THE USE OF DICTOGLOSS TECHNIQUE TO IMPROVE THE STUDENTS' NARRATIVE WRITING ABILITY

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Abstract: The purpose of this study is to examine objectively whether or not there is a significant difference between the eighth-grade students' narrative writing ability before and after treatment using the Dictogloss Technique at SMPN 1 Klapanunggal, Bogor West Java in the academic year 2022/2023. The research method was quantitative. The pre-experimental of one group pretest-posttest design was used in this study. The participants in this study were the eighth- graders of SMPN 1 Klapanunggal Bogor, West Java. The sample for this study was made up of 40 students utilizing purposive sampling taken from random group. The result revealed that the degree of freedom 39 at a significant level of 0.05 is 1.68 based on the t-table. The conclusion is t-value 17.03 > t- table 1.68, and the alternative hypothesis (Hi) is accepted and the null hypothesis (Ho) is rejected. Thus, it can be inferred that there is a significant difference between the students' narrative writing ability before and after treatment using the Dictogloss Technique of the eighth-grade students at SMPN 1 Klapanunggal, Bogor West Java in the academic year 2022/2023.

Keywords: Dictogloss Technique, Narrative Text, Students, Writing Ability

INTRODUCTION

Writing is a difficult skill because the writer needs to know how to write words correctly and how to put those words into sentences that are meant to be meaningful and follow grammatical rules. Additionally, some students may encounter difficulties because writing is a complicated skill that requires a variety of processes and abilities. Harmer (2005) stated there are some obstacles for students with written material, such as grammar, vocabulary, handwriting, spelling, layout, and punctuation. According to Raoul (2013), students still struggle to write a strong text in English.

The reality that students' writing scores remain poor is understandable. Writing is a crucial part of learning a foreign language. Particularly when studying English, writing is an activity in which the researcher must be able to construct relevant information that the readers will understand. The writing process always involves both intellectual and creative skills. To improve this, the students must have the motivation to write, understanding about the grammar, and know a lot of vocabulary so writing ability becomes better.

The situation of how hard students are to learn and master writer also occurred in one of school named by SMPN 1 Klapanunggal, Bogor West Java. In this school, the teacher must also have the suitable technique in the process of learning to write. Some students at SMPN 1 Klapanunggal, especially in the eighth-grade have less motivation to write, are confused about grammar, and the majority of students have lack vocabulary. Meanwhile, not only students but also teachers experienced issues with writing. Teachers are also difficult to teach, which has an effect on the students' learning outcomes. The teachers still use traditional methods to teach English. The teacher only asks students to do writing assignments without any suitable techniques for motivating students to write.

The condition above indicates that an English teacher must have a technique to make students interested in writing and to make the teaching-learning process more enjoyable. It is critical to teach writing using proper strategies in order to make the writing lesson more effective, fascinating, and entertaining for the students. There are various techniques for improving and solving the difficulties described above. One of these is using the dictogloss technique. The researcher feels interested to apply the Dictogloss technique to determine if it could help students enhance their writing skills. Lidiman (2010) stated that the Dictogloss technique is an integrated-skills language learning method in which students work together to reconstruct a text that has been read to them. Dictogloss is a classroom dictation activity in which students listen to the teacher read a text, then take notes on specific keywords and work in groups to reconstruct the text.

Moreover, Valentino Sugondo (2022) has also conducted the study to examine the use of Dictogloss technique to teach writing at eighth-grade Students of SMP Mutiara Singaraja. Using the Dictogloss technique, this study aims to find out how students respond when writing descriptive text to improve their descriptive text writing skills. The result showed positive on students' writing score through Dictogloss technique. Also, Firmansyah (2020) conducted the study to investigate he use of Dictogloss Technique to improve students' ability in writing recount text of first grade students at SMK Negeri 1 Tolitoli. The purpose of this study was to determine whether or not using the Dictogloss technique enhances students' writing recount text. His findings also presented the great data of students' writing recount text score with the application of Dictogloss technique.

Based on the statements above, this study aims to examine whether the eighth-grade students at SMPN 1 Klapanunggal have differed significantly in writing narrative text before and after treatment using the Dictogloss technique. For students at SMP 1 Klapanunggal, the problem that can occur is the eighth-grade students will become bored if the learning media used is less attractive. In this research, the use of the Dictogloss technique was the right choice because the Dictogloss technique is reconstruction assignments can enhance students' awareness. Based on the results of the previous studies, Dictogloss is a tehnique for improving students' language skills by working together to restructure a story read by the teacher. There is a significant difference between the eighth-grade students' narrative writing ability before and after treatment using the Dictogloss Technique at SMPN 1 Klapanunggal, Bogor, West Java.

METHOD

The research implemented a pre-experimental design with a one-group pre-test and post-test design. This research was carried out at SMPN 1 Klapanunggal which is located on Terusan Bojong Klapanunggal street, Klapanunggal, Bogor West Java. The researcher conducted the study in eight meetings, once for the pre-test, six times for treatment, and once for the post-test. This study requires more than one month to demonstrate an improvement in students' ability to write Narrative Text using The Dictogloss Technique.

The population of this research comprises eighth-grade students at SMPN 1 Klapanunggal in the academic year 2022/2023. At SMPN 1 Klapanunggal, there are eight classes of eighth-grade students. A total of 314 students made up the population. Intake group was utilized by the researcher to choose the sample. In this study, there is only one class that would be the sample, and the researcher chose VIII D as the sample. There are 40 students in this class.

There were some processes involved in doing this research. First, the researcher gave a pre-test to the sample. It is used to measure their writing ability. Second, The researcher used a Dictogloss technique to conduct treatment in six meetings. Third, after the treatments were given, a post-test was used to measure their writing abilities and determine the use of the dictogloss technique in improving students' narrative writing ability. The data were obtained during the pre-test and post-test. The data was analyzed quantitatively. The researcher carried out a t-test statistical analysis of the paired sample test using the SPSS 25 program at the level of significance (p)+ 0.05 and the degree of freedom (df) = N-1, where N is the number of subjects (39 students). The value of the table is 1.684.

FINDINGS AND DISCUSSION

This study utilized pre-experimental research design. The research's data included a pre and post-test concerning the materials that had been given using Dictogloss technique. The study was carried out between October 12th and November 17th, 2022. This study took placed at SMPN 1 Klapanunggal on VIII D class with narrative texted as the major resource.

In this study, researchers gathered data from the results of the experimental class pre-and post-tests. A pre-test was an ability test given to students before they received treatment, and a post-test was provided to students after they had received treatment. The purpose of these two tests was to determine whether or not students' narrative writing improved by employing the Dictogloss technique. After the instrument had been acquired, it was gone on by collecting initial data in the experimental class utilizing the pre-test. The experimental class was then treated six times with the Dictogloss Technique. After the treatment, the researcher directed the post-test on the class. The post-test is used to determine the students' final ability after treatment.

Students' Pre-Test Result

The mean score for the entire pre-test is 34.88, the minimum score is 25, the maximum score is 63, and the standard deviation is 11.002.

Table 1: Frequency and Rate Percentage of the Students' Writing in Pre-test

Score	Classification	Frequency	Percentage
		Pre-test	**Pre-test**
80-100	Very Good	0	0%
66-79	Good	2	5%
56-65	Enough	0	0%
40-55	Less	10	25%
20-39	Very Less	28	70%
Total		**40**	**100%**

From the table above, the highest percentage of the students is 70% in very less classification. The medium percentage of students in less classification is 25%, and the lowest percentage of students in good classification is 5%. In conclusion, students in the eighth grade at SMPN 1 Klapanunggal have very less writing abilities, particularly in Narrative Text.
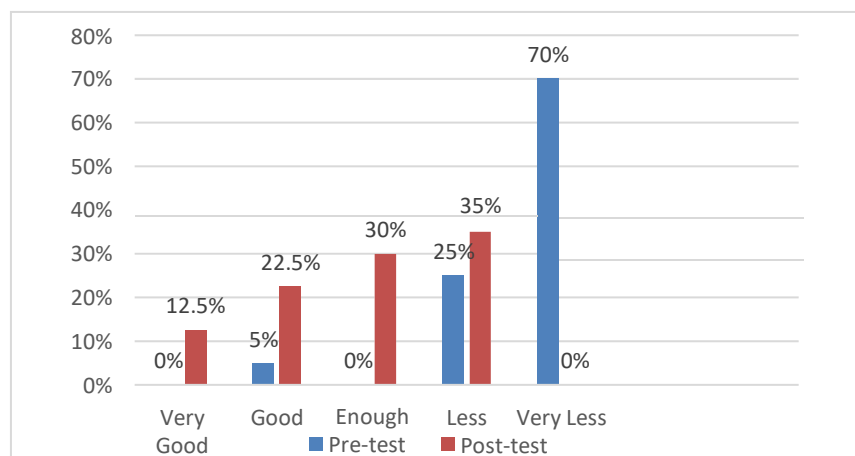
Students Post-Test Result

The mean of the whole post-test is 63.15, the minimum and maximum scores are 50 and 96, separately, and the standard deviation is 12.481.

Table 1: Frequency and Rate Percentage of the Students' Writing in Post-test

Score	Classification	Frequency Post-test	Percentage Post-test
80-100	Very Good	5	12.5%
66-79	Good	9	22.5%
56-65	Enough	12	30%
40-55	Less	14	35%
20-39	Very Less	0	0%
Total		**40**	**100%**

The table above shows the frequency and percentage of students that wrote in the post-test from 40 students. The percentage of students that have less classification is 35%, 12.5% have very good classification, 22.5% have good classification, and 30% have enough classification. In conclusion, students in the eighth grade at SMPN 1 Klapanunggal have less writing abilities, particularly in Narrative Text.

Figure 1: Percentage of the Students' Writing in Pre-test and Post-test

As a result, after doing the research, the pre-test and post-test outcomes diverge. According to the graph, after treatment, the student's frequency in the very less category decreases from 70% to 0%. Next, following treatment, the less category increases from 25% to 35%. Then, following treatment, enough category increases from 0% to 30%. Increase from 5% to 22.5% in the good category. Increase from 0% to 12.5% in the very good category. Finally, no students are receiving very less categories in the post-test anymore. As a result, using the Dictogloss Technique to Improve Students' Narrative Text Writing Ability is advantageous and helpful.

Hyphotesis Testing Analysis

The purpose of this study was to examine the level of significance of the pre-test and post-test. Accordingly, the researcher utilized a t-test analysis on the level of significance (p)+ 0.05 with the degree of freedom (df) = N-1, where N = a number of subjects (39 students), and the value of the table is 1.684, and the t-test statistical analysis of the paired sample test is performed utilizing the SPSS 25 program. As the hypothesis in this study, (Ho) demonstrates that there is no significant difference between the eighth-grade students' narrative writing ability before and after treatment using the Dictogloss Technique at SMPN 1 Klapanunggal in the Academic Year 2022/2023. The alternative hypothesis (Hi) demonstrates that there is a significant difference between the eighth-grade students' narrative writing ability before and after treatment using the Dictogloss Technique at SMPN 1 Klapanunggal in the Academic Year 2022/2023. As indicated by the table, assuming the significance is 0.05 and the t-test = 17.035 > the t-table =1.684. Then, at that point (Ho) is rejected, meaning that (Hi) is accepted. Thus, there are differences between the eighth-grade students' narrative writing ability before and after treatment using the Dictogloss Technique at SMPN 1 Klapanunggal in the Academic Year 2022/2023.

Table 2: The T-test and T-table of the Students' Improvement.

Variable	T-Test Value	T-Table Value
Writing	17.035	1.684

As can be seen in table 3, the t-test is higher than the t-table value (17.035>1.684). It signifies that there is an improvement in teaching writing skills to eighth grade students at SMPN 1 Klapanunggal using the Dictogloss Technique in the academic years 2022/2023. A conclusion that (Ho) is rejected could be inferred from the given explanation. Therefore, the alternative hypothesis (Hi) is accepted. In other words, the Dictogloss Technique could be used to improve the students' narrative writing ability in the eighth grade at SMPN 1 Klapanunggal in the academic year 2022/2023.

The results showed clearly that using the Dictogloss Technique in eighth grade could increase students' writing ability in the academic year 2022/2023. The Paired Sample Test indicates this. The paired sample t-test findings obtained a significance value of .000 < 0.05, and the result of the t-test is -17.035. This signifies that the null hypothesis has been rejected and the alternative hypothesis has been accepted. The t-test value is calculated by combining the students' pre-test and post-test scores.

Based on previous research conducted by Firmansyah (2020), the results of using Dictogloss technique to enhance students' writing in recount text is successful, and in research conducted by Valentino Sugondo (2022), the study's conclusion is that the Dictogloss technique can help VIII grade students at SMP Mutiara Singaraja improve their skills to writing descriptive text. Both studies are also felt and proven in research conducted by the author, the result is using Dictogloss Technique assist students in writing some texts, particularly narrative texts. The Dictogloss Technique can help students enhance their writing ability in narrative text.

CONCLUSION

This study is intended to examine the use of Dictogloss technique to improve the students' narrative writing ability. The study was carried out at SMPN 1 Klapanunggal Bogor by the researcher. This study's sample is from the eighth grade, with a total of 40 students. This study aims to determine whether the eighth-grade students at SMPN 1 Klapanunggal have differed significantly in writing narrative text before and after treatment using the dictogloss technique in the academic year 2022/2023. The results of this research showed that the eighth-grade students at SMPN 1 Klapanunggal have differed significantly in writing narrative text before and after treatment using the dictogloss technique in the academic year 2022/2023.

The result demonstrates that the t-test value is higher than the t-table value. The t-test value is 17.03. However, the t-table value at a significant level of 0.05 is 1.68, with a degree of freedom of 39. Furthermore, the alternative hypothesis (Hi) is accepted. The teacher should be more knowledgeable about it. It leads the teacher to focus on the students' note-taking and writing. The assessment of writing ability is not about the students' writing, but it is about their knowledge of the information that they have reconstructed. The Dictogloss technique should make it easier for the teacher to assist students with reassembling the text during the learning process, resulting in more structured narrative text results. When the students use the Dictogloss technique, students are suggested to concentrate more on the writing ability that has been listened to, as it will be difficult for them to remember the points if they do not.

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