



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

A SKRIPSI

**Submitted to Faculty of Tarbiyah and Teachers' Training of *State Islamic
University of North Sumatera Medan as Partial Fulfillment of the
Requirements for S-1 Program***

By:

KHAIRUNA FAJRIN RITONGA

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2020**



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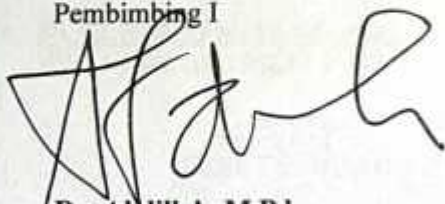
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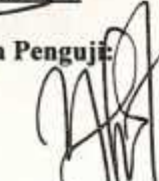

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya. Apabila di kemudian hari terbukti skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

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ABSTRACT



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Keywords : Dictogloss Strategy, Writing Ability, Narrative Text.

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

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Although this thesis has been structure in such a way, the researcher recognizes that there are still many short comings in terms of content, and others. Therefore, suggestion and criticism is needed to the development in the future.

The researcher's hope, this thesis may be useful for the researcher and the readers as well as for the development of education in the future to be better. Aamiin YaaRabbal'Alamiin.

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Khairuna Fajrin Ritonga
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CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to present the background of study, identification of the problem, formulation of the problem, objective of the study, significances of the study and limitation of the study.

A. Background of the Study

Nowadays, English language become a means of communication when we are in another country, because now English language is global or international language. English language is used as a means of communication among people from all countries in this world. Therefore, English is an important global language or international language for people to be master. In English, there are four skill to learn and understand by people namely reading skill, writing skill, speaking skill and listening skill.

Writing skill is quite difficult to be mastered and learn because writing generally more complicated than other language skills in English.¹ This is because writing is a productive skill that requires someone to find ideas to be expressed in written form. Not only that, but other difficulties also exist in translating these ideas into a text that can be read and understand by the readers. That is why writing is one of the most difficult skill for L2 learners to be mastered than other skills.²

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

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

Writing is a ways used by pepole to communicate or to express ideas, feelings, and toughts.³The people not only can communicate orally with another people, but also can express feelings, ideas, and tought trough written, it is same because another people can deserve the message of what we want to convey. In this globalization era, someone's writing ability are increase, because today we can communicate with the people all over the world through English writing ability. Writing as a process to expressing our ideas and toughts that can be done when we have a leisure time.⁴Beside understand a new language by reading, and hearing, learners can learn about new language trough writing, to make the learners easier to memorize a new language with a process of writing.

Based on the 2013 curriculum, in Junior High School students must be able to increase their communicative competences. Communication can not only be done verbally, but can also be done through writing. In learning writing, students are expected to be able to write several texts such as short messages, greeting cards, monologues and descriptive text, recount text, narrative text, procedure text, and report text. In English language learning, students in Indonesia are expected to learn and master fourth of skill in English, such as reading, speaking, listening, and writing skill. Three of the skills are be able to understand a text or understanding what the people talking about, but in writing skills they also have to learn about types of English text.

³Sara Crushing Weigle, *Assessin Writing*, (New York : Cambridge University Press, 2002, p. 1.

⁴Sutanto Leo, 2007, *English for Academic Purpose: Essay Writing*, (Yogyakarta: ANDI OFFSET), p. 1

There are some types of English text should be learned by the students, such as recount text, report text, procedure text, descriptive text and narrative text. In this study, the researcher focus on the narrative text. Narrative text are stories. Calfee and Drum in Dymock stated that “Stories generally tell “what happened’, who did what to whom and why”.⁵ A narrative text, tell about the event or story that happen in the past time. Narrative text consist of two, it can be fiction and non-fiction story and devided into some kinds they are adventure, fantasy, mable, myth, fairy tale, fable, legend, etc.

Narrative text is a form of story text that aims to provide entertainment for the readers. This narrative text tells of imaginary experiences that have a social function to entertain, and to deal with actual experiences or representations in different ways (Indaryati, 2011). In a narrative text, what the writer must consider is the selection of an interesting story so that it can attract readers to read the writing so that the contents of the story are well conveyed. Thus, the researcher chooses the narrative text in his research because the researcher wants to know the competence of students in writing narrative.

As the researcher found at school, there are several factors can be mentioned as being related to the problems faced by the students in learning English. The first problem is there are many students still do not understand about what they want to do and students’ score in their English lesson still get low especially in writing. It is caused by the students still confused and still not determined the generic structure of the text. Another problems faced by the

⁵Susan Dymock, “Comprehension Strategy Instruction: Teaching Narrative Text Structure Awarness”. *The Reading Teacher* 6, no. 2 (2007), p. 161

students in writing activity, such as they feel that writing with English language is too difficult to them to arrange word by word or sentence by sentence, and the other reason they feel difficult to bulid their ideas to write, they can not write smoothly to arrange their ideas, feelings and tought.

In addition, they also have lack of vocabulary and still do not know about grammatical rules that can make them not be confidence to write. According to Ngalim Purwanto, students' learning activity and learning achievement influence by two factor. The first factor is students' internal factor, include their personality, IQ, and motivation. The second factor is social factor which include the condition of family, teacher, environment, and their teaching and learning strategy.⁶ From the factor that influence students' learning activity and learning achievement, a teacher should be careful to select the appropriate teaching strategy that can be used in the classroom. The teacher should be able to creat a new atmosphere and make students interest to learn with various teaching strategy to get students attention and motivation and students' boredom can also be released.

From the situation today, the researcher also got the information that the teacher spent much time to explain about the materials even just ask the students to do some exercise on their LKS. Most of the teacher does not creat a learning activity that can make the students active and interest to learn, they often to ask students to arrange the paragraph into a good arrangement or just determine the generic structure from their LKS or textbook after that collect it to the teacher without gain the knowledge about the materials. As a result, the students just

⁶M. Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung : PT Remaja Rosdakarya, 2010), p. 102.

know a glance about the materials, make students bored, not interest to learn, feel that the materials is difficult and effect of their writing achievment. Whereas, the students deserve to gain more than that.

To solve the problems above, the teacher should be creative and active to creat a teaching strategy and choose one of the appropriate strategy suitable to used in teaching and learning process. The teacher should have a strategy to teach writing that can make the students actively involved, interest, active, and motivated but not monotonous, so that they can write effectively. The teacher also consider about the strategy that they implement should have an interesting activities so that the students want to practice their writing, as the opinion by Langan, writing is a skill, so thermore someone practices writing, the better he or she will write.⁷ Beside that, the strategy also should be easier to understand and applied in learning activity.

Writing is a skill that is quite difficult to learn. Therefore, so that the teaching process of writing can be easily understood by students, teachers must have strategies that can make it easier for students to understand and master writing skills in narrative text. There are several strategies in teaching writing, one of which is the dictogloss strategy. Dictogloss is a new way of doing dictation developed by Ruth Wajnryb. The dictoglos strategy is different from traditional dictation, where the teacher reads the text slowly and repeatedly to students then asks students to write down as many keywords as possible and then compiles a new version of the narrative text with the same theme or title.⁸

⁷John Langan, *English Skill 7th Edition*, (New York: McGraw Hill, 2001), p. 13

In the dictogloss strategy, there is a gap between writing and listening skills. The teacher reads the text twice to students. At the first reading, students are not allowed to do anything, only listen to the text read by the teacher. In the second reading, students are asked to take short notes. In the next activity, the students worked cooperatively in groups to reconstruct the text from the short notes of each student. In groups, students discuss their own notes with their knowledge of the grammar, vocabulary and language features of the text that will be used in the text they create and they also organize their notes and ideas that they share well into a paragraph so that the text is those reconstructions will be coherent and have similarities to the original text.⁹

Through dictogloss strategy, the students can learn and try to write a good paragraph in different way.¹⁰ With this strategy, students have much time to interact with friends during learning process. Dictogloss strategy also gives opportunities for students to learn something new from their friends in a group that have a different writing skill. Not only that, based on the results of previous study, it shows that the dictogloss strategy is more effective than direct learning in learning writing and this is evidenced by the higher average value taught using dictation than students who were taught using direct learning. Through the dictogloss strategy, students have good motivation to learn in the classroom.¹¹

⁹*Ibid.*, p. 5.

¹⁰Zorana Vasiljevic, Dictogloss as an Interactive Method of teaching Listening Comprehension to L2 Learners. *English Language Teaching* 3, No. 1, 2010, p. 45.

¹¹D. Pertiwi & N. A. Drajiati, The Effect of Dictogloss Technique on the Students' Writing Skill, *Studies in English Language and Education* 5, No. 2, 2018, p. 279-293, <https://doi.org/10.24815/siele.v5i2.11484>

Based on the problems above, it is obvious that most of the students at the school still have problems or difficulties that should be solved as soon as possible. Either the difficulties caused by the students or caused by others factor. Therefore, the researcher interest to conduct a research about **“The Effect of Dictogloss Strategy on the Students’ Writing Ability in Narrative Text AtMTsN 1 Medan”**.

B. Identification of the Problem

Based on the background of study above, the problems in this research formulated as follows :

1. Students cannot produce a good writing and still get low score in English
2. The students having lack of vocabulary and have weaknesses in grammar.
3. Most of the students is not interesting in learning English
4. The students rare to do writing text, it makes students less practice to arrange a good text.
5. The teacher’s strategy in teaching just uses monotonous technique

C. Formulation of the Problems

Based on the problems above, the formulation of the problem is :

Does the dictogloss strategy significantly affect on students’ ability in writing narrative text than expository teaching strategy?

D. Objective of the Study

Based on the formulation of the problem, the objective of study will aim :

To find outwhether dictogloss strategy significantly affect students’ability in writing narrative text.

E. Significances of the Study

As it is described in the aim of the study above, this study will also expect to have significant contribution and useful for :

1. English Teacher

The result of this study hopefully useful for the teacher as a new strategy to teaching writing to students.

2. Students

This research is expected to be useful for the students to encourage them to increase the students' achievement in writing ability.

3. The other researchers

The result of this study is hopefully useful for other researchers who are interested in teaching narrative text by using different variables to get information from this study to do further research.

4. The readers

For the reader who will be English teacher, hopefully this study will give more information about strategy that they can implement when they teach someday.

CHAPTER II

LITERATURE REVIEW

Here the researcher will discuss about theoretical framework, conceptual framework, relevant previous study and hypothesis of this study.

A. Theoretical Framework

The theoretical framework is aimed to give a clear concept in this research. This concept leads to be better analysis of variable taken. So, the researcher try to clarify the terminologies used in this study in order to avoid misunderstanding of the terms between the researcher and the readers concerning the topic.

1. Writing

In this part, will discuss about the definition of writing, kinds of writing, and process of writing.

a. The Definition of Writing

Writing is one of the basic languages in English which expresses the someone's ideas, feelings and thoughts in written form. Eric Gould, Robert Diyanni and William Smith stated that writing is a creative act, it is said to be creative because writing requires an understanding of something in the form of text and events.¹² From the statement, it declare writing is not only the way to communicate each other but writing also can be said as a means to shows the

¹²Eric Gould, Robert Diyanni, William Smith. 1998. *The Act of Writing*, (Random House Inc(T), p. 18.

writer's ideas to other people and also as an emotional expression to give the information through written form.

Except listening, speaking and reading, writing is a part of basic English language skills that must be taught maximally by the teacher to the students, because writing is difficult to learn by the students. Allah states in the glorious Al-Qur'an Al-Qur'an (Al-Qalam : 1) :

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

“Nun. By the pen and that which they write (therewith)”

The word “qalam” means “write”. From the verse has a great meaning for us that we are Allah's creation. Humans have gained various information on what is and will be in our lives in this world through the writing form as in our instructions, which is the Holy Qur'an, which is the message of God that is read by humans as lights and instructions for human life until now and forever. The writings in the Qur'an give mankind various information and knowledge that can guarantee the human's prosperity in the world and the hereafter. Writing includes ideas, desires, and expressions that we want to express.

Beside that, Allah also states in the glorious Al-Qur'an (Al-'Alaq : 1-5) :

1) اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ 2) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ 3) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ 4) الَّذِي عَلَّمَ بِالْقَلَمِ

5) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“Read in the name of Lord who created. Created man from a clot. Read and your Lord is the most Generous. Who taught by the pen. Taught man what he did not know”

Allah taught man with a pen. With a pen, humans can record a variety of knowledge that they get, with a pen humans can express and interpret the ideas, opinions and desires of his heart and from the pen humans also get a variety of new knowledge. Writing not only as a means to express meaning by gathering ideas, feelings and thought but also as a means to save knowledge for the future. Because as Muslims we must always seek knowledge and practice the knowledge we get as well as possible. By writing, the knowledge we get will be able to be well practiced if we are able to maintain our writing. See the hadits our prophet Muhammad (peace be upon him) :

فَيَذُّوا الْعِلْمَ

The meaning : *"Tie science with writing"* (Geneology Alhadist Ash-Shahiihah number. 2026)¹³

"Tie science with writing" implies that humans as servants of Allah are not spared from forgetting, the hadith encourages people to write the knowledge they have acquired. By writing knowledge they have gained, they can repeat the knowledge they have gained by looking back at what they have written and the knowledge they have achieved is not forgotten and is not in vain.

إِذَا سَمِعْتُمْ شَيْئًا فَارْتَبِعُوهُ لَوْ فِي الْحَائِطِ

The meaning : *"When you hear something (from knowledge) then write it down even on the wall."* (HR. Abu Khaitamah in Al-Ilmu no.146)

¹³Yananto Sulaimansyah, 2012, Ikatlah Ilmu dengan Tulisan, (<https://kunaasyaa.wordpress.com/2012/11/08/ikatlah-ilmu-dengan-tulisan/>) accessed on January 29th 2020, 20.58

The meaning of the hadith is, write down the knowledge that we get even if it is on the wall, because if we don't write down the knowledge that we get, then we are wasting that knowledge. By writing, it becomes easier for us to remind that knowledge for us to practice in our life.

Writing can also be interpreted as a method used to express ideas through written form. Hughey et al stated that writing is a means of communication through written form, besides that writing can express our feelings, hopes, dreams, happiness, fear and other things that can make us feel relieved because we have poured what that we feel and think about.¹⁴As stated before, writing can express one's feelings or in short writing is a means to communicate through written form. Peha states that writing is communication whose content is intended for an audience. The point is, someone who writes there can be read by others so that other people understand and get the message contained therein.¹⁵In line with the theory, there are three keywords in writing. These mean that:

1. Content (main idea + key detail). In this section, is part of what the author wants to convey. There are two parts to the content, the main idea and key detail. Main ideas are the most important part that the author wants the reader to know, while key details are various information that can support the explanation of the main idea.
2. Purposes (think + do). In this section, the intention is what is the purpose of the writer to write it. The writer really wants the readers of his writing

¹⁴Jane B. Hughey, et al, 2004, *Teaching ESL Composition Principles and Techniques*, (Massachussetts: Newbury House Publisher), p. 33.

¹⁵Steve Peha, 2010, "The WritingTeacher's Strategy Guide", *Teaching That Makes Sense* (Cambridge: Cambridge University Press), p. 36.

to be able to think about something from the written after they finish reading it and not rarely the writer also wants the reader to do something or suggest something good that can be benefited from the writing.

3. Audience (people + questions). In this section, it refers to who the author wrote the writing. The writer needs to consider who will read the writing after the product is finished¹⁶. The audience can refer to specific people, as well as a group of people and of course the audience will have a variety of questions after they read the writing. So you have to consider the audience as the person you are writing to and also the various questions they have about the topic in your writing, so your writing will be better.

b. Kinds of Writing

There are some kinds of writing that can be divide into some types as follows :

1. Expository writing, explain a topic in the form of sequential, clear and detailed information that has clear objectives to the reader.
2. Descriptive writing, which describes objects, places, or events that are the topic of conversation to the reader by clearly describing an object. The readers of this descriptive writing can feel as if they directly feel the contents of the descriptive writing.

¹⁶Joy M. Reid. 2010. *The Process of Composition*, (New Jersey: Prentice Hall. Inc), p. 2.

3. Narrative writing, are stories with complications or problematic events and try to find resolutions to solve problems.
4. Persuasive writing, the main purpose is to present the point of view and try to convince the reader. Persuasive texts can be in the form of arguments, expositions, discussions, reviews or even advertisements.
5. Creative writing, it includes poetry, drama, screenwriting, autobiographies and more.¹⁷

c. Process of Writing

Good writing will produce good communication too, because the message we want to convey to the reader can be conveyed properly. To create good writing, of course there are several processes that must be followed by the writer. Miller divides the process of writing into prewriting, drafting, revising, editing and publishing.¹⁸ But in this case, Miller also explained that the parts of the writing process were dynamic, meaning that the writer did not have to follow the writing process from prewriting to editing, because the writing process described by him was flexible. The following is an explanation of the process of writing as follows :

a. Prewriting (Planning)

Prewriting is everything that must be prepared and done before starting to write your document. In this case includes theme, ideas,

¹⁷Melly, *Kinds of Writing*, Wednesday, April, 26, 2006, (<http://allkindsofwriting.blogspot.com/2006/04/kinds-of-writing.html>) accessed on 29th January 2020 at 21.00

¹⁸Robert Keith Miller, 2006, *Motives for Writing 5th Edition*, (New York: McGraw Hill), p. 27.

some notes relating to what you will write, outlining and gathering various information, include interviewing people related to your writing, searching for data from the library and assessing data.¹⁹

To make it easier for you to write prewriting, there are several techniques that will help you to develop topics, it includes freewriting, questioning, make a list, diagramming and preparing.²⁰ Through some of these techniques will make it easier for you to write and create a good writing.

a. Drafting

When you write the first draft, prepare all thoughts in detail that will not emerge during writing. If you want to skip a section, you can leave it blank or give a sign like "Do it later" and complete it when you finish writing. In this section, you don't need to pay too much attention to the accuracy of the grammar, punctuation, or spelling, but you only need to focus on what you write so that later it can produce good writing..²¹

b. Revising

Revising is a stage in the writing process where the writer rewrites their writing, rebuilds what has been resolved and corrects existing mistakes so that the writing becomes better. One writer once stated about the revision "This revising process is like

¹⁹Utami Dewi, 2011, *How to Write* (Medan: La-Tansa Press), p. 11

²⁰John Langan, 2008, *College Writing Skills with Reading 7th Edition*, (New York: McGraw Hill Companies), p. 25

²¹*Ibid.*, p. 33

cleaning the house - taking out all the trash and arranging everything right." You have to be prepared to do what it takes to make good writing. There are three stages in the revision process, namely revising content, revising sentences, and editing.²²

c. Editing

At this stage, the writer checks and corrects grammar, punctuation and spelling that is still wrong at the writing stage. The writer can also reduce words or sentences that may not be needed or may be able to add words or sentences that you feel are suitable to complement your writing. In this section, the writer really has to pay attention to the errors in his writing so that he can finally create a good writing.

d. Publishing

Publishing is the last step in the writing process. After the author completes all of his writing following the existing process, then the things that must be done are:

- a. Authors must create a final copy of their work in the correct format. The writer can also add bibliography and so on.
- b. Journalists need to collect their "copy" to the editor again.
- c. Writers may send their stories into magazines or competitions. Check guidelines carefully.

²²*Ibid.*, p. 35

d. Purposes of Writing

Every writer certainly has a purpose what for they write their writing, the reason is because this will not only affect the type of text they will create, but will also affect the use of the language they use in writing. When writing, they might want to express their feelings, explore ideas, entertain the reader, inform the reader something, to explain the idea, to persuade other, or to evaluate or solve the problem.²³

Stone argues that the creation of an article must be based on the specific goals that are in the mind of the author. As writers, they must ask themselves about their purpose in writing their writing, whether for persuade, inform, or entertain the reader. Stone stated the purpose of writing to the PIE are to persuade, to inform and to entertain, he made it an acronym to make it easier to remember by the writer.²⁴ The purpose of writing is as follows:

a. To persuade

Writing to persuade means writing that invites the reader to take action, do something as we suggested in our writing. An example of writing to persuade is the writing in the ad, which aims to encourage people to follow what is suggested.

b. To inform

²³Colorado State University, 2012, *Types of Purposes*, (<https://writing.colostate.edu/guides/index.cfm>), accessed on 1st February 2020, 10.45

²⁴Randi Stone, 2007, *Best Practices for Teaching Writing*, (California: Corwin Press), p. 34

Writing to inform means the writer wants to let the readers know about something like news, events, places, issues and others that are shared through the writing that we make. Examples of writing to inform such as writing in newspapers, magazines, articles, etc.

c. To entertain

Writing to entertain means writing that entertains the reader. Examples of writing to entertain such as writing fiction stories that reflect the writer's feelings to entertain readers. Through these writings the reader is expected to reduce stress and also take the moral message contained in the text.

To sum up the explanation above, if the writer wants to write something, the writer must think about why they wrote it. Some other objectives that can be considered by the author are to explore an ideas and thought, to inform, to persuade, to argue, to learn.

e. **Ability**

Martin H. Manser states that ability is a power.²⁵ Ability is a special trait to do something physically or mentally to do something well. Every person has different abilities depending on the way a person uses his ability to do things. The word ability has many synonyms, such as talent, skill, intelligence, competence, etc. Ability can carry out difficult activities and done quickly, it can even create a new and different creation like never before.

²⁵Allyn and Balcon, 2010, *Psychology the Science*, (London: Longman), p. 2.

Ability is part of the intellectual. Here, the researcher focused on students, where each student must have an intellectual who can continue to develop at any time if given good treatment to students during the learning process they receives. At school, the teacher has an important role to develop student intellectuals by developing student habits that can encourage the development of student abilities. Communication is very necessary in developing students' abilities, this can be done by communicating directly, or asking students to write down the abilities they have. Moreover, in this globalization era writing skills are very necessary to be able to express who he is by providing written information about what he thinks to others so that it can be read and knowing by others.

2. Narrative Text

In this part, the researcher will discusses about the definition of narrative text, purposes of narrative text, and generic structure of narrative text.

a. The Definition of Narrative Text

According to Anderson and Anderson, a narrative text is a text that tells about a story that aims to entertain or inform something to the reader or listener. In narrative texts it is told in the first person, if the narrator is one of the characters, outside the narrative the narrator is in the third person.²⁶

²⁶Mark Anderson and Kathy Anderson, 2003, *Text Types in English 3*, (South Yarra: Macmilan), p., 3

Alice Savage and Patricia Mayer stated that a narrative text is a story. It grabs the reader's attention, by describing in detail the main event or action of a story and a conclusion that describes the result. In a narrative text, when you write a paragraph, you write an event based on what happened or you could say you took the time to compose a sentence..²⁷

In addition, the narration relates to problematic events that lead to crises or turn around in kind, which in turn find resolution.²⁸ This means, in a narrative text there will be some problems that are developed and happened, then in the end will be found a solution to the problem of the story.

In brief, the narrative text is a text that tells about an event that develops paragraphs in an article from a series of events that are elaborated from time to time, namely the initial sequence, middle order and final sequence. The story in a narrative text can be an event that actually happened, or it could be just an imagination. Narrative text is a text created to entertain readers through a story, both fiction and non-fiction such as stories about personal experiences from someone, fairy tales, fables, legends, myths, etc.

²⁷Alice Oshima and Ann Hogue, 2007, *Introduction in Academic Writing: Third Edition*, (United States of America: Pearson Education Inc), p. 24.

²⁸Sanggam Siahaan and Kisno Shinoda, 2008, *Generic Structure Text*, (Yogyakarta: Graha Ilmu), p. 73.

b. Purposes of Narrative Text

Each text written by someone certainly has their respective goals, as well as narrative texts. The writer writes the narrative text as pleasure, to get and draw the reader's attention to read the story. The point is, the writer writes a story to entertain or even give a moral message in a story.

According to Anderson, he explained that narrative texts are used to display a worldview that entertains or informs the reader or listener. Likewise with Hartono who stated about the purpose of the narrative text, he stated the function of the narrative text was to entertain, and to deal with actual experiences or various experiences in different ways.²⁹

Based on the theory above, can be conclude that the purpose of narrative text is to entertain and attract the reader's attention to read a story that is in a narrative text. Besides being able to attract the attention and interest of the readers to read the story, the reader will also get the moral message contained in it when finished reading the narrative text.

c. Generic Structure of Narrative Text

According to Anderson and Anderson, a narrative text consists of *an orientation*, which in the orientation part of the narrator tells about "who" in a story, "when" the story happened and "where" the event occurred. Then *a complication*, which is arranged from a chain of events that will influence what will happen to the story, a sequence of the story

²⁹Rudi Hartono, 2005, *Genres of text*, (Semarang State University: English Department, Faculty Language and Art), p. 6.

and where the location of the complications of the story. The third structure is *a resolution*, where the characters in the story solve the problems that exist in the complications section and the last generic structure is *a coda* that includes the moral message of what has been obtained from the story, this is optional but usually the moral message is always in narrative text.

From the explanation above, the generic structures on narrative text can be conclude as follows :

1. Orientation

Orientation is the opening of the text that introduces about 'who' (participants), 'when', 'where' (place) of the story.

2. Complication

In this part, explores the conflict of the story. This part shows the problems which the participants or the characters face on the story.

3. Resolution

In this part, the problem of the story are resolved and have two ending story memiliki dua jenis cerita akhir, yaitu happy or unhappily.

4. Coda

Coda is a moral message has been learned from the story. It is optionally, but usually moral message always there in a narrative text.³⁰

³⁰Pardiyono, 2007, *Teaching Genre-Based Writing*, (Yogyakarta: ANDI OFFSET), p. 98

The Example of Narrative Text (Fable)

“A Hungry Crocodile”

ORIENTATION

One day, there was a hungry crocodile waiting for prey in a lake in the forest. The crocodile hid under the surface of the lake for a long time. After waiting a long time, no prey had yet approached the lake to drink. The crocodile is so cruel that no friend and other animal can hate him so much.

COMPLICATION

At the afternoon, the crocodile felt that he could no longer stay in the lake, so he finally crept onto the ground. However, that day was an unlucky day for the crocodile. Because when he arrived at the shore of the lake suddenly a large tree fell right at his neck. Crocodiles can't move at all. Not long after the tree branches fell, finally a buffalo came to the lake to drink. However, when he saw the crocodile, the buffalo became afraid and chose to leave the lake. With grief, the crocodile asked the buffalo for help. Because the buffalo also felt sad, he decided to help the crocodile.

However, after the buffalo helped the crocodile, the buffalo got something unexpected. The crocodile bites the buffalo leg and the buffalo screams loudly for help from other animals that are nearby. The mouse deer who was heading to the lake heard the sound of a buffalo. Mouse

Deer ran fast to see what happened to the buffalo. Near the lake, Mouse Deer saw buffalo and crocodiles.

Mouse Deer asked: "what happened?"

And the buffalo replied: "The crocodile bit my leg after I helped pull a large branch from its neck".

The crocodile also said: "I am hungry and you are in my territory, therefore I bit you poor buffalo."

Crocodiles laugh at buffalo.

COMPLICATION

The hare said to the buffalo, "It is impossible that you have helped the crocodile, so the crocodile has the right to bite you."

The buffalo said, "I am not lying. I can prove it."

Mouse Deer said, "I believe the crocodile is right, but then you can try to prove what you said. But the crocodile first has to release your bite, okay? "

The crocodile said, "OK, that's easy, but after that I will eat buffalo." Mouse Deer said, "Okay, agree."

RESOLUTION

The buffalo puts a large tree in its original position, on the crocodile's neck. After that the mouse deer suddenly shouted, "Let's run buffalo, let's run!" The buffalo and mouse deer ran as fast as possible and the crocodile realized that he had been fooled by the mouse deer. The crocodile was still trapped there and no one helped him..

CODA
(OPTIONAL)

From the story of a hungry crocodile, there is a moral message contained in it. Every problem in our lives has a solution. No matter how big or difficult the problem is, it must be faced with courage and confidence and also cleverly. Like a deer, with his ingenuity, he is confident and dares to cross the river through dangerous crocodiles.

(adapted from www.gudangpelajaran.com)

3. Dictogloss Strategy

In this part, the researcher will discuss about the definition of dictogloss, procedures of dictogloss, advantages of dictogloss, disadvantages of dictogloss and teaching writing of narrative text using dictogloss strategy.

a. The Definition of Dictogloss

Dictogloss is one of teaching learning strategies that can be used in teaching and learning activities in an educational institution. The term "Dictogloss" was first introduced by Ruth Wajnryb in 1990 through a book entitled "Grammar Dictation". However, although the focus is on creating dictogloss for learning grammar, this strategy can be used in different learning objectives.³¹ Therefore, in addition to learning grammar, dictogloss strategies can be used to teach other skills.

According to Jacob and Small, "Dictogloss is an integrated skills technique in learning a language where students work together to reconstruct a version of the text read by their teacher". That is, the

³¹Benjamin Lee Stewart Robinson, 2011, Dictogloss Method: An Integral Model for Language Learning, (ANUPI: Mexico), P. 3.

dictogloss strategy is a language learning strategy that is integrated into students' language skills, such as listening, speaking, reading and writing skills..

Thornbury states that "Dictogloss is a form of dictation, in which students listen and reconstruct the entire text, rather than doing line by line. Dictogloss also involves students working together to reconstruct the text by remembering and comparing it with the original text"³². Although dictogloss is dictated, it is different from traditional dictation, where the teacher reads the text slowly and repeatedly (at least twice) and students record what they hear and then write like the keywords that can help them in reconstruct their own text.

In conclusion, Dictogloss is a communicative learning strategy in language learning that combines all language skills such as listening, speaking, reading, and writing by asking students to reconstruct the text that is read or dictated by the teacher. This Dictogloss strategy differs from traditional dictation strategies, such as dictation style, activities undertaken and goals.

Dictogloss strategie not only help improve grammar skills, but can also improve other abilities, especially writing skills. Because, with the dictogloss strategy, in the group students are asked to reconstruct or produce the text that has been read by the teacher by recording what they are listening to and with their own words as closely as possible to the

³²Scott Thornbury, 1999, *How to Teach Grammar*, (Essex: Pearson Education Limited), p. 82.

original text. Thus, students can learn from each other to organize a text that they write so as to improve their writing skills.

b. Procedures of Dictogloss

There are four stages of dictogloss, as follows :

1. Preparation

At the first stage, teacher should :

- a. Prepare students to listen to the text to be heard by utilizing the warm-up suggestions in each lesson to anticipate what they are listening, when students are interested in the topic, then students will be personally involved in the discussion.
- b. Prepare students to find out the vocabulary in the text. Vocabulary must be pre-taught if the teacher suspects students are having difficulty knowing the vocabulary.
- c. Ensuring students to know and understand each stages they will take in learning activities with this strategy.
- d. Divide students in group before the dictation begins.

2. Dictation

As standard procedure, students have to listen to dictation twice. At first, students were not allowed to write anything, but were only allowed to listen carefully. In this way they get a global feeling for the whole section. The second time, students had to write notes about what they heard.

When students take notes during dictation, they have to write keywords that can help them collect the text in the later reconstruction

phase. Examples include words that contain information such as farmers, horses, fields for which they remember the signal or trigger. In addition, they must remember function words such as she, he, are and should be provided by the students as part of the productive process of writing texts during the reconstruction phase.

The text should be dictated at normal speech rate. The speed is usually comparable to that of a news broadcast on radio. Between sentences there should be pauses, a slow five quick count is a good standard.

3. Reconstruction

After the teacher has finished conducting a dictation session with students, students work in groups, followed by collecting their notes and writing their version of the text. It would be helpful for each group if each group chose one person to write down all suggestions from the group members as well as write down the reconstructed text. The author writes in the group text as seen in the study group. After everything was done, each group checked grammar, text cohesion, and logical understanding. The teacher's role during the reconstruction process was to monitor during activities, but did not provide actual language input.

However, to facilitate the error analysis / correction phase to follow, it sometimes helps prevent 'error mess' problems. If the group text is too cluttered with grammatical errors, it will be difficult at stage four to focus on that section. To avoid this, the teacher in the reconstruction phase should show small peripheral fault to the students while they were still

drafting the text. In other words, the teacher might contribute inconspicuously to the group. The teacher only has the role of reminding things that need to be considered when writing the text itself, such as the use of time (simple past tense), the use of words, etc. to make it more effective in the fourth stage.

4. Analysis and correction

To analyze and correct students' text, the original text can be compared, but ideally the original text should not be seen by learners until after their own versions have been analyzed.³³

c. Advantages of Dictogloss

There are some advantages of dictogloss strategy as follows :

1. Students can be actively involved during the learning process and have many opportunities to communicate with friends and study individually. This is because the dictogloss strategy combines two ways of learning, individual and group, and then they work together to reconstruct their own text.
2. The dictogloss strategy can develop students' communication competence rather than traditional strategies that use teacher-centered.
3. With dictogloss students can reconstruct their own text rather than relying on the teacher to provide information. The analysis and correction

³³Ruth Wajnryb, 1990, *Grammar Dictation*, (New York: Oxford University Press), p. 7-9

phase allows students to see their results or mistakes in the text they reconstructed..³⁴

Moreover, Ruth Wajnryb give other advantages from different view :

1. Dictogloss can make the students active in learning process and active in making decisions about the language that they will reconstruct during the reconstruction text stage.³⁵
2. With dictogloss, students are able to diagnose their own abilities. It makes them care more about what they will know and what they don't know.
3. Dictogloss strategies can build student creativity. Which, when text is dictated quickly, students get information for their reconstruction. Here, they will use their creativity in language skills and grammar competencies.

d. Disadvantages of Dictogloss

Besides dictogloss strategy has the advantages, there are also disadvantages of dictogloss strategy, as follows:

1. The Dictogloss Strategy has a very long strategy and requires a lot of time to apply it in the teaching and learning process.
2. Limited range, requires a loud voice.
3. Tend to verbalism, because all information is only presented with sound.³⁶

³⁴Zorana Vasiljevic, 2010, Dictogloss as an Interactive Method of teaching Listening Comprehension to L2 Learners, *English Language Teaching* 3, No. 1, 2010, p. 45-46

³⁵Ruth Wajnryb, op. Cit., p. 11-12.

³⁶Aristo, 2003, *Media Pembelajaran*, (Jakarta: Departemen Pendidikan Nasional), p. 34.

Nevertheless, the use of the dictogloss strategy still has two different sides namely strengths and weaknesses. Which advantages show students that there are strategies that can make students learn more actively, communicatively and creatively in developing a text through the words they hear. In addition there are also disadvantages of this strategy that leads students to learning strategies that they may want to write the words they hear.

4. Teaching Writing of Narrative Text Using Dictogloss Strategy

After considering the dictogloss procedure put forward by the opinions of the experts above, the dictogloss procedure used by the author for learning to write narrative text in this research is as follows:

1. First, students and teachers have a short discussion about the narrative text. In this part, the teacher provides example of narrative text then students are asked to identify the text structure and linguistic features of the text.
2. The second step, students are asked to share their opinions about the text that is read and listen and pay attention to the vocabulary that will appear in the text. In this part, the teacher helps students by telling the meaning of vocabulary that is difficult for students to understand.
3. Third, the teacher divides students into groups consisting of 4 or 5 students in each group. After that, the teacher introduces the Dictogloss strategy and explains clearly to the students what they are expected to do at each stage of the dictatorship and makes sure the students understand about this strategy.

4. Fourth, the narrative text is read twice to students at normal speed. On the first occasion, students are not allowed to do anything except just listen to the whole text. Then on the second occasion students have to write or record important information individually, both in the form of keywords and sentences that they can pick up from the text they read. They are directed to write key words in their notes, such as nouns, verbs, which can help them in the text reconstruction phase..
5. Fifth, in their respective groups, students were asked to share the keywords they wrote down individually and reconstruct their group version of the text. A group member is asked to write the text of the group discussion results and other members are asked to check some errors that may exist in the text.
6. Sixth, each group must change its version of the text to another group. Students are asked to analyze the texts of other groups and compare them with the original text.
7. In the final step, each group revises and edits its work based on corrections and feedback provided by other groups. Then, the work of each group is submitted to the teacher and the teacher asks students to summarize the learning.

5. Expository Teaching Strategy

The expository learning strategy is a learning strategy in the form of a process of delivering verbal material from the teacher to students so that students can understand the material provided by the teacher. This expository learning strategy is a form of teacher-centered strategy, because the teacher

plays an important role in this learning strategy. In this strategy, the teacher prepares well for everything that is needed in teaching. In the expository learning strategy, the teacher can use the lecture method, namely the teacher's one-way strategy or use demonstrations, namely how to deliver material by demonstrating the material to students..³⁷

B. Conceptual Framework

Based on the theoretical framework, Dictogloss strategy is better on the students' ability in writing narrative text than without dictogloss strategy, because dictogloss strategy can increase the students' ability in writing narrative text because this strategy teaches students to write and construct their own text with share their notes in a group. The purpose of dictogloss strategy is to help students to construct a narrative text with good generic structure, language features and appropriate time signal.

C. Relevant Previous Study

Here are several previous studies that relevant to this research, as follows :

Cut Firda Yanti, UIN Ar-Raniry, Aceh 2018 "*Applying Dictogloss Strategy to Improve Students' English Writing Achievement*". This research was conducted whether with applying dictogloss strategy can improve students' writing narrative text in SMAN 1 Meukek, Aceh Selatan or not. The result of the study shows that the mean score of post-test in the experimental class was 74.6 and mean score of post-test in control class was 69.8. It means, there is a significant different. Besides that, the students have a positive

³⁷ Aji, W. N & Budiyono, S (2018). The Teaching Strategy of Bahasa Indonesia in Curriculum 2013. *International Journal of Active Learning*, 3(2), 58-64

respond towards the dictogloss strategy as a way to help them to improve their writing.³⁸

Abid Choirul Fikri, UIN Syarif Hidayatullah, State Islamic University of Jakarta 2016 “*The Effectiveness of Dictogloss Technique on Students’ Writing of Descriptive Text*”. The result of this study showed that Dictogloss technique is effective to use in teaching writing of descriptive text. It can be seen from the result of hypothesis testing using t_{test} gained $t_{\text{count}} > t_{\text{table}} (3,47 > 1,68)$ with the significance value on 5% and the degree of freedom was 38 indicated that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. Therefore, it can be concluded that Dictogloss technique is effective to apply in teaching and learning writing of descriptive text.³⁹

Nanang Suefi, UIN Sultan Maulana Hasanuddin Banten 2019 “*The Effectiveness of Dictogloss Technique in Teaching Writing of Narrative Text*”. The result of this study shows that the analysis of the mean score gap in post-test between the Experimental and control class ensures if the method used was effective. The score of experimental class was better than the score of control class, it showed from the result of the data analysis that the value of t_0 5.855 it is higher than the value of t_{table} is. 2.010 with the level of significance 5%. It means H_a is accepted and H_0 is rejected. It can be concluded that using

³⁸Yanti, Cut Firda, 2018, *Applying Dictogloss Strategy to Improve Students’ English Writing Achievement*, (Banda Aceh: Ar-Raniry State University Darussalam).

³⁹Fikri, Abid Choirul, 2016, *The Effectiveness of Dictogloss Technique on Students’ Writing of Descriptive Text*, (Jakarta: Syarif Hidayatullah State Islamic University Jakarta).

Dictogloss technique has significance effect in teaching writing of narrative text.⁴⁰

Fauziah, State Islamic Institute (IAIN) PAREPARE, 2019 “ *The Effect of Uisng Dictogloss Technique Towards Students’ Ability in Writing Descriptive Paragraph of Second Grade Students At MTs DDI At-Taqwa Jampue Pinrang*”. The result of this study shows that the mean score of the students’ ability in pre-test and post-test. The mean score of pre-test (34,53) is lower than the mean score of post-test (57,74). Then, the value of t-test (9,03) was greater than the t-table value (2,101). It means null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. So, the researcher can concluded that the use of Dictogloss technique can improve students’ ability in writing descriptive paragraph of second-grade students at MTs DDI At-Taqwa Jampue Pinrang.⁴¹

D. Hypothesis of the Study

Based on the theoritical and conceptual framework, the following hypothesis were formulated by the researcher :

1. **H_a** : There is a significant effect of Dictogloss strategy on students’ ability in writing narrative text than without dictogloss strategy at MTsN 1 Medan
2. **H₀** : There is no significant effect of Dictogloss strategy on students’ ability in writing narrative text than without dictogloss strategy at MTsN 1 Medan.

⁴⁰Suefi, Nanang, 2019, *The Effectiveness of Dictogloss Technique inn Teaching Writing of Narrative Text*, (Banten : The State Islamic University Sultan Maulana Hasanuddin Banten).

⁴¹Fauziah, 2019, *The Effect of Using Dictogloss Techique Towards Students’ Ability in Writing Descriptive Paragraph of Second Grade Students At MTs DDI At-Taqwa Jampue Pinrang*.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents location of the research, population and sample of the study, definition operational, Instrument of data collection, technique of collecting data, and technique of data analysis.

A. Location of Research

The research was conducted at ninth grade students of MTsN 1 Medan academic year 2020/2021. The location of research is on Jl. Pertahanan No. 24, Sigara Gara, Kec. Patumbak, Kabupaten Deli Serdang, Sumatera Utara. The reason for choosing this school to be a location of the study because one of the English teacher in this school is the teacher that researcher know and then the students have low ability in writing narrative text. Beside that, the same research is never be conducted in this place and the school very welcome and let the researcher did online research at that school even though the pandemic still going on and also because the aim of this research can improve the quality of teaching and learning.

B. Population and Sample

In this part, the researcher will discuss about the population and sample of the students who will be the participants of this research.

1. Population

Population is an area consisting of objects / subjects that have certain qualities and characteristics determined by the researcher to study and then get a conclusion.⁴² The population of this research would take

⁴²Sugiyono, 2018, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: ALFABETA), p. 80

from the IX grade students of MTsN 1 Medan at academic year 2020/2021 that consist of 12 classes, they are IX-11 to IX-12. There are different number of students in each class, one class consist of 34 students, six classes consist of 35 students, three classes consist of 36 students and two classes consist of 37 students . So, the total number of population are 426students.

Table 3.1
The Population of Research

No	Class	Total students
1.	IX-1	35
2.	IX-2	35
3.	IX-3	36
4.	IX-4	35
5.	IX-5	37
6.	IX-6	35
7.	IX-7	34
8.	IX-8	35
9.	IX-9	36
10.	IX-10	35
11.	IX-11	37
12.	IX-12	36
Total		426

2. Sample

Sample can be called as a part of population. Sample is commonly in a small group form that will be observed by the researcher. In this part, the researcher divided the population into two classes by using convenience cluster sampling, namely :

- a. Experimental class; is a class where the students will be taught by using Dictogloss strategy.
- b. Control class; is a class where the students will be taught without using Dictogloss strategy.

According to Donald Ary when it is very difficult to list all members of the target population or the population at the study site is very large to select the sample among them, the researcher can use convenience cluster sampling to select the sample in the group. individuals who are naturally together. Individuals are a group because they have the same characteristics and are relevant to the research variables..⁴³

Researcher need groups with the same learning outcomes to be compared to reach a conclusion on the effect of the Dictogloss strategy. Therefore, the researcher got two classes to be used as research samples which were taken randomly using the lottery technique. This is done by writing each class on a piece of paper, then puts it in the box to be shaken. After that, the researchers took two pieces of paper from the box. The sampling results obtained were IX-11 and IX-12. Besides, the researcher

⁴³Ary, Donald. 2010. *Introduction to Research in Education* 8th Edition, WADSWORTH CENGAGE Learning Product in Canada by Nelson Education, p. 148

also done lottery technique to choose the experimental and control class. The result of the sampling the researcher got IX-11 was assigned as an experimental class comprising 37 students (21 females and 16 males) was taught by using Dictogloss strategy and IX-12 was assigned as the control class comprising 36 students (20 females and 16 males) was taught without Dictogloss strategy.

Table 3.2
The Sample of the Research

No.	Class	Students
1.	IX-11	37
2.	IX-12	36
	Total	73

C. Research Design

In this research, the researcher used quantitative research and the design of this study is quasiexperimental research design. Quasi experimental design include assignment but not a random assignment of the participant to the group, the variety of quasi experimental research design divided into two main categories, they are post-test only and pre-test- post-test design. The aim of this study to find out the caused effect between two variables.⁴⁴ In this research, the researcher will be applied pre-test and post-test. The researcher used two intact classes divided into experimental class and control class. Experimental class will get treatment or being teach by using dictogloss

⁴⁴ John W, Creswell, 2014, *Research Design*, United Kingdom, SAGE Publication, p. 295

strategy while control class will teach without dictogloss strategy. Both groups will given pre-test before doing the treatment with the same test. Finally, both in the experimental and control group will be give post-test with the same test. Here are the design in this study.

Table 3.3
Pre-Test and Post-Test Design

Group	Step 1	Step 2	Step 3	Class
Experimental	Pre-test	Dictogloss strategy	Post-test	IX-11
Control	Pre-test	Expository Teaching Strategy	Post-test	IX-12

D. Operational Definition

The title of this study is “The Effect of Dictogloss Strategy on Students’ Writing Ability in Narrative Text”. There are two variables in this study namely independent and dependent variable.

1. Independent variable in this study is apply dictogloss strategy in teaching narrative text. This strategy is apply to know the effect of Dictogloss strategy on students writing ability in narrative text at eight grade students.
2. Dependent variable is the students’ writing ability in narrative text. It is hope the students can express their idea and construct a narrative text in English language.

E. Instruments of Data Collection

The instrument of the research is written test. Test is widely used to measure students' ability in learning something as an assessment. The test had been given to the students focus on writing narrative text. In this research, the test divided into two test namely pre-test and post-test. The pre-test is a test that used to know students' ability in writing narrative text before applying the treatment. The researcher asked students to write narrative text about "Mouse Deer and Crocodile" for pre-test. After the researcher teaching narrative text by using dictogloss strategy to experimental class and teaching narrative text without dictogloss strategy to control class, the researcher asked students to write a narrative text about "The Ants and The Grasshopper" as the post-test. At the end, the researcher will check their work and give the scores. The instruments for both tests are attached in appendix V and VI on page 93 and 94.

F. Technique of Collecting Data

In collecting data, the researcher use technique :

A. Test

The test will be used to collect data about students' writing ability in narrative text. In this research, the test will be divided into pre-test, treatment and post-test.

a. Pre-Test

Pre-test is aim in order to know the students' writing ability in narrative text. Pre-test will be given to the students before give a treatment to the students in each class. The pre-test aimed to see

whether experimental and control class of the students are relatively homogeneous or not.

b. Treatment

In this section, treatment aim in order to find the effect of dictogloss strategy in teaching narrative text. The experimental class will be taught by using dictogloss strategy and the control class will be taught by using expository teaching strategy.

c. Post-Test

After the researcher gave treatment in experimental and control class, the post-test will administered to both of the classes. The result of both groups are evaluated to find out the effect of using dictogloss strategy on students writing ability in narrative text. Post-test will be given after treating the students by using dictogloss strategy and expository teaching strategy. The form of the test is written test of narrative text.

G. Technique of Analyzing Data

The data of this research analyzed by using the t-test formula because it is used to determine the difference in the pre-test and post-test scores of students in each experimental and control group. Their test will be assessed using analytical scoring. The following table is the analytical scoring rubric that the researcher used to assess the writing adopted from Jacob from Sara Weigle.

Table 3.4
Assessment of Writing Skill from Weigle

No	Components	Criteria	Score
1.	Content	Excellent to very good: knowledge, substantive, thorough development thesis, relevant to assigned topic.	30-27
		Good to average : some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail	26-22
		Fair to poor: limited knowledge of subject, title, substances, inadequate development of topic.	21-17
		Very poor : does not show knowledge of subject, non-substantive, not pertinent, or no enough to evaluate.	16-13
2.	Organization	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive	20-18
		Good to average: somewhat choppy, loosely organized but mind ideas stand out, limited supported, logical but incomplete sequencing.	17-14

		Fair to poor: not-fluent, ideas confused or disconnected, lack logical sequencing and development.	13-10
		Very poor: does not communicate, not organization, or not enough to evaluate.	9-7
3.	Vocabulary	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.	20-18
		Good to average: adequate range, occasional error of word/idiom form: choice, usage but meaning not obscured.	17-14
		Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.	13-10
		Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.	9-7

4.	Language use	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	25-22
		Good to average: effective but simple construction, minor problem in complex constructions, several errors agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured	21-18
		Fair to poor: major problems in simple/complex construction, frequent errors of negation; articles, pronouns, preposition and fragment, run-ons, deletion, meaning confused or obscured.	17-11
		Very poor: virtually no mastery of sentence construction rules, dominated by errors, does communicate, or enough to evaluate.	10-5
		Excellent to very good: demonstrate mastery of conventions, few errors of	5

5.	Mechanical skill	spelling, punctuations, capitalization, paragraphing.	
		Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuations, capitalization, paragraphing.	4
		Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting no mastery of conventions, dominated by errors of spelling.	3
		Very poor: punctuation, capitalization, paragraphing, handwriting, or not enough to evaluate, meaning confused or obscured.	2

Table 3.5
Classification of Students' Score

	Score	Categories	
	80-100	Very Good	
	67-79	Good	
	56-65	Enough	
	40-55	Less	
Beside	30-39	Fail	that, the

researcher will analyzing the data by using t-test, first will be testing with normality test by using *Saphiro Wilk* and Homogeneity test by using *levene*.

1. Validity and Realibility

Heaton stated that the validity of a test aims to see the extent to which the test measures what should be measured. The objective of the test should provide an actual measure of a particular skill intended to measure the extent to which the test measures external knowledge and other skills at the same time so that it does not become a valid test.⁴⁵

Reliability is related to the consistency of the instrument. Creswell stated that reliability is the stability and consistency of student learning outcomes when given the instrument at different times. The test can be said to be unrealistic if it is used in the same situation and the measurement results obtained are relatively different. Therefore, it can be concluded that reliability will be able to assist researchers in determining whether the research instrument is suitable for use in the pre-test and post-test or not.

This research used written test as the instrument of the test that was taken from *English in Focus* Book for Junior High School ninth grade students that publish by the book center of the national education department. In accordance with thoha, he stated that the test was taken from the book already had validity and realibility and completed the requirements in

⁴⁵ J.B. Heaton. *Riting English Language Test*, (New York: Longman), p. 159

measuring the object.⁴⁶ It means that there was relations between the measurements instrument, measurement function and measurement objective.

2. The Normality Test

The normality test used as data variabel research composed the normal distribution. In this research, the normality test was done by using *Saphiro Wilk Test*. After getting L_0 , it was compared to $l_t = 0,05$. The characteristics of Lilifors test is :

If $L_0 < L_t$ = Data is normal

If $L_0 > L_t$ = Data is not normal

3. The Homogeneity Test

In the homogeneity test, the data are compared with the proportion of homogeneous data. Homogeneous means the same in structure or composition. This test gets its name from the null hypothesis, in which we claim that the distribution of responses is the same (homogeneous) across groups. The following is a comparison formula for these variants as following :

$$F_{\text{account}} = \frac{\text{The biggest of variants}}{\text{The Smallest Variants}}$$

4. Hypothesis Test

To analyze the data in this research, the researcher using hypothesis test. T-test is the statistic analysis that used to find out whether the students' writing ability taught by using Dictogloss strategy better than without

⁴⁶ Thoha. *Teknik Pengukuran dan Evaluasi Pengajaran*. (Jakarta; PT. Raja Grafindo Persada, 1990) p.22

Dictogloss strategy. In this research, the researcher also used SPSS V23 to compare the scores of experimental class and control class.

Following the t-test, effect size is calculated to measure the strength of the treatment effect or to measure the level of significance effect. The *cohen's d* effect size formula is adopted in this research as follows :⁴⁷

$$\sigma_{pooled} = \frac{StdDeviation1 + StdDeviation2}{2}$$

$$d = \frac{Mean\ of\ group1 - Mean\ of\ group2}{\sigma_{pooled}}$$

After that, to interpret the result of effect size, the *Cohen's d* effect size criteria is used as the bases to determine the level of significance. The effect size criteria of *Cohen's d* are :

- a. 0 – 0,20 = Weak effect
- b. 0,20 – 0,50 = Modest effect
- c. 0,51 – 1,00 = Moderate effect
- d. >1,00 = Strong effect

The result of the test is calculated by using t-test formula as follows :

$$t = \frac{Mx - My}{\sqrt{\frac{dx^2 + dy^2}{Nx + Ny - 2} \cdot \frac{1}{Nx} + \frac{1}{Ny}}}$$

Where :

- t = The effect
- Mx = The mean of experimental group

⁴⁷ Danil Muijis, *Doing Quantitative Research in Education with SPSS*, (London: SAGE Publications, 2004), p. 136-139

\bar{M}_y	= The mean of control group .
s_x^2	= Standard deviation of Post-test of experimental group
s_y^2	= Standard deviation of Post-test of control group
N_x	= The total sample of experimental group
N_y	= The total sample of control group

Statistically, the criteria hypothesis test as follows :

$$H_0 : \mu A = \mu B$$

$$H_a : \mu A > \mu B$$

In which :

H_0 = Null Hypothesis

H_a = Alternative Hypothesis

μA = Students' score in test who are taught by using Dictogloss strategy

μB = Students' score in test who are taught without using Dictogloss strategy.

The statistical hypothesis above means :

- a. If t-test (t_0) < t-table (t_t) in significant degree of 0,05 (5%), it means that H_a is rejected and H_0 is accepted.
- b. If t-test (t_0) > t-table (t_t) in significant degree of 0,05 (5%), it means that H_a is accepted and H_0 is rejected

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the analysis of data collection from research findings and discussion. This research aims to determine the effect of using Dictogloss Strategy on students writing ability in narrative text at ninth grade students of MTsN 1 Medan.

A. Data Description

The results of this research explain that there were the differences between results between the experimental class and the control class. Which in experimental class taught by using Dictogloss Strategy and control class taught by using Expository Teaching Strategy. The research was conducted in MTsN 1 Medan at the ninth grade students in academic year 2020/2021.

The data of this research collected the ninth grade students of MTsN 1 Medan. There were twelve classes at that school namely IX-1, IX-2, IX-3, IX-4, IX-5, IX-6, IX-7, IX-8, IX-9, IX-10, IX-11, IX-12. In this research, the researcher observed in IX-11 and IX-12, where in IX-11 as an experimental class which taught by using Dictogloss Strategy and IX-12 as a control class which taught by using Expository Teaching Strategy. The researcher gave pre-test to both of classes to get the data before using the strategy.

After that, the researcher gave a treatment in experimental class that is taught by using Dictogloss strategy and than in control class taught by using expository teaching strategy. After that, the researcher gave post-test to both of classes and it could be known that there were a significant result between experimental group and control group. The pre-test and post-test score from each

class is described in form of percentage and data description in the following table

:

Table 4.1
Percentage of Pre-Test and Post-Test Score of Experimental Class and Control Class

Score Band	Experimental Class				Control Class			
	Pre-Test		Post-Test		Pre-Test		Post-Test	
	F	%	F	%	F	%	F	%
50-60	8	21,6%	1	2,7%	18	50%	0	0%
61-70	20	54,0%	5	13,5%	15	41,6%	18	50%
71-80	9	24,3%	15	40,5%	2	5,5%	15	41,6%
81-90	0	0%	15	40,5%	1	2,7%	3	8,3%
91-100	0	0%	1	2,7%	0	0%	0	0%
	37	100%	37	100%	36	100%	36	100%

F : Frequency

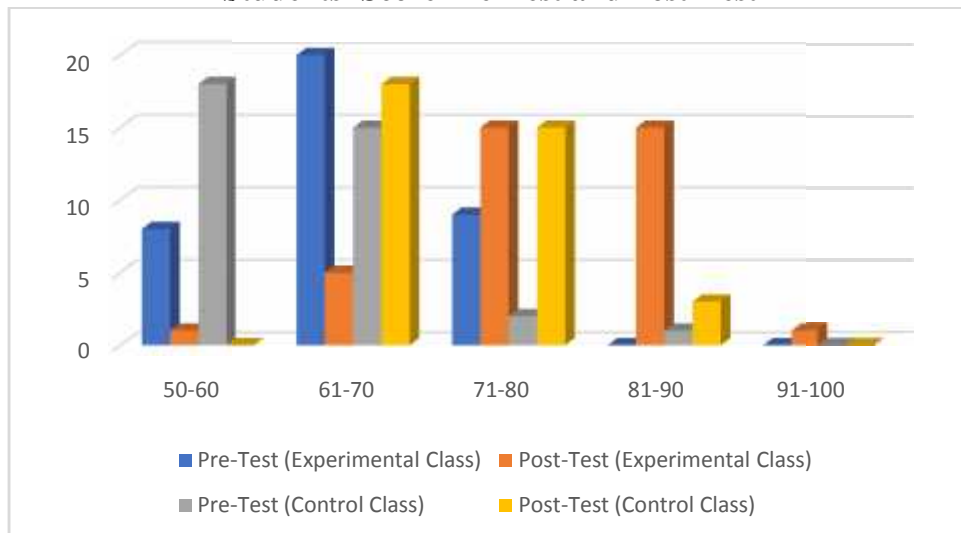
Pre-Test Experimental Class : $8 \times \frac{100}{37} = 21,6 \%$ $20 \times \frac{100}{37} = 54,0 \%$ $9 \times \frac{100}{37} = 24,3 \%$	Post-Test Experimental Class : $1 \times \frac{100}{37} = 2,7 \%$ $5 \times \frac{100}{37} = 13,5 \%$ $15 \times \frac{100}{37} = 40,5 \%$ $15 \times \frac{100}{37} = 40,5 \%$ $1 \times \frac{100}{37} = 2,7 \%$	Pre-Test Control Class : $18 \times \frac{100}{36} = 50 \%$ $15 \times \frac{100}{36} = 41,6 \%$ $2 \times \frac{100}{36} = 5,5 \%$ $1 \times \frac{100}{36} = 2,7 \%$	Post-Test Control Class : $18 \times \frac{100}{36} = 50 \%$ $15 \times \frac{100}{36} = 41,6 \%$ $3 \times \frac{100}{36} = 8,3 \%$
--	--	---	--

Based on Table 4.1 shows that both of experimental class and control class have low score in pre-test scores with the scores 50-60. In experimental class, there are 8 students of students who gets score 50-60. Meanwhile, in control class there are 18 of students who getscore 50-60. It's different from experimental class in

which the most students score appeared are 61-70. The total frequency are 20 students. In control class, only 15 students who gets scores between 61-70. In Experimental class there is 9 students who gets score 71-80 while in control there is 2 students. In Experimental class there is no student who gets score 81-90, while in control class there is 1 student who gets that score. In the pre-test shows that students' ability in writing narrative text are poor because just 1 student who gets score more than 80.

After students were given treatment by using the Dictogloss strategy in teaching write narrative text, the data obtained showed that there was an improvement of students' scores in both classes. In the experimental class there were 8 students who scored <60 while in the control class the frequency of students decreased from 18 students so that no one got a score between 50-60. The control class, amounting to 18 students, scored 61-70. Whereas in the experimental class only 5 students or those who got grades 61-70. Mostly, 15 students in the experimental class got the score between 71-80 and 15 students scored 81-90 as shown in Table 4.1. There is 1 student who scored between 91-100. Whereas in the control class, there were 15 students who scored between 71-80 and 83 students scored between 81-90, then no student got a score between 91-100. Figure 4.1 below shows the progress of the two classes in writing narrative text.

Figure 4.1
Students' Score Pre-Test and Post-Test



From the figure above can be seen that both of classes have the improvement in their writing narrative text, in which the significance scores from pre-test to post-test are obtained from experimental class that was taught by using Dictogloss Strategy.

1. Data of Experimental Class

Experimental class was a group that got the treatment that is Dictogloss strategy. In addition, the researcher has divided the sample into two parts, which used as the experimental class and the control class. In this research, the experimental class was consisted of 37 students was taught by using Dictogloss strategy. Data were collected from students pre-test and post-test. The students' pre-test was conducted before the researcher applied the Dictogloss strategy. The data of experimental class can be seen as follows :

Table 4.2
The Students' Scores of Experimental Class

Students' Initial		Experimental Class		Gained Score
		Pre-Test	Post-Test	
1	AH	75	82	7
2	ARP	65	73	8
3	AR	65	65	0
4	AASP	61	77	16
5	DI	59	75	16
6	ER	68	90	22
7	FLDP	69	83	14
8	FDS	58	85	27
9	HRM	67	76	9
10	H	72	83	11
11	HZ	64	85	21
12	MAS	63	80	17
13	MLAA	58	77	19
14	MW	63	76	13
15	MKA	77	83	6
16	MNE	73	81	8
17	MNA	79	77	-2
18	NS	63	60	-3
19	NCA	63	76	13
20	NUA	62	73	11
21	NA	73	79	6

22	NSA	61	63	2
23	RR	61	70	9
24	RBN	64	82	18
25	RI	52	83	31
26	RW	60	84	24
27	SA	73	91	18
28	SAA	73	82	9
29	SMA	60	79	19
30	SSM	63	85	22
31	TAR	77	76	-1
32	UHM	58	75	17
33	UHM	69	82	13
34	VR	68	87	19
35	YAP	59	71	12
36	ZHPN	61	70	9
37	ZKL	65	67	2
		2484	2883	399
Mean		65,43	77,91	12,48
Median		64	79	15
Maximum Score		79	91	12
Mininum Score		52	60	8

From the table above, the students' writing achievement was taught by Dictogloss Strategy showed the mean of pre-test score was 62,43, Median of pre-test was 64, maximum score of pre-test was 79 the minimum score of pre-test

was 52. The mean of post-test was 77,91, Median of post test was 79, the maximum score of post-test was 91 and the minimum score of post-test was 60.

2. Data of Control Class

Control class was a group that applied without Dictogloss strategy. In this research, the control class was consisted of 36 students was taught without Dictogloss strategy. Data were collected from students pre-test and post-test. The students' pre-test was conducted before the researcher applied the Dictogloss strategy. The data of control class can be seen as follows :

Table 4.3
The Students' Scores in Control Class

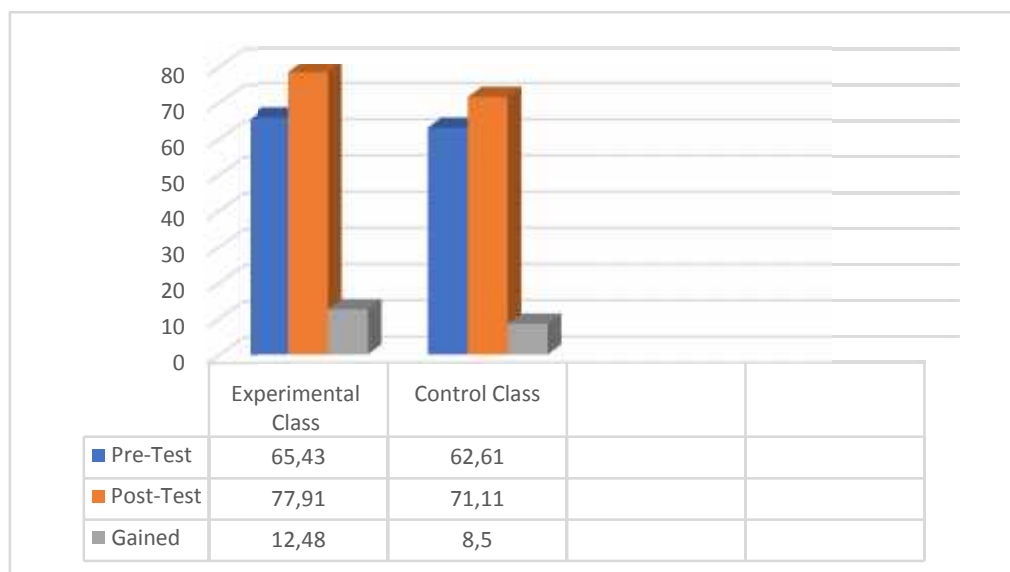
Students' Initial		Control Class		Gained Score
		Pre-Test	Post-Test	
1	AFS	70	75	5
2	AA	60	73	13
3	AP	56	66	10
4	AFH	60	64	4
5	AAI	55	66	11
6	ATA	61	83	22
7	AAS	60	70	10
8	ASH	67	72	5
9	CR	66	65	-1
10	HTMD	50	68	18
11	HAVK	70	72	2
12	IA	60	75	15
13	IS	59	70	11
14	MRS	66	69	3

15	MFR	55	64	9
16	MRP	60	64	4
17	MI	79	84	5
18	MRD	52	63	11
19	MFRL	62	70	8
20	MHH	66	75	9
21	RPA	63	78	15
22	NAL	62	68	6
23	NNK	74	78	4
24	RIS	59	72	13
25	RA	54	61	7
26	RBM	82	83	1
27	SSBP	60	73	13
28	S	55	72	17
29	SH	60	67	7
30	SNAP	70	73	3
31	SHS	52	63	11
32	TFA	63	70	7
33	U	70	77	7
34	WAH	66	73	7
35	ZDS	70	76	6
36	ZF	60	68	8
		2421	2560	306
Mean		62.61	71.11	8,5
Median		60,50	71,00	10,5

Maximum Score	82	84	2
Minimum Score	50	61	11

From the table above, the students' writing achievement was taught without applying Dictogloss Strategy showed the mean of pre test score was 62,61, the median was 60,50, maximum score of pre-test was 82 and the minimum score of pre-test was 50. The mean of post test was 71,11, median was 71,00 maximum score of post-test was 84, the minimum score of post-test was 61.

Figure 4.2
Mean Score of Pre-Test, Post-Test and Gained Score of Experimental and Control Class



From the figure above can be seen that, the mean score of post test is higher than pre test for both experimental and control class, even though there is an improvement in experimental and control class, but in control class is slight improvement while in experimental class is significant effect in students writing

ability in narrative text. In addition, the data shows that the Dictogloss strategy is significantly effect for teaching writing narrative text.

B. Data Analysis

In data analysis, the pre-test and post-test value data from both the experimental class and the control class were statistically analyzed using the t-test formula. On the other hand, the data were analyzed to measure whether there was a significant difference between the students' ability in writing narrative text in the experimental class and the control class and to prove whether the Dictogloss strategy was effective or not in learning to write narrative text.

Before the researcher calculates the t-test value, the researcher conducts a normality test to determine whether the data is normally distributed or not. Furthermore, the homogeneity test was carried out to determine whether the two classes, the experimental class and the control class were homogeneous or not.

1. Normality Test

In this study, the researchers used *Saphiro Wilk* to calculate the normality test. The normality test is performed before calculating the t-test. From table 4.4, it can be seen that the significant value of the pre-test in the experimental class is 0.113 and 0.131 in the control class. The significant results of the two classes prove that the data are normally distributed because the data is higher than the level of $\alpha = 0.05$. Furthermore, it can be concluded that the pre-test scores for both the experimental class and the control class are normally distributed.

Meanwhile, the significance results of post-test in experimental class are 0,217 and 0,308 in control class. The results shows that the post test data is higher

than a significance $=0,05$. Furthermore, it can be concluded that the post-test scores in both experimental and control class are normally distributed. The data of normality test was presented as follows :

Table 4.4
Normality Test of Pre-Test and Post-Test in Experimental and Control Class

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
pretest_experimental_class	,147	36	,047	,951	36	,113
pretest_control_class	,139	36	,074	,953	36	,131
posttest_experimental_class	,121	36	,200 [*]	,960	36	,217
posttest_control_class	,095	36	,200 [*]	,965	3	,308

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

2. Homogeneity Test

After getting the results of the normality test, this section conducts the homogeneity test. Tests are carried out to determine whether the data from the two classes have the same variants or not. This test aims to test the similarity of the samples in the two classes. The test is calculated by Levene's statistical test. The data description can be seen as follows:

Table 4.5
Test of Homogeneity of Pre-Test Variances

Test of Homogeneity of Variances			
Pre-Test Experimental and Control Class			
Levene Statistic	df1	df2	Sig.
,252	1	71	,618

From table 4.5 above, data is obtained that the pre-test significance value in the experimental class and control class is 0.618. The homogeneity result of the pre-test variance shows that it is higher than 0.05, which means that both the

experimental class and the control class have the same variance and are homogeneous.

Table 4.6
Test of Homogeneity of Post-Test

Test of Homogeneity of Variances

Post-Test Experimental and Control Class

Levene Statistic	df1	df2	Sig.
1,310	1	71	,256

From the table 4.6 above, the data shows that the significance of post-test in experimental and control classes is 0,256. That result of homogeneity post-test variance indicates that it is higher than 0,05. Therefore, the post-test data in experimental and control class are homogeneous.

3. The Hypothesis Test

After the data is normality and homogeneity, the researcher did further investigation in order to examine the research hypothesis by using t-test. The purposed of the hypothesis test is to investigate the effectiveness of using Dictogloss strategy on students' writing ability in narrative text at junior high school. Mean of experimental class and control class are used by the researcher to calculate t-test. The significance value or alpha () is 5% or 0,05. The results of hypothesis can be seen as follows :

a. Post-Test Results

From the table 4.7, it shows that the mean of post-test score in experimental class is 77,92 while the mean of post-test in control class is 71,11. Based on the data, in independent sample test shows that t_{value} is 4,434 with p-

value or *sig (two-tailed)* = 0,000. The researcher compared t_{table} to the t_{value} to know whether Dictogloss strategy give significant effect on students' writing ability in writing narrative text. The t_{table} shows 1,667 with 71 as the degree of freedom (*df*) in the significance level 0,05. The comparison shows that $t_{value} 4,434 > t_{table} 1,667$ and -value or *sig (two-tailed)* of the post-test score is lower than (0,05). $0,000 < 0,05$. From the result, it can be concluded that the alternative hypothesis is accepted and the null hypothesis is rejected because the p-value (0,000) is less than *sig* 0,05 (5%). It means that there is significant effect of Dictogloss strategy on students writing ability in narrative text. The result of the t-test can be seen as follows :

Table 4.7

The Result of T-test from Post-Test score of Experimental and Control Class

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-Test	Post-Test (Experimental Class)	37	77,92	7,186	1,181
	Post-Test (Control Class)	36	71,11	5,845	,947

Independent Sample Test

		Levine's Test for Equality for Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-Test	Equal variances assumed	1,310	,256	4,434	71	,000	6,808	1,535	3,746	9,869
	Equal variances not assumed			4,446	68,586	,000	6,808	1,531	3,753	9,862

b. Gained Score Result

In this part, the researcher used a t-test to analyzed the score of post-test and got the gained score of experimental class and control class. In the following data, the mean gained score of experimental class is 12,49 with Std. Deviation is 8,184 and the mean gained of control class is 8,50 with Std. Deviation is 5,046. In addition, the result of $t(71) = 1,667$ and $p\text{-value } 0,000$. It shows that there is a significant effect between experimental and control class. The result also shows that $t_{\text{value}} 4,434 > t_{\text{table}} 1,667$ and Sig. (2-tailed) is $0,000 < 0,5$. It can be concluded that alternatives hypothesis is accepted and null hypothesis is rejected because the $p\text{-value } 0,000$ is less than 0,05 (5%). In other words, there is a significant effect of Dictogloss strategy on students' ability in writing narrative text. The results of gained score result can be seen as follows :

Table 4.8
t-test Results of Gained Scores

	Class	N	Mean	Std. Deviation	Std. Error Mean
Gained Score	Gained Score (Experimental Class)	37	12,49	8,184	1,345
	Gained Score (Control Class)	36	8,50	5,046	,841

Independent Samples Test

		Levine's Test for Equality for Variances		t-test for Equality of Means						
		F	Sig.							
Gained Score	Equal variances assumed	7,684	,007	2,497	71	,015	3,986	1,597	,803	7,170
	Equal variances not assumed			2,513	60,174	,015	3,986	1,587	,813	7,160

4. Effect Size

After getting proof of t-test in the post-test and gained score, the researcher calculated result effect size as the final calculation. The effect size of the t-test result is aimed to find out the level of significance on the effect in this research. The researcher used *Cohen's d* effect size calculation to get the effect size. The result of effect size is recapitulated in the following table follows:

Table 4.9
The Result of Effect Size

Statistic of Post-Test	Experimental Class	Control Class
Mean	77,92	71,11
Std. Deviation	7,186	5,845
Effect Size		

The Calculation from *Cohen's d* formula and it was obtained by manual calculation.

$$\sigma_{pooled} = \frac{StdDeviation1 + StdDeviation2}{2}$$

$$d = \frac{Meanofgroup1 - Meanofgroup2}{\sigma_{pooled}}$$

$$\sigma_{pooled} = \frac{7,186 + 5,845}{2} = 6,515$$

$$d = \frac{77,92 - 71,11}{6,515} = 1,04$$

From the data above shows that the effect size result is 1,04. As the criteria that had been explained in the chapter III, 1,04 is the strong effect size refers to *Cohen's d* formula. It can be concluded that there is strong effect of using Dictogloss strategy on students' ability in writing narrative text.

C. Research Findings

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

mean score was 77,91 and the median score was 79. Which is the mean score increased 12,48 and the median score increased 15 from pre-test and post-test.

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

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

From the explanation above, it showed that teaching learning process that taught by Dictogloss strategy on students' writing ability in narrative text is better than without Dictogloss strategy. Thus, this is also had been proven by the result of the *t*-test result, it showed that the Dictogloss strategy had significant effect on students' writing ability in narrative text.

D. Discussion

Based on the findings above, it indicates that there is significance effect of Dictogloss strategy on the students' writing ability in narrative text at the ninth grade of MTsN 1 Medan. It was proven from the students' post-test score of experimental class which has better performance than the students' post test in post-test score. Meanwhile, the students score of pre-test in both experimental and control class had almost nearly same level of writing narrative text before the researcher was conducted the treatment. Therefore, it showed the significance result between students who were taught by using Dictogloss strategy and students who were taught without Dictogloss strategy.

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

that can give a positive respond to the students as a way to improve their writing ability.

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

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

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

Firstly, it was found that there was improvement of experimental class rather than in control class. It can be seen from the difference score of pre-test to post-test reached by both of the classes. Secondly, in experimental class, it was found that Dictogloss strategy is interesting to apply in learning process because the students can improve their writing ability by listen, write and construct their own version of narrative text while in control class the students only make a narrative text based of what they know, they can not make a narrative text

completely like the students done in experimental class. Afterwards, this strategy also helpful to increase students understanding about the story of narrative text because they listen the story first after that they construct that story to their own text. Thirdly, the researcher found that the students were easy to construct their own version of narrative text through the keyword then they construct the text with better language features and the structure of the text.

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

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

The findings are in line with the related study above explain that Dictogloss strategy is helpful to increase students' ability in writing narrative text as well as integrate with the goals of curriculum 2013 which the students can get

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

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the findings and the suggestion of the result in using Dictogloss strategy on students' writing ability in narrative text.

A. Conclusion

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

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

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

B. Suggestion

Based on the result of this research, the researcher presents some suggestions for the students, teachers and to other researchers as follows :

1. For the students, they must find out their motivation to learn English. There are a lot of strategy that can support their English learning, one of the strategy is Dictogloss strategy. By applying Dictogloss strategy in learning, they can be more creative and active in the teaching and learning process at the classroom.
2. For English teachers, they should be able to find out some creative teaching strategy that can motivate students and can make students more interest and enjoy in learning English. In addition, teachers are suggested to motivate students to write continuously because they need to practice in order to be able to write effectively.
3. For the other researchers who are interested a research by using same independent variable (Dictogloss strategy) as in the present study, they can try to using Dictogloss strategy on the different level of learners and the different topic of learning to prove the effect of Dictogloss strategy on the students' writing ability. In addition, they can also try to conduct further research in another skill of English because from the observation, the researcher found that Dictogloss strategy also affect other skills in English such as reading, listening and grammar.

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APPENDIX I

LESSON PLAN

(Experimental Class)

School : MTsN 1 Medan
 Lesson : English
 Class/Semester : IX-11/ I
 Material : Narrative Text
 Time Allocation : 2 x 30

A. Main Competence

- K 1 : Respecting and appreciating religion they believe
- K 2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperative), good manner, confident, to interact effectively with social environment, and environment and nature in their association and existence.
- K 3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.
- K 4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view/theory.

B. Basic Competence and Indicator

No.	Basic competence		
1.	1.1	Be thankful for the chance to be able to learn English as an International communication language which is shown in the spirit of learning.	Write learning log which shows gratefulness for the chance to be able to learn English. Students can identify the meaning of the given narrative text.

2.	2.2	Showing honest, discipline, confident, and responsible attitude in doing transactional communication with the teacher and friends.	<p>Be responsible for the action done by the member when being the leader of group .</p> <p>Admit when doing mistake.</p> <p>Not blame others for his own action.</p> <p>Do things which are said to be done without being reminded by others.</p>
3.	3.1	Understanding the social function, generic structure and language features of narrative text in form of fable, according to the context its used.	<p>Determine the social function of the text.</p> <p>Identify the generic structures of the text.</p> <p>Students can catch 'main point or keyword' from the narrative text given by the teacher.</p> <p>Identify the language features of the text.</p> <p>Students can reconstruct narrative text listen before by using their own words.</p>

4.	4.1	Greeting the meaning of oral and written narrative text in form of short and simple fable.	<p>Students can analyze and correcting some mistakes on the narrative text made before it can be structure text or language features.</p> <p>Get the meaning and the moral value of a simple text in form of fable.</p> <p>Express the meaning and the moral value of a simple text in the form of fable.</p>
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C. Learning Objective

At the end of the lesson, students are expected to be able to determine the main ideas, and detailed information, analyze the structure and language elements of the narrative text, capture the meaning and reconstruct the narrative text using their own language, and learn and apply the moral values contained in the narrative text. in daily life.

D. Learning Media and sources

1. Media : Internet (WhatsApp group, E-Learning, Zoom)
2. Sources : Script text of narrative text from internet

E. Teaching Strategy

Dictogloss Strategy

F. Learning Activities

Steps	Activities
Introduction	<ol style="list-style-type: none"> 1. Greeting the students 2. Ask students to make a list of attendance in Whatsapp Group and E-Learning 3. Teacher give motivation to the students 4. Teacher does apperception by asking students about what they know about narrative text 5. The teacher conveys the learning objectives that students must achieve and tell the students about learning activities that will be carried out with Dictogloss strategy.
Main Activities	<p>Meeting I :</p> <ol style="list-style-type: none"> 1. The teacher explains about narrative text in general 2. Teacher show a narrative text to students in WhatsApp group 3. Teacher ask students to read a narrative text. 4. Teacher asks students to make a narrative text about Mouse Deer and Crocodile. 5. Teacher guide students to asks if there is something that they know about the task. 6. Teacher asks students to sent their individual task personal chat to the teacher. <p>Meeting 2 :</p> <ol style="list-style-type: none"> 1. The teacher asks students whether they have known about narrative text. 2. Teacher explains about generic structure, language features of narrative text. 3. In group learning discussion, the teacher explains about dictogloss strategy and the procedures. 4. Students are formed into groups of at least (6 or 7 people)

	<p>and each student must prepare small sheets of paper and pen.</p> <ol style="list-style-type: none"> 5. The teacher make a learning group discussion named group 1-5 in WhatsApp as a place of each group to discuss. 7. The teacher sent a video dictation of a narrative text to students on each WhatsApp group learning discussion at normal speed. From the video dictation each student from each group make small notes or write down key words and important points from the text that could help them in the reconstruction that text. 8. In groups,by using dictogloss strategy, students are asked to discuss texts that have been played and also asked to reconstruct or rewrite texts about The Rabbit and The Turtle in their versions each by uniting the notes of each members of the group. 9. One of the group members wrote down their reconstruction results on the paper and sent their work on their WhatsApp group learning discussion. <p>Meeting 3:</p> <ol style="list-style-type: none"> 1. Teacher explains about narrative text to make the students more understand about that. 2. The teacher asks students to ask if they still do not understand about narrative text. 3. After that, the teacher sent a video dictation of a narrative text about The Ant and The Grasshopper to students in WhatsApp group class at normal speed. From the video dictation each student individually make small notes or write down key words and important points from the text that could help them in the reconstruction that text. 4. Teacher asks students to sent their individual task
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	personal chat to the teacher.
Closing	<ol style="list-style-type: none"> 1. The teacher gives the opportunity to students to ask questions which they do not understand about the material that has been delivered. 2. Students, with the teacher's direction, make a conclusions about the material and explain the moral values that can be drawn from the stories they have learned 3. The teacher gives feedback on the learning process and results that have been implemented 4. Teacher reminds students to do self-study at home and reminds students to stay healthy and just stay at home. 5. Teacher close learning activities

G. Assessment

1. Technique : Test
2. Form : Written Test
3. Instrument : **Reconstruct the narrative text about The Rabbit and The Turtle from the keyword you have found from the video dictation**

H. Scoring Rubrics (Learning Assesment)

Indikator	Teknik	Bentuk
<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam deskriptif paragraf • Mengidentifikasi kata-kata sifat yang digunakan dalam mendeskripsikan ciri-ciri fisik dan karakter seseorang • Menjelaskan pola kalimat dalam bentuk <i>simple past tense</i> yang tepat sesuai dengan konteks penggunaannya dalam narrative text. • Memahami makna pada paragraf deskriptif 	Tes tertulis	Essay

Instrumen Penilaian

- Lembar kerja siswa
- Lembar penilaian sikap

Pedoman Penilaian

Score: Content + Organization + Vocabulary + Language Use +
Mechanics

Proficiency Description	Score
Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5
Total	100

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LESSON PLAN

(Control Class)

School : MTsN 1 Medan
 Lesson : English
 Class/Semester : IX-12/ I
 Material : Narrative Text
 Time Allocation : 2 x 30

A. Main Competence

- K 1 : Respecting and appreciating religion they believe
- K 2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperative), good manner, confident, to interact effectively with social environment, and environment and nature in their association and existence.
- K 3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.
- K 4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view/theory.

B. Basic Competence and Indicator

No.	Basic competence		
5.	1.1	Be thankful for the chance to be able to learn English as an International communication language which is shown in the spirit of learning.	Write learning log which shows gratefulness for the chance to be able to learn English. Students can identify the meaning of the given narrative text.

6.	2.2	Showing honest, discipline, confident, and responsible attitude in doing transactional communication with the teacher and friends.	<p>Be responsible for the action done by the member when being the leader of group .</p> <p>Admit when doing mistake.</p> <p>Not blame others for his own action.</p> <p>Do things which are said to be done without being reminded by others.</p>
7.	3.1	Understanding the social function, generic structure and language features of narrative text in form of fable, according to the context its used.	<p>Determine the social function of the text.</p> <p>Identify the generic structures of the text.</p> <p>Students can catch 'main point or keyword' from the narrative text given by the teacher.</p> <p>Identify the language features of the text.</p> <p>Students can reconstruct narrative text listen before by using their own words.</p>

8.	4.1	Greeting the meaning of oral and written narrative text in form of short and simple fable.	<p>Students can analyze and correcting some mistakes on the narrative text made before it can be structure text or language features.</p> <p>Get the meaning and the moral value of a simple text in form of fable.</p> <p>Express the meaning and the moral value of a simple text in the form of fable.</p>
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C. Learning Objective

At the end of the lesson, students are expected to be able to determine the main ideas, and detailed information, analyze the structure and language elements of the narrative text, capture the meaning and reconstruct the narrative text using their own language, and learn and apply the moral values contained in the narrative text in daily life.

D. Learning Media and sources

Media : Internet (WhatsApp group, E-Learning, Zoom)

Sources : Script text of narrative text from internet

E. Teaching Method

1. Strategy : Expository teaching strategy.

F. Learning Activities

Steps	Activities
Greeting	<ol style="list-style-type: none"> 1. Greeting the students 2. Ask students to make a list of attendance in Whatsapp Group and E-Learning 3. Teacher give motivation to the students 4. Teacher does apperception by asking students about what they know about narrative text 5. The teacher conveys the learning objectives that students must achieve and tell the students about learning activities that will be carried out with Expository teaching strategy.
Main Activities	<p>Meeting I:</p> <ol style="list-style-type: none"> 1. Teacher explains about matery that will be used 2. Teacher asks students to comprehend the video sent by the teacher in WhatsApp group class. 3. Teacher explains about narrative text in whatsApp group. 4. Teacher guide the students to comprehend about narrative text. 5. The teacher asks students to make a narrative text about Mouse deer and Crocodile individually. <p>Meeting II :</p> <ol style="list-style-type: none"> 1. Teacher sent a narrative text in the wrong order 2. Teacher reminds students about the generic structure and language features of narrative text. 3. Teacher asks students write the narrative text about The Rabbit and The Turtle in the right order. <p>Meeting III :</p> <ol style="list-style-type: none"> 1. Teacher explains briefly about narrative text 2. Teacher give an opportunity to the students to ask

	<p>teacher about the matery they might not understand.</p> <p>3. Teacher give a task to students, to make a narrative text about The Ant and The Grasshopper individually</p>
Closing	<p>1. The teacher gives the opportunity to students to ask questions which they do not understand about the material that has been delivered.</p> <p>2. Students, with the teacher's direction, make a conclusions about the material and explain the moral values that can be drawn from the stories they have learned</p> <p>3. The teacher gives feedback on the learning process and results that have been implemented</p> <p>4. Teacher reminds students to do self-study at home and reminds students to stay healthy and just stay at home.</p> <p>5. Teacher close the learning activities</p>

G. Assessment

Technique : Test

Form : Written Test

Example of Instrument : **Make a narrative text about The Rabbit and The Turtle with your own words!**

H. Scoring Rubrics (Learning Assessment)

Indikator	Teknik	Bentuk
<ul style="list-style-type: none"> Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam deskriptif paragraf Mengidentifikasi kata-kata sifat yang digunakan dalam mendeskripsikan ciri-ciri fisik dan karakter seseorang Menjelaskan pola kalimat dalam bentuk <i>simple past tense</i> yang tepat sesuai dengan konteks penggunaannya dalam narrative text. Memahami makna pada paragraf deskriptif 	Tes tertulis	Essay

Instrumen Penilaian

- Lembar kerja siswa
- Lembar penilaian sikap

Pedoman Penilaian

Score: Content + Organization + Vocabulary + Language Use +
Mechanics

Proficiency Description	Score
Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5
Total	100

English Teacher



Rosmila Parapat, S.Pd

NIP. 197111071997032004

Medan, September 2020

Researcher



Khairuna Fajrin Ritonga

NIM. 0304162110

APPENDIX II

Name of Students in Experimental Class (IX-11)

No	Name of Students	Students' Initial
1	Anindya Hashifah	AH
2	Arya Ramanda Putra	ARP
3	Aulia Rahma	AR
4	Azura Azalia Sandira Putri	AASP
5	Dinda Isnaini	DI
6	Elsa Ramadhani	ER
7	Fahdriel Leo Dendra Prayoga	FLDP
8	Farhan Dolok Saribu	FDS
9	Habib Rizka Murtaja	HRM
10	Habibah	H
11	Hafizan Zulfatih	HZ
12	M. Aziz Syahputra	MAS
13	M. Luthfi Al-Azka	MLAA
14	Marsya Winanda	MW
15	Mhd. Khairil Azmi	MKA
16	M. Nabil Efriman	MNE
17	Mhd. Noval Adhaily	MNA
18	Nabila Syahfitri	NS
19	Nadia Cisita Ayu	NCA
20	Nisa Ul-Afifah	NUA
21	Nisrina Aprilia	NA
22	Nur Salsabila	NSA
23	Radith Refandra	RR
24	Rafa Bintang Nayotama	RBN
25	Raifi Iliyyin	RI
26	Reivo Wahyu	RW
27	Sarah Amalia	SA
28	Sulha Aulia Anjani	SAA
29	Syafiqah Maghfiroh Ahmad	SMA
30	Syam Sadiqi Manik	SSM
31	Tiara Aulia Rangkuti	TAR
32	Uswatul Husna Matondang	UHM
33	Uswatun Hasanah	UH
34	Vemas Razaq	VR
35	Yoga Agung Prasetyo	YAP
36	Zahra Hanifa Putri Nst	ZHPN
37	Zahwa Khalilah Lubis	ZKL

APPENDIX III**Name of Students in Experimental Class (IX-12)**

No	Name of Students	Students Initial
1	Ahmad Fauzy Surbakti	AFS
2	Amara Anastasya	AA
3	Andika Prayuda	AP
4	Anisa Febynur Hidayati	AFH
5	Astri Anggraini	AAI
6	Abiyyu Tsabit Arhab	ATA
7	Atikah Almas	AAS
8	Anisa Syahriini Hsb	ASH
9	Chairil Ramadhan	CR
10	Hanna Tora Muhayya D	HTMD
11	Husnul Ayyatul Vaqro Koto	HAVK
12	Ikamay Anggraini	IA
13	Indira Salsabila	IS
14	M. Rafi Setiawan	MRS
15	M. Fahri Ramadhan	MFR
16	M. Raihan Purba	MRP
17	M. Ihsan	MI
18	M. Ridho Darmawan	MRD
19	M. Fahrul Rozy Lbs	MFRL
20	Mutiara Hafisah Hrp	MHH
21	Rendy Pradana	RP
22	Nadia Anggina Lbs	NAL
23	Nazwa Nur Khalifah	NNK
24	Risma Intan Sufina	RIS
25	Rozan Aryafiandi	RA
26	Ridwana B manalu	RBM
27	Salsa Sawza Br Purba	SSBP
28	Salsabila	S
29	Suhaila	SH
30	Sutan Naufal Al Faruq	SNAF
31	Syamadani Hatigoran Srg	SHS
32	Tri Fajar Ariani	TFA
33	Ulfa	U
34	Wafiq Azizah Hrp	WAH
35	Zahara Diana Syahputri	ZDS
36	Zahira Fauziah	ZF

APPENDIX IV**TEST INSTRUMENT****(POST-TEST)**

Class : IX

Subject : English

Text : NarrativeText

Time : 2 X 30 minutes

Theme : Fable

Instruction:

1. Write your name, class, and student number on the top corner of your answer sheet.
2. Write a narrative text about The Ant and The Grasshopper
3. Tips for writing narrative text:
 - a. Use all generic structure of narrative text (Orientation, Complication, Resolution, Re-Orientation/Coda)
 - b. Use adverbs and adjective
 - c. Use simple past tense (knew, got, gave, etc)
 - d. Use action verbs (stayed, walked, slept, etc)
 - e. Use time connective (After, after that, before, etc)
 - f. Use saying and thinking verb (Said, told, thought, etc)
4. Your written narrative text will be scored based on these considerations:
 - a. Organization
 - b. Content
 - c. Vocabulary
 - d. Language Use
 - e. Mechanics

Name :

Class :

Day/date :

1. Write down your full name, class, and day/date above.
2. Make a narrative text about “**Mousedeer and Crocodile**” at least 3 paragraph.
3. Do not forget to write the title!

A series of horizontal dotted lines for writing, consisting of 12 lines.

Name :

Class :

Day/date :

1. Write down your full name, class, and day/date above.
2. Make a narrative text about “**The Ant and The Grasshopper**” at least 3 paragraph
3. Do not forget to write the title!

[illegible]

APPENDIX VII

Tabel t
(Pada taraf signifikansi 0,05) 1 sisi (0,05) dan 2 sisi (0,025)

Df	Sinifikansi		Df	Siknifikansi	
	0.025	0.05		0.025	0.05
1	12.706	6.314	46	2.013	1.679
2	4.303	2.920	47	2.012	1.678
3	3.182	2.353	48	2.011	1.677
4	2.776	2.132	49	2.010	1.677
5	2.571	2.015	50	2.019	1.676
6	2.147	1.943	51	2.008	1.675
7	2.365	1.8+5	52	2.007	1.675
8	2.306	1.80	53	2.006	1.674
9	2.262	1.863	54	2.005	1.674
10	2.228	1.832	55	2.004	1.673
11	2.201	1.716	56	2.003	1.673
12	2.179	1.792	57	2.002	1.672
13	2.160	1.781	58	2.002	1.672
14	2.145	1.771	59	2.001	1.671
15	2.131	1.763	60	2.000	1.671
16	2.120	1.756	61	2.000	1.670
17	2.110	1.740	62	1.999	1.660
18	2.101	1.744	63	1.998	1.669
19	2.093	1.739	64	1.998	1.669
20	2.086	1.725	65	1.997	1.669
21	2.080	1.721	66	1.997	1.668
22	2.074	1.727	67	1.996	1.668
23	2.069	1.714	68	1.995	1.668
24	2.06.	1.711	69	1.995	1.667
25	2.060	1.718	70	1.994	1.667
26	2.056	1.706	71	1.994	1.667
27	2.052	1.703	72	1.993	1.666
28	2.048	1.701	73	1.993	1.666
29	2.045	1.609	74	1.993	1.666
30	2.042	1.697	75	1.992	1.665
31	2.040	1.696	76	1.992	1.665
32	2.037	1.694	77	1.991	1.665
33	2.035	1.692	78	1.991	1.665
34	2.032	1.691	79	1.990	1.664
35	2.030	1.690	80	1.990	1.664
36	2.028	1.688	81	1.990	1.664
37	2.026	1.687	82	1.989	1.664
38	2.024	1.686	83	1.989	1.663
39	2.023	1.685	84	1.989	1.663
40	2.021	1.684	85	1.988	1.663
41	2.020	1.683	86	1.988	1.663
42	2.018	1.682	87	1.988	1.663
43	2.017	1.681	88	1.987	1.662
44	2.015	1.680	89	1.987	1.662
45	2.014	1.679	90	1.987	1.662

Sumber: Function Statistical Microsoft excel

APPENDIX VIII

Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-9474/ITK/ITK.V.3/PP00.9/08/2020

10 Agustus 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala Madrasah Tsanawiyah Negeri 1 Medan

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Khairuna Fajrin Ritonga
NIM	: 0304162110
Tempat/Tanggal Lahir	: Medan, 08 Juli 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: JL.EMPAT LINK VI Kelurahan PULO BRAYAN BENGKEL Kecamatan MEDAN TIMUR

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Madrasah Tsanawiyah Negeri 1 Medan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Dictogloss Strategy on Students' Writing Ability in Narrative Text at Eight Grade Students of MTsN 1 Medan

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 10 Agustus 2020

a.n. DEKAN

Wakil Dekan Bidang Akademik dan
Kelembagaan



Digitaly Signed

Drs. RUSTAM, MA

NIP. 196809201995031002

APPENDIX IX

Research Response Letter

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA KANTOR KEMENTERIAN AGAMA KOTA MEDAN MADRASAH TSANAWIYAH NEGERI 1 MEDAN Jl. Pertahanan Patumbak MEDAN - 20361 TEL. (061) 7864757 e-mail: mtsnmedan@gmail.com</p>
Nomor: B- 57 /MTs.09.02/PP.00.9/10/2020 Lamp: - Hal: Telah Selesai Melakukan Riset	Medan, 06 Oktober 2020
<p>Kepada Yth. Bapak Dekan Fakultas Ilmu Tarbiyah Dan Keguruan di Medan</p>	
<p>Sehubungan dengan surat saudara Nomor: B-9474/ITK/ITK.V.3/PP.00.9/08/2020 tanggal 12 Agustus 2020 perihal di pokok surat, dengan ini kami sampaikan bahwa:</p>	
Nama :	Khairuna Fajrin Ritonga
NIM :	0304162110
Tempat /Tanggal Lahir :	Medan, 08 Juli 1998
Program Studi :	Pendidikan Bahasa Inggris
Semester :	IX (Sembilan)
Alamat :	Jl. Empat Link VI Kelurahan Pulo Brayan Bengkel
<p>Telah selesai melakukan Riset Skripsi dengan judul <i>"The Effect of Dictogloss Strategy on Students' Writing Ability in Narrative Text at Ninth Grade Students of MTsN 1 Medan"</i> dari mulai tanggal 25 Agustus s.d 26 September 2020 di Madrasah Tsanawiyah Negeri 1 Medan.</p>	
<p>Demikian Surat Keterangan ini kami perbuat untuk dapat dipergunakan seperlunya.</p>	
<div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 10px;">  </div> <div> <p>KEPALA,</p>  <p>Dr. H. Penguraban Nasution, M.Pd NIP. 19642011999031003</p> </div> </div>	



