

**IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE PARAGRAPH
THROUGH DICTOGLOSS TECHNIQUE AT
GRADE X SMA NEGERI 2 TANJUNG BALAI
IN 2019/2020 SCHOOL YEAR**

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ABSTRAK

This study deals with improving students' ability in writing narrative paragraph through Dictogloss Tehnique This study was conducted by using classroom action research. The Population of this research was the students' SMA Negeri 2 Tanjung Balai. There were seven classes in X. But the research took one class that was X / 6 class as the sample of this research. This class consisted of 28 students. The research was conducted in two cycles and every cycle consisted of there meetings. In collecting the data, the research used test, questioner and observation sheet. Based on the writing test scores, students' kept improving in every test. In pre-test the mean scores was 39,9. In the first cycle test, the mean score was 70,9 and in second test, the mean score was 92,1. The improvement also can seen from the percentages of students' ability in writing. In the pre-test only two students who got point 70 above with the percentages 7,1 %. In the first cycle two students' who got point 70 above with the percentages 42,8%. It means that there was an improvement about 35,7 %. In the second cycle test twenty-eight students got point above witt the percentage 100 %. The improvement of students' behavior and participation in the class. In the cycle, some students could not pay attention and focus on teacher's presentation. Nevertheless, in the second cycle, they were able to focus and participated on the teacher's command. The students looked interesting and focused when composing a paragraph. It could be concluded that Dictogloss Tehnique could improve students ability in writing especially writing narrative paragraph.

Key words : Narrative, Writing, Dictogloss Tehnique

I. INTRODUCTION

1.1 Background of the Problem

In teaching learning process of English subject, students have four skills. They are speaking, Listening, Reading, and Writing. Writing is one of four skills that must be mastered by the students. Writing begins at the time when man learns to communicate his thought and feeling in form of written. It means that by writing people can express their ideas, opinions, experiences, events, and histories into a sequence of words combined into sentences in a form of paragraph in which every sentences is related one with another words. Jeremy Harmer (2004:31) stated that writing encourages students to focus on accurate language use and they think as they write. Students should be taught how to express their ideas through written form.

In fact most of the teachers focus on speaking, listening and reading before they teach their students how to write. The writing problems can be shown in several conditions, such as:

1. The researcher found some problems that many students in Senior High School are lazy and bored when they are asked to write. Because they don't use their mind to think about something to write. They think that writing is difficult and not important in Learning English subject.
2. Most students are difficult to choose the appropriate words, because in making a story, students have to know some vocabularies related to the story. For example, when they are asked to tell about holiday, such

as : going to the zoo, hill-park etc. And in making a story, especially narrative it needs to know the use of tenses, because narrative usually refers to telling the story related to the experiences can be in the past, so the students should know how to use the tenses when they tell something to write.

3. Another problem that the students have in writing is determining the topic or main idea of paragraph and the purpose of a story.

Students are difficult to determine the main idea or the purpose of a story of a paragraph because they are lack of vocabularies and seldom create a story. Absolutely, it makes them trouble in determining the main idea because they do not know the meaning and do not know how to determine the purpose of a paragraph. They seldom even never be a writer of a story, they do not think how to make a story, do not know how to convey something when they want to write something to tell.

METHOD OF RESEARCH

3.1 Research Design

3.1.1 Location

The study was be conducted to the student at SMA Negeri 2 Tanjung Balai. The researcher chooses this school because the researcher ever taught in this school for three months and found that students are difficult in learning writing.

3.2 Subject and Object of Research

3.2.1 The Subject of Research

The subject of this research is the students of SMA NEGERI 2 TANJUNG BALAI , the students are grade class X.

The class consists of seven classes. They are X-1, X-2, X-3, X-4, X-5, X-6 and X-7. But the research chooses at X-6 which of 28 students, because in that class students are low in writing ability.

3.2.2 The Object of Research

The object of research is the application of Dictogloss technique as a way to improve students' ability in writing narrative paragraph.

3.3 Source of Data

The source of the data in this research are the students of SMA Negeri 2 Tanjung Balai grade X-6 and the English teacher in that school as the observer of

this classroom action research. The data from the students will be useful for the research to measure the students' ability in writing narrative paragraph and the students' interest in learning narrative by Dictogloss technique. The data from the teacher in that school will be useful for the research to know the result of observation sheet of this research.

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3.4 Tehnique for Analyzing Data

This study was apply qualitative and quantative data. The qualitative and quantitative data will be found from questioner and observation sheet by describing the situation during the teaching and learning process and the quantitative data will be found by analyzing the score test of the students.

The developmentof students' score for each cycle, the mean of the students' score will be computed with the following :

$$\bar{X} = \frac{\sum X}{N}$$

Where :

- X : the main of the students
- $\sum X$: the total score
- N : the number of the students

In know the complete score of students, the research uses the minimum of complete score (KKM). The national target of curriculum is the score minimum that's ≥ 85 . The students will be considered as complete if their score are more than 85. There will be five criteria based on the students' score. Below, it is the criteria level of success students' lerning in percent :

>85 %	high
71-84 %	high enough
56-70 %	enough
31-55%	low
<30%	very low

Nasehuddin and Gozali (2012) categorized the percentage of the students from each cycle with this following formula :

$$P = \frac{F_x}{N} 100\%$$

Where :

- P = the percentage of students
- F = the frequency of the students who get the point > 70
- N = the total number of students' who do the test

CHAPTER IV

DATA AND DATA ANALYSIS

4.1. Data

This research used classroom action research which consisted of two cycles. Each cycle had four steps namely planning, action, observation/evaluation and reflection of three meetings.

To know the students' ability in writing, the research did the pre-test to see the first condition of students' ability in writing paragraph especially narrative paragraph. From the result of pre-test, it was found that 2 students' got point >70 while 26 students' still incomplete. The mean score of students' in pre-test was 39,9. In the pre-test there was 7,1 % with 2 students got point > 70. The percentages of students' ability in writing in the pre-test could be shown in the table and graphic below :

The Students' Writing Score in Pre-Test

No	Name	Pre-Test	Valuation
1	Alda Almirah Br.Hasibuan	28	Incomplete
2	Asyfa Nadya Nasution	37	Incomplete
3	Bayu Syahputra	35	Incomplete
4	Darawiza Sitorus	33	Incomplete
5	DTM. Firman Gunawan	25	Incomplete
6	Ferdy Armansyah	39	Incomplete
7	Fikri Hanif	72	Complete
8	Govvi Dwi Septian	23	Incomplete
9	Hafazira Sima	29	Incomplete
10	Hasnizah Gurning	37	Incomplete
11	Ikhwana Rizky Samosir	36	Incomplete
12	Indra Vandameg	23	Incomplete
13	Khairul Akbar	21	Incomplete
14	Khoiriah Marpaung	29	Incomplete
15	Leni Andriani	25	Incomplete
16	Mhd. Syah Pauzi Nst	39	Incomplete
17	Muhamma d Adrian Surya	45	Incomplete
18	Muhamma d Wahyu Prasetyo	47	Incomplete

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19	Rahmah Fauzi Tampubolon	53	Incomplete
20	Rifki Yandi	52	Incomplete
21	Salmiyana	45	Incomplete
22	Siti Aisah	55	Incomplete
23	Usman Ritonga	28	Incomplete
24	Windayati	37	Incomplete
25	Yudha Febri Tambunan	53	Incomplete
26	Muhamma d Eddi Alfarizi	58	Incomplete
27	Devi Ananda	71	Complete
28	Khairunnisa	42	Incomplete
Total $\sum X =$ 1117		2	Students complete
Mean $\bar{x} =$ 39,9		26	Students incomplete

4.2 Data Analysis

4.2.1. The first Cycle

The first Cycle consisted of four step, they were Planning, Action, Observation/Evaluation and Reflection

a. Planning

Based on the result of the pre-test, which had been administrated before, it was found that the students' writing ability was bad. So, the researcher had been conducted some steps :

- 1) To improve students' ability, the research composed lesson plan, chose and prepared the material, media such as s picture, relevant book and writing test.

- 2) The researcher prepared the observation and questioner sheet to observe and evaluated the students' score and activities.

b. Action

In the first cycle, the implementation of Dictogloss Tehnique not enough to improve the students' writing ability. It caused by some problems below:

- 1) Several groups of students' were not be used to study with their groups.
- 2) There were several students' who still did not comprehend how the process of cooperative learning, how they shared and worked with their friends.
- 3) There were several students' who still did not understand about narrative paragraph and how to compose it. To solve the problem, the researcher made some actions below :
 - a. The researcher gave comprehension of the important of team works, their participation in group.
 - b. The researcher helped several groups who still not inderstand about the steps in cooperative learning by Dictogloss Tehnique.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the study there were an improvement on students' ability in writing by using Dictogloss Tehnique. It could be concluded below :

1. The applying of Dictogloss Tehnique with cooperative learning method could improve students' activities in teaching learning process especially in learning writing.
2. From the result of the mean score of two cycles, there was a

significant improvement from pre-test to cycle II. The mean of pre-test was 39,9 the first cycle was 70,9 and the second cycle was 92,1

3. The percentages of students ability in writing from pre-test to cycle II show the improvement. The improvement from the first cycle to the second cycle was 57,2 % with that, it could be concluded that Dictogloss technique had improved students' writing ability.
4. With the cooperative learning method which was included in Dictogloss technique in teaching learning process made students active more in the class. They studied with their groups, shared their knowledge and tried to improve their self- confidence in presented their works.

5.2 Suggestion

After presenting the conclusion of this research, wish some suggestion has positive value to the readers.

1. Suggestion for futher research
 - a. Consdering the implementation of this research has been running for two cycles, the researchers or the teachers are expected to continue the research to get more increasing findings.
 - b. Instruments test used in this research was still far from the perfect and not satisfied at the level of validation. The following research can be conducted by implementing standart instrument.
2. Suggestion for application the result of research
 - a. Teacher have to improve their technique in teaching writing as subject matter to make their students understand how to make a good writing paragraph especially narrative

- paragraph. One of the technique that can teachers apply is Dictogloss technique.
- b. Considering the Dictogloss Tehnique can encourage more active students' some teachers or even a school with relatively similar characteristic can apply similar strategy to heigten learning in more active student participation to engage their interst.
 - c. Students must do more practice in writing paragraph
3. Suggestion for reflection the result of research
 - a. The students' should learn more about narrative texts in order they can get more knowledge. It will be better for them to use the steps in writing when they write something in order they can make a good writing. If they have many difficulties, they can ask the teacher.
 - b. It will be better for the teachers to use the rule in writing, in this case is the steps in writing when they teach writing in order they can increase the students' achievement in writing. They also should help their students' when their students have difficulties in writing.
 4. Suggestion for teacher and students the result of research
 - a. The teacher and the students must work together in teaching and learning process, especially in writing lesson, they should help each other to make the teaching writing process successful
 - b. It will be better for the teachers to use the rule in writing, in this case is the steps in writing when they teach writing in order they can increase the students' achievement in writing. They also should help their students' when their students have difficulties in writing.
 - c. The teacher and the students must work together in teaching and learning process, especially in writing lesson, they should help each other to make the teaching writing process successful
 - d. The students' should learn more about narrative texts in order they can get more knowledge. It will be better for them to use the steps in writing when they write something in order they can make a good writing. If they have many difficulties, they can ask the teacher.

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