AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING DICTOGLOSS TECHNIQUE ON THE STUDENTS NARRATIVE TEXT WRITING ABILITY AMONG THE EIGHTH GRADE OF SMP MA'ARIF 9 WAY JEPARA

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English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M

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Presented as a Partial Fulfillment of the Requirements

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In English Education Department

By:

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ABSTRACT

THE INFLUENCE OF USING DICTOGLOSS TECHNIQUE ON THE STUDENTS NARRATIVE TEXT WRITING ABILITY AMONG THE EIGHTH GRADE OF SMPMA'ARIF 9 WAY JEPARA

By:

ROBIN AL HADI

English is one of the languages in the world. In Indonesia, English is the first foreign language and it becomes one of the major subjects that should be taught by all of the students. writing is one of the abilities that have to be mastered by all of the students in English learning. In fact, many students do not have good interst to learn English writing well. "Dictogloss Teahnique" is one of teacnique in active learning model. This method is an easy method, in order to obtain participation and response from the students. In this research, the researcher used this teacnique because it was appropriate to increase the students' writing ability.

This research was quantitative research. The researcher used test and documentation as the data collection method. In this study, the researcher gives test in the form of pre -test to know the students' writingbasic ability and post-test to know the results of students' speaking performance after getting treatment by using "Everyone Is Teacher Here" technique.

Based on the count table which is gotten by writer, so, the valuable of chi square count (χ^2) is 20,917, while the level of signification 5% is 9,488% and the level of signification 1% is 13,227, whenever 13,227% < 20,917>9,488% on the db = 4. Because of it "Ho" is refused. By using the analyzing above, it can be concluded that "Ha" which the writer submits "there is a positive and significant influence of Dictogloss Teachnique to the students' narrative text writing ability at the eighth grader of SMP Ma'arif 9 Way Jepara in academic year of 2019/2020.

KeyWords: *Narrative Writing, Dictogloss Technique, Writing Ability.*

ABSTRAK

PENGARUH PENGGUNAAN TEKNIK *DICTOGLOSS*
PADA KEMAMPUAN SISWA DALAM MENULIS TEKS NARATIF
DI KELAS DELAPAN SMP MA'ARIF 9 WAY JEPARA

Oleh:

ROBIN AL HADI

Bahasa Inggris adalah salah satu bahasa di dunia. Di Indonesia, bahasa Inggris adalah bahasa asing pertama dan itu menjadi salah satu mata pelajaran utama yang harus dipelajari oleh semua siswa. Menulis adalah salah satu kemampuan yang harus dikuasai oleh semua siswa dalam pembelajaran bahasa Inggris. Namun kenyataannya, banyak siswa yang tidak memiliki kemampuan menulis yang baik dan mempunyai sedikit motivasi untuk belajar berbahasa Inggris dengan baik. Dictogloss Teknik adalah salah satu teknik dalam model pembelajaran aktif. teknik ini adalah metode yang mudah untuk mendapatkan partisipasi dan tanggapan dari para siswa. Dalam penelitian ini, peneliti menggunakan metode ini karena itu merupakan metode yang tepat untuk meningkatkan kemampuan menulis siswa.

Penelitian ini merupakan penelitian kuantitatif. Peneliti menggunakan test dan dokumentasi sebagai alat pengumpul data. Dalam penelitian ini, peneliti memberikan test berupa pre-test untuk mengetahui kemampuan dasar menulis siswa dan post-test untuk mengetahui hasil kemampuan menulis siswa setelah mendapatkan treatment menggunakan metode "Kelompok Investigasi".

Hasil dari data anaysis menggunakan chi-square t_{hit} = 8,12, t_{tab} untuk 5 % = 2,042 dan untuk 1 % = 2,750. Hasil analisis koefisien menunjukkan bahwa t_{hit} = 8,12 lebih tinggi dari t_{tab} = 2,042. Sehingga dapat disimpulkan bahwa Ha diterima dan Ho ditolak. Ini berarti bahwa ada pengaruh positif dari penggunaan Dictogloss tehnik terhadap kemampuan menulis siswa pada kelas delapan SMP Ma'arif 9 Way jepara Pada Tahun Akademik 2019/2020.

Kata Kunci : *Karangan Cerita, Dictogloss Technique, Kemampuan Menulis.*

APPROVAL PAGE

Title : THE INFLUENCE OF USING DIGTOGLOSS TECHNIQUE TO THE STUDENTS NARRATIVE TEXT WRITING ABILITY AMONG THE EIGHT GRADE OF SMP MA'ARIF 9 WAY JEPARA

Name : Robin Al Hadi

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To be discussed in the Thesis (Munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) Metro.

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NOTIFICATION LETTER

Number   :
Appendix : -
Matter   : **In Order to Hold the Munaqosyah**
            of Robin Al Hadi

To:
The Honorable the Head of Tarbiyah Departmen
of State Institute for Islamic Studies (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to researchthesis script which is written by:

Name   : Robin Al Hadi
St. Number : 14122107
Title   : THE INFLUENCE OF USING DIGTOGLOSS
              TECHNIQUE TO THE STUDENTS NARRATIVE
              TEXT WRITING ABILITY AMONG THE EIGHT
              GRADE OF SMP MA'ARIF 9 WAY JEPARA

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

Sponsor,

Metro,   December 2019
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NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi**
Saudara Robin Al Hadi

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut
Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh :

Nama : Robin Al Hadi
Npm : 14122107
Judul : THE INFLUENCE OF USING DIGTOGLOSS TECHNIQUE TO THE STUDENTS NARRATIVE TEXT WRITING ABILITY AMONG THE EIGHT GRADE OF SMP MA'ARIF 9 WAY JEPARA

Sudah kami dapat persetujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dosen Pembimbing I,

Metro, Desember 2019
Dosen Pembimbing II,

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Trisna Dinillah Harya, M.Pd
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STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Robin Al hadi

Student Id : 14122107

Department : English Education Department (TBI)

Faculty : Tarbiyah and Teachers Training

States that this undergraduate thesis is originally the result of the research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, January 2020

The Writer

Robin Al hadi
14122107

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ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama	: Robin Al hadi
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Jurusan	: Tadris Bahasa Inggris (TBI)
Fakultas	: Tarbiyah dan Ilmu Keguruan (FTIK)

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2020
Yang Menyatakan,

Robin Al hadi
14122107

MOTTO

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱسْتَعِينُوا۟ بِٱلصَّبْرِ وَٱلصَّلَوٰةِ

إِنَّ ٱللَّهَ مَعَ ٱلصَّـٰبِرِينَ ۝

"O you who have believed, seek help through patience and prayer. Indeed, Allah

is with the patient."

(Q.S. Al-Baqarah: 153)

"Lead from the back and let others believe they are in front."
(Nelson Mandela)

DEDICATION PAGE

I highly dedicated this undergraduate thesis to my gorgeous parents, Mr.Rohadi and Mrs.Sri Hidayati, to my truly understanding friends, to those who love me and those whom I love.

ACKNOWLEDGEMENT

Thanks to Allah SWT, the Most Gracious, the Most Merciful, who always teach human being what we didn't know before and has given us mercies and blessing especially to the writer so that she able to accomplish this undergraduate thesis. *Shalawat* and salaam be always given to our holy world leader Muhammad SAW, the man of true goodness of everything.

This undergraduate thesis entitled "The Influence of using Dictogloss Technique on the Students Narrative Text Writing Ability among the Eighth grade of SMP MA'ARIF 9 Way Jepara.

The researcher cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis, so the researcher would like to express her gratitude thanks to:

1. Mrs. Prof. Dr. Hj. Enizar, M.Ag as the rector of of State Institute for Islamic Studies of Metro.
2. Mrs. Dr. Akla, M.Pd., as the Dean of Tarbiyahand Teacher Training Faculty IAIN Metro.
3. Mr. Ahmad Subhan Roza., M.Pd as the Head of English EducationDepartment.
4. Dr. Umi Yawisah, M.Hum., as the first advisor,thank you so much for your kindness and valuable knowledge and for your support in finishing this undergeaduate thesis.
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6. Lectures and Administration Staff of English Education Department.
7. Headmaster, Teacher, staff and students of the SMP MA'ARIF 9 Way Jepara, who gives permission to the writer to conduct the research in this school.

8. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, December 2019

The Writer,

ROBIN AL HADI
ST.ID 14122107

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the four skills that are very important to learn. Writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. In the second year of Junior High School the basic competency that should be achieved in writing English subject is the students have the ability to develop and produce written simple function text in recount text, narrative text, and exposition text, report text. Etc

Teaching writing by using new technique is necessary to improve skill in teaching writing process. The teacher should choose atechnique that can attract student interest and encourage their involvement. By encouraging the student participation by using technique, the students will not be bored and will be more creative during the lesson.

In learning writing, students have some problems. Many students confused what should they write and many students have difficulties to write terms of generating ideas. It cause they have difficulties in choosing the words although they know about the topic that has been given by the teacher. It indicates that they have low ability in narrative writing. Then, there are some students do not understand clearly about what the narrative text is.

Based on the problems above, the writer will use some technique that can help students raising their interest in writing. As we know, if the student interest in learning that is given by teacher, they can understand the material easily.

To give a proof about the problems above, the writer has done a pre-survey at the eighth grade of students in SMP MA'ARIF 9 Way Jepara. The result of writing daily examination at the first semester is shown in the table below. The Minimum Mastery Criteria (MMC) to pass English subject is 65. The data of the students' narrative text writing ability are as follows:

Table I

Data of Pre-survey
The score of student's narrative text writing ability
at SMP MA'ARIF 9 Way Jepara

No	Grade	Explanation	Frequencies	Percentage
1.	<65	Complete	24	85,7%
2.	>65	Incomplete	4	14%
Total			28	100 %

Source :The English Teacher archive, take on May, 8 2018

From the result of pre-survey above, there is a proof that more than half of the students still have low score in writing a narrative text. To overcome the problem, one of the alternative technique to help the students increasing their ability in writing a narrative text is using Dictogloss.

Dictogloss is another term for grammar dictation. It is an instructional tool designed to support language learners in order to help them refine their understanding of language used in a text passage. The instructional strategy involves repeated dictations of short, dense text so students can recognize and record familiar words. Each student then pools his or her words with those of other learners in order to reconstruct the text. So the writer chooses this technique with an expectation that Dictogloss can help students in writing activity.

B. Problem Identification

Referring to the background above, the problems can be identified as follows:

1. The student still low ability in writing narrative text.

2. The students are difficult to write narrative text.

3. The student have difficulty in writing in terms of generating ideas.

4. The student have difficulty in the writing relevant to the topic.

5. The student have difficulty in choosing the words.

C. Problem Limitation

The writer realized that it is not possible to investigate all of the problems concerned with the writing ability. Therefore, the writer limits the problems only to "The students aredifficult to write narrative text at the eighth grade of SMP MA'ARIF 9 Way Jepara" and the reseacher will use Dictogloss technique to improve the students narrative text writing ability among the eighth grade of SMP MA'ARIF 9 Way Jepara.

D. Problem Formulation

Based on the background above, the problem that the writer wants to know is as follows:

"Is there any positive and significant influence of writing a Dictogloss technique on the student's narrative text writing ability among the Eighth graders of SMP MA'ARIF 9 Way Jepara"?

E. Objectives and Benefits of the Study

1. Objectives of the Study

The objective of study is the writer wants to know whether there is a positive and significant influence of writing a Dictogloss technique on the student's narrative text writing ability.

2. Benefits of the Study

a. For the Students

As inovation for the students in study narrative text and hopelly will be more interested and motivated in learning English, especially writing.

b. For the Teacher

This study is new knowledge for the teachers in the learning process, especially in writing subject.

c. For the Headmaster

The headmaster can convey to the teachers that they should know about students' problem in order to conduct learning process effectively.

d. For other Researchers

The researcher as the first information,if they want to make other research about Dictogloss technique.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Concepts of Narrative Writing Text Ability

1. Concept of Writing

a. Definition of Writing

The word ability can be defined as, the quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something, a natural or acquired skill or talent and the quality of being suitable for or receptive to a specified treatment; capacity: the ability of a computer to be configured for use as a file server. While, based on Oxford Advanced Learner's Dictionary, "ability is the fact that somebody or something is able to do something".[1]

Based on the definition above, the writer can conclude that ability is a talent or skill which is owned by a person to do activities in her or his life.

According to Sanggam siahaan, writing is a psychological activity of the language user to put information in the written text.[2]There are many definitions of writing, but the writer will take several definitions according to the experts as follow:

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[1] As Hornby, *Oxford Advanced Learner's Dictionary* , (New York: Oxford University Press, 2000), p.2

[2] Sanggam Siahaan, *Issues in Linguistics, (*Yogyakarta :Graha Ilmu, 2008), p. 215

Paul Davies states that writing is the language skill used least by most people. It is also a skill usually learn formally at school, and not handled well by many people, even in their first language. It involves low-level skills (handwriting or typing, spelling, constructing grammatical sentence, punctuating) and high-level cognitive skills (gathering ideas, organizing and sequencing, structuring, drafting, and editing).[3]

"Writing as a process of expressing ideas or thoughts in word should be done at our leisure".[4]Furthermore, Sanggam Siahaan in his book *The English Paragraph* states that the written productive language skill is called writing.[5]

Based on the statement above, the researcher can be concluded that writing ability is the capacity to write correct and appropriate sentences. Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

b. Process of Writing

There are three processes of writing based on Mc. Crimmon explanation in his book *Writing with a Purpose*. They are:

[3] Paul Davies, *Success in English Teaching,*(New York: Oxford University Press, 2010), p. 101

[4]Sutanto Leo dkk, *English for Academic Purpose:Essay Writing*, (Yogyakarta :Andi Publisher,2007),p. 1

[5] Sanggam Siahaan, *The English Paragraph, (*Yogyakarta Graha Ilmu, ,2008), p. 2

1) Planning

   To make a planning, there are three sources to help you locate and produce information on writing, they are: (1) memory (something we knew), (2) observation (something we had seen), or (3) research (something we had heard someone say).[6]

2) Drafting

   Drafting is a series of strategies designed to organize and develop a sustained piece of writing or procedure for determining whether the information you discovered during planning can be shaped into a successful piece of writing.

3) Revising

   Revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing.

   Based on the statement above, it can be concluded that there are three processes of writing. The first one is planning, then drafting, and the last one is revising.

c. Components of Writing Ability

   Vivian explain, There are eight writing components that should be considered by writer in order to produce good writing. The components are

   1) Grammar: rules of verbs, agreement, pronouns.

   2) Mechanics: handwriting, spelling, punctuation

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[6] Mc. Crimmon, *Writing with a Purpose*, (New York: Houhton Miffin, 1983) p. 36

3) Organization: paragraphs, topics, and supports, cohesion and unity.

4) Word choice: vocabulary and idiom.

5) Purpose: reason for writing

6) Audience: reader(s).

7) The writer's purposes: getting ideas, getting started, writing drafts, revising.

8) Content: relevance, clarity, originality, logic. In order to get good result of writing, the writer should consider them in writing a paragraph or an essay.[7]

Based on the statement above, it can be concluded that there are several thing must consider writer to make good writing.

d. Kinds of writing

To get a good writing, Allen explains tens kinds of writing, such as analysis, argumentation, cause and effect, classification, comparison and contrast, definition, description, exemplification, narration, process.[8] Furthermore, the explanations of the major writing strategies as follow:

a) Narrative

A text focusing some specific participants that have several structural features making different from other genres.

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[7] Vivian M. Rosenberg, *Readin*g, *Writing, and Thinking Critical Connection*, (New York: random house, 1989), p. 78

[8]Allen S. *Second Edition 8 Kinds of Writing*. (Portland: WALCH Publisher , 2007).p.3-8

b) Descriptive

A paragraph that explains something from where the objects being described are located whic is called spatial organization.

c) Expository

A paragraph that explains or analyzes a topic. It include information, explanation, fact and illustration.

d) Argumentation

A paragraph that explain and convince the readers by presenting both pros and cons.

e) Recount

Is a type of written text which tell a record of event in the past.

f) Spoof

An amusing and ridicules piece of writing, music, theatre and so on.

g) Anecdote

Is a text which retells funny and unusual incidents in fact or imagination.

h) Report

A text which presents information about something, it is as result of systematic observation and analysis.

i) News Item

A text which informs readers about events of the day. The events are considered newsworty or important.

j) Cause and Effect

A writing piece in which the writer analyzes in a certain field of study two or more things one which as a cause and other as effect.

k) Opinion

Is a paragraph in which a writer express his personal arguments to persuade reader aabout some hot topic in the poin of view of public perception.

l) Comparison and Contrast

A writing piece in which the writer (similarities of both compared thing) and contrast (differentiates on both compared thing).[9]

m) Hortatory Exposition

Is a text which represents the attemp of the writer to have the addresse do something or act in certain way.

n) Analytical exposition

A text that elaborates the writer's idea about the phenomenon surrounding.

o) Procedure

A text that show a process in order, its social function is to describe how something is complitely done throught a sequence of series.

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[9] *Ibid,* p.9-14

p) Discussion

A text which present a problematic discourse. This problem will be discussed from different viewpoints. Disscusion is commonly found in philosophical, historical, and social text.[10]

Based on the statement above, it can be concluded that there are many kinds of writing. And the student have to know, as the knowleadge about english.

B. The Concepts of Narrative Text

a. Definition of Narrative text.

Narrative is a text focusing some specific participants that have several structural features making different from other genres. Narrative has social function that is to tell stories either in present. Narrative is used most often fables, myths and legends, detective stories, adventure stories, thrillers, and period dramas.

b. Generic Structure of Narrative Text

A narrative text consists of the following structures:

1) Orientation: Introducing the participant and informing the time and the place.

2) Complication: Describing the rising crises which the participant have to do with or among participants relationship in a process of social interaction.

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[10]*Ibid* , 15- 17

3). Resolution: Showing the way of participant to solve the crises, betterr or worse, the end can open ended or close ended.[11]

c. **Example and Genre Analysis of Narrative Texts**

The analysis of genre in the four texts is done through the analysis of generic structure of the text. The criteria of generic or schematic structure for narrative text include three components: Orientation, Complication, and Resolution. The analysis of generic structure of Text1 is as follows:[12]

Orientation	Once upon time, there lived a beautiful girl named Cinderella. She was the child of the famous King in one palace. Her mother died when she was still about ten years old. her father will marry with the woman who had two children. Cinderella's mother and two of her step sisters were very cruel with Cinderella. She was ordered by them to do all the house work every day and she might not to have a friend anymore. One night in the other palace of the kingdom there lived the

[11]Allen S. *8 Second Edition Kinds of Writing.* (Portland: WALCH Publisher , 2007).p.4
[12]Maria Arina,"*International Journal of English Education, An Analysis of Linguistic Competence in Writing Texts,* Palangkaraya University",Volume 14, p. 90

	handsome who wanted to find a friend for his wife as a queen. The prince invited all the girls to come to his party. Cinderella wanted to come to his party.
Complication	Suddenly come to her room a fairy. She helped Cinderella to prepare for coming to the party. A coachman ready to bring Cinderella and a fairy said to her "You must go home before late at night" When Cinderella was dancing with the prince, she forgot the time was over. She quickly went home and her shoes left in front of the palace.
Resolution	Tomorrow morning the prince with armies walked around the village to find which girl had the shoe. Until the end, the prince found the own of the shoe and he brought Cinderella to the palace and they lived happy there.

C. The Concepts of DictoglossTechnique

1. Definition of Dictogloss technique

Dictogloss is another term for grammar dictation. It is an instructional tool designed to support language learners in order to help them refine their understanding of language used in a text passage. The instructional strategy involves repeated dictations of short, dense text so students can recognize and record familiar words. Each student then pools his or her words with those of other learners in order to reconstruct the text. Dictogloss serves as a vehicle for students and teachers to assess how grammar works in a text and help students to make a short story.[13]

Dictogloss is a technique in which the teacher reads a short text and the learners makebrief notes and then try to reconstruct the text in groups. Unlike traditional dictation, there is a gap between the listening and writing phases, giving learners time to think and discuss how best to express the ideas. The aim is not to reproduce the text word for word, but to convey the meaning and style of the text as closely as possible. Dictogloss is a powerful way of focusing attention on precise meaning, as well as on correct use of grammar. [14]

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[13]Nesrin Oruc , "*Inonu University Journal Of The Faculty Of Education, Dictogloss: The Role of Reconstruction Tasks on Noticing*, Inonu University"volume 4, p.60
[14]Jannet Allen, *Inside Words,*(New York: Cambridge University Press,2009) p. 56

2. Kinds of Dictogloss

The following types of dictogloss are based on theories they are:

a. Dictogloss Negotiation

In Dictogloss Negotiation, rather than group members discussing what they heard when the teacher has finished reading, students discuss after each section of text that has been read. Sections can be one sentence long or longer, depending on the difficulty of the text relative to students' proficiency level.

b. Student -Controlled Dictation

In Student -Controlled Dictation, students use the teacher as they would use a tape recorder. In other words, they can ask the teacher to stop, go back, i.e., rewind and skip ahead, i.e., fast-forward. However, students bear in mind that the aim of dictogloss is the creation of an appropriate reconstruction, not a photocopy.[15]

c. Student-Student Dictation

Rather than the teacher being the one to read the text, students take turns to read to each other. Student-Student Dictation works best after students have become familiar with the standard dictogloss procedure. This dictogloss variation involves key elements of cooperative learning, in particular equal participation from all group members, individual accountability

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[15]*Ibid* , p. 87

(each member takes turns controlling the activity) and positive interdependence as group members explore meaning and correctness together.

d. Dictogloss Summaries

While in the standard dictogloss procedure students attempt to create are construction of approximately the same length as the original, in Dictogloss Summaries, students focus only on the key ideas of the original text.

e. Scrambled Sentence Dictogloss

Scrambled Sentences is a popular technique for teaching a number of language skills. Scrambled Sentences Dictogloss employs this technique to raise the difficulty level of dictogloss and to focus students' attention on how texts fit together.

f. Elaboration Dictogloss (Airey, 2002)

In Elaboration Dictogloss, students go beyond what they hear to not just recreate a text but also to improve it.[16]

g. Dictogloss Opinion

In Dictogloss Opinion, after students reconstruct the text, they give their opinion on the writers' ideas. These opinions can be inserted at various points in the text or can be written at the end of the text. If student commentary is inserted throughout the text, it promotes a kind of dialogue with the original authors of

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[16]*Ibid, p.* 89

the text. The type of this variation is quite unique. Beside, reconstructing the text the students also should give their opinion about the text. They can give all off their opinion and write down the opinion after the reconstruct text.

3. Steps in Dictogloss

Dictogloss, a form-focused collaborative writing task, is derived from the words "dictation" and "composition". Dictogloss is a task-based procedure aimed at providing an opportunity for learners to reflect on their own output through text reconstruction. A short dense text is read twice at normal speed. The first time, students should only listen in order to let the words wash over them. The second time, they are encouraged to take down notes. In the next stage, students work together in small groups to reconstruct the text, pooling their respective notes and linguistic resources and aiming to maintain the informational content of the original text . The various text versions are then analyzed and compared. Later, a distinction is made between differences that are acceptable or unacceptable.[17]

Model the steps of the process with students prior to having them co-construct adictogloss on their own.

a. Create a short passage that embeds a particular grammatical form you wish to emphasize. It should be a form that students know well

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[17]Samshad N. Sheikh, " *Indian Stream Research Journal, Using Diggtogloss as new media,* C.J. Patel Arts and Commerce College, Tirora" volume 8, p. 6

but that is often produced inaccurately by students. Try to incorporate a majority of vocabulary that students know.

b. Review difficult or possibly unknown vocabulary that appears in the dictogloss.

c. Provide a short (3-5 min.) review lesson on the grammatical form being emphasized.

d. Read the dictogloss through once at a normal speed, asking students to listen carefully.

e. Read the dictogloss a second time, and encourage students to jot down notes.

f. Have pairs of students work together for approximately 20-25 minutes to reconstruct the dictogloss, reminding students that they should try to write their text so that it will be as close to the original as possible in grammar and content.

4. **Advantages and Disadvantages of Using Dictogloss**

   a. **Advantages of using Dictogloss**

   There are certainly advantages in using Dictogloss.[18]

   1) Teacher can move about giving individual attention. Therefore he or she may know the weaknesses and strongest each individual.

   2) Dictogloss can provide access to interesting text, by introducing a topic, example, or summarizing it.

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[18]*Ibid*, p. 7

3) Dictogloss can help the students to develop their four language skill.

4) Dictogloss helps the students in active learning.

b. Disadvantages of using dictogloss

There are also disadvantages of using dictogloss:

1) Dictogloss just gives short-term memory not long term memory.

2) Dictogloss just reconstruct the text without focus on grammar.

3) Dictogloss difficult to develop short-term memory.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

Writing is one important activity in learning English. Some people seem to find writing easy. But, actually writing is not as easy people think. Although writing is hard work, writing is also opportunity to convey something about ourselves, to communicate ideas to others, to learn something we did not know. Unfortunately, all writers have trouble getting started. Many writers feel hard to generate and develop their ideas in starting.

Moreover, the best way to start writing is writing first. Writers tend to think that start writing is essentially a thinking activity. Writing Dictogloss can help students to increase their ability in writing since this technique helps them to generate ideas, develop it, and relate it to each other. It helps students focus on their own topic and make them doing their writing activity clearly and logically. Fortunately, Dictogloss as a

technique can guide the students in order to be capable of writing with a minimum of error.

Furthermore, if Dictogloss technique had been properly, so student's narrative text ability will be good. If Dictogloss technique had not been unproperly, so student's narrative text ability will be bad.

2. Paradigm

Figure 1
The Influence of Dictogloss technique
On the Students' Narrative Text Writing Ability

```
┌──────────────┐      ┌──────────────┐    ┌────────┐    ┌───┐
│  Dictogloss  │─────▷│StudentsWriting│   │  High  │    │ H │
│  Technique   │      │Narrative Text │   └────────┘    │ Y │
└──────────────┘      │    ability    │   ┌────────┐    │ P │
                      └──────────────┘    │  Fair  │    │ O │
                                          └────────┘    │ T │
                                          ┌────────┐    │ H │
                                          │  Low   │    │ E │
                                          └────────┘    │ S │
                                                        │ I │
                                                        │ S │
                                                        └───┘
```
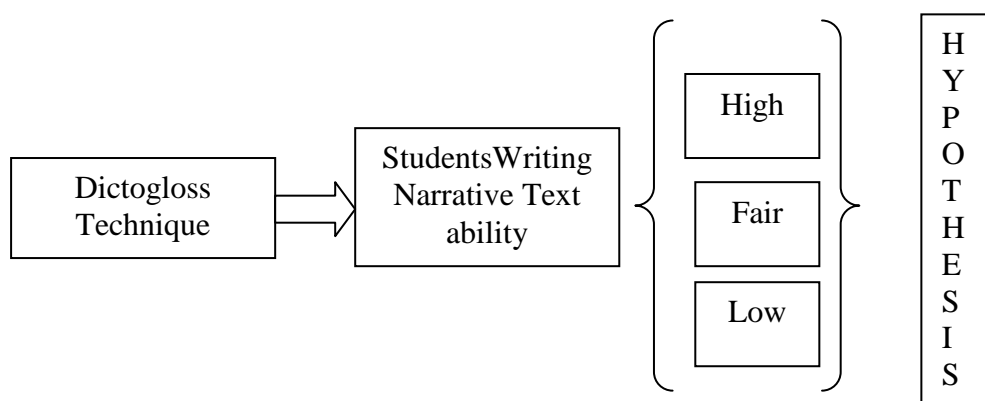
Based on the paradigm above, it can be assumed that the dictogloss is good, the students' narrative writing ability will be good. So there is positive and significant of using dictogloss technique on students' writing ability of narrative text. In the reverse, if the dictogloss is bad, the students' writing ability is bad. So, there is no positive and significant effect of using dictogloss technique on the students' writing ability in narrative text.

E. **Hypothesis**

1. **Hypothesis Formulation**

   Based on the theoretical framework and paradigm above, the writer formulates the hypothesis that:

   Ha : There is a positive and significant influence of writing Dictogloss toward the student's ability in writingrecount text at the Eighth grade of Junior high school of SMP MA'ARIF 9 Way Jepara.

   H0 : There is no positive and significant influence of writing Dictogloss toward the student's ability in writingrecount text at the eighth grade of Junior high school of SMP MA'ARIF 9 Way Jepara.

2. **Stastical Hypothesis**

If $= F_0 > Ft$

   Ha is accepted and Ho is rejected

If $= F_0 < Ft$

   Ha is rejected and Ho is accepted

CHAPTER III

RESEARCH METHOD

A. Research Design

There were many researches method that can be applied in researching into writing ability . Actually, all of the variety of methods is descriptive, either quantitative or qualitative. It depends on the purpose of the research.

This research is to analyze the students' writing narrative text. The writer wants to analyze the level of students' ability in writing narrative text. It is surely more suitable using qualitative. Based on this explanation, the writer decides using qualitative research to analyze the students' ability in writing narrative text in the SMP MA'ARIF 9 Way Jepara.

This research uses the quantitative research. Quantitative research is the process which uses numeric data to find knowledge. The type of this research is Descriptive quantitative. Descriptive quantitative often becomes contravention whether it is categorized to a research methodology or parts of quantitative or qualitative methodology. Although descriptive quantitative known for a long time ago, it often emerges problem whether the data of the research quantitative. Referring to this phenomenon, Setiyadi considers that the data due to descriptive quantitative research. He emphasizes that neither term of sample or population is not familiar to be used in descriptive

quantitative research. Completely he states that nowadays a lot of writers explicitly graft quantitative aspect in descriptive quantitative research.[19]

B. Population and Sampling Technique

1. Population

Muijs defined, "population is the group of people we want generalize to".[20] It means that population is the object of the research which will be observed. Whereas, the population of this research is the students at the eighth grader of SMP MA'ARIF 9 Way Jepara. There are three classes which consist of 85 students and the total of students in each class is presented as bellows:

Table 2

The Population of the Research at SMP MA'ARIF 9 Way Jepara
in The Academic Year of 2019/2020

Classes	Sex		Total
	Male	Female	
VIII A	11	19	30
VIII B	12	16	28
VIII C	10	20	30

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[19]Qumar Singh , *Fundamental English Methodology* , (Canada : 2006), p.285
[2]Daniel Muijs, *Doing Quantitative Research In Education*, (London: Sage Publications, 2004) p.15

2. Sample

According to Hancook "A population is a set (or collection) of all elements processing one or more attributes of interest. The sample of this research was the student at the Eighth grade of (VIIIB) SMP MA'ARIF 9 Way Jepara which consists of 28 students.[21]

3. Sampling Technique

The sampling technique applied in this research is Cluster purposive sampling; "The sample selection based on specific purpose." The student ability is homogeneous, so that the writer use the purposive sampling. Sample is "best represents a large population". The samples of this research are the students at the eighth grade consist of one class, there are consist of 28 students. [22]

C. The Operational Definitions of Variables

The operational definition of this research variable as follows:

1. Independent Variable

According to Evelyn Hatch, "The independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated, and measured by the researcher."[23] Independent variable (X) of this research is Dictogloss technique.

Operational definition is the definition which based on characteristic of the thing that will be defined, and it can be observed or

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[21]Hancook, *Guide To Quantitative Method*, (New York : 2011) , p.78

[22]Ibid

[23] Evelyn Hatch and Hossein Farhady, *Research Design and Statistic for Applied Linguistics*,(U.S.A.: Newbury House Publishers.Inc,1982), p.15.

measured. Meanwhile, a variable can be defined as an attribute of a person or of an object which 'varies' from person to person or from object to object.

In this research, writer uses observation to know about the condition of the student, especially in the score of writing subject and also what the teachnique that uses by teacher when they are teaching narrative text. After that the researcher write all of them that writer see at the school in the observation list, as the result of pre-survey data.

The research uses the quantitative research, which pretest and posttest design. In this design, the pretest and post test intended to investigate whether using Dictogloss technique can be uses to influence writing ability significant.

The researcher use writen test to know about student's narative ability, include in the high category (80-100). Furthermore, in the middle category (60-70), low category (30-50).

The indicator of Dictogloss technique in the writing subject are:

a. The student have to easier to understanding the subject.

b. The student have to make a short story about narrative text.

c. The student have to difentiate the generic structure of narrative text.

1. Dependent variable

According to Evelyn Hatch, "The dependent variable, on the other hand, is the variable which you observe and measure to determine the effect of the independent variable."[24] Dependent variable (Y) of this research is writing ability in learning English is part of language system.

Furthermore, to know the ability of writing narrative, the writer used narrative writing test. The writer ask them to write the narrative text. Either the lowest or the biggest score of writing narrative text is also by using the standard. Brown states that the six general categories that are often the basis for evaluation of student writing are content, organization, discourse, syntax, vocabulary, and mechanics.[25]

The indicator of the student's narrative text ability are:

a. The students have to explain about the generic structure of narrative text.

b. The students have to write a text narrative text.

D. Data Collection Method

1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Moreover, Anderson with Arsenault decided that "instrument includes test and questionnaire,

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[24]*Ibid*, p. 89

[25]H. Douglas Brown, *Teaching by principles: an interactive Approach to Language Paedagogy (Second Edition)*, (New York : Addison Wesley, 2001) p. 357

observation schedule and any other tool used to collect data".[26] Whereas, this research is a true experiment design research with applying pre-test and post-test group design. So, the researcher uses test as data collection method to measure both of variable. The researcher measures teaching narrative writing through Dictogloss technique by pre-test, treatment, and post-test.

The pre-test was given to the students in the first meeting in order to find out students' ability in the beginning before using Dictogloss tehnique in their writing activity. Whereas, the post-test will given in the last meeting after treatment in order to find out whether the statement give any contribution to the students' ability in then experimental class is higher than the control class or is there is significant different between the experimental class and the control class scores.

2. Documentation

Documentation is a method use to collect information or data from written resources, or documents. Then, the writer selected this data to elect an appropriate data base on focus and objective of the study. For example: books, magazines, note, data from internet, and others. Documents can often provide relevant evidence and are very useful for constructing the whole picture.The researcher will get the data:

a. The researcher uses the documentation method to get detail information about students' narrative writing text ability,

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[26]Gary Anderson With Nancy Arsenault, *Fundamental Of Education Research*, (USA: Falmer Press, 2005) p. 94

Documentation here about the score of middle assigemnt of english subject in SMP MA'ARIF 9 Way Jepara.

b. Documentation about the condition teachers, official employees and students of SMP MA'ARIF 9 Way Jepara.

E. Research Instrument

The research instrument in this research held the test which has explained follows:

1. Instrument Blueprint

The writer used Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research about ability in narrative text, so the research instrument which is used in present research is in the form of writing test or composing narrative text writing.

2. Instrument Calibration

The reseacher uses the standard for test instrument as following:

a. Validity

Validity is that it is the degree to which a test measures what it is supposed to measure. According to Selinger and Shohamy validity refers to extent to which the data collection procedure measure what it intends to measure.[27] Validity on other hand is seen as strength of quantitative research, but is used to suggest determining of researcher, findings are accurate from the stand point of the researcher, the participant, or reader of account.

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[27]W. Hebert Selinger and Shohamy Elena, Second Language Research Methods, (New York:Oxford University Press, 1989),p. 60

b. Reliability

The reliability of the instrument writing test in this research was doing by the adviser. Sugiyono stated that to examine the reliability of the instrument is an independent auditor or the adviser of the research.[28]

F. Data Analysis Technique

To investigate whether the influence of Dictogloss Teaching on the students' ability in writing narrative text at the eighth grade of SMP MA'ARIF 9 Way Jeparathe writer uses Chi square.

Chi-Square Many parametric models, possessing different characteristics, shapes, and properties, have been proposed in the literature[29]. These models are commonly used to develop parametric inferential methods. The inference developed and conclusions drawn based on these methods, however, will critically depend on the specific parametric model assumed for the analysis of the observed data. For this reason, several model validation techniques and goodness of fit tests have been developed over the years. The oldest and perhaps the most commonly used one among these is the chi-squared goodness of fit test proposed by Karl Pearson over a century ago.

Since then, many modifications, extensions, and generalizations of this methodology have been discussed in the statistical literature. test given by the formula of chi-square:

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[28]Sugiyono.(2010). Metode Penelitian Pendidikan. Bandung:Alfabeta.p.377

[29]Vassilly Vainov, *chi-squared goodness of fit test with aplication*, (USA: AP Press,2013) P. 1

$$X^2_p = \sum_{Ij} \frac{(ftj - E\ tj)\ 2}{E_{tj}}$$

X^2_p =chi-square

$\sum$ = population

$f\ E$ =high score

tj *tj* = low score

E_{tj}= responden

CHAPTER IV

RESULT OF THE RESEARCH

A. Research Setting

1. Brief Story of SMP MA'ARIF 9 Way Jepara Lampung Timur

This research was conducted at SMP MA'ARIF 9 Way Jepara Lampung Timur. It is built on april, 1st 1982 and It is located on Way Jepara. Since SMP MA'ARIF 9 Way Jepara, it has been lead by the following principles:

No.	Name of Headmaster	Period
1.	MUHADI, S.Ag	2018- Now

2. Profile of School

a. Name of school   : SMP MA'ARIF 9 Way Jepara

b. NPSN   : 10806058

c. Province   : Lampung

d. Regency   : East Lampung

e. Sub district   : Way Jepara

f. Village   : Sumberjo

g. Street   : Danau Street No.1

h. Contact person   : 081272323282

i. Kategori of school   : Private

j. Built   : 1982

k. Wide of land : 4000m^2

l. Wide of building : 2500m^2

3. Structure Organization of SMP MA'ARIF 9 Way Jepara

in the Academic Year of 2019/2020.

Table 3
The structure organization of SMP MA'ARIF 9 Way Jepara.

The School Comitte
Dra.SUMARNI

Headmaster
MUHADI, S.Ag

Vice Headmaster of Curriculum Affairs	Vice Headmaster of Public Relation Affairs	Vice Headmaster of Students Affairs
TUKIRIN, S.Pd.I	**TUKIRIN, S.Pd.I**	**TUKIRIN, S.Pd.I**

Operator	Students Council Coach	Head TU
ANDI SETIAWAN	**NOVITA GANI, S.Pd**	**KHALISATUN, S.Ag**

TEACHERS

ORGANIZATION OF STUDENTS (OSIS)
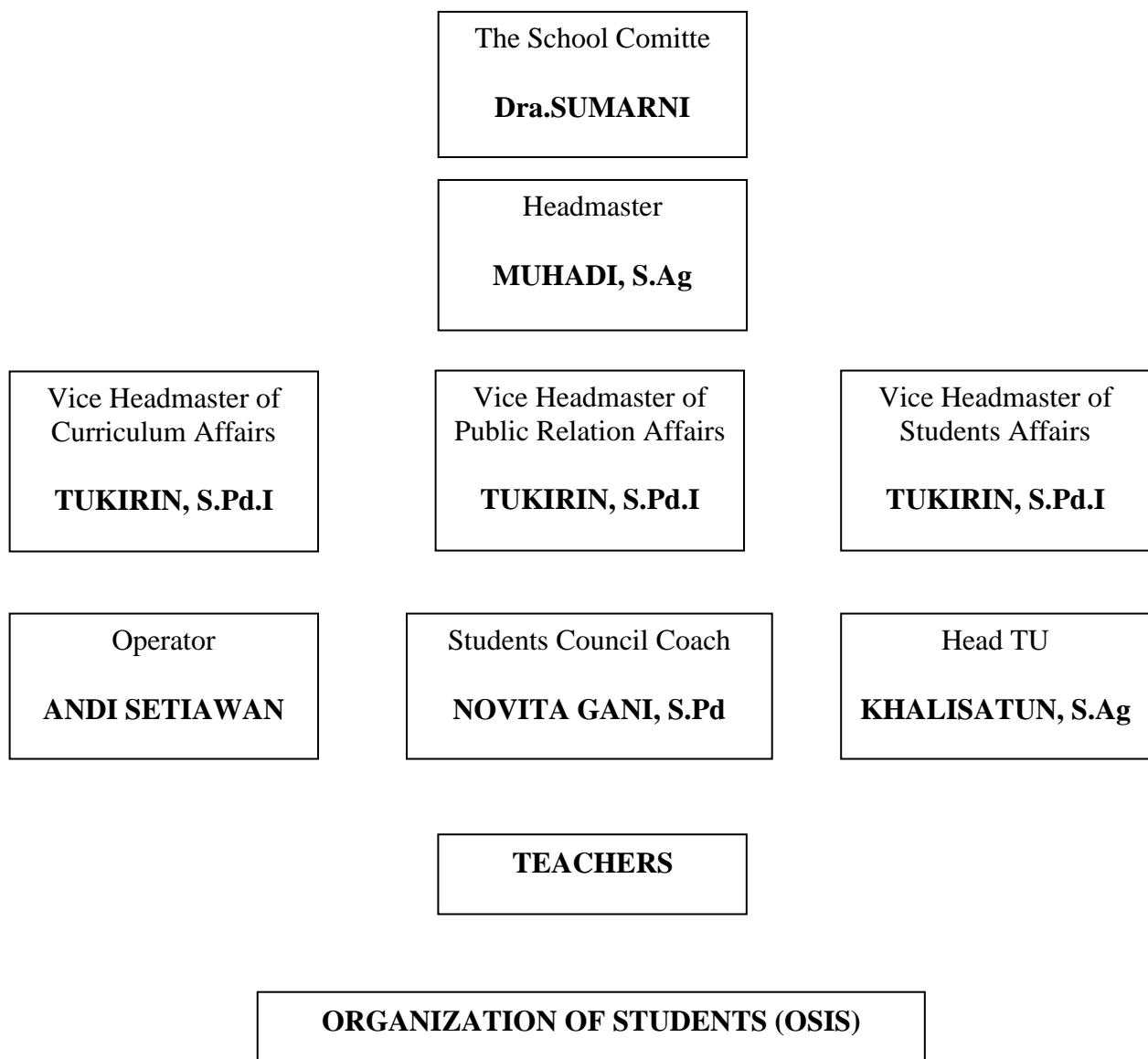
4. **Condition of Teachers and Official Employees**

Diagram 1

The Condition of Teachers and Employees
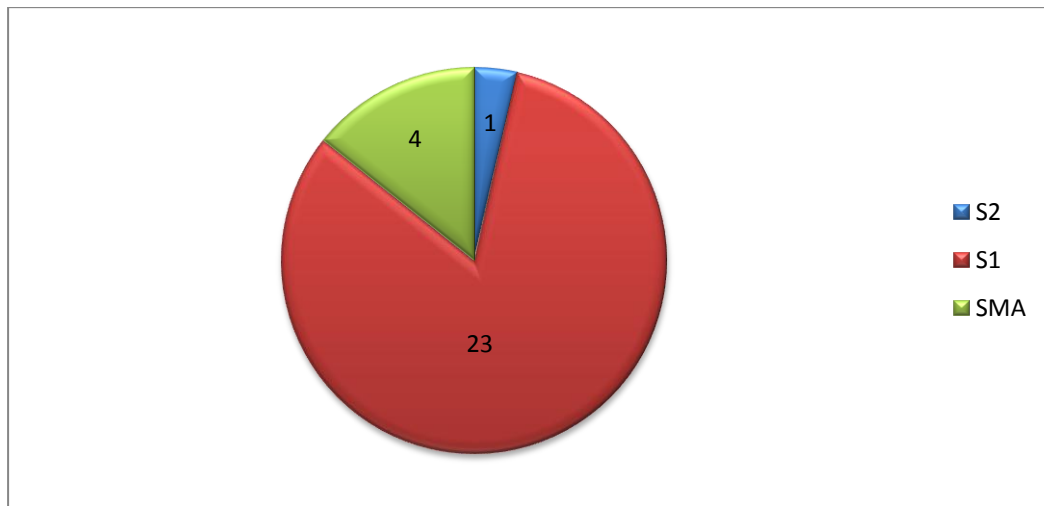
Source: Observation Result in SMP MA'ARIF 9 Way Jepara on November 1st,2019.

5. **The Quantity Students of SMP MA'ARIF 9 Way Jepara in Academic Year 2019/2020**

Diagram 2

The Quantity students of   SMP MA'ARIF 9 Way Jepara.
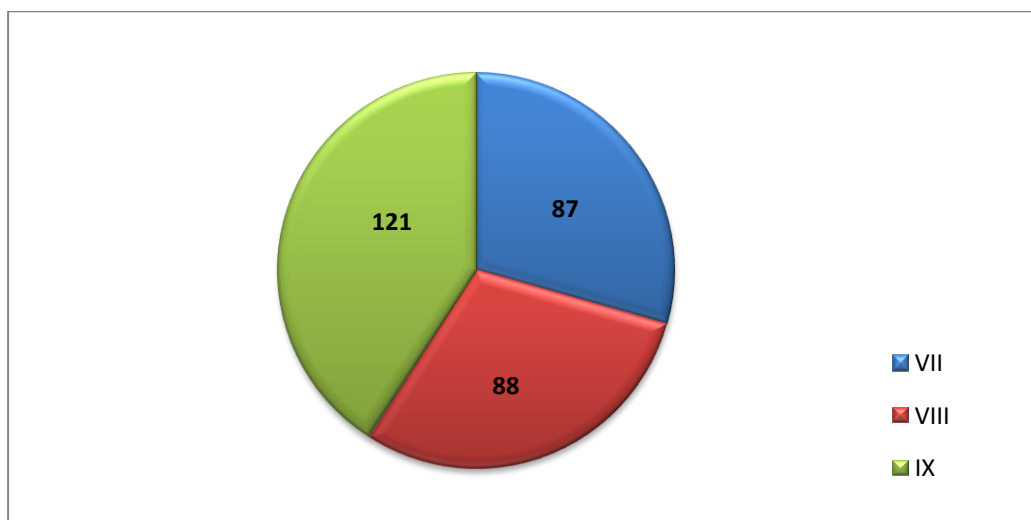
B. Research Data

1. Data of Pre-Test

To measure the student narrative text writing ability, the writer used pre-test. A set of question was given in order to know the influence of using dictogloss technique to the student narrative text writing ability. The table above is the result of pre- test.

Table 4
The Result of pre-test score at the eighth graders
students of SMP MA'ARIF 9 Way Jepara In the Academic Year
2019/2020

No.	Name	SCORE	CATEGORY
1.	AM	46	LOW
2.	AN	44	LOW
3.	AM	50	HIGH
4.	AK	44	LOW
5.	AM	47	FAIR
6.	BS	48	FAIR
7.	DW	48	FAIR
8.	ED	49	FAIR
9.	EI	44	LOW
10.	GF	46	LOW
11.	HJ	49	FAIR
12.	HP	44	LOW
13.	HF	49	FAIR
14.	IS	49	FAIR
15.	ID	48	FAIR
16.	JN	49	FAIR
17.	JF	46	LOW
18.	MD	50	HIGH
19.	ME	47	FAIR
20.	MR	47	FAIR
21.	MI	53	HIGH
22.	MW	49	FAIR
23.	RD	50	HIGH
24.	RA	47	FAIR
25.	RD	48	FAIR

26.	RH	45	LOW
27.	SM	47	FAIR
28.	SN	47	FAIR
	Sum	1329	

Source: The Result Pre-Test Test at the eighth graders of SMP MA'ARIF 9 Way Jepara in the Academic Year of 2019/2020, November 1 2019.

Based on the table above, the researcher then measured the class interval using formulation as follows:

R = The highest score – The lowest score

= 53 – 44

= 9

K = 1 + 3,3 log n

= 1 + 3,3 log 28

= 1 + 2,221

= 3,221 $\longrightarrow$ 3

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

= $\frac{9}{3}$

= 3

After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table 5

Score	Frequency	Category	Percentage
50-53	4	HIGH	28,6 %
47-49	16	FAIR	57,1 %
44-46	8	LOW	14,3 %
Total	28		100%

Based on the table frequency distribution above, it can be inferred that from 28 students as sample in this research, there are 4 students include in the score of 50-52 or 14,3%, there are 16 students get score 47-49 or 57,1% and the last there are 8 students get score 44-46% or 28,6%.

1. **The data of post test**

After known the student narrative text writing ability of student. The writer took made a treatment, than gave a post test as the result. The materials reached the criteria of good content validity because it deals with curriculum. The data of post-test can be identified as follows:

Table 6
Frequency Distribution as the Result of post-test at the eighth graders
students of SMP MA'ARIF 9 Way Jepara
in the Academic Year of 2019/2020

No.	Name	SCORE	SCORE
1.	AM	83	FAIR
2.	AN	83	FAIR
3.	AM	72	LOW
4.	AK	84	HIGH
5.	AM	76	LOW
6.	BS	86	HIGH
7.	DW	72	LOW
8.	ED	86	HIGH
9.	EI	78	FAIR
10.	GF	86	HIGH
11.	HJ	74	LOW
12.	HP	88	HIGH
13.	HF	74	LOW
14.	IS	84	HIGH
15.	ID	74	LOW
16.	JN	82	FAIR

17.	JF	72	LOW
18.	MD	78	FAIR
19.	ME	70	LOW
20.	MR	76	FAIR
21.	MI	78	FAIR
22.	MW	84	HIGH
23.	RD	72	LOW
24.	RA	88	HIGH
25.	RD	76	FAIR
26.	RH	88	HIGH
27.	SM	78	FAIR
28.	SN	78	FAIR
	Sum	1329	

Source: Legger of SMP MA'ARIF 9 Way Jepara in the Academic Year of 2019/2020.

Based on the table above, the researcher then measured the class interval using formulation as follows:

R = The highest score – The lowest score

= 88 – 70

= 18

K = 1 + 3,3 log n

= 1 + 3,3 log 28

= 1 + 2,221

= 3,221 $\longrightarrow$ 3

P $= \dfrac{R}{K}$

$= \dfrac{18}{3}$

= 6

Table 7
The Invariant Frequency Distribution of POST TEST.

Score	Frequency	Predicate	Percentage
83-88	9	HIGH	32,1%
76-82	10	FAIR	35,7%
70-75	9	LOW	32,1%
Total	28		100%

Based on the table frequency distribution above, it can be inferred that from 28 students as sample in this research, there are 9 students include in the score of 84-90 or 31,1%, there are 10 students get score 77-83 or 35,7%, then there are 9 students get score 70-76 or 32,1%.

2. **Hypothesis Testing**

After applying documentation, and test, the writer analyzed the data by using analysis of chi square in order to prove whether there is influence of using dictogloss technique to the student narrative text writing ability at the eighth graders of SMP MA'ARIF 9 Way Jepara in the Academic Year of 2019/2020.

After got the data to know whether there is positive and significant influence of using dictogglos technique to the student narrative text writing ability at the eighth graders of SMP MA'ARIF 9 Way Jepara in the Academic Year of 2019/2020, the writer use Chi-Square with two variables to analyze the data.

PRE_TEST * POST_TEST Crosstabulation					
Count					
		POST_TEST			Total
		HIGH	FAIR	LOW	
PRE_TEST HIGH		1	1	2	4
	FAIR	6	3	7	16
	LOW	5	0	3	8
Total		12	4	12	28

Hypothesis testing by using SPSS chi-square as follow:

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
PRE_TEST * POST_TEST	28	100.0%	0	.0%	28	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	**20.917[a]**	**4**	0.572
Likelihood Ratio	30.947	4	0.413
Linear-by-Linear Association	.886	1	0.347
N of Valid Cases	28		

Report SPSS aplication.1.6

The degree of freedom is 4. So the value of x^2 table on degree of

freedom are 5%=9,488 and 1%=13,227.

Based on the data above, the value of chi-square is 20,917. Then, the data confirm that " x^2 observed" =20,917 is higher than " x^2 table"= 9,488 in 5% and 13,227 in 1%. Therefore, the wreiter conclude that ha is accepted and ho is rejected. It means that "there is positive and significant influence of using dictogloss technique to the student narrative text writing ability at the eighth graders SMP MA'ARIF 9 Way Jepara in the Academic Year of 2019/2020.

3. **Interpretation**

The writer has formulated the Alternative hypothesis (Ha) and Null hypothesis (Ho) as follows:

a. Alternative hypothesis (Ha)

there is positive and significant influence of using dictogloss technique to the student narrative text writing ability at the eighth graders of SMP MA'ARIF 9 Way Jepara in the Academic Year of 2019/2020.

b. Null hypothesis (Ho)

there is not positive and significant influence of using dictogloss technique to the student narrative text writing ability at the eighth graders of SMP MA'ARIF 9 Way Jepara in the Academic Year of 2019/2020.

After Ha and Ho above were formulated the writer consulted T-observation to T-table as follows:

- If t-observation is higher than T-table. Ha is accepted and Ho is rejected.

- If t-observation is lower than T-table, Ha is rejected and Ho is accepted.

Finally the data confirm that " x^2 observed" =20,917 is higher than " x^2 table"= 9,488 in 5% and 13,227 in 1%. Therefore, the writer conclude that ha is accepted and ho is rejected. It means that "there is positive and significant influence of using dictogloss technique to the student narrative text writing ability at the eighth graders of SMP MA'ARIF 9 Way Jepara in the Academic Year of 2019/2020.

During the research, the writer observed that the student were interested in learning English material through using dictogloss. They were enthusiastic during the learning process. All students always attended the class from the first treatment until the last treatment. They were able to understand the English material through using dictogloss as technique more easily. The writer assumed that teaching and learning by using dictogloss as technique can influence students' English learning result well.

Through using dictogloss as technique, the students learn new experience in study English. In brief, there is a significant influence on using dictogloss as technique, toward the students' English learning result because after treatments. In fact, it shows that there are changes at amount of students that get the low category and the high category. There are 26 students or 35, 09% (pre-test) into the low category become 17 students or 19, 83% (post-test). Then, there are 11 students or 19, 30%

(pre-test) into the high category become 21 students or 36, 84% (post-test).

4. Limitation

Although the result of this research has proved that using dictogloss as technique is the effective technique for teaching English and has a significant influence especially for students at the eighth graders of SMP MA'ARIF 9 Way Jepara, but the result of the research cannot be generalized for other schools.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion about the analysis above, it can be concluded that the Dictogloss Technique influences the students' narrative text writing ability among the eighth grade at SMP MA'ARIF 9 Way Jepara.

Based on the calculation of the data of Dictogloss Technique to the student's narrative text ability by using the statistics as follow:

1. The result of the distribution frequency from Dictogloss Technique, there are 11 students who have level of Dictogloss Technique activity with criteria good about 29%, there are 21 students who have level of Dictogloss Technique activity with criteria fair about 50,5%, and there are 9 students who have criteria low or 20,5%. While the result of the distribution frequency from students' narrative text writing ability, there are 13 students who have high score or 30.5%, there are 21 students who have fair score or 51%, and there are 7 students who have low score or 18,5%.

2. Based on the count table which is gotten by writer, so, the valuable of chi square count (χ^2) is 20,917, while the level of signification 5% is 9,488% and the level of signification 1% is 13,227, whenever 13,227% < 20,917>9,488% on the db = 4. Because of it "Ho" is refused. By using the analyzing above, it can be concluded that "Ha" which the writer

submits "there is a positive and significant influence of Dictogloss Technique on the students' narrative text writing ability at the eighth grades of SMP MA'ARIF 9 Way Jepara in academic year of 2019/2020 is accepted".

B. Suggestion

After the writer conducted the research at eighth grades of SMP MA'ARIF 9 Way Jepara. The writer would like to give some suggestions as follows:

a. For the students

1) It is suggested to increase their ability in writing in order that can success in learning English.

2) This Technique can progress the students in studying English, especially to learn English material given.

3) To be more active in learning English by using dictoggloss because can help the students to enjoy in following the material that the teacher given. So it can increase their knowledge at the school.

b. For the teacher

1) It is better for the teacher to use dictogloss in teaching English material because it can improve the student's English learning result.

2) It is suggested to the teacher gives knowleadge to the student to be active in every English teaching learning process.

c. For school

1) It is suggested in supporting the English learning process by preparing the facilitation and instrument completely.

2) It is suggested for the school and headmaster in order to persuade the teachers to use this Technique because it is easy to be understood by the students and efficient in teaching the material for the teacher.

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THE APPENDICES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1554/In.28.1/J/TL.00/05/2018
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth ,
Kepala SMP MAARIF 9 WAY JEPARA
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**ROBIN AL HADI**
NPM	:	14122107
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE USE OF DICTOGLOSS TECHNIQUE TO IMPROVE THE STUDENTS WRITING DESCRIBE TEXT AT THE EIGHTH GRADERS OF SMP MAARIF 9 WAY JEPARA IN THE ACADEMIC YEAR OF 2017/2018

untuk melakukan *pra-survey* di SMP MAARIF 9 WAY JEPARA.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Mei 2018
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP 19750610 200801 1 014

Nomor : B-2239 /In.28.1/J/PP.00.9/7/2019   09 Juli 2019
Lamp : -
Hal   : BIMBINGAN SKRIPSI

Kepada Yth
1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
     Tempat

Assalamu'alaikum Wr. Wb

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Robin Al Hadi
NPM	:	14122107
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Influence Of Using Digtogloss Technique To The Studetns Narrative Text Writing Ability Among The Eighth Grade Of SMP Ma'arif 9 Way Jepara

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP 19750610 2008011022

SURAT TUGAS
Nomor: B-3320/In.28/D.1/TL.01/10/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama	:	**ROBIN AL HADI**
NPM	:	14122107
Semester	:	11 (Sebelas)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMP MAARIF 9 WAY JEPARA, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING DIGTOGLOSS TECHNIQUE TO THE STUDENTS NARRATIVE TEXT WRITING ABILITY AMONG THE EIGHTH GRADE OF SMP MAARIF 9 WAY JEPARA".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 16 Oktober 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PERMOHONAN SURAT IZIN RESEARCH

Kepada Yth.,
Rektor IAIN Metro
di-
    Metro

Assalamu'alaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini:

Nama	:	ROBIN AL HADI
NPM	:	14122107
Fakultas	:	Tarbiyah
Jurusan	:	Pendidikan Bahasa Inggris (PBI)
Semester	:	11 (Sebelas)
IPK Sementara	:	**3,29** *(Tiga Koma Dua Sembilan)*
Alamat Tempat Tinggal	:	DUSUN 2 SUMBER SARI HP. 085789471653

Dengan ini mengajukan permohonan Surat Izin Research dalam rangka menyelesaikan Tugas Akhir/Skripsi. Judul dan Tempat Research sebagai berikut:

Judul Tugas Akhir/Skripsi	:	THE INFLUENCE OF USING DIGTOGLOSS TECHNIQUE TO THE STUDENTS NARRATIVE TEXT WRITING ABILITY AMONG THE EIGHTH GRADE OF SMP MAARIF 9 WAY JEPARA
Tempat Research	:	SMP MAARIF 9 WAY JEPARA

Sebagai bahan pertimbangan, berikut ini saya lampirkan persyaratannya:
1. Foto Copy KTM
2. Foto Copy Slip Pembayaran SPP terakhir
3. Asli Kartu Rencana Studi (KRS) terbaru (memprogram Tugas Akhir/Skripsi)
4. Asli Pengesahan Proposal
5. Asli Surat Bimbingan Skripsi yang dikeluarkan Jurusan
6. Asli Kartu Konsultasi Bimbingan Skripsi Acc BAB I-III (untuk S1), Acc Outline (untuk D3)

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

Wassalamu'alaikum. Wr. Wb.

Metro, 01 Oktober 2019
Pendaftar,

ROBIN AL HADI
NPM 14122107

88203005378

Nomor   : B-3321/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MAARIF 9 WAY
JEPARA
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3320/In.28/D.1/TL.01/10/2019,
tanggal 16 Oktober 2019 atas nama saudara:

Nama   : **ROBIN AL HADI**
NPM   : 14122107
Semester   : 11 (Sebelas)
Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di
atas akan mengadakan research/survey di SMP MAARIF 9 WAY JEPARA,
dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan
dengan judul "THE INFLUENCE OF USING DIGTOGLOSS TECHNIQUE TO
THE STUDENTS NARRATIVE TEXT WRITING ABILITY AMONG THE EIGHTH
GRADE OF SMP MAARIF 9 WAY JEPARA".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya
tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Oktober 2019
Wakil Dekan I,

Isti Fatonah MA
19670531 199303 2 003

SURAT KETERANGAN

No:440/960/SMP M-9/WJ/V/2019

Hal : Surat Balasan Reseach

Lamp : -

Kepada Yth

Bapak/ ibu ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negri Metro

Assalamualaikum Wr. Wb

Berdasarkan B-3321/In.28/D.1/TL.001/10/2019 prihal surat permohonan izin research di SMP MA'ARIF 9 Way Jepara bersama ini kami sampaikan bahwa mahasiswa yang berkenangan di bawah ini :

Nama	: ROBIN AL HADI
NPM	: 14122107
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris (TBI)
Tahun Akademik	: 2019/2020

Untuk melakukan Research dalam rangka penyelesaian tugas akhir/skripsi, dengan judul "THE INFLUENCE OF USING DICTOGLOSS TECHNIQUE TO THE STUDENTS NARRATIVE TEXT WRITING AILITY AMONG THE EIGHTH GRADE OF SMP MA'ARIF 9 WAY JEPARA"

Demikian surat izin rsearch ini disampaikan kepada yang bersangkutan untuk dipergunakan dan di laksanakan sebagaimana mestinya.

Wassalamualaikum Wr.Wb

Way Jepara, 20 Oktober 2019

Kepala Sekolah Smp ma'arif 9 Way Jepara

Muhadi, S.Ag

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama	:	Robin al hadi
NPM	:	1422107
Fakultas	:	TBI (Tarbiyah)
Jurusan	:	TBI
Angkatan	:	14

Telah menyerahkan buku berjudul Effective Speaking

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama	:	Robin al hadi
NPM	:	1422107
Fakultas	:	Tarbiyah
Jurusan	:	TBI
Angkatan	:	14

Telah menyerahkan buku berjudul Effective Speaking

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1132/In.28/S/U.1/OT.01/12/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Robin Al Hadi
NPM	: 14122107
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 14122107.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 17 Desember 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

FORMULIR KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Robin Al hadi   Fakultas /Jurusan : TBI

NPM   : 14122107   Semester/TA   : IX

NO	Hari/Tgl	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Selasa 6/11-18		V	- Revise your typing - Please ekborate more your dependent and Independent variabl!	

Mengertahui,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Robin Al hadi   Jurusan/Fakultas : TBI
NPM : 14122107   Semester/TA : 10

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1.	Senin 19/3-19	✓		- Revisi Cover - Revisi Bab I - Revisi Bab II, III	
2.	Senin 8/4-19	✓		- Revisions is ok - acc for seminar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah. M.Hum
NIP. 19620424 199903 2 001

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Robin al hadi
NPM   : 14122107

Jurusan/Fakultas : TBI/FTIK
Semester   : XI
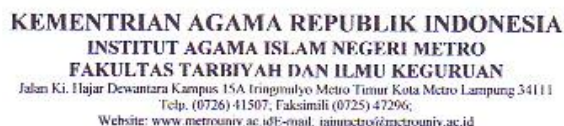
No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 7/8-19	✓		acc for Research Instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr.Umi Yawisah, M.Hum.
NIP. 19620424 199903 2 001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Robin Al Hadi
NPM : 14122107

Jurusan : TBI
Semester : XI

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, 7-1-2020	✓		- Table 3 → Change to Pie Diagram - Table 5 → appendix - limitation → revise	
2	Selasa 14-1-2020	✓		- Table 3 - Chang to Pie Diagram - Abstract - Soft file - Bab V Suggestion - Revisi Abstract -acc for munaqosyah	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Robin Al hadi
NPM : 14122107

Jurusan/Fakultas : TBI/FTIK
Semester : X

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selaso 9/7-'19		∨	Insert the observation Sheet	
	Selasa 16/7-19		✓	Revise txt.	
	Selasa 23/7-19		✓	Acc IPD	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dilillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Robin Al hadi   Jurusan/Fakultas : TBI/FTIK
NPM : 14122107   Semester   : X

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selaso 9/7-'19		∨	Insert the observation Sheet	
	Selasa 16/7-19		∨	Revise txt.	
	Selasa 23/7-19		∨	Acc IPD	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dilillah Harya, M.Pd.
NIP. 19830511 200912 2 004

DOCUMENTATION GUIDANCE

1. Documentation about establishment history of SMP Ma'arif 9 Way Jepara East Lampung.

2. Documentation about organization structure of SMP Ma'arif 9 Way Jepara East Lampung.

3. Documentation about condition of the teachers, officials, and students of SMP Ma'arif 9 Way Jepara East Lampung.

4. Documentation about the location sketch of SMP Ma'arif 9 Way Jepara East Lampung.

5. Documentation about the students' descriptive writing result of SMP Ma'arif 9 Way Jepara East Lampung.

The Building of SMP MA'ARIF 9 Way Jepara

No	Names of Building	Total
1.	Headmaster Room	1
2.	Teachers Room	1
3.	Administration Room	1
4.	Student Council	1
5.	Mosque	1
6.	Computer Room	1
7.	IPA Laboratory	1
8.	Language Room	1
9.	Cooperation Room	1
10.	Library	1
11.	Kitchen	1
12.	Classroom	14

Source: Observation Result in SMP MA'ARIF 9 Way Jepara , on November 1st, 2019

Sketch of SMP MA'ARIF 9 Way Jepara in academic 2019/2020

FOOT BALL FIELD			U	DANAU STREET
LAB.SCIENCE				
MOSQUE		CANTEEN		
TOILET	TOILET			
CLASS ROOM 7 A	CLASS ROOM 7 B	CLASS ROOM 7 C	CLASS ROOM 9 D	
		CLASS ROOM 8 C		
		CLASS ROOM 8 B		
		CLASS ROOM 8 A	CLASS ROOM 9 C	
BP ROOM				
GUEST ROOM	TEACHER ROOM		CLASS ROOM 9 B	
GATE		ASSESOR ROOM	CLASS ROOM 9 A	
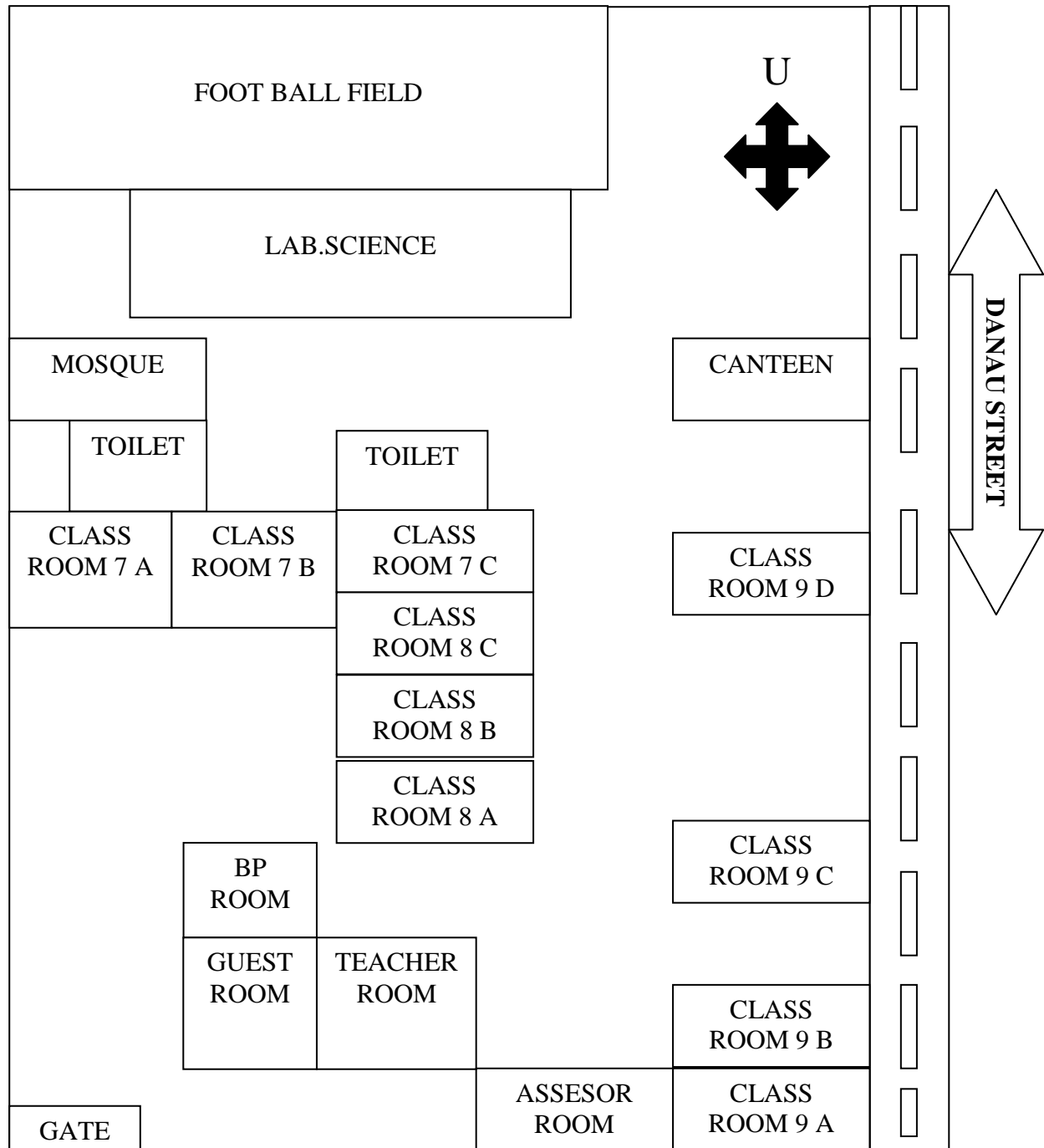
WRITING SKILL TEST

(Pre-test)

Name   :_____

Class   :_____

1. Please write the narrative text entitle "The Tiger and The Fox"!

2. Write the narrative text based on the generic structure correctly!

ANSWER :

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THE RESULT of PRE TEST SCORE

No.	Name	SCORE	CATEGORY
1.	AM	46	LOW
2.	AN	44	LOW
3.	AM	50	HIGH
4.	AK	44	LOW
5.	AM	47	FAIR
6.	BS	48	FAIR
7.	DW	48	FAIR
8.	ED	49	FAIR
9.	EI	44	LOW
10.	GF	46	LOW
11.	HJ	49	FAIR
12.	HP	44	LOW
13.	HF	49	FAIR
14.	IS	49	FAIR
15.	ID	48	FAIR
16.	JN	49	FAIR
17.	JF	46	LOW
18.	MD	50	HIGH
19.	ME	47	FAIR
20.	MR	47	FAIR
21.	MI	53	HIGH
22.	MW	49	FAIR
23.	RD	50	HIGH
24.	RA	47	FAIR
25.	RD	48	FAIR
26.	RH	45	LOW
27.	SM	47	FAIR
28.	SN	47	FAIR
	Sum	1329	

WRITING SKILL TEST
(Post-test)

Name   :_____

Class   :_____

1. Please write the narrative text entitle "The Crow And The Fox"!

2. Write the narrative text based on the generic structure correctly!

ANSWER :

....

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THE RESULT of POST TEST

No.	Name	SCORE	SCORE
1.	AM	83	FAIR
2.	AN	83	FAIR
3.	AM	72	LOW
4.	AK	84	HIGH
5.	AM	76	LOW
6.	BS	86	HIGH
7.	DW	72	LOW
8.	ED	86	HIGH
9.	EI	78	FAIR
10.	GF	86	HIGH
11.	HJ	74	LOW
12.	HP	88	HIGH
13.	HF	74	LOW
14.	IS	84	HIGH
15.	ID	74	LOW
16.	JN	82	FAIR
17.	JF	72	LOW
18.	MD	78	FAIR
19.	ME	70	LOW
20.	MR	76	FAIR
21.	MI	78	FAIR
22.	MW	84	HIGH
23.	RD	72	LOW
24.	RA	88	HIGH
25.	RD	76	FAIR
26.	RH	88	HIGH
27.	SM	78	FAIR
28.	SN	78	FAIR
	Sum	1329	

DOCUMENTATION

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	**:**	**SMP MA'ARIF 9 WAY JEPARA**
Mata Pelajaran	**:**	**Bahasa Inggris**
Kelas/Semester	**:**	**VIII / II**
Alokasi Waktu	**:**	**4 x 45 menit**
Topik Pembelajaran	**:**	**Esai berbentuk *narrative text***
PertemuanKe	**:**	

A. Standar Kompetensi
Menulis

6. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative, report dan analytical exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

6.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

6.2 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
• Menulis Monolog berbentuk Narrative text	Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingintahu, semangatkebangsaan, cintatanah air, menghargaiprestasi, bersahabat, cintadamai, gemarmembaca, pedulilingkungan, pedulisosial, tanggungjawab, mandiri.

D. Tujuan Pembelajaran

- Siswa mampu menulis sebuah teks narrative.

E. Materi Pokok

Monolog Text

Definition of narrative

Narrative is form of story which used the correlation about story as happened and tell a story connect with structure time, eg: short story, novel, legend and happened in our life.

The generic structures of narrative text are:

Orietation   : sets the scence and intrdunce the partisipats.
Evaluation   : a stepping back to evaluate the plight.
Complication   : a crisis,arisen
Re-orientation   : the crisis is resolved for better or for worse
Re-orientation   : optional

Language features of narrative text:

- Use of specific nouns to mention or describe the specific people, animals and things that the story is about.
- Use of adjectives to construct noun groups to describe the people, animals or things in the story.
- Use of time connectives and conjunctions to sequence incident through time.
- Use of adverbs and adverbials phrases to find the place of the specific event.
- Use of past tense action verbs to show the actions in narrative.
- Use of saying and thinking verbs to mention what characters are feeling, thinking or saying.

F. Metode Pembelajaran/Teknik:

1. Digtogloss Technique

G. Langkah-langkah Kegiatan Pembelajaran
   Kegiatan Awal (15')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter.
- Dengan merujuk pada silabus, RPP, dan bahan aja, menyampaikan buti rkarakter yang hendak dikembangkan selain yang terkait dengan SK/KD.

   KegiatanInti (70')
   Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus mengenai materi narrative text.
- Menjelaskan tentang materi narrative text.
- Menjelaskan tentang strategi guided writing yang akan diterapkan di kelas.
- Memberikan contoh narrative text berupa fabel dengan menggunakan strategi guided writing.
- Memberikan kesempatan kepada siswa untuk bertanya apabila belum mengerti materi yang diberikan guru mengenai narrative text.

   Elaborasi

Dalam kegiatan elaborasi guru:

- Membagi siswa ke dalam beberapa kelompok, setiap kelompok berjumlah 4 siswa.
- Setiap kelompok memilih judul/tema materi tentang narrative text berupa fabel yang telah dibagikan.
- Setiap kelompok mendiskusikan mengenai narrative text berupa fabel dengan tema yang telah dipilihnya tadi kemudian, mengidentifikasi tentang struktur teks serta unsur kebahasaan yang ada di dalamnya.
- Setelah selesai berdiskusi setiap kelompok mempresentasikan hasil diskusinya di depan kelas.
- Setelah siswa selesai berdiskusi dan mempresentasikan hasil diskusinya, para siswa kembali ke tempatnya semula.

- Siswa membuat sebuah narrative text berupa fabel dengan contoh yang telah diterapkan dalam diskusi tersebut dengan bahasa mereka sendiri.
- Siswa mengumpulkan hasil kerja mereka secara individu.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi narrative text berupa fabel.

KegiatanAkhir (5')

- Siswa diminta membuatrangkuman dari materi mengenai materi narrative text berupa fabel.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materimateri narrative text berupa fabel.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya

H. Sumber/Bahan/Alat

1. Buku paket bahasa inggris kelas VIII: Ali Akhmadi and Ida Safrida, 2007. Smart Step, Jakarta: PT. Ganercha Exact.
2. Sumber dari internet, seperti:
   www.dailyenglish.com
   http://americanenglish.state.gov/files/ae/resource_files
   http://learnenglish.britishcouncil.org/en/
   https://www.google.com/
   Alat dan bahan: Marker, White board
3. Alat dan bahan: Marker, White board

I. Penilaian

I.   Indikator, Teknik, Bentuk, danContoh

No.	Indikator	Teknik	Bentuk	Contoh
1.	Menulis monolog narrative text berbentuk fabel	Tes tulis	Esai	Identify and write down the generic structure

II.   InstrumenPenilaian

Task

1. Please write the narrative text that had been you read!

2. Write the narrative text minimum 2 paragraphs!

3. Write the narrative text based on the generic structure correctly!

III.   Pedoman Penilain

Writing Competence specification	Score	Category
Content	30-27 26-22 21-17 16-13	Excellent Good Fair Poor
Organization	20-18 17-14 13-10 9-7	Excellent Good Fair Poor
Vocabulary	20-18 17-14 13-10 9-7	Excellent Good Fair Poor
Language	25-22 21-18 17-11 10-5	Excellent Good Fair Poor

Writing	5 4 3 2	Excellent Good Fair Poor
Total score	100	

Way Jepara, ... 2019

Guru Mapel Bahasa Inggris

Peneliti

GANGSAR GUMELAR, S.Pd.
NIP.

ROBIN AL HADI
NPM. 14122107

Mengetahui
KepalaSekolah SMP MA'ARIF 9 Way Jepara

MUHADI, S.Ag
NIP.

STUDENTS' ATTENDENT LIST (Pre Test)

SMP MA'ARIF 9 WAY JEPARA EAST LAMPUNG

Class : VIII B

Date : 1 November 2019

NO	Nama siswa	KET	
1	MELIANA DEWI	1.	
2	Intan devita sari		2.
3	Siti mutiara	3.	
4	siti nur' aini		4.
5	Alwi Muhammad Nashiri	5.	
6	muhammad ilham firdaus		6.
7	ADITYA MAULANA MALIK	7.	
8	IMAM SAMUDRA		8.
9	AHMAD NUR BAY HAQI	9.	
10	Hendri Perasetio		10.
11	Elvara ika yandim	11.	
12	Anjani mirna safira		12.
13	ELSA DEWI MARETA	13.	
14	JULIA NURUL HIKMAH		14.
15	Julia Fristida	15.	
16	Anggi Kusma wati		16.
17	M. Riski Desta pratama	17.	
18	Desi Wijaya		18.
19	M. WILDAN S.S.	19.	
20	M. Darma yangya		20.
21	RAKA GHANI	21.	
22	BAGAS SAPUTRA		22.
23	HERI FEBRIYANTO	23.	
24	Riski Darmawan		24.
25	Reno Dwi Pramana	25.	
26	Riyan Hermawan		26.
27	HENDRA SULIARSYAH	27.	
28	WIWIK ANGGRIANI		28.

Way Jepara, 1 November 2019

English Teacher

Gangsar Gumelar, S.Pd

NIP:

Researcher

Robin Al Hadi

NPM: 14122107

WRITING SKILL TEST
(Pre-test)

Name   : Siti mutiara
Class   :

1. Please write the narrative text entitle "The Tiger and The Fox"!

2. Write the narrative text based on the generic structure correctly!

ANSWER :

The Tiger and The Fox

When they a tiger saw a fox wold king a lautd. then, hi + then ded to a tex the Fox. When tiger Jamped on Fox, Fox craicut how ther you atex the king OF the Jougie? Tiger look at him. in amazemen.

WRITING SKILL TEST
(Pre-test)

Name : Siti nur'aini
Class :

1. Please write the narrative text entitle "The Tiger and The Fox"!
2. Write the narrative text based on the generic structure correctly!

ANSWER :

stoy ger and deoxs

whaan The Tiger saw proxy welking aiend thand he bend to stex deoxs.

when tiger jamped on fox, fox proiead how du you ber Abing of do sanggle?

texger lek at him in amozmen

WRITING SKILL TEST
(Pre-test)

Name : Intan devita sari.
Class : 8B

1. Please write the narrative text entitle "The Tiger and The Fox"!
2. Write the narrative text based on the generic structure correctly!

ANSWER :

The taiger and the fox.

wanday a taiger saw a
fox weridking around. then, he ltended to
a-text the fox. when taiger jumped on
fox, fox kray out, how ther you a-text
theking of the Janggel 9 taiger look at
him in amazemen.

WRITING SKILL TEST
(Pre-test)

Name   : Hendri P.
Class   : 8B

1. Please write the narrative text entitle "The Tiger and The Fox"!
2. Write the narrative text based on the generic structure correctly!

ANSWER :

The
De. toiGer mond ToxS
On day
Won to en toiGer Saw e Foxc wolking
clon. Den, hi itend to etet e toxY.
wen toiGer toght on Fot9, Toxx create Conyent
how do you atk telcing of toigel ?
toiger look at him in aprazemen.

WRITING SKILL TEST
(Pre-test)

Name : Alwi Muhammad Nashiri
Class : 8b

1. Please write the narrative text entitle "The Tiger and The Fox"!
2. Write the narrative text based on the generic structure correctly!

ANSWER :

The tiger and the Fox

one day a tiger saw a Fox walking alon.
then, hi itea dit to e eex the Fox. when tiger
Jumpad on Fox, crayout, how do you eeex the king
of the Jungle? tiger Lux eat   in amazement.

STUDENTS' ATTENDENT LIST (Post Test)

SMP MA'ARIF 9 WAY JEPARA EAST LAMPUNG

Class : VIII B

Date : 1 November 2019

NO	Nama siswa	KET		
1	MELIANA DEWI	1.		1
2	Intan devita Sari		2.	
3	Siti Mutiara	3.		
4	siti nur' aini		4.	
5	Alwi Muhammod Noshin	5.		
6	muhammad Ilham firdaus		6.	
7	ADITYA MAULANA MALik	7.		
8	IMAM SAMUDRA		8.	
9	AHMAD NUR BAY HAQi	9.		
10	HENDRI PERASE kio		10.	
11	Elvara ika yandini	11.		
12	Anyani mirna Safira		12.	
13	ELSA DEWI MAREFA	13.		
14	JULIA NURUL HIKMAH		14.	
15	Julia Firstida	15.		
16	Anggi kusuma wati		16.	
17	M. Diski Desta	17.		
18	De Di Widaya		18.	
19	M. WILDAN S.G.	19.		
20	M. darma yansya		20.	
21	BAGAS SAPUTRA	21.		
22	HERi FE DRi yanto		22.	
23	Riski Dormawan	23.		
24	Reno Dwi Pramana		24.	
25	Riyan Hermawan	25.		
26	ULEXIOTA Julian SYASE		26.	
27	RIKI - Angga faini	27.		
28	Ghin faricha zakiyah		28.	

Way Jepara, ... 2019

English Teacher

Gangsar Gumelar, S.Pd

NIP:

Researcher

Robin Al Hadi

NPM: 14122107

WRITING SKILL TEST
(Post-test)

Name : Siti nur 'aini
Class : 8b

1. Please write the narrative text entitle "The Crow And The Fox"!
2. Write the narrative text based on the generic structure correctly!

ANSWER :

The crow and The Fox (1)

once upon a time, there live and old ladi crow that wes win and ugli. on the other place under the thri, a sly creature mr. Fox

ore day, miss crow had stolen a big pis of chis. And then, she flew on to a brach to enjoy it. mr. Fox whow wentd the chis for himself, cam up and spoke politeli to her. " oh.

mis crow hew beatiful you are! wha a loveli bek, what loveli feathrs you have! what prtti eyes! if onli you could sing you would be the world!" very please to hear al of this about her.

miss crow gave a loud crook to show that she could sing. oF corse the moment she open har bek the chis Fell down and mr. Fok ran away with it, laughing loudi.

WRITING SKILL TEST
(Post-test)

Name : Sier Mutiara
Class : 8b

1. Please write the narrative text entitle "The Crow And The Fox"!
2. Write the narrative text based on the generic structure correctly!

ANSWER :

The Crow and The Fox (2)

once upon a time, there live an old ladi crow that wes min and ugli. on the other place, under the thri, a sly creature, mr. fox.

one day, miss crow had stolen a big pis of chis. And then, she flew on to a branch to enjoy it. mr. fox who wanted the chis for himeself, cam up and spoke politeli to her. "oh, miss crow how beautiful you are! what a loveli bek, what loveli feathers you have! what pretti eyes! if only you could sing, you woud be the most beautiful bird in the world!" very please to hear all of this about her.

miss crow gave a loud croak to show that she coud sing. of corse, the moment she open her bek, the chis feel down, and mr. fox ran away with it, laugthing loudli.

WRITING SKILL TEST
(Post-test)

Name : HENDRI P

Class : 8B

1. Please write the narrative text entitle "The Crow And The Fox"!
2. Write the narrative text based on the generic structure correctly!

The Crow and The Fox (2)

ANSWER :

once upon a time there Live an old ladi crow that Lues min and ueli on the other Place under the thri a sly croan mr. Fox

One day miss crow had stolen a big Pisbf chis and then she Flew on to a branch to enjoy It mr. Fox who wantet the Chis For himself cam up and spoke Politeli to her 'oh miss crow how beautiful you are what a loveli bek what Loveli Feathers you have! what pretti eyes! If onli you could sing you are! what a be the

WRITING SKILL TEST
(Post-test)

Name : Alwi Muhamad Nashiri

Class : ...

1. Please write the narrative text entitle "The Crow And The Fox"!
2. Write the narrative text based on the generic structure correctly!

ANSWER :

Once upon a time, there live an old ladi crow that wes min and ugli. on the other place, under the thri, a sly creature, Mr. Fox.

one day, Miss crow had stolen a big pis of chis. and then, she flew on to a branch to enjy it. Mr. Fox who wanted the chis for himself, cam up and spoke politeli to her. "oh.

Mis crow how beatiful you are! what a loveli feathers you have! what pretti eyes! If onli you could sing, you would be the most beatifd bird in the world!" very please to hear all of this about her.

Mis crow gave a loud croak to show that she could sing. of corse, the moment she open horbeok, the chis fell downs and Mr. Fox ran away with it, laugting loudli.

WRITING SKILL TEST
(Post-test)

Name   : Intan devita sari.
Class   : 8b

1. Please write the narrative text entitle "The Crow And The Fox"!
2. Write the narrative text based on the generic structure correctly!

The crow and the fox (1).

ANSWER :

once upon a time, there live an old ladi crou that was men ugli. on the other place, under the three, a slai createre, Mr. fox.

one day, miss crow had stolen a big piece of cheese. and then, she fleu on to a branch to enjoy it. Mr. fox ho wanted the cheese for himself, came up and and spok politely to her. "Oh.

Miss crow how beautiful you are! what a loveli bek, what loveli father you have! what preti eyes! In only you cool sing, you wuld be the most beautiful berd in the wold!" very prease to hear all of this about her.

Miss crow gave a loud crok to show that she culd sing. of corse, the moment she open her beik, the cheese fell down, and Mr. fok ran away with it, laugting loudli.

CURRICULUM VITAE

The name of the writer is Robin Al hadi. He was born in Braja Caka, in march 7, 1996. He is the first child of Mr. Rohadi and Mrs. Sri Hidayati.

He enrolled his study at SD IT Baitul Muslim Way Jepara in 2002-2008. Soon after that, he continued to Junior High School at SMP IT Baitul Muslim Way Jepara in 2008-2011. He continued his study at SMK YPI Way Jepara in 2011- 2014. It was long journey for him to find out his dream. After graduating from Senior High School, He decided to take a lecture in English Education Department of IAIN Metro. Hopefully, he can do something best to increase and to apply his knowledge wisely.