mind and they can also have feedback from the teacher as the reader of their written texts. In terms of the writing for fluency type, writing is considered to be a means to generate and explore ideas. Students are given freedom to develop their ideas and continue writing, without taking into account grammatical accuracy as their eventually given time for revisions of their drafts. Writing is not just one practice or activity. A note to a cousin is not like a business report, which is different again from a poem. The processes and ways of thinking that lead to these varied kinds of texts can also vary widely, from the quick email to a friend to the careful drafting and redrafting of a legal contract. The different purposes and genres both grow out of and create varied relationships between the writers and the readers, and existing relationships are reflected in degrees of formality in language, as well as assumptions about what knowledge and experience are already shared, and what needs to be explained. Writing with certain purposes in mind, the writer focuses

attention on what the audience is thinking or believing; other times, the writer focuses more on the information she or he is organizing, or on her or his own emergent thoughts and feelings NCTE (2016).

Kellog (2008:2) states that writing an extended text at an advanced level involves not just the language system. It poses significant challenges to our cognitive systems for memory and thinking as well. Indeed, writers can put to use virtually everything they have learned and stored away in long-term memory.

Writing is a stage in which the writers out their ideas, information, and words on papers. It means that the students should write down of what they were going to say or write. The next was re-write, it is defined as a process of making revisions or changes of what they had written. In process writing, spelling becomes a part of writing and not a separate isolated skill. Some believe that if children enjoy writing and engage in a lot of writing then spelling ability usually takes care of itself. Direct instruction on technical skills could be done within the context of writing. Steps in process writing often include the following:

a. Prewriting, where children spend time thinking about the content of their writing rather than correctness of spelling or neatness of their handwriting.

b. Drafting and redrafting, and the young writers' conference with their teacher or peers on ways of improving their writing. Not all writing pieces require this kind of process some writers go through several drafts while others go from first drafts straight to editing.

c. Editing and revising, which normally take place after the final draft had been put aside for a while. Further conferencing could take place at this stage.

d. Publishing, when the final draft is prepared for publication. E.g., A class newspaper, a letter, a poster, a wall display. It was possible though, that a child may not want other people to read his or her writing.

In this research the students use drafting and redrafting to make their hortatory exposition text by writing the clues that the teacher said to the students and drafting-redrafting in their group. After they drafting the clues they redrafting or elaborate the clues into the text form.

2.5 Teaching Writing

Teaching is a process of giving guidance to the students in order to reach goals. Teaching known as "instruction" it means process that makes someone do learning. It is a media for learning process includes individual behavior changes through pre-planned.

Halliday (1985b) suggests that writing had evolved in societies as a result of cultural changes creating communicative needs which could not be readily met by the spoken language. He speculates that with emergence of cultures based on agriculture rather than hunting and gathering, there developed a need for permanent records which could be referred to over and over again. Also he says that language learning was a social process, and knowledge was transmitted in social contexts, through relationships, like those of parents and child or a teacher and pupil, or classmates, that were defined in the value systems and ideology of the culture. In addition, when working with the students of foreign and second language, as Met (1998) argues, planning must be based on an understanding of

the students and their prior knowledge and capacities, and understanding their needs in this case in developing critical literacy skills.

Whole language, according to Goodman in Emilia (2010:38), views that respect for understanding of learning and language is matched by respect for and understanding of teaching. Goodman says that whole language teacher regard themselves as professionals, draw constantly on a scientific body of knowledge in carrying out their work; know about language, learning, children, curriculum and methodology; understand that learning ultimately takes place one child at a time; try to create appropriate social settings and interactions, and to influence the rate and direction of personal learning; and utterly convinced that teacher guides, support, monitor, encourage, and facilitate learning.

2.5.1 Generic structure of hortatory exposition text

Hortatory is a kind of English text that produces the writer's effort to influence the readers to do something or doing certain things. In hortatory exposition text, the writer includes some opinions about certain things to strengthen the main idea from the text.

Hortatory exposition text presents *recommendation* as closing paragraph from the text. In this recommendation, the writer asks and persuades the readers.

There were three language structures in hortatory exposition text, i.e. thesis statement, arguments, and recommendation. Here the definition of the three language structures:

a. Thesis statement

It consists of introducing the writer's main idea about phenomenon that will be discussed in the class.

b. Arguments

It is about opinions which support the writer's main idea. The more opinion was written, more attractive the hortatory exposition was. It is because the reader disposed to believe toward a phenomenon, if we put many opinions inside the text.

c. Recommendation

It consists of recommendation or elicitation from the writer to the reader.

Here is the example of hortatory exposition text:

Never Try Smoking

A lot of people, especially teenagers, who do not smoke always, want to try smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette. Admittedly, they firstly cannot light it on their own so they ask his friend to do it. Then they inhale that cigarette and smoke occasionally.

ARGUMENT 1

Apparently that makes them the born smokers. Now they do smoke fairly regularly. They cannot avoid smoking and they enjoy too. They have smoker friends. Every day they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

ARGUMENT 2

Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

ARGUMENT 3

Then they decide it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. "Why can't I stop smoking? I really want to

stop it". It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness.

RECOMMENDATION
Well, still want to try smoke? Think the facts before trying! If you are not smoker, you should never and never try to smoke.

2.6 Concept of Dictogloss

Dictogloss is a new version of dictation; it is a consciousness-raising task which encourages language learners to interact and construct a linguistically acceptable text cooperatively and this text is similar to the one read to them before and they have taken some notes on, both in case of content and style. Therefore, the constructed text is not a replication of the original one since students use their notes, share their ideas with their group-mates, and utilize their own background knowledge to create text.

Kowal and Swain (1997) claim that dictogloss is an effective learning technique since the task provide a context for negotiation. This script examined learners'interaction in the iteractional stage of dictogloss to see how it might facilitate L2 learning. The learners' interaction suggest that the four procedural stages of the task were all important for language learning. They were: first, read the dictogloss through once at a normal speed, asking students to listen carefully. Second, read the dictogloss a second time, and encourage students to jot down notes. Third, review difficult or possibly unknown vocabulary that appears in the dictogloss. The last, create short passage that embeds a particular grammatical form you wish to emphasize. It should be a form that the students know well but that is often produced inaccurately by students.

Wajnryb (1990:18) explains that the foundation stone of dictogloss is the concept of text: "Text provides the point of departure from which the procedure begins (the dictation); it was the goal towards which the learners direct their energies (the reconstruction); and it was the framework within which their efforts were measured (the analysis)." It may be said, then, that the basic premise of the whole procedure was the value placed on text as the semantic unit of language. This means that textual considerations, such as textual cohesion, were brought into being in both the decoding of language (dictation) and in its encoding (reconstruction). Wajnryb adds that there was the sense of the text as culture-specific, in this case to English. What this means was that each text offers a linguistic way of ordering world experiences that were uniquely English.

The author maintains that continued and regular exposure to and construction of these characteristic text-types will facilitate the language learners understanding, appreciation, and manipulation of the logical and rhetorical world of English. For those learners whose first language rests on a very different logic system or world view, this was enormously important and valuable. Because the students could understand from the early of learning English process step by step.

There are four steps in dictogloss technique that is suggested by Nunan (1996: 86), they are:

a. Preparation

The teacher stimulates the students to face the text that will be heard by presenting questions and discussing the stimulation pictures, together with vocabulary discussion.

b. Diction

The students listen twice. First, the students only listening and getting the general pictures text. Second, they make notes, by helping them to reconstruct the text.

c. Reconstruction

In the last diction, the learners collect the notes and arrange again the text according to their version. In this step the writer does not give language input to the students.

d. Analysis and correction

There are several ways to cover this step. First, in each text, students' version could be written on the whiteboard or displayed in via Overhead Projector (OHP), LCD Projector, etc. Second, the text could be duplicated and distributed to all the students. Third, the students could compare sentence by sentence with their version.

2.7 Advantages and disadvantages of teaching writing by using Dictogloss

Based on the principal of Dictogloss, the researcher found some advantages of teaching writing ability through Dictogloss technique:

1. The students more active in teaching learning activity

2. The students are able to express their thoughts, ideas, and able to find their ideas.

3. The students have opportunities to develop their language which connects to their daily activity.

While the researcher found disadvantages of teaching writing by using this technique. She estimates that the technique a little confusing, needs some preparations such as learning-process media and if the whole students in one group consists of weak students, it will not run well and spend much time during teaching learning process.

2.8 The implementation of Dictogloss

a. The researcher reads a text. Students listen. They do not take notes. They just listen.

b. After listening to the text the students co-construct a dictogloss on their own.

c. The students individually write down as much of the story as they could remember at least 250 words. They could use pictures, abbreviations, other words, blanks or anything else that will help them if they don't recall the specifics.

d. They put down their pens and the researcher reads the text one last time.

e. They work in group.

f. They review the difficulty.

g. They get a few more moments to write their final version.

h. They can write the final version.

It's an elaboration of steps in dictogloss implementation to make the steps clearly, and what the researcher and the students would do.

2.9 Theoretical assumption

Writing is one of the language skills which are aimed to help students to develop on communication skill well. Writing is a skill that should be taught to the students beside listening, reading, and speaking. By writing, the partners understand the information that they have had. The students are treated by using dictogloss technique then get more exposure to the language because the students become more actively involved during the teaching and learning by being provided by many writing models.

This technique is used correctly, it solve the students' problem to write in English. Then the students have confident to express their information. The students found that they unconfident to write because they had lack of vocabulary and grammatical mastery also made their ideas could not be properly conveyed and they needed a bit time to think to write.

Related to the frame of theories above, the researcher assumes that teaching writing ability through dictogloss technique have positive effect in improvement on the students' writing ability, because this method encourages the students to be more active in writing hortatory exposition text as many words as possible. It

means that students had a chance to develop their skill to write each other and tell their opinions to others.

2.10 Hypothesis

The hypothesis of this research can be formulated as follow;

H_1: teaching hortatory exposition text through dictogloss technique does give improve the students' writing ability achievement.

H_0: teaching hortatory exposition text through dictogloss technique does not give improve in the students' writing ability achievement.

Based on the frame theory above, the alternative hypothesis is accepted.

III. RESEARCH METHOD

Research design was a plan or steps that should be prepared to collect the data in a research. Model that tried to find the relations between variable was called by experiment. Research experiment tended to get the relation from variables validly and can be used to find the conclusions in generally.

This chapter told a research method which covered research design, population of the research, variables, and data collecting technique, research instrument, and validity of the data, research procedure, and data analysis. In this research, the writer will use *one group pretest-post test design*. The students was be given the pretest before the treatment and post test after the learning process.

3.1 Research Design

The researcher used pre-experimental class by using one class which was taken from the teacher's suggestion and it was proper to the research design. Therefore, this research used *one group of pre-test and post-test design*. The researcher gave a pre-test before a treatment and post test after the treatment. The variables were independent variable and dependent variable. The independent variable the dictogloss technique and writing ability as the dependent variable.

One group of pre-test and post-test design can be illustrated as follows:

T 1   X   T 2

 Note:

T 1   : Pre-test
T 2   : Post-test
X   : Treatment

(Setiyadi, 2006:131)

3.2 Population of the Research

The population of this research was the XI IPS 2 students of SMA MUHAMMADIYAH 2 Bandar Lampung 2015/2016 even academic year. The researcher would take only one class as the sample. This class consisted of 33 students. The researcher took the students of XI IPS 2 as the sample, since the teacher suggested to take this class to researcher and they did not do writing activity as often as another subject.

3.3 Variables

Hatch and Farhady (1982) state that variable is an attribute of person to person or from object to object. Besides, in order to assess the influence of the treatment in research, variable could be defined as independent and dependent variables. According to Hatch and Farhady (1982), types of variables are as follow:

    a. The independent variable was the dictogloss technique.

    b. Dependent variable was the writing ability.

The research consists of two variables as follows:

a. Dictogloss independent variable (X) because this variable was major and was investigated.

b. The students' writing ability as dependent variable (Y) because this variable was measured to determine the effect of dictogloss technique.

3.4 Data Collecting Technique

In collecting the data, the researcher used the following technique:

a. Writing Pre Test

Pre test was administered before the treatment was given writing test to know how far the students writing ability especially for the material would be taught by the researcher. The researcher read the text then the students listened to what the researcher read. After the students listening to the text, the students discussed it with group and did it individually.

b. Writing Post Test

After giving the treatment to the students, the researcher gave the posttest to the students. The type of the post test was also in the form of production test in this case, writing test. The test was administered to see whether the dictogloss technique could develop the students' writing ability significantly.

3.5 Research Instrument

The instrument of this research is writing test. The researcher read text and showed picture to the students, from the pictures and clues the students elaborated

it in form of hortatory exposition text. They made text in form of hortatory exposition text at least one 150-250 words.

3.6 Validity of the Data

A test was considered valid if the test measure the object to be measured and suitable with the criteria. According to the Hatch and Farhady (1982; 281) there are two basic types of validity: content validity and construct validity of the test.

3.6.1   Content validity

The writer adopts the test based on the students' handbook and the curriculum used to get the content validity of the test. Content validity was concerned with the test which was sufficiently representative and comprehensive. In the content validity and the material were given suitable related to the curriculum. It meant that the materials were suitable to the students. Content validity was the extent to which a test measures a representative sample of the subject meter content, the focus of content validity was adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982). According to the Standard competence, writing English should express the meaning of a short functional text and essay form of narrative, spoof and hortatory exposition in daily life context. While, the basic competence notes that it expresses the meaning in short functional context (for examples, banner, poster, pamphlet, etc) formal and informal by using kind of written language accurately, fluently, and sustainable in daily life context.

3.6.2 Construct Validity

Construct validity was concerned with whether the task was actually in line with the theory of what it means to know the language that would be measured, it would be examined whether the task actually reflect what it meant to know a language. It meant that the pretest and posttest would be measured by some aspects (content, mechanic, organization, vocabulary, language used, and a table of specification was an instrument that would help the researcher plan the task.

3.6.3 Reliability of the Data

In this research writer used inter rater reliability in achieving the reliability data which consist of pretest and posttest. The first and second raters were the English teacher and the last rater was the researcher herself. Both of them discussed and put mind of the writing criteria in order to obtain the reliable result of the test.

The writer also used the statistical formula for accounting the reliability score between first and second raters.

3.7 Research Procedures

The procedures of this research are as follows:

    a. Determining the population

    b. Preparing the pre-test and conducting

    c. Arranging the material and presenting the using technique

     d.   Arranging and conducting post test

     e.   Analyzing the data and testing the hypothesis

3. 8 Data Analysis

The data from the writing test were arranged from the highest until the lowest one. The data from the pre-test and posttest will be analyzed to find out whether the result of the test similar or not. The researcher uses *pretest-posttest design* to compare the result of the data from the pre-test and post-test with the same subject. The data calculated by using SPSS v. 20.

The formula of the group that the researcher uses to know the significance of the different mean was as follows:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{DS_1^2}{N_1} + \frac{DS_2^2}{N_2} - 2r\left[\frac{DS_1}{\sqrt{N_1}}\right]\left[\frac{DS_2}{\sqrt{N_2}}\right]}}$$

Explanation:

N   : number of participants
X   : mean of students' score
DS   : deviation standard

While to find out the standard deviation the writer used the formula as follows:

$$S\,D = \sqrt{\sum \frac{d^2}{n}}$$

Explanation:
$\sum$: calculation
D   : deviation
N   : number of participants

3.9 Scoring Students' Writing

Scoring the students work was a step to obtain quantitative information from each student. One of the ways to scores or to evaluate the students' achievement in writing was rating scale. In using rating scale, the scorer could make a rank order of the result of the students' work, based on a given categories to know which students had the high scores and which had the lowest scores. There were five components of writing that each student's final score was divided by the total of the components than multiplied by 100 (**see appendix 6**).

Here are the data of the students' writing test score.

Table 3.10 Classification of students score

Score Interval	Category	Number Of students (frequency)	Frequency (%)
76-80	Excellent	6 students	18 %
66-75	Average to good	23 students	70%
56-65	Poor to fair	4 students	12%
46-55	Very poor	-	0%

1. performance was counted by using this formula:

$$S = \frac{R}{N} \times 100$$

(Arikunto, 2005: 236)

The success indicator in this research was when the students already fulfill the minimum criteria of mastering English lesson at XI IPS 2 of SMA Muhammadiyah 2 Bandar Lampung (KKM 70). It meant that the students had reached the criteria of successful students.

V. CONCLUSSIONS AND SUGGESTIONS

This chapter presents of the conclusion that the researcher does in her research. The conclusion is based on the result implementation and the discussion of the findings from the previous chapter. The recommendations offer some suggestions for the teachers and further researcher who want to conduct further study concerning the topic.

5.1 Conclusion

Based on the result of the data analysis, it can be concluded that 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 pretest and post test. The students of the school know how to make a good writing and it is very useful for them when they write something. Therefore they can make a hortatory exposition text better than before. Referring to the discussion of the research findings on the previous chapter, the writer

1. There is an improvement of students' ability in writing hortatory exposition text after being taught by using Dictogloss Technique. It is supported by the significant result of the pre-test that is 61.23, than the post-test is 71.96.

2. Dictogloss also can improve students' aspect writing skill. It showed in the research. Dictogloss can improve students' writing ability in five aspects, these are, content, organization, language use, vocabulary, and mechanic. The highest score achieved by the students are content and vocabulary. The score improved because the students were able to make sentences in the hortatory exposition text.

3. It can be seen from the score of five aspect of writing: content from (6.06) 27.27 into 33.33. In organization from (12.12) 18.18 into 30.30, in language use from (3.03) 27.27 into 30.30. Furthermore for vocabulary was (12.12) 21.21 into 33.33, and the last is mechanic from 27.27 to 30.30. It means the hypothesis is accepted.

The technique is applicable to use in teaching hortatory exposition text writing to the students of class XI IPS 2 at SMA Muhammadiyah 2 Bandar Lampung. According to a small interview that the researcher did to the teacher; the teacher rarely gave the writing activity when she teaches English in a class to the students. It can be used to improve their ability in writing.

5.2 Suggestion

After conducting this research, the researcher offers several recommendations for the English teachers and other researchers. They are followed below:

1. For the English teachers

The results of the research show that the activity is believed to be friendly in improving the students' writing ability. The researcher suggests that English teachers could apply, explore, and elaborate more complex in improving the students' writing ability. It was very useful for them to use the technique to assess the students more active and it could multiply their vocabularies and of course ability in writing. They can use LCD projector to create an attractive and interested in participating in this activity. The teacher should be well prepared in using dictogloss technique because teacher's preparation was very influences the successful in teaching learning process. This comment goes with the argument that "good teachers are continuously learning (Jacobson, 1998:29). This statement is relevant to the point from language education theories, such Leung (2009) who points out that professionalism is important for teachers.

2. For the next researchers

This research only gives some main parts of the technique on the use of dictogloss technique to improve students' writing ability. It is suggested that the other researchers could conduct the other studies of the same issue and other skills.

3. From the result, the lowest aspects of writing are organization, language use and mechanic. The writer suggests that the teacher must pay more attention for the students about their organization, language use, and mechanic.

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