

**TEACHING AND LEARNING WRITING USING DICTOGLOSS AT THE  
FIRST SEMESTER OF THE EIGHTH GRADE OF SMP AL HUDA  
JATIAGUNG, SOUTH LAMPUNG IN 2017/2018 ACADEMIC YEAR**



**A Thesis**

Submitted as a Partial Fullfillment of  
the Requirements for S1-Degree

**By**

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## ABSTRACT

### TEACHING AND LEARNING WRITING USING DICTOGLOSS AT THE FIRST SEMESTER OF THE EIGHT GRADE OF SMP AL HUDA JATIAGUNG, SOUTH LAMPUNG IN 2017/2018 ACADEMIC YEAR

In learning English, there are four skills need to mastered by students, there are listening, speaking, reading, and writing. Writing as one of the productive skills is required by the learners to communicate in written form. The implementation of interesting and effective technique, media, or strategies are needed by a teacher. One of the techniques in teaching writing is Dictogloss technique. This research was conducted because writing score of the students were still low. The objectives of this research were to know and describe the process of teaching and learning writing using Dictogloss, to know and describe the teacher's problems in teaching writing using Dictogloss, to know and describe the students' problems in learning writing using Dictogloss.

In this research, the writer used descriptive qualitative research method. The writer chose one of the six classes of eight grade who get lowest average score of English subject in writing. the writer chose VIII A which consisted 35 students. In collecting the data, the writer used three kinds of instruments, they were observation, interview, and questionnaire. The writer used three major phase of data analysis, they were data reduction, data display, and conclusion or verification. The writer conducted the research in two meetings. The writer analyzed the process of teaching and learning writing using dictogloss, teacher's problems and students problems in teaching learning using dictogloss.

After analysing the data, there were points of the result. The process of teaching and learning writing using Dictogloss at SMP Al Huda had been conducted, the process were pre-activity, main-activity and post-activity. The teacher's problems in teaching writing using Dictogloss were the teacher had difficulties to calm and handle the students that seemed noisy during reconstructing activity and he should be guide the students when reconstructed their writing. The problems faced by students in learning writing using Dictogloss were that the students felt confused to developed their ideas because they did not understand to the words that teacher read. Furthermore, the students had limited vocabulary, wrong capitalization, punctuation, grammatical error and organisation. They also needed too much time to discuss with their friend when reconstruction activity.

**Keywords:** Dictogloss, teaching writing, descriptive qualitative research



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
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## MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun, By the pen and by the (record) which (Men) write”.<sup>1</sup> (Al-Qalam: 1)




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<sup>1</sup> Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, p. 57

## DECLARATION

I hereby certify that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in text.

Bandar Lampung, October 2017

Declared by,

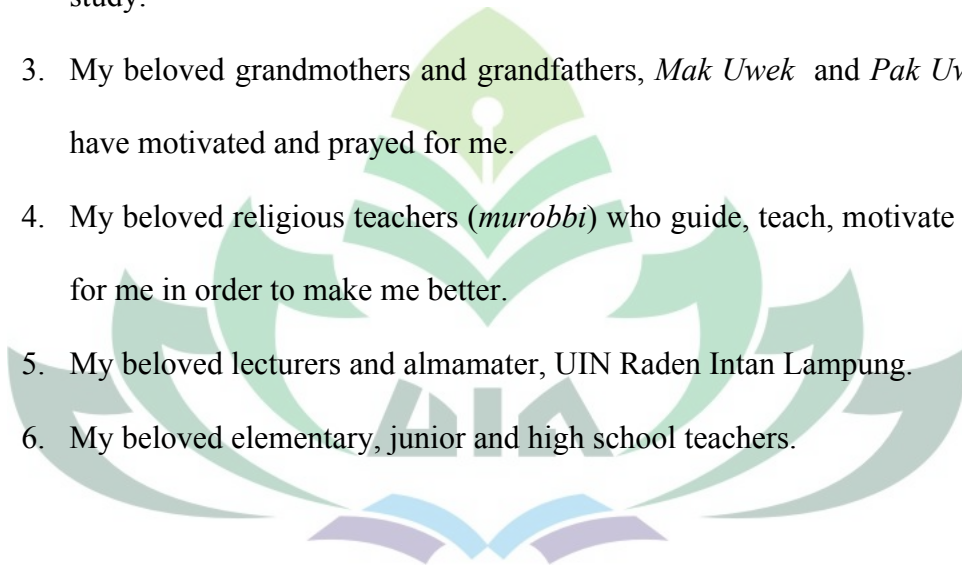
Ani Latifah



## DEDICATION

This thesis is dedicated to:

1. My beloved mother and father, Marsiah and Ahmad Jaelani, who have given the best inspirations, pray, love and everything for me.
2. My beloved brother, Aldi Putra Fareza who has motivated me to continue my study.
3. My beloved grandmothers and grandfathers, *Mak Uwek* and *Pak Uwek*, who have motivated and prayed for me.
4. My beloved religious teachers (*murobbi*) who guide, teach, motivate and pray for me in order to make me better.
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6. My beloved elementary, junior and high school teachers.

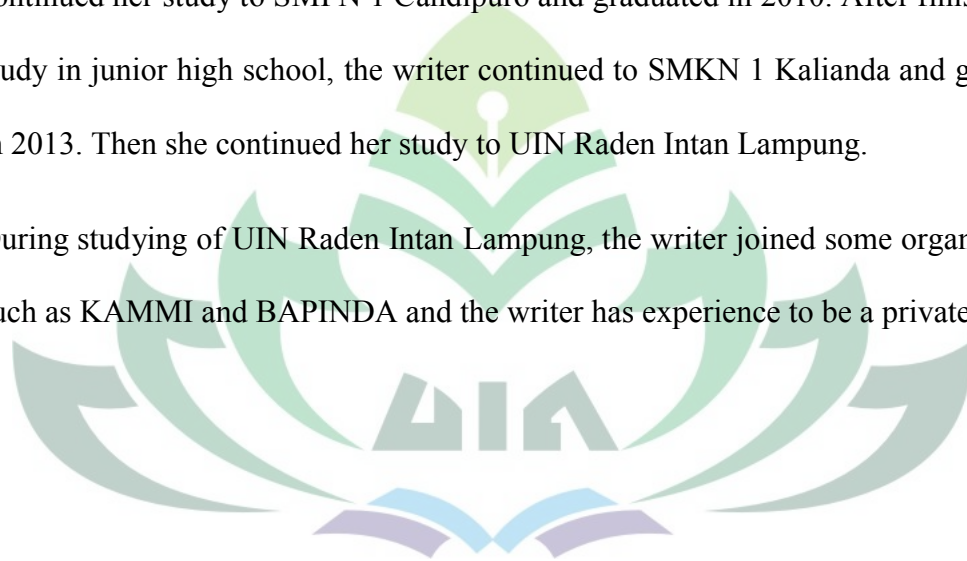


## CURRICULUM VITAE

The writer's name is Ani Latifah whose nickname is Ani. She was born in Bumi Jaya, on November 12<sup>th</sup>, 1995. She is the eldest of two children of Mrs. Marsiah and Mr. Ahmad Jaelani. She has one brother whose name is Aldi Putra Fareza.

The writer started her formal study in SDN 1 Bumi Jaya and graduated in 2007. She continued her study to SMPN 1 Candipuro and graduated in 2010. After finishing her study in junior high school, the writer continued to SMKN 1 Kalianda and graduated in 2013. Then she continued her study to UIN Raden Intan Lampung.

During studying of UIN Raden Intan Lampung, the writer joined some organizations, such as KAMMI and BAPINDA and the writer has experience to be a private teacher.





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This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

For that reason, the writer would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, none is perfect and neither is the final project. Any corrections, comments, and criticism for the betterment of this final project are always open-heartedly welcomed.

Bandar Lampung,

2017

The writer,

Ani Latifah

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

There are four language skills in learning English, one of them is writing. Harmer says, “Writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching English.”<sup>1</sup> So, writing is the one of the skill that is used to asses the student’s achievement of English in school exam. To understand writing, we need to explore the practice that people engage into produce text as well as the ways that writing practice again their, meaning and function as dynamic elements of specific cultural settings”.<sup>2</sup> Based on the statement above, student should be able to express ideas, thoughts, through writing skill especially in senior high school.

For many students writing is difficult to be mastered. Writing is not an innate natural ability like speaking but has to be acquired through years of training or schooling.<sup>3</sup> It can be said that writing is difficult skill to learn because it is more formal and impact. Besides that, it requires the learners a long process to master it.

---

<sup>1</sup> Jeremy Harmer, *How to Teach Writing*, Harlow:Longman, 2004. P.31

<sup>2</sup> Charlez Bazerman, *An Introduction to Analyzing Texts and Textual Practices*, London: Lawrence Erlbaum Associates. P.2

<sup>3</sup> John M. Swales, *Academic Writing For Graduate Students Essential Tasks And Skills*, Arbor: the University of Michigan Press. P.22

English is the international language. Language is a set of rules used by human as a tool of their communication.

Therefore, language can be used to express ideas, thought, opinions, and feelings as Brown says that language is more than a system of communication. It involves whole person, culture, educational, developmental communicative process.<sup>4</sup> On (QS. Ibrahim : 4) said :

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلَّ اللَّهُ  
 مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

that means “And We never sent a messenger save with the language of his folk, that he might make (the message) clear for them. Then Allah sendeth whom He will astray, and guideth whom He will. He is the Mighty, the Wise”. It means that God sent the apostles in a language appropriate to the culture of the people.

Therefore, it is a must for people to learn English. Whether, they are students, worker, or other occupations that they belong to, they must study English. It can be learn through learning at school, in a course, or in their own ways. People must learn the language skills in order to master English well. The journey of the learning can be similar to a child learning to walk where may fall down to the floor and get up to stand again and learn to walk continuously so that can walk well. It is also same when we learn a language. We must learn continuously and patiently. There are four skills

---

<sup>4</sup> H Douglas Brown, *Teaching By Principles An Interview Approach to Language Pedagogy Second Edition*, San Fransisco: Longman, 2001. P.34

in language, listening, speaking, reading, and writing. Writing as one of the language skill at any level of education that has to be master is rather difficult than other skills. Students feel difficult to arrange their ideas in papers.

Actually they have ideas but it is hard for them to deliver it into their paper or they cannot choose what ideas should be chosen to develop.

Based on the preliminary research at SMP Al Huda Jatiagung, the writer found that teaching and learning writing using dictogloss was applied there. The writer chose this school because the score of the students at SMP Al Huda Jatiagung were still low especially in writing. Based on the information that, the writer got information from the English teacher there, some students found difficulty in writing. It happened because they did not have ideas to write, and did not have many vocabularies. Moreover, the students also got difficult to developed their ideas. Furthermore, based on the interview with English teacher of eighth grade there, about the criteria of the score in writing skill. Based on criteria of Brown, the writing score of the students is poor if the students get 45-67. (See appendix 8). Based on the data obtained by writing test from the students of the eighth grade at SMP Al Huda Jatiagung, as from 213 students of VIII grade only 62 students got score above criteria and 151 students got under criteria, and from six classes there, VIII A grade is the class that most got under criteria.<sup>5</sup>

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<sup>5</sup> Renda Hidayatullah, English Teacher of SMP Al Huda Jatiagung, an *Interview*, January 12<sup>th</sup>, 2017, Unpublish

There are several previous research that relevant to this research as follows :

Muwafiqoh (2011) discussed about “The Use of Dictogloss Teaching Technique to Improve Students’ English Achievement”. The result finally showed that using dictogloss teaching technique could improve students’ activeness, interested and achievement. The implementation of dictogloss teaching technique was reasonable because it could give students a chance to knew what they don’t know and how to fix.

Tita Nurul Fajriyani (2011), discussed about Improving Students’ Writing Ability Through Clustering Technique”. The research can be concluded that clustering technique could improve students’ writing ability. It can be proved from the following fact. First, the improvement could be seen from the increase of students’ mean writing score from 55.85 or 9.7% of the class percentages which pass the criteria in the preliminary study, and 66.13 or 38.7% of the class percentages which pass the criteria in the first cycle, to 73.19 or 87.1% of the class percentages which pass the criteria in the second cycle. Second, from the result of field notes, it showed that the class condition during teaching learning process creates the positive atmosphere in the classroom, and also makes students creative in finding the ideas. Third, the result of questionnaire showed that students gave positive responses to the implementation of clustering technique in the teaching learning process of writing. Moreover, Clustering Technique would be alternative strategy in teaching writing.

Nora Nikmatul Jannah (2014) discussed about “The Effectiveness of Using Dictogloss Technique to Improve Students’ Listening Ability”. The research showed

that difference between the average of students' score before they were taught using dictogloss technique (50.90) and after they were taught dictogloss technique (83.86). Statistical calculation using t-test showed that the score of tcount (16.61) was greater than that of ttable (2.08) with significant level 5% and degree of freedom of 21. It was concluded that dictogloss technique is an effective technique in teaching listening to junior high school, especially for eighth grade students.

Based on the discussion in previous research above, there are some differences and similarities. The difference lie on skill and technique. Therefore, the writer is interested to conducted the research entitle "Teaching and learning writing using dictogloss at the first semester of the eighth grade of SMP Al Huda Jatiagung in 2017/2018 academic year"

As such, the writer wants to know the teaching and learning process of English subject in SMP Al Huda Jatiagung by observing the technique used by English teacher in teaching writing, that is dictogloss technique. In addition, the writer wants to find information about the causes of low score of the students, the problems that are faced by the teacher and students in teaching learning process of writing.

## **B. Identification of the Problem**

Based on the background above, the writer identified that there were the problems as follows :

1. The students had low ability in writing.
2. The students felt difficult and confused to develop their ideas to write.

## **C. Limitation of the Problem**

Based on the identification of the problem above, the writer focused on “Teaching and learning writing using dictogloss at the first semester of the eighth grade of SMP Al Huda Jatiagung in 2017/2018 academic year“

## **D. Formulation of the Problem**

Based on the background above, the writer formulated the problem as follows :

1. How was the process of teaching and learning writing by using dictogloss at the eighth grade students of SMP Al Huda Jatiagung?
2. What were the teacher’s problem in teaching writing by using dictogloss at the eighth grade students of SMP Al Huda Jatiagung?
3. What were the students’ problem in learning writing by using dictogloss at the eighth grade students of SMP Al Huda Jatiagung?

### **E. Objective of Research**

The objective of the research can be formulate as follows :

1. To know and describe the process of the teaching writing by using dictogloss at the first semester of the eighth grade of SMP Al Huda Jatiagung in 2017/2018 academic year.
2. To find out the teacher's problems in teaching writing by using dictogloss at the first semester of the eighth grade of SMP Al Huda Jatiagung in 2017/2018 academic year.
3. To know and describe the students' problems in learning writing by using dictogloss at the first semester of the eighth grade of SMP Al Huda Jatiagung in 2017/2018 academic year.

### **F. Uses of the Research**

This research can be used :

1. Theoretically
  - a) By using dictogloss, it is expected to motivate the students in learning writing, so that their English writing ability will be develop.
  - b) By using dictogloss, the teacher can improve students' writing ability in teaching learning process so the goal of learning can be achieved.

#### 2. Practically

For practical, this research is expected to give information of English teacher of SMP Al Huda Jatiagung about teaching writing using dictogloss.

## **G. Scope of the Research**

The scope of the research as follows :

### **1. Research Subject**

The research subject were the students and teacher at the first semester of the eighth grade of SMP Al Huda Jatiagung.

### **2. Research Object**

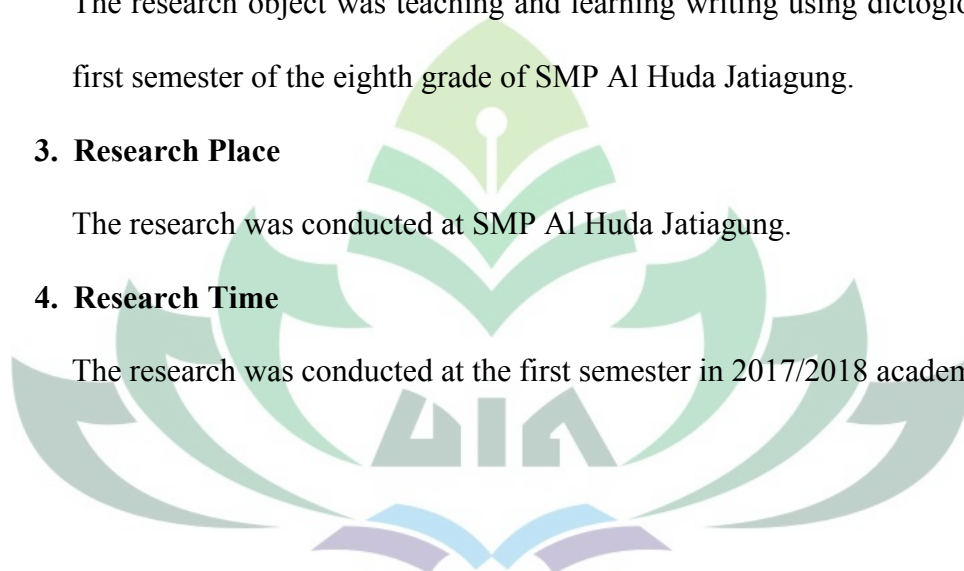
The research object was teaching and learning writing using dictogloss at the first semester of the eighth grade of SMP Al Huda Jatiagung.

### **3. Research Place**

The research was conducted at SMP Al Huda Jatiagung.

### **4. Research Time**

The research was conducted at the first semester in 2017/2018 academic year.







## **CHAPTER II LITERATURE REVIEW**

### **A. Teaching and Learning**

#### **1. Definition of Teaching**

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>1</sup> It means that teaching is your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom technique.

In addition, Brown states that teaching can be defined as providing opportunities for students to learn. It is an interactive process as well as intentional activity.<sup>2</sup> However, students may not always learn what the teacher intend to teach about, and sometimes they may also learn notions which the teacher do not intend them to learn.

According to Harmer, teaching means give (someone) knowledge or to instruct train (someone).<sup>3</sup> It can be inferred that language teaching is the process of helping someone to learn how to acquire the language that he or she wants to learn or master it.

---

<sup>1</sup> H. Douglas Brown, *The Principles of Language Learning and Teaching* (Fourth Edition), San Fransisco: Longman, 2000, P.7

<sup>2</sup> George Brown, *Effective Teaching in Higher Education*, Taylor: Routledge, 2002, P.2

<sup>3</sup> Jeremy Harmer, *How to Teach English*, Harlow: Longman, 1998, P.24

There are some basic elements of teaching :

a. Students

Students is a component of the system of education that will be educated, so that whe will become the qualified human beings as states in national educational goal. In the modern view, student is not only being education object and targer but also as the education subject.<sup>4</sup>

It means that students get involves in teaching learning activities. As education subject, the students have right to be active in increasing their creativities.

The successful of the students in learning process is mostly influenced by their motivation. Whatever the teaching method used by the teacher, if the students are highly motivated, they really want to learn and they have powerful reasons for doing so, the result of the learning process can be achieved optimally.<sup>5</sup> It means that a teacher should know how to cultivate the spirit of students in the learning process, so that the learning process will get optimal results with teaching methods that teachers prepare to teach.

b. Teacher

Teacher is the professional person who has the main duty to teach, guide, motivate, train, measure, and evaluate the students in education role.<sup>6</sup> The good teacher knows the exact planning and organization to increase effectiveness and

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<sup>4</sup> H. Douglas Brown, *Op.Cit*, P. 10

<sup>5</sup> Jeremy Harmer, *Op.Cit*, P.8

<sup>6</sup> *Ibid*, P. 3

improve students' achievement. As one element of education, teacher should have the special skill and knowledge in doing her duty well and effectively.

A good teacher is someone who helps rather than shouts, able to correct the students without offending them, able to understand and help the students' difficulties in teaching learning process.<sup>7</sup> It means, that good teachers know that the best way to learn is to set the classroom with easy learning facilities and remain as responsible as ever, share in all they do, watch the progress, criticize and necessarily give specific instruction to the students.

Based on the explanation above, teaching is guiding and facilitating learning for students to give knowledge or to instruct, train how to acquire the language that he or she wants to learn or master it. In the process of teaching, there are some basic elements of teaching, there are students and teacher. Students is a component of the system of education that will be educated to become the qualified human beings as stated in national educational goal. But, the success of the students in learning process is influenced by the teaching method and students' motivation. Whereas, teacher is the professional person who has the main duty to teach, guide, motivate, train, measure, and evaluate the students in education role. A good teacher should know the best way to set the classroom to facilitate and help the students' difficulties in teaching learning process.

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<sup>7</sup> *Ibid*

## 2. Definition of Learning

Learning is a process of change from not knowing to knowing. According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.<sup>8</sup> In addition, learning activity need students' active and focuses. Perhaps learning activity can be work better.

Breaking down the components of the definition of learning, wa can extract domains of research inquiry, as follows :

- a. Learning is acquisition or “getting”.
- b. Learning is retention of information or skill.
- c. Retention implies storage systems, memory, and cognitive organization.
- d. Learning involves active, conscious focus on, and acting upon events outside or inside organism.
- e. Learning is relatively permanent but subject to forgetting.
- f. Learning involves some from of practice, perhaps reinforced practice.
- g. Learning is change in behavior.<sup>9</sup>

These concepts can also give way a number of subfields within the discipline of psychology, there are acquisition processes, perception, memory (storage) systems, recall, conscious and subconscious learning style and strategies, theories of

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<sup>8</sup> H. Douglas Brown, *Op.Cit*, P.8

<sup>9</sup> *Ibid*, P.7

forgetting, reinforcement, and the role of practice.<sup>10</sup> Process of learning means the students have to achieve the purpose of learning process.

Learning can be defined as changes in behavior.<sup>11</sup> This changes occur as a consequence of experience in some specified situation. The change brought about by developing a new skill, understanding a specific law and changing attitude. The change is not merely incidental or natural in the way human appearance change as people get older. Learning is relatively permanent change, usually brought about intentionally.

Based on the statement above, the writer concludes that learning is the process of the students to understand and master the lesson or the subject that give to them. In addition, learning process means the activities to help the students to acquire or develop knowledge and skill.

## **B. Writing**

### **1. Definition of Writing**

There are several definitions given by linguists about writing. Writing is the process of exploring one's thoughts and learning from the act of writing it self what these thoughts are. Rather than being the development of some preconceived and

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<sup>10</sup> *Ibid*

<sup>11</sup> Guy R. Lefrancois, *Psychology for Teaching*, California: Wadsworth Publishing Company, 1972, P.8

wellformed idea.<sup>12</sup> It means writing is the record of an idea developing. It is a process whereby an initial idea gets extended and refined. Usually someone who like write more easier to pour their ideas.

Writing is an action-a process of discovering and organizing ideas, putting them on a paper, reshaping and revising them. In other words, writing has to be coherent and cohesive where the ideas in the writing should make sense and be connected logically.<sup>13</sup> So, if the ideas that we pour unreasonable, it will make us more difficult for ourselves to develop our writing.

Writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages.<sup>14</sup> Process or stage is the one who will lead us to more easily our ideas in writing. If we do not know the process and its phases maybe we would be a bit difficult to write.

Nunan illustrates that writing can be viewed as involving a number of thinking processes which are down upon in varied complex ways an individual composes, transcribes, evaluates, and revises. Writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the

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<sup>12</sup> Vivian Zamel, *Writing: The Process of Discovering Meaning*, Boston: Tesol Quartely, 1982, P.197

<sup>13</sup> Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraph, and Essays*, New York: Longman, 2005, P.5

<sup>14</sup> Vicki Urquhart & Monette McIver, *Teaching Writing in the Content Areas*, Alexandria: Library of Congress Cataloging, 2005, P.5

spoken language.<sup>15</sup> It means that writing have varies process in development to creating communicative needs readily the which cannot be met by spoken language.

From the explanation above, it can be concluded that writing is the process of exploring one's thoughts putting them on a paper, reshaping and revising them. Writing appears as the result of cultural changes and needs memory to remember and think. In addition, it is also a long process which requires both time and energy. Writing is also a unique and surprise process.

## 2. Components of Writing

Writing has some components that should be attended. There are some components of writing as follows :

1. Mechanics. The use of mechanics is due to capitalization, punctuation, and spelling appropriately.
2. Content. The component of writing should be clear to readers. So, the readers can understand that message conveyed and gain the information from it.
3. Organization. The process of organization materials in writing involves coherence, order of important, general to specific, specific chronological order and spatial partent.
4. Vocabulary choice. One of the requirements of good writing always defines on the effecticve use of words words play dual roles, to communicate and to evoke, to let the readers to perceive and feel.

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<sup>15</sup> David Nunan, *Language Teaching Methodology*, New York: Prentic Hall, 1991, P. 84



5. Language Use. Language use of writing involves correct usage endpoints of grammar. There are many points of grammar such as verbs, nouns, agreements.<sup>16</sup>

In writing has some criteria in order component that becoming a good article or text in accordance with the nature of a text. Mechanics play important role in making more sensible since the use inappropriate comma or semi colon, in one sentence will significantly change the material from its material meaning. Grammar is very essential in writing since to be readable, writing material must be composed in such good logical order, the use of appropriate verb tense, and also of appropriate sentence in conveying an idea. Organization is also the large elements of writing that ideas with the content of writing, if it is not composed in a good organization, the content will not be do meaningful, and even it cannot tell what we really want to say. The last is vocabulary choice, the use of inappropriate vocabulary will lead to difficulty in comprehending the ideas precisely it could lead to miscommunication.

### **3. Writing Process**

Writing cannot be produced instantly, it needs process that is the stages a writer goes through in order to produce to something in it final writing from. This process may of course, be affecting by content (subject matter) of the writing, the type of writing (shopping, list, letter, essays, reports, or novels) and the medium it is writing (pen and

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<sup>16</sup> Christopher Tribble, *Language Teaching Writing*, Oxford: Oxford University, 1996, P. 130

paper, computer word file, live chat, etc). In all of cases it is suggest that the process has four main elements that can represent in the following ways :

### **Planning – Drafting – Editing – Final Draft**

For explanation above, it means that the writer must know how to write well and how to writing process in order that the reader can understand about our writer. Based on the theory above, the writer assumes writing cannot be produced spontaneously, it need process, the writing is a skill that needs process to develop, it need much amount of practice to master.

#### **1) Planning**

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making details notes. For others a few jotted words maybe enough. Still other may not actually write down any premilinary notes at all since they may do all their planning in their heads. But they will have planned, nevertheless, just ask the shopping list writer has thought at some level of conciousness about what food is needed before writing it on the piece of paper.<sup>17</sup> In this step we should decide the topic that we want to write or if we assigned one, the topic should be focused on something that interesting to us.

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<sup>17</sup> Jeremy Harmer, *How to Teach Writing*, Harlow: Pearson Education Limited, 2004, P.4

## 2) Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing proceeds into editing, a number of drafts maybe produced on the way to the final version.<sup>18</sup> In this step, we try to write our ideas into paper. Keep going write in order that our ideas flow although sometimes we feel what we have written wrong spelling, tense or punctuation, for we will do the next step of writing process, editing.

## 3) Revising

Once writers have produced a draft they then, usually, read through what have they written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around ir write a new introduction.<sup>19</sup> In this step, we see our own writing wholly about punctuation, spelling and grammar, besides the content itself.

## 4) Final Draft

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final draft. This may look considerably different from both original plan and the first draft, because things have changed in the

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<sup>18</sup> *Ibid*, P.4

<sup>19</sup> *Ibid*

editing process. But the writer is now ready to send the written text to its intended audience.<sup>20</sup> In this step, the writer produce a final version that has been edited in the previous step.

From the statement above, the writer concluded that in the writing process, we will go through some process to get a good writing. Beginning with the planning process, that is when we choose a topic which we will write. Then we try to write even though we sometimes feel our writing have written wrong. Furthermore, in the revising process, we try to revise our draft on the previous process, and the last is final draft, we have produce our final draft.

#### **4. Teaching Writing**

Harmer said that by far the most important reason for teaching writing of course is that a basic of language skills. Therefore, teaching writing to student of English is more important than other language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students.<sup>21</sup> However, many teachers agree thay in the classroom, writing should be given much attention as reading, speaking, and listening. Yet, many teachers and students alike consider writing to be most difficult subject of language skill to learn.

Based on the statement above, the writer can conclude that teaching writing text is very important, however, learning it is not easy because the students should learn

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<sup>14</sup> *Ibid*

<sup>21</sup> *Ibid*, P. 1

some components, namely structure, spelling, and punctuation. The teacher can teach writing easily to make the students feel a viable to learn. Good performance can help the teacher to send the material perfectly. In lesson plan from the English teacher, the teacher will teach about descriptive text (see appendix 2e). In addition, Brown states that there are types of writing class performance :

1. Imitative, or Writing Down

Beginning level of learning to write, students will simply “writing down” English letters, words and possibly sentences in order to learn the conventions of the orthographic code.<sup>22</sup> In this type, students are just trying to write the simple English letters according to the rules of correct spelling.

2. Intensive, or Controlled

Writing is sometimes used as production made for learning, reinforcing or testing grammatical; concept. The intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much if any creativity on the part of the writer.<sup>23</sup> In this type, students with more emphasis on concepts and grammatical in writing. However, in this type students probably can not show their creativity in writing, because they focus on grammatical.

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<sup>22</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy (Second Edition)*, San Fransisco: Longman, 2000, P. 343

<sup>23</sup> *Ibid*, P. 344

### 3. Self Writing

A significant a propotion of class room writing may be devoted to self writing or writing which only the self in mind as audience.<sup>24</sup> In this type, students try to write what they think, then put in their writing, and make themself a audience.

### 4. Display Writing

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercise, essay examinations and even research reports will involve an element of display.<sup>25</sup> In this type, the students learn to make essay writing, answer the questions and make research report.

### 5. Real Writing

While virtually every classroom writing task will have an element of display writing in same class room, writing aims at the genuine communication of message to an audience in need of those messages.<sup>26</sup> In this type, aims to fully communicate the desired message to the readers.

So, in writing there are types of writing class perfomance that have purposes and characteristic features in each type. Based on the statement above, the teaching of writing skill should be well constructed. Those types of writing activities that will be

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<sup>24</sup> *Ibid*

<sup>25</sup> *Ibid*

<sup>26</sup> *Ibid*, P. 346

applied in teaching writing are based on the students' level and capacity. The writing practices, including writing paragraphs or simple essays should be based on the standards of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill.

## **5. Problems in Teaching and Learning Writing**

### **a. Teacher's Problem in Teaching Writing**

Teaching and learning how to write successfully gets even more complicated and challenged for both language teachers and students. However, many teachers agree that in the classroom, writing should get much attention as reading, speaking, and listening. Many teachers consider writing becomes most difficult subject of language skill to be taught. According to Harmer, teaching writing is more than just dealing with feature. It is about helping students to communicate real message in appropriate manner. Teacher and students need to know how it talks about language at various points during learning and teaching.<sup>27</sup> It means that the teacher should know to make students easily to understand writing well.

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<sup>27</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Third Edition), Cambridge: Longman, 1998, P.34

However, there are six problems in teaching writing that explained by Thakur. Those can be described as follows:

a. Over-crowded class

Teacher of English experience a lot of problems in handling such as big class. It is difficult to pay due attention to individual students and it is very much desirable in English classroom.<sup>28</sup> It means that the number of students is too much in the classroom will lead to less effective of teaching and learning activities, because the teacher will be more difficult to monitor student progress.

b. Lack of Competent Teacher

Incompetent teachers are the main source of trouble as far as teaching of English in school. They are either trained in old methods and have never cared to look for something better in new techniques or there are those who receive new insight but never apply their knowledge to actual teaching work and remain satisfied with routine methods. Sometimes, English is taught by those who did not offer the subject while under training.<sup>29</sup> It means that the teacher also becomes one of indicator the success of teaching and learning in the classroom. Because if the teacher is not competent, it will be difficult to transfer the lessons to students, and students will also be difficult to accept what the teacher says.

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<sup>28</sup> Jyoti Thakur, *Challenges and Prospect in Teaching English*, Punjab: Chitkara University, 2013, P. 128

<sup>29</sup> *Ibid*



c. Faulty Method of Teaching

Teaching of English suffer from the faulty methods of teaching. In most of the school, the translation method is sole favorite with teacher. The teachers picks up the reader, translates the paragraph, writer the meanings of difficult words on the blackboard and assign some homework and that is all.<sup>30</sup> It means, the teaching method is also very influential to the success of the learning process. Usually, students will more easily accept what the teacher teach if the teacher use fun of methods, because learning writing tend to be making them bored and tired. So, to overcome this, the teacher must use the appropriate method.

d. Non Availability of Good Text-books

The text book of English used in school are sub-standard. The books are edited or written by those who are not actual practicing teacher. No effort is made to select beforehand graded vocabulary for use in the text books.<sup>31</sup> Textbook is one of the media that serves to transform knowledge to the students. So, textbook must comply with a set curriculum, in order to help achieve the goal of learning. Then, textbook also should be able to provide motivation for readers.

e. Apathy to New Techniques and Procedure

Most of the teachers working in middle and high school are both ignorant and apathetic to the new techniques and procedures of teaching of English. The new

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<sup>30</sup> *Ibid*

<sup>31</sup> *Ibid*

generation of teacher is being given training in new methods but the teacher fail miserably when they are actually put on the job.<sup>32</sup> A teacher must be creative in teaching, especially for learning techniques. Teachers should always update the latest learning techniques according to the times to facilitate achieving the learning objectives, but must use the proper procedure.

f. Inadequate Provision of Teaching

A general survey of teaching in school would reveal the most of the teaching is being done without the help of any aid. The teacher of English hardly takes any initiative to prepare even simple charcts or flashcard which can greatly help them in teaching their subject well.<sup>33</sup> It means here is the learning media and adequate facilities in schools. Sometimes, many schools still do not provide the facilities required in the learning process.

Based on the explanation above, many problems in the teaching writing in the classroom. There are over crowded class will make learning process less effective. Furthermore, a teacher must have competence in teaching. If a competent teacher, the teacher will be easy to transfer knowledge to students. A teacher also must know the interest techniques in teaching, using the interesting of learning media so that students do not feel bored when the learning process, and teachers must be careful in

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<sup>32</sup> *Ibid*

<sup>33</sup> *Ibid*

choosing textbooks for students, textbooks must can make the students motivated to continue learning.

### **b. Students' Problem in Learning Writing**

In learning a foreign language, writing plays an important role, it is one component that links the four language skills of speaking, listening, reading and writing all together. It provides the vital organs and flesh to the language, students should acquire and adequate number of words and should know how to use them accurately in context.<sup>34</sup> However, in the practice of learning writing in the class, there are some obstacles which often happen in the process of learning writing. In teaching writing where its position as a foreign and second language, when the learners begin to write in English, they will face some problems to write, some problem as follows :

- a. In writing, they cannot make the same use of body language, intonation, tone, eye, contact and all the other features which help them to convey meaning when they talk.
- b. Very little, of what they write is concerned with the here and now, which is where many young children exist for a lot of time.
- c. Many children take a long time to master the skill of writing. They cannot concern in one idea or organizing their sentences structure, even their vocabulary is very limited, if the teachers can occasionally type out students' work it really does help those who are strunggling with the mechanics of writing.

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<sup>34</sup> Jeremy Harmer, *How to Teach English, Op.Cit* . P.153

- d. The last, the fact that writing in a foreign language is all too often associated with correcting errors. Handwriting, grammar, spelling, and pronunciation are often given priority over content.<sup>35</sup>

Based on the problems above, many students have many mistakes in writing English, especially in grammar. Students have not mastered the grammar structures and lack of materials to write. With the discovered causes, students can read books, play the games, create the vocabulary themes etc. to increase vocabulary. In addition, learning in group also can use for correcting errors and practice grammar. Moreover, make variants in learning writing help students feel less pressure when studying writing.

The students' problems mean that learning writing is not just writing but it needs organization ideas, linguistics, structure of sentences, and so on. These difficulties may vary in cause, nature, intensity and duration. These are some problems faced by the students in learning writing such as :

a. Capitalization Problem

The capitalization appears that source of this problem is neither from mother tongue nor from L2 interference. Using capital letters correctly is a writing norm which is required in all language. It is a pedagogical problem which can be

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<sup>35</sup> Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children*, New York: Longman, 2010, P.68

handled appropriately by professional teachers in school.<sup>36</sup> In this problem, many students do not understand the use of capital letters, sometimes there are still many students who use small letters at the beginning of a new paragraph and use capital letters in the middle of a sentence. Finally, failure to use writing norms appropriately may lead to misinterpretation of information.

#### b. Punctuation Problem

Punctuation problem may also be the result of inadequate learning or poor teaching. The students use punctuation marks inappropriately. Their writing seems to indicate that these students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively.<sup>37</sup> In this problem, there are still a lot of wrong in using punctuation. For example, in using full stop, which means stop, and must be used correctly. The commas which are used extensively in order to help the readers convey the intended meaning in long sentences are not adequately used. The problem of punctuation is not happen in secondary schools but also a problem in other schools and higher learning institutions as well.

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<sup>36</sup> Yohana P. Msanjila, *Nordic Journal of African Studies Problems of Writing*, Kishawili: Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania, 2005, P. 18, Available on <http://www.njas.helsinki.fi/pdf-files/vol14num1/msanjila.pdf>, was accessed on April 17<sup>th</sup>, 2017

<sup>37</sup> *Ibid*, P. 19

c. Inexplicitness or Fuzziness

Writing feature which are necessary in order to help the readers to understand the intended meaning were inadequately used. For example, the relationship of elements within and across the sentences were not effectively explained.<sup>38</sup> In the problem of inexplicitness or fuzziness may be happen because unfavorable teaching and a poor learning environment or from the poor social background of the students themselves. If there are good language teachers with relevant resource materials and the students are willing to learn the skills of writing, such writing problems may be reduced to a great extent.

d. Poor Organization or Illogical Sequence

Like the problem of inexplicitness, poor organization or illogical sequence may also be said to originate from poor teaching in schools. The problem could be reduced by effective teaching, the creation of wide reading and writing habit and involvement in discussion and debates.<sup>39</sup> In order for the readers to understand the intended written messages, the sentences and paragraphs should be systematically organized and logically arranged. So, this problem is as serious as the problem of inexplicitness or fuzziness that must be resolved.

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<sup>38</sup> *Ibid*, PP. 19-20

<sup>39</sup> *Ibid*, P. 21

e. Spelling Problem

This problem can only be minimized but we can not say with certainty it can be completely eradicated. It apperas that the problem of spelling in writing is a persistent problem which applies even to professional writers, journalist, and academics.<sup>40</sup> In this problem, usually the wrongly spelled word because they make the words difficult to understand especially for the readers and hence it becomes difficult for them to decipher the intended meaning.

f. Grammatical Errors

The grammatical errors found in the corpus are what richard calls the intralingual and developmental errors. Intralingual errors are those problems which reflect the general characteristics of the rule learning, faulty generalization, incomplete application of rules and failure to learn condition under which rules apply. Developmental errors, on the hand, ilustrate that learner's attempt to try to build up hyphotheses about the target language from his limited knowledge learnt in school or naturally acquired.<sup>41</sup> In this problem, may arise as a result the poor social background of the students themselves. Besides that, it happens because the use of very long sentences, and in consequence some students fail to relate the grammatical particles.

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<sup>40</sup> *Ibid*, P. 22

<sup>41</sup> *Ibid*

Based on explanation above, the problems in learning writing faced by the students includes capitalization problems, punctuation problems, inexplicitness, poor organization or illogical sequence, spelling problem, and grammatical errors. These problems may arise from pedagogical reasons, but this does not mean that teachers alone can solve these problems. These problems can be solved outside the school system. However, writing problems can be reduced to a greater extent if the teacher teaching writing skills by professional language teachers and not otherwise.

### **C. Dictogloss**

#### **1. Definition of Dictogloss**

Dictogloss is a technique in which short pieces of language are read out at normal speed to students.<sup>42</sup> This technique will be more easily accepted by students because they were too complicated and make it easier for students to understand what the teacher speak.

George said that Dictogloss is a teaching technique which incorporates various activities such as listening, taking notes, discussing, and reconstructing. He explains that text reconstruction task provides students with the opportunities to display both their knowledge of the content of the text as well as of the organizational structure and language features of the text.<sup>43</sup> It means that dictogloss gives opportunities to the

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<sup>42</sup> R. Wajnryb, *Grammar Dictation*, Oxford: Oxford University Press, 1990, P.5

<sup>43</sup> Jacobs George, *Combining Dictogloss and Cooperative Learning to Promote Language Learning*, Sydney: Melting Pot Press, 1986, P 5



students to comprehend what they have heard in form of notes, discuss with their friends and teacher, and then rewrite what they have learned.

Caplan and Sullivan said Dictogloss is the technique of reconstructing the text; that is, the goal is not to produce the original, but to gloss (i.e. rephrasing the main idea of text), using learners' combined linguistic resources.<sup>44</sup> It means that dictogloss has the purpose of how to produce a text that contains the main idea of the text by combining the learners' ideas.

Dictogloss is activity to focus the student's attention on specific items of language by getting them to analyse the difference between their written recreations and the original which they have heard. So, using this technique, students will be trained to write something they heard, so we will know how their understanding.

Dictogloss is usefull for vocabulary acquisition too in very much the same way.<sup>45</sup> With this technique also we will train them to understand the vocabulary they hear whether it is correct with the original.

From the explanation above, it can be concluded dictogloss gives students more opportunities to learn about grammatical rules of text and reconstruct the rules in a text and rebuild new vocabularies.

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<sup>44</sup> Caplan and Sullivan, *Dictogloss*, Available on <http://stkipgritulungagung.ac.id/jurnal/jurnal/agustus2015/mohchoirulhuda.pdf> (21 February 2017) hal.128

<sup>45</sup> Jeremy Harmer, *How to Teach English*, Op.Cit, P.74

## 2. Aims of Dictogloss

Wajnryb mentioned the aims of dictogloss :

- a. It aims to provide an opportunity for learners to use their productive grammar in the task of text creation. Learner's linguistic resources are called upon as they pool their fragmented notes and consider the various language options.
- b. It aims to encourage learners to find out what they do and do not know about English. This is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts.
- c. It aims to upgrade and refine the learner's use of the language through a comprehensive analysis of language options in the correction of the learner's approximate texts.<sup>46</sup>

Based on the statement above, aim of dictogloss is to provide an opportunity for learners to use their productive grammar in the task of text creation by reconstructing and analyzing text. Furthermore, the analysis process will encourage students to find out about something that they will analyze. At the stage of working together, students will be able to do something on their actual competence.

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<sup>46</sup> R. Wajnryb, *Op.Cit*, PP. 6-7

### 3. Advantages and Disadvantages of Dictogloss

#### a. Advantages of Dictogloss

Dictogloss as one of techniques that can be used in language teaching brings some advantages when it is implemented. According to Vasiljevic, there are some advantages of dictogloss. Those advantages are :

- a. The dictogloss technique is an effective way of combining individual and group activities. Students listen and take notes individually and then work together to reconstruct the texts.<sup>47</sup> The students who previously think that learning writing is difficult because they think they have to organize their idea, find it helpful that there are guiding questions that follows after the teacher read the text.
- b. The dictogloss procedure facilitates the development of the learners' communicative competence especially for learners in middle school. Students' speaking time is significantly longer than in a traditional teacher-centered classroom. At the same time, the pressure to reconstruct the text within the time limit also means that students are more likely to use time effectively.<sup>48</sup> Dictogloss will train students to better use time effectively, starting at the time of preparation, dictation, reconstruction, analysis and correction. All of it should be structured.

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<sup>47</sup> Zorana Vasiljevic, *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners. English Language Teaching* 3, Koshigaya: Bunkyo University, 2010, P. 45 Available on <http://files.eric.ed.gov/fulltext/EJ1081435.pdf>, was accessed on April 17<sup>th</sup>, 2017

<sup>48</sup>*Ibid*, P.46

- c. The reconstruction stage helps students try out their hypotheses and subsequently to identify their strengths and weaknesses. A reconstruction task encourages students to consider the input more closely.<sup>49</sup> With dictogloss students will also be able to measure their abilities when they reconstructed the text, so that students will be more consideration to really focus on the process of dictation so that the reconstruction process they are not too difficult.
- d. The dictogloss procedure also promotes learners' autonomy. Students are expected to help each other recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enables the students to see where they have done well and where they need to improve. Students gain insights into their linguistic shortcomings and also develop strategies for solving the problems they have encountered.<sup>50</sup> The students also enjoy working with their friends in groups to reconstruct the text because they may miss the points from the text and their friends can get the important points of the text and they can help each other.
- e. Working in small groups reduces learners' anxiety as they have to perform only in front of "a small audience." This approach may be particularly suitable for those cultures in which students tend to be reticent and are not used to voicing their ideas in front of the whole class.<sup>51</sup> Dictogloss will train students to dare to

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<sup>49</sup> *Ibid*

<sup>50</sup> *Ibid*

<sup>51</sup> *Ibid*

appear or express their opinions and their ideas in their small group, so when they will convey to the audience actually they are not too nervous.

Based on the explanation above, The dictogloss technique is an effective way of combining individual and group activities. Students listen and take notes individually and then work together to reconstruct the texts. The reconstruction stage helps students to identify their strengths and weaknesses. Dictogloss can help the students to develop their four language skill, helps to develop short-term memory, and helps the students in active learning. In working group, it will train students to dare to appear or express their opinions and their ideas in their small group, so when they will convey to the audience actually they are not too nervous. Dictogloss also will train students to better use time effectively, starting at the time of preparation, dictation, reconstruction, analysis and correction.

#### **b. Disadvantages of Dictogloss**

There are some disadvantages of dictogloss as follows :

- a. Subject matter of the text may not interest all learners.
- b. Dominant learners may prevent others from participating fully (especially during the reconstruction stage).
- c. Learners may be reluctant to discuss/correct the text with other groups.

- d. Learners unfamiliar with the teaching approach may want to write down every word dictated.<sup>52</sup>

From the statement above, the teacher must prepare everything as well as possible, both technically and practically, namely the preparation of written and unwritten. Starting from preparing students, media and sources, facilities and learning situations that support the implementation of this writing. In using the media to be precise so as to avoid wordiness, effective and efficient. The teacher must choose the subject matter of the text that interest for the students, and must control and ensure that all students can participate in learning process. In reconstruction, the teacher should allow scope for students to express their ideas and opinions. In analyzing and correcting the result of student opinions should be more appreciated and assessed objectively as possible so as not to drop students.

#### **4. Procedures of Dictogloss**

##### **a. Procedures of Dictogloss**

There are four stages in applying dictogloss in English teaching as suggested by Wajnryb; preparation, dictation, reconstructing, analysis and correction stages:

- a. **Preparation**, at this stage, students are prepared for the subject matter and the text they will be hearing. The students are also pre-taught or prepared for vocabulary of the text which seems unknown or unfamiliar to the students and

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<sup>52</sup> Stella Bullock, Dictogloss, Available on [http://www.teachingenglish.org.uk/sites/teacheng/files/Stella%20Bullock%20Dictogloss\\_ppt](http://www.teachingenglish.org.uk/sites/teacheng/files/Stella%20Bullock%20Dictogloss_ppt), Accessed on March 18th, 2017

difficult for the students to infer. At this stage, teachers also should introduce or explain clearly what dictogloss is and what the students are expected to do during dictogloss, and also ensure that the students understand well. It is also suggested to organize students into groups at this stage.<sup>53</sup> In this stage, the teachers prepare students for the text that they will hear by asking questions, discussing vocabulary, by ensuring that students know what to do, and to assure that the student is in a group match.

- b. **Dictation**, learners hear the dictation twice. The first time the text is read aloud at normal speed, the students only listen and may not write anything in order to get a general feeling for the text. The second time of dictation, the students should take down notes. The students are encouraged to listen and write content words which will assist or help them in reconstructing the text. The dictating should not be conducted in the traditional way where the sentence is broken into isolated word units.<sup>54</sup> Students listen to the dictation twice. First, they just listen to get a general idea of the text. Second, they make a note that will help them to reconstructing the text.
- c. **Reconstructing**, in this stage, after the dictation is finished, the students work in groups to produce their own version of the text. They pool their notes or information they have written down at dictation stage and try to reconstruct

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<sup>53</sup> R. Wajnryb, *Op.Cit*, P. 7

<sup>54</sup> *Ibid*, P. 8

their version of the text from their shared notes. One of students from each group acts as scribe who writes down the group's text as it emerges from group discussion. Then, other members of group checks the text for grammar, textual cohesion, and logical sense.<sup>55</sup> At the end of the dictation, Students collect and record notes reconstitute their version of the text. During this stage, keep in mind that teachers do not give feedback on students' language. In this stage, they make note in groups.

- d. **Analysis and Correction**, at the last stage of dictogloss, various versions of text from different groups are analyzed and compared. There are many ways of conducting this last stage. For instance, one of students from the group as representative read or write their versions on the chalkboard. Whatever method chosen to do this stage, the students should be encouraged to compare the various versions and discuss the language choice made. In this way, errors are exposed and discussed so that students understand the hypotheses, false, that underlie their choice.<sup>56</sup> There are different ways to handle this stage. First, each student version of the text can write on the chalkboard or show through overhead projector (OHP) or LCD. Then, students can compare their version with the original text, sentence by sentence.

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<sup>55</sup> *Ibid*

<sup>56</sup> *Ibid*, P. 9



Based on explanation above, dictogloss has some valuable variations in helping and experiencing students to learn writing. In practice, dictogloss have steps in a particular order. Starting with a teacher gives the opportunity twice to the students to listen to the text that the teacher will read, in this stage the students will get a general idea of the text has been read. After that they will try to write down what they hear in groups, they help each other and exchange ideas in order to become a good note. After that, the teacher will ask a representative from each group to present the results of group work and other students proofread.

Meanwhile, George and Small in their acticle summarized the procedures of dictogloss, as follows:

- a. The class engages in some discussion on the topic of the upcoming text. This topic is one on which students have some background knowledge and, hopefully, interest. The class may also discuss the text type of the text, e.g., narrative, procedure, or explanation, and the purpose, organizational structure, and language features of that text type.<sup>57</sup> The teacher try to explain the topics or text to be studied, for example the goal, type or sentence structure.
- b. The teacher reads the text aloud once at normal speed as students listen but do not write. The text can be selected by teachers from newspapers, textbook, etc., or teachers can write their own or modify an existing text. The length of the

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<sup>57</sup> Jacob & John small, *Combining Dictogloss and Cooperative Learning to Promote Language Learning*, *The Reading Matrix* 3, 2003, P. 1-2, Available on [http://www.readingmatrix.com/articles/jacobs\\_small/article.pdf](http://www.readingmatrix.com/articles/jacobs_small/article.pdf), Accessed on April 17<sup>th</sup>, 2017

text depends on students' proficiency level.<sup>58</sup> In this stage the students only focus on listening the text that teacher read, there is no other activity.

- c. The teacher reads the text again at normal speed and students take notes. Students trying to write down every word spoken.<sup>59</sup> The students start to taking notes, the students usually try to write down the main idea or general information the text that the teacher read.
- d. Students work in groups of two – four to reconstruct the text in full sentences, not in point form (also known as bullet points). This reconstruction seeks to retain the meaning and form of the original text but is not a word-for-word copy of the text read by the teacher. Instead, students are working together to create a cohesive text with correct grammar and other features of the relevant text.<sup>60</sup> Students are formed into several groups, and then try to reconstruct the text they hear in groups.
- e. Students, with the teacher's help, identify similarities and differences in terms of meaning and form between their text reconstructions and the original.<sup>61</sup> In the final stage, the students and the teacher will try to correct the result of note, try to compare with the original text.

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<sup>58</sup> *Ibid*

<sup>59</sup> *Ibid*

<sup>60</sup> *Ibid*, P. 2

<sup>61</sup> *Ibid*

From the explanation above, there are five steps in applying dictogloss. First, the teacher try about the topic that will learn. Second, the teacher reads the text aloud once at normal speed as students listen but do not write. Third, the teacher read the text again and the students trying to write down every word spoken. Fourth, the students working in group to reconstruction the text that they hear, the text reconstruction task provides students with the opportunities to display both their knowledge of the content of the text as well of the organizational structure and language feature of the text. The last, the teacher and the students identify similarities and differences in terms of meaning and form between their text reconstructions and the original.

#### **b. Procedures of Dictogloss to Teach Writing**

Although there are many ways to design and implement a dictogloss procedure, the first example promotes writing skills. One objective of this example is to allow learners to integrate the four skills through self-assessment and peer assessment. The procedure also helps educators determine whether they need to change instructional designs or need to guide learners in adapting tactics that will facilitate individual learning trajectories. The six-stage process is an adaptation of the original dictogloss procedure and is meant to serve as a flexible framework that can be tailored to local contexts. There are six stages of procedure dictogloss to teach writing :

## 1. Initiation Stage

The procedure begins with an initiation, a means of “warming up” to the topic. During this stage, the teacher presents two pictures that relate to the chosen topic. The teacher then initiates an instructional conversation with the class about key vocabulary terms. Instructional conversations also serve as a formative assessment technique that helps teachers collect oral evidence as to what students already know and can do. The initiation stage typically lasts 5 to 10 minutes, or possibly more depending on the learners’ readiness levels and individual preferences of the teacher.<sup>62</sup> In this stage, teachers and students determine the topics of learning. Then the teacher explains about the topic. This stage, teachers will determine the extent to which students understand the topic.

## 2. Input Stage

The next stage activates the learners’ receptive skills based on authentic input. The teacher reads a short text aloud to the class at a normal rate of speed. Learners are asked to recreate the ideas and correct sequences presented in the text. They can anticipate spending 10 to 15 minutes or more on this stage.<sup>63</sup> In this stage, the teacher will read the text on topic, then students must find the ideas of the text has been read, and make a concept map of the contents of the text.

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<sup>62</sup> Benjamin Lee Stewart, Luis Humberto Rodriguez Silva, and Juan Antonio, *Integrating Language Skills through a Dictogloss Procedures*, Arizona: English Teaching Forum, 2014, P. 14 available on [https://americanenglish.state.gov/files/ae/resource\\_files/etf\\_52\\_2\\_12-19\\_and\\_35.pdf](https://americanenglish.state.gov/files/ae/resource_files/etf_52_2_12-19_and_35.pdf) (7<sup>th</sup> juni 2017)

<sup>63</sup> *Ibid*, P. 14

### 3. Independent Stage

Once the teacher has verified that most of the learners have completed an outline, a list of key words, or a concept map to guide their organization, learners continue with the independent stage and reproduce in their own words as much of the original text as they can. Learners must recall the essence of the original text by writing one paragraph that includes as many details and language sequences as possible. The independent stage lasted approximately 25 minutes.<sup>64</sup> After students create concept maps of the text, they develop into a paragraph by the original text, the contents of which correspond with the content of the text.

### 4. Independent internalization stage

Once the students have completed their texts to the best of their ability, the teacher hands out the original text or projects it on a screen for the entire class to view. This process of comparing personal texts to the original is referred to as independent internalization; it allows learners to notice differences in lexicon, grammar, punctuation, capitalization, and spelling, among other things. We needed approximately 20 to 25 minutes for the independent internalization stage.<sup>65</sup> In this stage, the teacher will give the original text to students and students to compare them with the original text, seen from the grammar, capitalization, punctuation, etc.

### 5. Interactive stage

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<sup>64</sup> *Ibid*, P. 15

<sup>65</sup> *Ibid*

The interactive stage allows learners to shift from a self-correcting to a peer-correcting activity. In groups of three, students exchange texts and look for additional mistakes that went undetected during the independent internalization stage. We allocated approximately 20 to 25 minutes for the interactive stage.<sup>66</sup> After the teacher gives the original text to the students, they swap their text to the others group to detect errors based on the original text.

#### 6. Final Internalization Stage

During the final internalization stage, students scrutinize the text by indicating the types of errors he or she committed, how each error was detected, and knowledge of the error.<sup>67</sup> After finding errors in the text, students explain these errors based on the original text.

Based on the explanation above, it can be known that there are six stages in dictogloss in helping students to write in English. In addition, this procedure is not much different from dictogloss procedure for teaching dictogloss in other skills. There are several stages in dictogloss techniques, there are initiation stage, it is when the teacher and students choose the topic will learn, the teacher explains about topic. Then, the teacher will read the text based on the topic, and then the students make map concept of the text. After that, the teacher read the text, and the students must develop map concept into a paragraph. Then, the teacher will give original text to the

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<sup>66</sup> *Ibid*, P. 16

<sup>67</sup> *Ibid*

students, and then they will swap the text to other groups to correct the text and detect the errors of the text and explain these errors based on the original text.

According to Kidd, there are four stages procedures in applying dictogloss in writing, there are :

1. Preparation stage. The teacher introduces the topic of a passage interestingly and imaginatively which activates students' knowledge and their comprehension.<sup>68</sup> In this stage, the teacher introduces the topic that will learn, make students to interest about topic and try to activates their knowledge.
2. Dictation stage. In this session the teacher reads twice or three times at normal speed about the text. At this occasion students have three stages opportunity. The first they are not allowed to write anything except listen to the text from the teacher. In then next step, student jot important words and phrases in other that they can reconstruct the text.<sup>69</sup> In this stage, teacher will read the text twice. The first time, the students only focus to listen the text that teacher read, the second time students try to write the important words of the text.
3. Reconstruction stage. Students try to reconstruct a version of the text from their shared resources. Both text interpretation and reconstruction depend

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<sup>68</sup> R. Kidd, *Teaching Writing through Dictogloss IJEE, Vol 1 No 1 2014*, P. 70, Available on <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/31281/1/Ratna%20Sari%20Dewi.pdf>, Accessed on April, 24<sup>th</sup> 2017)

<sup>69</sup> *Ibid*

heavily on cooperation among members in the group work.<sup>70</sup> In this stage, students try to reconstruct the text that they hear, they reconstruct the text in group.

4. Analysis and Correction. In this condition different group the text results are examined and compared to the target structure. It can be done in many ways, such as writing it on chalkboard. This will be led to understand the source of the error.<sup>71</sup> In the last stage, they will compare the text to target structure to other groups. It can write in chalkboard to understand the source of the error.

Based on the explanation above, there are four stages procedures dictogloss in writing. The first is preparation stage, in this stage the teacher will introduce about topic that will learn interestingly and activates their comprehension. Then, the teacher will read the text twice, the first time students will listen the text that the teacher read, they must focus to hear, and the second time they listen and write down the important words based on the text read. After that, they will reconstruct the text with their group. And the last they will compare the result of the text in different group. It can write in chalkboard or other ways.

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<sup>70</sup> *Ibid*

<sup>71</sup> *Ibid*



Similarly, Ellis states some procedures in teaching writing using dictogloss as following :

1. First, the teacher reads the text to the students at the normal speed while they take notes.
2. Second, students work in small groups to prepare a summary of their work using the correct grammatical structures.
3. Finally, each groups presents their work to the rest of the class.<sup>72</sup>

Based on the statement above, there are three steps in dictogloss. But Ellis give the simple procedures than others experts. The first step, the teacher read the text at the normal speed and the students take notes. Then, the students make summary the text that they hear in small group. Finally they will presents their work.

From the explanation experts above, the writer concluded that procedures of dictogloss have some kinds in implementation. But, in the steps have important points. The procedures can be described as follows:

1. The teacher introduces the topic to the students.
2. The teacher reads the text at normal speed about the text. The students should be hear and write the important words based on the text that teacher read.
3. The students reconstruct the text with their groups .

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<sup>72</sup> Rod Ellis, *Second Language Acquisition and Language Pedagogy*, Clevedon: Multilingual Matters, 1992, P. 52

4. The students present their tasks in front of the class. The teacher and the students analyze and compare the text with the original text, and make correction.

In addition, there are the steps that explain the English teacher in lesson plan as follows:

1. The teacher explains about the material that will be learnt.
2. The teacher explains about the picture based on the material.
3. The teacher reads the text based on the material.
4. The teacher makes the students become five groups.
5. Guru asks the students to rewrite about the text that teacher read with their groups.
6. The teacher asks to each groups to submit their tasks and presenting their tasks in front of the class.
7. The teacher gives the original text of the text to all groups and asks them to analyze.

In this procedure, almost in line with procedure of Kidd. For example in preparation stage, that is when the teacher introduces or explains about the material that will be learnt. Then dictation stage, that is when the teacher reads the text, reconstruction stage when the teacher asks the students to rewrite the text that teacher read, and the last is analysis and correction. In this steps, it is not many difference with the steps that explained by the Kidd, just different in dictation and the last step. In dictation of

lesson plan, teacher only reads the text one time, and in the last step there are experts who say that the task of the student should be written on the whiteboard, but in here just presented in front of the class. (For more detailed explanation see appendix 2e)

After the writer compares explanation between experts above and the lesson plan of the teacher, the writer has the procedures of dictogloss to teach writing as follows:

1. The teacher tells the students about the material that will be learnt.
2. The teacher introduces about the text, for example the title, and also some difficult vocabularies related to the text.
3. The teacher reads the text at normal speed twice. The first time, the students should be focused to hear that, and second time they are asked to jot down some keywords for their reconstruction of the text.
4. The students work in pair or group in reconstructing the same text based on what they hear and it is helped by their keywords.
5. The students present their tasks in front of the class.
6. The students are asked to analyze their tasks by comparing it with the original text and make correction of it.

## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research Design**

Research design is a plan or program made by writer as the activity target is done. This research used descriptive qualitative research. Qualitative research is conducted through an intense and/or prolonged contact with “field” or little situation. These situations are typically “banal” or normal ones, reflective of the everyday life of individuals, groups, societies, and organizations.<sup>1</sup> The writer came to the field or natural setting to obtain all of the information about the process of the teaching and learning of writing in the classroom, to write, to record, to describe and to analyze them. By the qualitative research, the writer focused on the teaching and learning writing using dictogloss at the eighth grade students of SMP Al Huda Jatiagung.

### **B. Research Subject**

In this research, the subjects were English teacher and the students of eighth grade of SMP Al Huda Jatiagung in 2017/2018 academic year. There were six classes consist of 213 students. In this case, the writer choose one of the six classes of eighth grade who got lowest average score of English subject in writing. For the data writing score, it showed that VIII A was the class who had lowest average score of all classes of the eighth grade. This class consisted of 35 students. The writer concerned of a

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<sup>1</sup> Matthew B. Miles & A. Michael Huberman, *Qualitative Data Research*, London: Sage Publications, 1994. P.6

class that had the lowest average score because want to know why the students writing score in VIII A class were low in writing activity although the teacher applied Dictogloss.

### **C. Research Procedure**

In this research, the writer use the procedure of the research as follows:

1. Determining the subject of the research. The subject was the eighth grade students of SMP Al Huda Jatiagung in 2017/2018 academic year and the English teacher. Then, the writer took one class and an English teacher out. The data was obtained from the students of VIII A.
2. Doing the observation and taking notes on any cases taking place during the teaching learning process.
3. Doing the interview. The writer interviewed the English teacher about teaching and learning writing using dictogloss.
4. Giving questionnaires. The writer gave the questionnaires and observe the students filling in the questionnaires.
5. Analyzing the data. The writer analyzed the notes of the observations, interviews, and the questionnaires.

### **D. Data Collecting Technique**

In this research, there were some steps was conducted with intention of gaining the data from beginning until the end of teaching learning process. Therefore, in this

research, the writer conducted the observation, interview and questionnaire to get the data of this research. The steps are as follows:

### 1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and place at a research site.<sup>2</sup> In this research, the writer was an observer to get the data. The writer observed the activities which were last during the research. In this research, the writer was an observer to get the data, the writer was not involved directly in the classroom activity. The writer only made a note during the teaching learning process. In this case the writer only made a note, analyze and made inferences about the object under study. The writer observed process of teaching and learning writing using dictogloss. The aspects of teaching learning process are described as follows:

**Table 3.1**  
**The Specification of Observation Checklist**

Subjects	Pointer(s)
Pre-activity	1. The teacher opens the class.
	2. The teacher checks attendance list of the students.
	3. The teacher gives braistorming to the students.
	4. The teacher gives motivation to the students.
	5. Teacher tells the students about material that will be learnt.
Main-activity	6. The teacher introduces about the text, for example the title, and also some difficult vocabularies related to the text.
	7. The teacher reads the text at normal speed twice. The first time, the students should be focused to hear that, and second time they are asked to jot down some keywords for their reconstruction of the text.
	8. The students work in pair or group in reconstructing the same text based on what they hear and it is helped by their keywords.

<sup>2</sup> John W. Creswell, *Educational Research*, New York: Pearson Educational, 2002, P.213

Subjects	Pointer(s)
	9. The students present their tasks in front of the class.
	10. The students are asked to analyze their tasks by comparing it with the original text and make correction of it.
	11. The teacher provides help and feedback in learning writing using dictogloss technique.
Close-activity	12. The teacher reviews all points which have been covered on that day. The teacher reviews the text and also mistakes which are commonly made by the students.
	13. The teacher closes the meeting.

## 2. Interview

After observing their teaching learning process, the writer interviewed the English teacher to know about teaching and learning writing by using dictogloss in class VIIIA at the first semester in SMP Al Huda Jatiagung. Interview is a conversation between two people (the interviewer and interviewee) in which interviews. According to Lodico, there are five types of interview, they are one to one, group interview, structured interview, semi structured interview, unstructured interview.<sup>3</sup> The writer used one to one type interview, because this technique had been conducted to get the data from the teacher about the teaching learning process of writing by using dictogloss. In addition, this interview was aimed to make sure about the result of the observation and to get more data related to this research. The topics of interview can be described as follows:

<sup>3</sup> Marguerite G. Lodico, *Methods in Educational Research Second Edition*, San Fransisco: Josey-Bass, 2010, P.137

**Table 3.2**  
**Interview Guidelines for the Teacher**

Aspect(s)	Indicator	Item Number
Teacher's problems	The difficulties in introducing dictogloss technique in teaching writing	1
	The difficulties in giving instruction to the students to practice writing by using dictogloss technique	2
	The difficulties in providing to help and give feedback to students in learning writing by using dictogloss technique	3
Students' problems	The difficulties in receiving the writing material by using dictogloss technique	4
	The difficulties in giving respons in laerning writing by using dictogloss technique	5
	The difficulties in practicing writing in group by using presentation technique	6

### 3. Questionnaire

Questionnaire is a list of a questions given to other who are willing to respond in accordance with user request. A questionnaire is the main tool or instruments used to collect data in descriptive survey research study.<sup>4</sup> The writer gave open ended questions to the students in order to knew the further opinions and to knew the aspect that may influence the students learning process and to comfirmed the answers given by their teacher. From collecting data through questionnaires, the writer found out the

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<sup>4</sup> *Ibid*, P.204



students' response toward the teaching and learning process. The guideline of the questionnaire can be described as follows:

**Table 3.3**  
**Questionnaire Guideline for the Students**

No	Components of Questionnaires	No Item
1	To know the students' opinions about using dictogloss in learning writing	1, 2, 3
2	To know the students' problems in learning writing using dictogloss	4, 5

### **E. Data Analysis**

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phrases of data analysis: data reduction, data display, and conclusion drawing or verification.<sup>5</sup> Data analysis is conducted to create understanding of the data and to enable the writer presents the result of the research to the readers.

#### **1. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>6</sup> In this case, the writer selected the data that contain of observation on teaching learning process, interview to the teacher and questionnaire to the students.

<sup>5</sup> Matthew B. Miles & A. Michael Huberman, *Op.Cit*, P.12

<sup>6</sup>*Ibid*, P.11

## **2. Data Display**

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.<sup>7</sup> By analyzing the data, the writer found out the problems. From display the data, the writer got the conclusion in order to answer all about the research questions in this research.

## **3. Conclusion Drawing and Verification**

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.<sup>8</sup> In this step, the writer drew the conclusion and verified the answer of research question that had been done in displaying the data by comparing the observation data, interview data, questionnaire data and documentation data. Thus, the writer got the conclusion about

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<sup>7</sup>*Ibid*

<sup>8</sup>*Ibid*

teaching and learning writing using dictogloss at the first semester of the eighth grade students at SMP Al Huda Jatiagung.

#### **F. Trustworthiness of Data Analysis**

In qualitative research, trustworthiness is become an important concept because it allows researchers to describe the virtues of qualitative terms outside of the parameters that are typically applied in quantitative research.<sup>9</sup> Qualitative inquires triangulate among different data sources to enhance the accuracy of a study. Triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., document and interviews) in descriptions and themes in qualitative research.<sup>10</sup>

According to Cohen and Manion in Setiyadi, there are several kinds of triangulation as follows:

1. Time Triangulation
  - a. Cross-sectional triangulation is the data collection implemented in the same time to different groups but in the longitudinal, data collection carried out from the same group with different time.
  - b. Longitudinal triangulation is the data collected from the same group at different times.

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<sup>9</sup> Lisa M. Given, *The Sage Encyclopedia of Qualitative Research Methods*, Los Angeles: Sage Publications Inc, 2008, P. 895

<sup>10</sup> John W. Creswell, *Op. Cit*, P. 259

2. Place triangulation

For more accurate data collection in order to be able to use different places for similar data.

3. Theory triangulation

Researcher collect the data based on different theories.

4. Method triangulation

Researcher use different methods for collecting similar data

5. Researcher triangulation

Collect data for the same or similar, can be done by several researchers.<sup>11</sup>

In this research, the writer used triangulation of method. In triangulation method, the writer used three data collecting techniques, and they are: observation, questionnaires and interview. The observation focused on the process of teaching learning writing using dictogloss. Interview and questionnaire conducted to get the data which can be used to make sure about the result of the observation.

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<sup>11</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing-Pendekatan Kuantitatif dan Kualitatif Cetakan Pertama*, Yogyakarta: Graha Ilmu, 2006, P. 94.

## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Result of the Research**

#### **1. Findings**

In this part, the writer would like to discuss about the finding of the process of teaching and learning writing using dictogloss as the first formulation of the problem this research. Beside the process of teaching and learning, the writer discussed the teacher's problem in teaching writing using dictogloss as the second formulation of the problem, and the students' problem in learning writing using dictogloss as the third formulation of the problem. This research was produced by the participants of the research, they were the English teacher and the students of VIII A class of SMP Al Huda Jatiagung in the first semester in 2017/2018 academic year that had been observed.

##### **a. Observation**

The writer employed an observation to know how the process of teaching and learning writing using dictogloss. This research was conducted two times including observing the teaching process, interviewed English teacher and gave questionnaire to the students in order to know the problems faced by them. In the observation process, the writer prepared an observation sheet and took the observation field notes about the teaching procedure. All notes of the meeting were from the teacher

and students and taken from they entered the class until finished the teaching learning process.

From the data gained through observation, the writer assumed that the teaching and learning process especially writing using dictogloss was effective. Even though there were many obstacles faced by teacher and his students, it did not give the big influence for teaching and learning process. Either English teacher or his students could anticipate or solve those obstacles.

Based on the theory of Kidd, there were four stages procedures in applying dictogloss in writing. There were preparation stage, dictation stage, reconstruction stage, and analysis and correction. (see on page 46)

Based on the result of the research, showed that the process of teaching and learning were in accordance with the theory of Kidd. In preparation stage, the teacher asked the students to prepare their note book, the teacher explained about the material. Then, in dictation stage, the teacher read the text, the teacher asked the students to hear and made notes about the text that they heard. After that, in reconstruction stage, the teacher divided the students into three groups, asked them to reconstruct the text with their groups. Then, analysis and correction, in this stage the teacher asked the students to present their task in front of the class and gave correction about their task.

Based on the result of the first meeting, the students were not active in the learning process. In this meeting, the students were still confused to organize ideas, how to reconstruct descriptive text. Some of the students also didn't participate in writing class. Then, the teacher asked the students to write descriptive text individually and asked them to submit their task in the end of the lesson. Moreover, the students also felt shy when they were asked to present their the task by the teacher. But the teacher gave motivation to them to try it. The teacher also accompanied students when they presented in front of the class, so that the students did not feel too affraid and shy. And the second meeting, the students were more be audacious to present in front of the class. But the class was still very noisy, and the teacher did not ask the students to write individually their task, so that there were many students that did not work in their groups.

The result of observation also showed that almost the problems were caused by the large of students in the class and students' motivation themselves. The teacher had difficulties to calm and handle the students that seemed so noisy during presentation activity and reconstruction activity, the teacher was lack of time to evaluate the students' performance. Moreover, the teacher also should repeat to read the text because the students had limitedness in listening skill. The teacher also should guide the students when they reconstructed the text based on their notes, they were still confused to develop their notes, and they did not have many vocabularies.

**b. Interview**

The teacher ran the entire steps in teaching writing, it meant that the teacher was competent in teaching but he still had difficulties in teaching writing using dictogloss technique. According to Thakur, there were six problems that may appear to the teacher in teaching writing, they were over crowded classes, lack of competence teacher, faulty methods of teaching, non-availability of good textbooks, apathy to new techniques and procedures, and inadequate provision of teaching aids. (see on page 23)

Based on the result of interview, it could be concluded that the problems that related with the theory that appeared in this case was over crowded class. The teacher could not handle the class well, because some of the students were busy with their own activity like chatting and it made the class become noisy. So, to resolve this problem, the teacher addressed and came to the students to make no more noise in the class.

The writer also concluded that from the observation activity there was no problem appeared meaningful, it means that the teacher had competence in teaching. The teacher had a good technique of teaching, it can be seen from how the way the teacher explained the material, it means that the teacher did not apathy to a new technique, procedures and the teacher adequate in teaching. The book that used by the teacher was sub-standard, it can be seen from the content that complied with



curriculum, in order to help achieve the goal of learning. It can be concluded that the book that used by the teacher was good.

Based on the problems above, it can be concluded that there were some obstacles and problems explained by Thakur (see on page 23) faced by the teacher in the process of teaching. Besides, it was shown that from the interview with the teacher, the other five problems were not occurred during this classroom implementing dictogloss.

### **c. Questionnaire**

The writer employed a questionnaire to know the students' problem in learning writing by using dictogloss. Based on the result of questionnaire that answered by the students, they had difficulties to write their ideas, because they were confused with the words that had same pronunciation, and the vocabulary that they did not know and understand.

Based on the result of questionnaire that answered by the students, the problems that related with the theory was many children take a long time to master the skill of writing. They did not concern in one idea or organizing their sentences structure, even their vocabulary was very limited. Then, the fact that writing in a foreign language is all too often associated with correcting errors. Handwriting, grammar, spelling. (see on page 26)

After the writer analyzed and found the finding of the research, hopefully the teacher could give contribution of the research to the teaching learning writing for better way. Learning writing as one of productive skills was required by the learners to communicate in written form. Besides, for being good in writing, someone should have good motivation and always practice. Moreover, dictogloss technique that has been applied by the teacher is one of the ways that can be used in learning writing because using dictogloss technique can develop the students' vocabulary mastery, exercise their confidence and so on. Even though either teacher or students still face some problems if they apply the technique.

## **2. Result of Data Analysis**

After collecting the data, the writer analyzed the data that contain of observation, interview, and questionnaire. According to Miles and Huberman, there are three major phrases of data analysis, they are data reduction, data display, and conclusion drawing or verification.

### **a. Data Reduction**

Data reduction is the first component or level in model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully

reduced or reconfigured.<sup>1</sup> In this case, the writer selected which data that were used in her research. There were three instruments used to collect the data: observation, interview and questionnaire. The writer became the key instrument in this research, whereas afore mentioned instruments became the supporting instruments. In this step, the writer analyzed the data based on each instrument.

The writer provided all of the result of process in teaching and learning writing using dictogloss, teacher's problems and students' problems in teaching and learning writing using dictogloss based on the research collected by observation, interview, and questionnaire as instruments. The process of teaching and learning writing using dictogloss explained based on the result of observation. In the other hand, the teacher's problems in teaching writing using dictogloss explained based on the result observation and interview. Moreover, the students' problems explained based on the result of observation and questionnaire.

The writer employed an observation (see appendix 3). The observation was conducted to know the process of teaching and learning writing using dictogloss which were conducted in two meetings. Every meeting has the same activities and the different material.

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<sup>1</sup>Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, London: Sage Publications, 1994, p.12

## **1. Observation**

The writer observed the process of teaching and learning writing using dictogloss, the students' and teacher's problem during teaching and learning writing by using dictogloss. In the observation process, the writer prepared the observation checklist and recorder to record the teaching and learning process. The data of observation has been identified as described in the following discussion.

Based on the observation in the first meeting and second meeting, the writer reduced some data which was not necessary in the research. The data reduced in the pre activity and close activity. In pre activity, the writer reduced points the teacher opened the class by greeting to the students, teacher review of previous lesson. In main activity, the writer reduced about the teacher review all points which had been cover on that day and the teacher checked the vocabularies that students had memorize in the house, and in close activity the writer reduced point of teacher closed the meeting.

## **2. Interview**

To support the data of the observation, the writer used interview as instruments to know the teacher's problems in teaching writing using dictogloss. The processed of teaching writing using dictogloss was effective although the situation of the class was noisy and crowded. The teacher's difficulties in teaching writing using dictogloss were the teacher had difficulties to calm and handle the students that seemed so crowded during dictation and reconstructing activity, the teacher had difficult to ask the students came in front of

the class because the students were shy and some students were brave to come forward. The teacher had difficulties when read the text because the students had low ability in listening, the students must to guide to reconstruct the text based on the points that they write because they had different ability in writing. The teacher said that some students were still lack vocabulary and did not understand about grammatical, so they needed long time to discuss.

Based on the result of interview to English teacher, there was not data reduced that the writer asked to the teacher to investigate the problems in teaching writing using dictogloss.

### **3. Questionnaire**

The questionnaire consisted of five questions (appendix 5). The first until the third questions were to know the students' opinions about using dictogloss in learning writing. The fourth until the fifth questions were to know the students' problems in learning writing using dictogloss.

From the result of questionnaire, the writer concluded that some students felt less like to learning English, the students' problems in learning writing using dictogloss were lack vocabulary, and confused to develop their ideas because they did not know about the meaning of the words that teacher read. The students also confused to the words that had same pronunciation.

Based on the five questions, there was no data reduced about the students' questionnaire.

## b. Data Display

Data display is the second component or level in model of qualitative data analysis of Miles and Huberman theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.<sup>2</sup> In this case, the writer analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

### 1. Observation

Based on the data showing in the data reduction, in this part the data were going to be identified and displayed the result of observation for the two meetings to know the process of teaching and learning writing using dictogloss, it can be seen as follows:

#### 1) First Meeting

**Table 4.1**  
**Observation Sheet in the first Meeting**

Steps	Yes	No	Notes
1. The teacher told about the material that would be learnt.	✓		The teacher told the students about descriptive text. Then, the teacher divided students into three groups, and asked the students to sit with their friends.
2. The teacher introduced about the text, for example the title, and also some difficult vocabularies related to the	✓		The teacher explained about the generic structure of descriptive text.

<sup>2</sup> *Ibid.* p.11

text.			
3. The teacher read the text at normal speed twice. The first time, the students should be focused to hear that, and second time they were asked to jot down some keywords for their reconstruction of the text.	✓		The teacher read the text about “my favorite novel” very slowly, and when the teacher read the text, the students had already in a group position.
4. The students work in pair or group in reconstructing the same text based on what they heard and it was helped by their keywords.	✓		The teacher asked the students to reconstruct the text about “my favorite novel” with their friends in group.
5. The students presented their tasks in front of the class.	✓		The teacher chose the students in each group to present the text that they reconstructed.
6. The students asked to analyze their tasks by comparing it with the original text and made correction of it.		✓	The teacher did not analyze the text that the students read in front of the class, just gave questions about generic structure of the text, the teacher give the original text to the students but did not give correction about descriptive text that they read.

Based on the display of observation sheet, the writer found that the teacher did not apply all the steps well. In main activity, the teacher directed divided students into three groups before reading the text, so the students did not conducive because they were very noisy, they conversed with their friends and did not focuse to hear the teacher. Then, the teacher did not analyze the text that students reconstructed in groups and read the text in front of the class, the teacher just asked to them about generic structure of the text. Moreover, the teacher also gave the original text to the students, but did not discuss and made correction to the students’ task, so the students did not know what the text that they reconstructed and

read was correct or not, because usually the students were confused to read the original text if the teacher did not discuss about it. Furthermore, when reconstructed the text, the teacher did not ask the students to wrote the text individually, so just several students were busy with the task, and the other students were busy with their friends.

## 2) Second Meeting

**Table 4.2**  
**Observation Sheet in the Second Meeting**

Steps	Yes	No	Notes
1. The teacher told about the material that would be learnt.	✓		The teacher told the students about what they were going to learn, it was about narrative text.
2. The teacher introduced about the text, for example the title, and also some difficult vocabularies related to the text.	✓		The teacher explained about the generic structure of narrative text. The teacher asked the students to prepare their note book.
3. The teacher read the text at normal speed twice. The first time, the students should be focused to hear that, and second time they were asked to jot down some keywords for their reconstruction of the text.	✓		The teacher read the story about “the fox and the crow” very slowly. The teacher directed ask the students to made a note in their note book about keywords of the text that teacher would be read.
4. The students work in pair or group in reconstructing the same text based on what they heard and it was helped by their keywords.	✓		The teacher divided students into three groups. The teacher asked the students to reconstruct the text with their friends in group.
5. The students presented their tasks in front of the class.	✓		The teacher chose the students in each group to presented the text that they reconstructed.
6. The students asked to analyze their tasks by comparing it with the original text and made correction of it.		✓	The teacher did not analyze the text that the students read in front of the class, just gave questions about generic structure of the text, the teacher also did not give



			the original text to the students.
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From the result of observation sheet in the second meeting, the writer found that the teacher did not invite the students to analyzed the text that the students reconstructed and presented in front of the class. Moreover, the teacher also did not give the original text to the students, so the students did not know about the correct text, they did not know what the text that they reconstructed and read was correct or not.

## 2. Interview

To support the observation data, the writer employed an interview. The interview was given to the teacher to know problems faced by him and his students in teaching and learning process by using dictogloss. On the other hand, in the interview activity the teacher expressed that there were the problems faced by the teacher and the students. Based on the data showing in the data reduction, they were as follows:

**Table 4.3**  
**Interview report**

No.	Question	Answer	Note
1.	Apa kesulitan anda dalam memperkenalkan <i>dictogloss technique</i> dalam pengajaran <i>writing</i> ?	Kesulitannya adalah ketika menyampaikan atau membacakan text nya, kita harus sering mengulang karena keterbatasan siswa dalam <i>listening</i> .	Guru harus sering mengulang ketika membaca teks, karena siswa kurang mumpuni dalam bidang <i>listening</i>

The data above showed that the teacher should be repeated his reading because the students had low ability in listening when dictation activity.

**Table 4.4**  
**Interview report**

No.	Question	Answer	Note
2.	Apa kesulitan anda saat meminta siswa mempraktikkan <i>writing</i> menggunakan <i>dictogloss technique</i> ?	Siswa perlu dibimbing secara bertahap dalam menyusun sebuah text yang dibahas yang bersumber dari poin-poin yang sudah mereka tulis.	Siswa masih harus dibimbing dalam merekonstruksi teks dari hasil catatan-catatan kecil mereka.

The data above showed that the students were still confused to reconstruct the text from their notes, so that they should be helped by the teacher.

**Table 4.5**  
**Interview report**

No.	Question	Answer	Note
3.	Apa kesulitan anda saat memberikan bantuan dan timbal balik kepada siswa saat belajar <i>writing</i> menggunakan <i>dictogloss technique</i> ?	Harus membimbing siswa satu persatu karena kemampuan mereka dalam <i>writing</i> berbeda-beda	Guru masih harus membimbing siswa satu persatu karena tidak semua siswa mempunyai kemampuan <i>writing</i> yang baik.

The data above showed that the students had different ability in writing, so the teacher should be guided them one by one.

**Table 4.6**  
**Interview report**

No.	Question	Answer	Note
4.	Apa kesulitan siswa dalam menerima materi <i>writing</i> menggunakan <i>dictogloss technique</i> ?	Belum banyak kosa kata yang mereka punya sehingga kadang kadang ketika mendengar text yang dibacakan mereka masih bingung.	Siswa masih kurang menguasai kosa kata, sehingga ketika guru membacakan teks mereka bingung dengan kosa kata yang baru mereka

			dengar.
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The data above showed that the students had lack in vocabulary, so that they felt confused when they heard the text that teacher read.

**Table 4.7**  
**Interview report**

No.	Question	Answer	Note
5.	Apa kesulitan siswa saat memberikan respon tentang <i>writing</i> menggunakan <i>dictogloss technique</i> ?	Memahami konteks <i>writing</i> yang memerlukan <i>grammar</i> dan kosa kata	Siswa kurang memahami bahwa ketika menulis harus memiliki banyak kosa kata dan mengerti <i>grammatical</i> .

The data above showed that the students did not understand that in writing they should be understood about grammatical and they needed so many vocabulary.

**Table 4.8**  
**Interview report**

No.	Question	Answer	Note
6.	Apa kesulitan siswa saat praktik berkelompok dalam belajar <i>writing</i> menggunakan <i>dictogloss technique</i> ?	Siswa mempunyai hasil <i>writing</i> yang berbeda-beda sesuai yang mereka dengar sehingga perlu waktu diskusi yang lama	Siwa perlu waktu diskusi yang lama ketika merekontruksi teks, karena siswa memiliki hasil catatan-catatan yang berbeda.

The data above showed that the students needed long time to discuss with their friends to reconstruct the text, because they had different notes. Based on the interviewed the teacher, many students were still confused when they wrote, they were still confused to develop and

reconstruct their ideas from their notes. They also did not understand about grammatical. Furthermore, the students also lack in vocabulary and misunderstanding to the words or vocabularies that did not familiar for them.

### 3. Questionnaire

The questionnaire made to support the data from observation and the interview. The questionnaire consisted of five questions (see appendix 5). Through this instrument, the students' problems also could be identified.

The first to third questions were to know the students' opinions about using dictogloss in learning writing, the fourth to fifth question were to know the students' problems in learning writing using dictogloss. Questionnaires were given to the whole students in Class VIII A which were consisted of 35 students.

The questionnaires were distributed to the students by taking ten minutes of the students' study time in the classroom. Here were the students' answers of questionnaire. (See appendix 5).

**Table 4.9**  
**questionnaire report**

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pembelajaran <i>writing</i> menggunakan <i>dictogloss technique</i> ? Apa alasannya?	Saya kurang suka, karena saya kurang paham dengan materinya.	Beberapa siswa kurang menyukai pembelajaran <i>writing</i> karena mereka kurang paham dengan materi yang guru sampaikan.

The data above showed that the students were less like to learning writing because they did not understand the material that the teacher explained.

**Table 4.10**  
**questionnaire report**

No.	Question	Answer	Conclusion
2.	Apakah guru dapat menjelaskan materi <i>writing</i> menggunakan <i>dictogloss technique</i> dengan jelas dan mudah dipahami?	Terkadang kurang jelas, jadi saya merasa bingung untuk memahami materinya, dan terlalu cepat penjelasannya.	Beberapa siswa merasa kurang jelas dengan penjelasan guru terhadap materi yang disampaikan karena terkadang guru terlalu cepat dalam penyampaiannya.

The data above showed that the students felt that the teacher did not explain the material clearly and easy to understood.

**Table 4.11**  
**questionnaire report**

No.	Question	Answer	Conclusion
3.	Apakah pembelajaran <i>writing</i> dengan menggunakan <i>dictogloss technique</i> dapat meningkatkan kemampuan menulis anda? Apa alasannya?	Iya, karena banyak sekali kosa kata yang mirip yang saya dapat, jadi saya lebih teliti dalam belajar menulis bahasa inggris.	Siswa merasa dengan menggunakan teknik <i>dictogloss</i> mereka lebih paham terhadap kosa kata yang memiliki bunyi sama, sehingga mereka lebih teliti ketika menulis.

The data above showed that the students felt that dictogloss technique could increase their writing ability because they more understood to the words that had the same pronounce but different meaning, so that the students more be careful when they wrote.

**Table 4.12**  
**questionnaire report**

No.	Question	Answer	Conclusion
4.	Apakah anda mengalami kesulitan ketika mengembangkan ide-ide yang akan anda tulis? Apa alasannya?	Iya, saya merasa bingung ketika mau menulis, saya tidak mengerti apa arti yang dibicarakan guru, sehingga bingung mau menuliskan kembali.	Siswa merasa bingung ketika mengembangkan ide-ide yang akan mereka tulis karena mereka tidak paham dengan arti kata yang dibacakan guru, sehingga bingung untuk menuliskan kembali sesuai versi mereka.

The data above showed that the students felt confused when they developed their ideas that would be wrote, because they did not understand with the words that teacher read, so that they confused to reconstruct the text based on their own.

**Table 4.13**  
**questionnaire report**

No.	Question	Answer	Conclusion
5.	Apa saja kesulitan yang anda rasakan dalam mengikuti pembelajaran <i>writing</i> menggunakan <i>dictogloss technique</i> ?	Kesulitannya jika ada kata yang tidak saya pahami, karena ada beberapa kosa kata yang mirip pengucapannya.	Siswa merasa kesulitan ketika mendengar kata-kata yang memiliki bunyi sama namun arti berbeda, sehingga mereka sering salah menuliskannya.

The data above showed that the students had difficulty when they heard the same pronounce of the words but had different meaning.

Based on questionnaires of the students above, the writer concluded that almost of the students were still confused when they heard the new vocabularies that had same

pronounce but it had different meaning. They were also misunderstood to the vocabularies that teacher read. It caused because they had lack vocabulary, if they had many vocabulary, maybe they did not feel too confused.

### **c. Conclusion Drawing/Verification**

Conclusion Drawing/Verification is the third component or level in model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three parts: the process, the teacher's problems, and the students' problems in teaching learning writing using dictogloss.

#### **1. Process of Teaching and Learning Writing Using Dictogloss**

Teaching and learning process was done on two meetings in VIII A class. The materials were descriptive text and narrative text. The writer employed observation checklist, interviewed and questionnaire to know the process during teaching and learning writing using dictogloss.

However, in conducted the observation the writer found some problems faced by the teacher and the students. The teacher had difficulty in manage the class because it was difficult to keep attention many students. And some students had difficulties when they reconstructed the text, they confused with the words that had the same pronunciation, sometimes they had wrong in write. The result of observation also showed that teacher

could apply dictogloss in teaching writing. Although the teacher rather could not handle the whole of the teaching learning activities. But that is problem were not appeared and meaningful because teaching and learning writing process was effective, because in learning process could reach the target that had been planned.

From the data gained through observation, the writer saw that there was improvement in the aspects that were observed in the observation. It indicated that learning writing by using dictogloss was being well applied by the teacher and students. Although, the teacher was not maximal in applied the procedure of dictogloss.

## **2. Teacher's Problem in Teaching Writing Using Dictogloss**

The teacher could run the entire steps in teaching learning writing but he still had difficulties in teaching writing using dictogloss. Having conducted the research, the writer found some problems faced by the teacher during the implementation of dictogloss in teaching writing at SMP Al Huda Jatiagung. They were as follows:

1. The teacher had difficulties to calm and handle the students that seemed so noisy during reconstructed of the text activity.

When the students reconstructed the text in groups, did not all of the students participate to did it.



2. The teacher had difficulties in dictation activity.

When the teacher read the text, the teacher must repeatedly the diction of the text because the students also low ability in listening.

3. The teacher must guide the students when they reconstructed the text.

Every students had different ability, so the teacher sometimes still guide the students to develop their notes to be a text based on the key words that they had been write.

Based on the result of interview and observation, it can be concluded that the problems that related with the theory that appeared in this case were over crowded classes. The teacher did not handle the class well, because some of the students were busy with their own activity like chatting and it made the class became noisy.

The writer also conducted that from the observation activity there was no problem appeared and meaningful, it meant that the teacher competence in teaching. The teacher had a good methods of teaching, it can be seen from how the way the teacher explained the material, moreover he could create an innovation in teaching, it meant that the teacher not apathy to new technique, procedures and the teacher adequate in teaching.

### **3. Students' Problems in Learning Writing Using Dictogloss**

The writer employed a questionnaire to know the students' problem in learning writing using dictogloss. Based on the result of students' answer of the questionnaire sheets, the writer concluded that the problems faced by the students were:

1. Some of the students' motivation and interest were low in learning writing.

From the students' questionnaire, the students were less like to learning writing, and the students were still confused to develop their ideas. It could be seemed when they recontructed the text in groups, did not all of the students participate in this activity.

2. The students felt difficult to write, because the students had limited vocabulary.

From the observation and interview the teacher, almost students did the mistakes in writing, they almost felt confused with the words that had same pronounce and the new words or the words that non familiar.

3. The students did not know about grammatical.

From the interview of English teacher, the students did not know that in writing activity should be know about grammatical. So, they were still did mistakes in writing.

After the writer analyzed and found the finding of the research, it could be concluded that the process of teaching and learning writing using dictogloss at SMP Al Huda Jatiagung from first meeting until second meeting was effective. There were objectives and indicators of learning could be achieved. Therefore, actually the teacher could be suggested to apply the technique and ethod which is appropriate with the condition of the students, so the good result of using the technique can be give good impact to writing ability to the students in learning writing. hopefully the writer tries to give contribution of the reserach to teaching and learning writing for better way. Learning writing should be

supported by learning grammatical, rich of vocabulary therefore the students can write a good sentences and develop ideas. Besides, for being a good writing, someone should have good motivation and confidence.

## **B. Discussion**

After the writer found the findings of the research and analyzed the data, the teacher did not apply the technique based on the theory of the experts. The teacher modified the technique in main activity. In the first meeting the teacher directed divided students into three groups before dictation activity was begun. Whereas, it could be influence the process of teaching and learning, because the students will become noisy in dictation stage if they sit with their friends in groups. The students became busy with their friends like chatting and laughing. They did not focus to hear when the teacher read the text, the teacher should be repeated his reading repeatedly. Besides that, because the students did not focus to hear when dictation activity, automatically the students did not have many keywords in their notes, so they felt confused when reconstruct the text based on the keywords that they had.

Then, in the stage of analysis and correction, the teacher did not correction about the students' task. The teacher also did not give the original text to the students to compare with their text. Whereas, it is one of the steps in dictogloss technique. The original text used to know the students' ability in writing, the teacher will be know what the students can develop ideas with the keywords that they got. Beside that, the students also will feel happy if the text that they write is correct, it may be will make they more like to learning English especially in writing.

## **CHAPTER V CONCLUSION AND SUGGESTION**

After collecting the data and analyzing the result of the research, the writer drew some conclusions and suggestions in teaching writing by using dictogloss.

### **A. Conclusion**

Based on the data analysis, it can be concluded that:

1. The process of teaching learning writing by using dictogloss technique has been conducted. The teacher had been applied the steps of dictogloss. Dictogloss is appropriate implemented in teaching and learning writing. moreover, the students also showed improvement in their writing ability of English, although there were teacher's problem and students' problem in teaching and learning process.
2. The teacher's problems in teaching writing using dictogloss technique was he had difficulties to calm and handle the students that seemed so noisy during reconstruction activity.
3. The students' problems in learning writing using dictogloss technique were the students felt confused to develop their ideas, they had lack vocabulary and did not know about grammatical.

## **B. Suggestion**

Considering the result of the research, the researcher would like to give some suggestions as follows:

### 1. For the Teacher

- a. The teacher should provide a variety of methods, especially in teaching writing in order to make writing activities more interesting and attractive to the students.
- b. The teacher should prepare the material well before he teaches using this technique such as lesson plan and media about descriptive text and narrative text.
- c. The teacher should manage the time well in order that the implementation of technique running well and success.
- d. Dictogloss technique as a technique variety of teaching writing is one of good ways to be applied at the eight grade students of junior high school especially at SMP Al Huda to improve the students' writing ability.
- e. The teacher should give the students more writing practice in order that they can practice their writing ability.

### 2. For the Students

- a. The students should be more creative and have motivation to learn and practice their English especially practicing writing at school and out of the school.

- b. The students should have more time to practice writing and they should not feel confused to write.
- c. The students should improve their vocabulary, grammar mastery that can be easily used in their writing activity.
- d. The students should keep trying hard and be nice students as always.



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## Appendix 1a

### The students' List of Class VIII A

No	Students' Name	Code	Gender
1	Abdul Azis	AZ	M
2	Ahmad Fajar	AF	M
3	Anasye Dwi Putri	ADP	F
4	Aulia Dema Andini	ADA	F
5	Dimas Surya Kusuma	DSK	M
6	Dinda Salwa	DS	F
7	Febri Yanti	FY	F
8	Galih Ramadhan	GR	M
9	Iis Dahlianti	ID	F
10	Indah Kurniasari	IK	F
11	Ine Febriyanti	IF	F
12	Ine Fitriana	IF	F
13	Irawan Irdian	II	M
14	Kurnia Dwi Aprilia	KDP	F
15	Kurniawan	K	M
16	M. A'raaf	MA	M
17	M. Sasi	MS	M
18	Nanang	N	M
19	Putri Utami	PU	F
20	Rahma Septiana	RS	F
21	Rivaldi Tio	RT	M
22	Rizki Agung Wijaya	RAW	M
23	Saiful Bahri	SB	M
24	Siti Masitoh	SM	F
25	Wahyu	W	M
26	Wanda Ramadhani Putri	WRP	F
27	Wida Dwi Okta Viani	WDOV	F
28	Widi Febriani	WF	F
29	Windi Setiawan	WS	M
30	Wira Saputra	WS	M
31	Yekti Ningsih	YN	F
32	Yesi Aprilia	YA	F
33	Yuni puspita	YP	F
34	Yuliana	Y	F
35	Yusril ihza Mahendra	YIM	M

## Appendix 1b. Interview Guideline for the Preliminary Research

### Interview Guideline for the Preliminary Research

**Day & Date** :  
**Time** :  
**Place** :  
**Teacher (T)** : Renda Hidayatullah, S.S  
**Interviewer (I)** : Ani Latifah

#### Questions :

1. Apakah anda sudah menerapkan teknik *dictogloss* dalam mengajar *writing* di sekolah ini?
2. Bagaimana anda mengajar *writing* menggunakan *dictogloss*?
3. Apakah siswa mempunyai motivasi yang bagus untuk belajar *writing*?
4. Dalam mengajar *writing*, media apa yang biasa anda gunakan?

## Appendix 1c. Transcript of Interview Preliminary Research

### Transcript Interview Preliminary Research

**Day & Date** : Thursday, January 12<sup>th</sup>, 2017

**Time** : 10.00 am

**Place** : Teacher's room of SMP Al Huda Jatiagung

**Teacher (T)** : Renda Hidayatullah, S.S

**Interviewer (I)** : Ani Latifah

Interviewer : Assalamu'alaikum, selamat pagi pak, saya Ani Latifah mahasiswi Pendidikan Bahasa Inggris IAIN Raden Intan Lampung semester 7. Mohon maaf sudah mengganggu aktivitas bapak, disini saya bermaksud untuk bertanya – tanya tentang pembelajaran bahasa inggris kelas 8 pak.

Teacher : Wa'alaikumsalam. Oh, iya ani tidak apa-apa, silahkan.

Interviewer : Baik pak, mari kita mulai. Apakah bapak sudah menerapkan teknik *Dictogloss* dalam mengajar *writing* di sekolah ini?

Teacher : Iya, saya sudah menggunakan teknik ini untuk mengajar *writing*.

Interviewer : Apa yang bapak ketahui tentang teknik *Dictogloss*?

Teacher : *Dictogloss* itu sebuah teknik yang didalamnya banyak aktivitas belajarnya, ada mendengarkan, menulis juga ada, diskusi kelompok, dan ada proses merekonstruksi.

Interviewer : Bagaimana langkah-langkah bapak mengajar *writing* menggunakan *Dictogloss*?

Teacher : Ya, yang pertama saya menjelaskan atau membacakan sebuah teks, pada saat saya membaca teks, siswa harus fokus mendengarkan, selanjutnya siswa saya bentuk menjadi beberapa kelompok, lalu saya mengintruksikan siswa-siswa untuk berdiskusi untuk menyimpulkan apa yang saya baca atau jelaskan secara berkelompok, mereka akan menggabungkan ide-ide mereka dari apa yang mereka dengar masing-masing menjadi satu hasil tulisan. Setelah itu saya akan memanggil perwakilan kelompok untuk mempresentasikan atau menuliskan di papan tulis hasil dari diskusi kelompok.

Interviewer : Dengan teknik tersebut, apakah siswa-siswi disini mempunyai semangat dan motivasi yang bagus ketika belajar *writing*? Karena itu akan berpengaruh pada proses maupun hasil nya.

Teacher : Sebenarnya teknik yang saya gunakan ini sudah cukup baik menurut saya, karena siswa langsung bisa mendapatkan dua poin nilai, yaitu individu dan kelompok. Namun, karena banyak anak yang tidak menyukai Bahasa Inggris, karena mereka berfikir bahasa inggris itu

bahasa yang sulit, sehingga sugesti itulah yang membuat mereka bingung dan susah untuk mengembangkan ide yang akan mereka tulis.

Interviewer : Media apa yang biasa bapak gunakan untuk mengajar *writing*?

Teacher : Ya pastinya saya menggunakan buku yang sesuai dengan KTSP dan LKS, karena di kelas 8 ini masih menggunakan KTSP. Mungkin nanti saya akan coba terapkan pembelajaran yang lebih menyenangkan, dan mungkin saya akan coba mengajak siswa untuk belajar di luar ruangan kelas di pelajaran *writing*, mungkin saja di luar ruangan mereka bisa lebih mudah mendapatkan inspirasi ide yang akan di tulis.

Interviewer : Lalu bagaimana dengan nilai *writing* siswa sendiri pak? Apakah sudah dapat mencapai KKM?

Teacher : Sebagian besar belum, terutama pada nilai menulis. Karena siswa banyak yang malas jika diberi tugas menulis. Mereka sering mengatakan tidak mempunyai ide-ide untuk menulis, dan juga karena faktor kurangnya penguasaan kata kerja sehingga mereka lebih sulit untuk mengembangkan ide-ide yang akan mereka tulis.

Interviewer : Oh, begitu ya pak. Untuk kelas 8 ini berapa KKM yang harus di capai siswa pak?

Teacher : Untuk kelas 8 ini KKM yang harus dicapai 70.

Interviewer : Ada berapa kelas bapak mengajar di tingkatan kelas 8 ini pak?

Teacher : Saya mengajar 6 kelas.

Interviewer : Diantara 6 kelas tersebut, adakah kelas yang lebih dominan tidak mencapai KKM pada pembelajaran *writing* pak?

Teacher : Iya, ada. Diantara 6 kelas ini ada 1 kelas yang memang saya rasa banyak yang belum bisa mencapai KKM, yaitu kelas VIII E.

Interviewer : Boleh saya minta data nilai dari masing-masing kelas pak?

Teacher : Oh, iya boleh.

Interviewer : Alhamdulillah, terimakasih bapak. Mungkin saya rasa sudah cukup untuk wawancara hari ini pak, terimakasih sudah mau meluangkan waktunya dan mohon maaf pak sudah mengganggu aktivitas nya. Mohon do'a nya ya pak saya sedang dalam proses penyusunan skripsi sekarang, dan mohon kiranya bapak berkenan untuk membantu saya nanti ketika akan penelitian lagi.

Teacher : Oh iya sama-sama nak. Bapak do'a kan mudah-mudahan lancar segala prosesnya. Dengan senang hati jika bisa membantu ananda. Sampai bertemu kembali di penelitian nanti ya.

Interviewer : Iya pak. Assalamu'alaikum.

Teacher : Wa'alaikumsalam..

## Appendix 1d. The Result of Interview Preliminary Research

### The Result of Interview for the English Teacher

**Day & Date** : Thursday, January 12<sup>th</sup>, 2017

**Time** : 10.00 am

**Place** : Teacher's room of SMP Al Huda Jatiagung

**Teacher (T)** : Renda Hidayatullah, S.S

**Interviewer (I)** : Ani Latifah

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda sudah menerapkan teknik dictogloss dalam mengajar <i>writing</i> di sekolah ini?	Ya, saya sudah menggunakan teknik ini untuk mengajar <i>writing</i> .	Guru sudah menggunakan teknik <i>Dictogloss</i> untuk mengajar <i>writing</i> .
2	Bagaimana anda mengajar <i>writing</i> menggunakan <i>Dictogloss</i> ?	Pertama saya menjelaskan atau membacakan sebuah teks, pada saat saya membaca teks, siswa harus fokus mendengarkan, selanjutnya siswa saya bentuk menjadi beberapa kelompok, lalu saya mengintruksikan siswa-siswa untuk berdiskusi untuk menyimpulkan apa yang saya baca atau jelaskan secara berkelompok, mereka akan menggabungkan ide-ide mereka dari apa yang mereka dengar masing-masing menjadi satu hasil tulisan. Setelah itu saya akan memanggil	Guru sudah menggunakan <i>Dictogloss</i> dengan langkah-langkah yang benar. Tetapi ada satu perbedaan di langkah akhir, bahwa siswa tidak harus menuliskan hasil dari diskusi kelompok, namun bisa juga di presentasikan.



		perwakilan kelompok untuk menuliskan di papan tulis hasil dari diskusi kelompok.	
3	Apakah siswa-siswa mempunyai motivasi yang bagus untuk belajar menulis?	Banyak siswa yang tidak menyukai Bahasa Inggris, karena mereka berfikir bahasa Inggris itu bahasa yang sulit, sehingga sugesti itulah yang membuat mereka bingung dan sulit untuk mengembangkan ide dalam menulis.	Siswa kurang termotivasi untuk belajar <i>writing</i> , sehingga siswa bingung dan sulit untuk mengembangkan ide dalam menulis.
4	Dalam mengajar <i>writing</i> , media apa yang biasa anda gunakan?	Saya menggunakan buku yang sesuai dengan KTSP dan LKS, karena di kelas 8 ini masih menggunakan KTSP.	Guru sudah menggunakan buku yang sesuai dengan kurikulum.



## Appendix 2a. Observation Checklist for English Teacher

### Observation Checklist for English Teacher

**Day & Date** : Wednesday, September 13<sup>th</sup>, 2017

**Time** : 10.00 – 11.30 am

**Class** : VIII A

#### *First Meeting*

No	Subjects	Pointer(s)	Yes	No	Note
<b>A. Process of Teaching and Learning</b>					
	Pre-activity	1. The teacher opened the class.	✓		The teacher opened the class by greeting to the students.
		2. The teacher checked attendance list of the students.		✓	The teacher did not check attendance list of the students.
		3. The teacher gave brainstorming to the students.	✓		The teacher gave brainstorming by checking the vocabulary students.
		4. The teacher gave motivation to the students.	✓		The teacher gave motivation to the students to increase their vocabulary.
	Main-activity	5. The teacher told about the material that will be learnt.	✓		The teacher told the students about what they were going to learn. The teacher divided students became three groups, and asked the students to sat with their friends.
		6. The teacher introduced about the text, for example the title, and also some difficult vocabularies related to the text.	✓		The teacher explained about the generic structure of descriptive text.

		7. The teacher read the text at normal speed twice. The first time, the students should be focused to hear that, and second time they are asked to jot down some keywords for their reconstruction of the text.	✓		The teacher read the text about “my favorite novel” very slowly, and when the teacher read the text, the students were already in a group position.
		8. The students worked in pair or group in reconstructing the same text based on what they hear and it is helped by their keywords.	✓		The teacher asked the students to reconstruct the text about “my favorite novel” with their friends in group.
		9. The students presented their tasks in front of the class.	✓		The teacher chose the students in each group to present the text that they reconstructed.
		10. The students were asked to analyze their tasks by comparing it with the original text and make correction of it.		✓	The teacher did not analyze the text that the students read in front of the class, just gave questions about generic structure of the text, the teacher give the original text to the students but did not give correction about descriptive text that they read.
		11. The teacher provided help and feedback in learning writing using dictogloss.	✓		The teacher gave feedback on each presentation that had been done by the students.
	Close-activity	12. The teacher reviewed all points which have been covered on that day. The teacher reviews the text and also mistakes which are commonly made by the students.		✓	The teacher did not review all points which had been covered on that day and did not explain about the mistakes that usually the students made.
		13. The teacher closed the meeting.	✓		The teacher closed the meeting by greeting students.
<b>B. Students' Problems</b>					
		14. Capitalization Problems	✓		The students were still many mistakes to used capital of

					alphabets.
		15. Punctuation Problem	✓		The students were still many mistakes to gave punctuation mark.
		16. Spelling Problem		✓	The students used the words that easy to understood.
		17. Grammatical Errors	✓		The students were still confused about grammatical in writing.
		18. Poor Organization		✓	The students used the logical language and effective.
<b>C. Teacher's Problems</b>					
		19. Over Crowded Class	✓		The teacher did not handle the class, so the class was very noisy.
		20. Lack of Competent Teacher		✓	The teacher have good competence to taught.
		21. Faulty Method of Teaching		✓	The teacher used the technique well.
		22. Non Availability of Good Text-books		✓	The teacher used the suitable book.

## Appendix 2b. Observation Checklist for English Teacher

### Observation Checklist for English Teacher

**Day & Date** : Wednesday, September 20<sup>th</sup>, 2017

**Time** : 10.00 – 11.30 am

**Class** : VIII A

#### *Second Meeting*

No	Subjects	Pointer(s)	Yes	No	Note
A. Process of Teaching and Learning					
	Pre-activity	1. The teacher opened the class.	✓		The teacher opened the class by greeting to the students.
		2. The teacher checked attendance list of the students.		✓	The teacher did not check attendance list of the students.
		3. The teacher gave brainstorming to the students.		✓	The teacher did not give braistorming to the students.
		4. The teacher gave motivation to the students.		✓	The teacher did not give motivation to the students to learned.
	Main-activity	5. The teacher told about the material that will be learnt.	✓		The teacher told the students about what they were going to learn. It was about narrative text.
		6. The teacher introduced about the text, for example the title, and also some difficult vocabularies related to the text.	✓		The teacher explained about the generic structure of narrative text. The teacher asked the students to prepare their note book.

		7. The teacher read the text at normal speed twice. The first time, the students should be focused to hear that, and second time they are asked to jot down some keywords for their reconstruction of the text.	✓		The teacher read the text about “the fox and the crow” very slowly. The teacher directed ask the students to made a note in their note book about keywords of the text that teacher would be read.
		8. The students work in pair or group in reconstructing the same text based on what they hear and it is helped by their keywords.	✓		The teacher divided students became three groups. The teacher asked the students to reconstruct the text with their friends in group.
		9. The students presented their tasks in front of the class.	✓		The teacher chose the students in each group to presented the text that they reconstructed.
		10. The students were asked to analyze their tasks by comparing it with the original text and make correction of it.	✓		The teacher did not analyze the text that the students read in front of the class, just gave questions about generic structure of the text, the teacher also did not give the original text to the students.
		11. The teacher provided help and feedback in learning writing using dictogloss.	✓		The teacher gave feedback on each presentation that had been done by the students.
	Close-activity	12. The teacher reviewed all points which have been covered on that day. The teacher reviews the text and also mistakes which are commonly made by the students.		✓	The teacher did not review all points which had been covered on that day and did not explain about the mistakes that usually the students made.
		13. The teacher closed the meeting.	✓		The teacher closed the meeting by greeting to the

					students.
14. Students' Problems					
		15. Capitalization Problems		✓	The students used appropriate capitalization .
		16. Punctuation Problem		✓	The students used appropriate punctuation marks on their writing.
		17. Spelling Problem		✓	The students used the words that easy to understood.
		18. Grammatical Errors		✓	The students wrote with good grammar.
		19. Poor Organization		✓	The students used the logical language and effective.
20. Teacher's Problems					
		21. Over Crowded Class		✓	The teacher did not handle the class, so the class was very noisy.
		22. Lack of Competent Teacher		✓	The teacher have good competence to taught.
		23. Faulty Method of Teaching		✓	The teacher used the technique well.
		24. Non Availability of Good Text-books		✓	The teacher used the suitable book.

## **Appendix 3a. Field Observation Sheet**

### **First Meeting**

#### **Field Observation Sheet**

**Day & Date : Wednesday, September 13<sup>th</sup> 2017**

**Time : 10.00 – 11.30 am**

**Class : VIII A**

#### **Notes:**

- While the bell rang, the students have already in the class.
- The teacher opened the class.
- The students gave response to the teacher .
- The teacher gave brainstorming .
- The teacher and the students explained the material that would be learn by using dictogloss.
- The teacher asked the students to prepare their note book.
- The teacher made the students became three groups.
- The teacher read the text about “My favorite Novel”.
- The students heard the text and made a note in their note book.
- The teacher asked the students to reconstructed the text with their friends in groups.



- The teacher asked to one of the students in their groups to present the text that they wrote in front of the class.
- The students read the text in front of the class.
- The teacher asked about the generic structure of the text.
- The teacher closed the lesson.



## **Appendix 3b. Field Observation Sheet**

### **Second Meeting**

#### **Field Observation Sheet**

**Day & Date : Wednesday, September 20<sup>th</sup>, 2017**

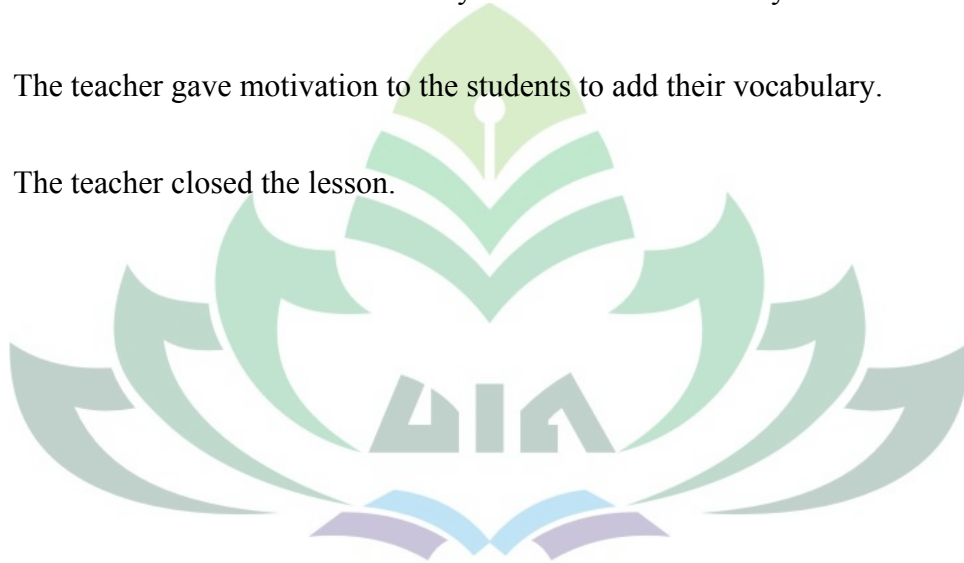
**Time : 10.00 – 11.30 am**

**Class : VIII A**

#### **Notes:**

- While the bell rang, the students have already in the class.
- The teacher opened the class.
- The teacher explained the material that would be learned.
- The teacher explained about the process of dictogloss technique .
- The teacher asked the students to prepare their book.
- The teacher asked the students to wrote the keywords of the story.
- The teacher read the text or story about “the fox and the crow” .
- The teacher made the students became three groups.
- The teacher asked the students to reconstructed the story about.
- the students reconstructed the story with their friends in groups.

- The teacher asked one of the students in each groups to presented their task in front of the class.
- The students read the text in front of the class.
- The teacher gave information about the generic structure and the character based on the text.
- The teacher checked the vocabulary of the students that they have learned.
- The teacher gave motivation to the students to add their vocabulary.
- The teacher closed the lesson.



## Appendix 4a. Interview Guideline for the English Teacher

### Interview Guideline for the English Teacher

**Day & Date** :  
**Time** :  
**Place** :  
**Teacher (T)** : Renda Hidayatullah, S.S  
**Interviewer (I)** : Ani Latifah

#### Questions :

1. Apa kesulitan anda dalam memperkenalkan *dictogloss technique* dalam pengajaran *writing*?
2. Apa kesulitan anda saat meminta murid untuk mempraktikkan *writing* menggunakan *dictogloss technique*?
3. Apa kesulitan anda saat memberikan bantuan dan timbal balik kepada siswa saat belajar *writing* menggunakan *dictogloss technique*?
4. Apa kesulitan siswa dalam menerima materi *writing* menggunakan *dictogloss technique*?
5. Apa kesulitan siswa saat memberikan respon tentang *writing* menggunakan *dictogloss technique*?
6. Apa kesulitan siswa saat praktek secara berkelompok mengenai *writing*

menggunakan *dictogloss technique*?

#### Appendix 4b. Transcript of Interview Preliminary Research

##### Transcript Interview Preliminary Research

**Day & Date** : Wednesday, September 20<sup>th</sup>, 2017

**Time** : 11.40 am

**Place** : Teacher's room of SMP Al Huda Jatiagung

**Teacher (T)** : Renda Hidayatullah, S.S

**Interviewer (I)** : Ani Latifah

I : "Assalamualikum.. Selamat siang, Mr. Mohon maaf mengganggu waktunya.."

T : "Walaikumsalam.. Selamat siang Ani, tidak mengganggu kok, mari silahkan.."

I : "Begini, Mr. Ada beberapa pertanyaan yang ingin saya ajukan terkait proses belajar mengajar *writing* menggunakan *dictogloss technique*."

T : "Oh, iya iya, silahkan saja. Apa yang ingin ditanyakan nak?"

I : "Apa kesulitan anda dalam memperkenalkan *dictogloss technique* dalam pengajaran *writing* Mr.?"

T : "Kesulitannya adalah ketika menyampaikan atau membacakan text nya, kita

harus sering mengulang karena keterbatasan siswa dalam *listening*. ”

I : “Oh begitu, setelah itu Apa kesulitan anda saat meminta murid untuk mempraktikkan *writing* menggunakan *dictogloss technique*?”

T : “Siswa perlu dibimbing secara bertahap dalam menyusun sebuah text yang dibahas yang bersumber dari poin-poin yang sudah mereka tulis.”

I :”Oh begitu ya Mr. Baik kalau begitu pertanyaan yang selanjutnya, apa kesulitan anda saat memberikan bantuan dan timbal balik kepada siswa saat belajar *writing* menggunakan *dictogloss technique*?”

T : “Yaa... harus membimbing siswa satu persatu karena kemampuan mereka dalam *writing* kan berbeda-beda, jadi harus membimbing terutama pada siswa yang masih pasif. ”

I : “Oh begitu yaa Mr. Lalu Apa kesulitan siswa dalam menerima materi *writing* menggunakan *dictogloss technique*?”

T : “Kesulitannya mereka belum banyak kosakata yang mereka punya sehingga kadang kadang ketika mendengar text yang dibacakan mereka masih bingung, apalagi kalau yang cara pelafalannya hampir sama, jadi harus pelan-pelan membacanya. ”

I : “Lalu, Apa kesulitan siswa saat memberikan respon tentang *writing* menggunakan *dictogloss technique*?”

T : “Kesulitannya itu mereka belum memahami bahwa ketika menulis atau *writing* itu memerlukan *grammar* dan kosa kata”

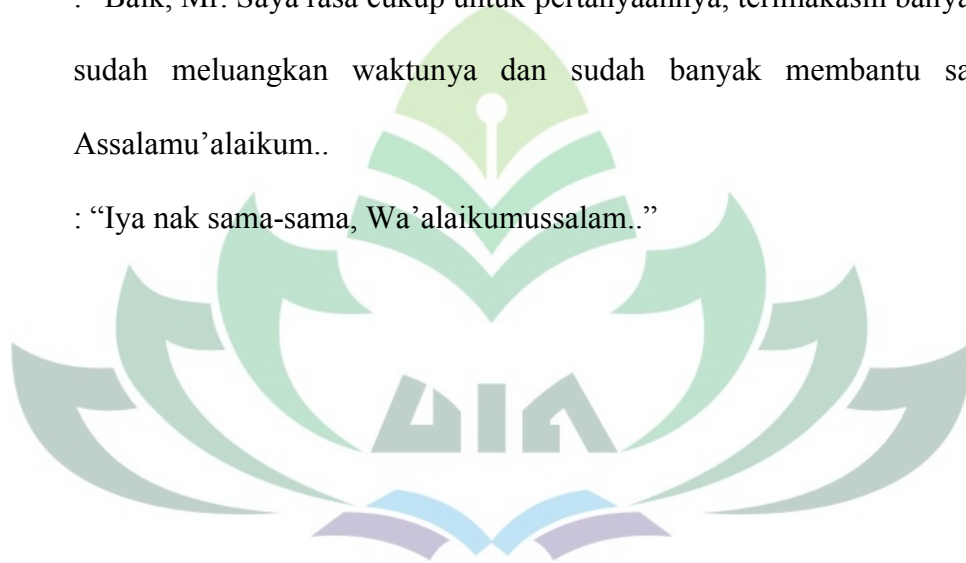
I : “OK, mungkin ini yang terakhir, Mr. Apa kesulitan siswa saat praktek secara

berkelompok mengenai *writing* menggunakan *dictogloss technique*?”

T : “Setiap siswa itu kan mempunyai hasil *writing* yang berbeda-beda sesuai yang mereka dengar sehingga perlu waktu diskusi yang lama, mereka harus saling bertukar pikiran satu sama lain, ada yang masih kesulitan untuk membuat kalimat dan ada beberapa yang tidak mau menyampaikan pendapat mereka ketika dalam kelompok”

I : “Baik, Mr. Saya rasa cukup untuk pertanyaannya, terimakasih banyak karena sudah meluangkan waktunya dan sudah banyak membantu saya, Mr. Assalamu’alaikum..”

T : “Iya nak sama-sama, Wa’alaikumussalam..”



#### Appendix 4c. The Result of Interview Preliminary Research

##### The Result of Interview for the English Teacher

**Day & Date** : Wednesday, September 20<sup>th</sup>, 2017

**Time** : 11.40 am

**Place** : Teacher's room of SMP Al Huda Jatiagung

**Teacher (T)** : Renda Hidayatullah, S.S

**Interviewer (I)** : Ani Latifah

No	Pertanyaan	Jawaban	Kesimpulan
1	Apa kesulitan anda dalam memperkenalkan <i>dictogloss technique</i> dalam pengajaran <i>writing</i> ?	Kesulitannya adalah ketika menyampaikan atau membacakan text nya, kita harus sering mengulang karena keterbatasan siswa dalam <i>listening</i> .	Guru harus sering mengulang ketika membaca teks, karena siswa kurang mumpuni dalam bidang <i>listening</i>
2	Apa kesulitan anda saat meminta siswa mempraktikkan <i>writing</i> menggunakan <i>dictogloss technique</i> ?	Siswa perlu dibimbing secara bertahap dalam menyusun sebuah text yang dibahas yang bersumber dari poin-poin yang sudah mereka tulis.	Siswa masih harus dibimbing dalam merekonstruksi teks dari hasil catatan-catatan kecil mereka.
3	Apa kesulitan anda saat memberikan bantuan dan timbal balik kepada siswa saat belajar <i>writing</i> menggunakan <i>dictogloss technique</i> ?	Harus membimbing siswa satu persatu karena kemampuan mereka dalam <i>writing</i> berbeda-beda	Guru masih harus membimbing siswa satu persatu karena tidak semua siswa mempunyai kemampuan <i>writing</i> yang baik.
4	Apa kesulitan siswa dalam menerima materi <i>writing</i>	Belum banyak kosakata yang mereka punya	Siswa masih kurang menguasai



	menggunakan <i>dictogloss technique</i> ?	sehingga kadang kadang ketika mendengar text yang dibacakan mereka masih bingung.	kosa kata, sehingga ketika guru membacakan teks mereka bingung dengan kosa kata yang baru mereka dengar.
5	Apa kesulitan siswa saat memberikan respon tentang <i>writing</i> menggunakan <i>dictogloss technique</i> ?	Memahami konteks <i>writing</i> yang memerlukan <i>grammar</i> dan kosa kata	Siswa kurang memahami bahwa ketika menulis harus memiliki banyak kosa kata dan mengerti <i>grammatical</i> .
6	Apa kesulitan siswa saat praktik berkelompok dalam belajar <i>writing</i> menggunakan <i>dictogloss technique</i> ?	Siswa mempunyai hasil <i>writing</i> yang berbeda-beda sesuai yang mereka dengar sehingga perlu waktu diskusi yang lama	Siswa perlu waktu diskusi yang lama ketika merekonstruksi teks, karena siswa memiliki hasil catatan-catatan yang berbeda.

## Appendix 5

### QUESTIONNAIRE SHEET

Responden :

Hari/ tanggal :

#### I. Petunjuk Pengisian

Bacalah pertanyaan – pertanyaan dibawah ini hingga anda memahami maksudnya. Kuesioner disusun untuk mengetahui pendapat anda tentang pelajaran bahasa Inggris dan keterlibatan dalam proses interaksi didalam kelas ketika mengikuti pelajaran bahasa Inggris. Kuesioner ini tidak berpengaruh terhadap nilai bahasa Inggris anda, maka jangan ragu untuk menjawab setiap pertanyaan yang diberikan dengan jujur dan jelas.

#### II. Isian Kuesioner

1. Apakah anda menyukai pembelajaran *writing* atau menulis bahasa Inggris menggunakan *dictogloss technique*? Apa alasannya?

Jawab:

.....  
.....  
.....

2. Apakah guru dapat menjelaskan materi *writing* atau menulis menggunakan *dictogloss technique* dengan jelas dan mudah dipahami?

Jawab:

.....  
.....  
.....

3. Apakah pembelajaran *writing* dengan menggunakan *dictogloss technique* dapat meningkatkan kemampuan menulis bahasa Inggris anda? Apa alasannya?

Jawab:

.....  
.....  
.....

4. Apakah anda mengalami kesulitan ketika mengembangkan ide-ide yang akan anda tulis? Apa alasannya?

Jawab:

.....  
.....  
.....

5. Apa saja kesulitan yang anda rasakan dalam mengikuti pembelajaran *writing* menggunakan *dictogloss technique*?

Jawab:

.....  
.....  
.....



## Appendix 7a

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: SMP Al Huda Jatiagung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
Aspek/Skill	: Menulis
Alokasi Waktu	: 2 x 40 menit ( 1x pertemuan )

#### Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

- Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan terdekat
- Siswa dapat mengidentifikasi / menentukan kegunaan teks *descriptive*
- Mengidentifikasi dan menganalisis struktur teks *descriptive*

- Siswa dapat menuliskan kembali teks berbentuk *descriptive* yang dibacakan guru
- ❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines), Rasa hormat dan perhatian ( *respect* ), Tekun ( *diligence* )

- **Materi Pembelajaran**

### **Definition of descriptive text**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

### **Generic Structures of descriptive Text**

1. Identification; identifying the phenomenon to be described.
2. Description; describing the phenomenon in parts, qualities, or/and characteristics.

### **The Language Feature of Descriptive Text**

1. Using attributive and identifying process.
2. Using adjective and classifiers in nominal group.
3. Using simple present tense

- **Metode/ teknik Pembelajaran:** *Dictogloss Technique*

### **Langkah-Langkah Kegiatan**

#### **A. Kegiatan Pendahuluan (10 menit)**

- ☞ Guru memberikan salam kepada murid
- ☞ Guru mengajak berdoa bersama sebelum memulai pelajaran
- ☞ Guru memeriksa kehadiran siswa
- ☞ Guru menyebutkan materi yang akan dipelajari

## **B. Kegiatan Inti (60 menit)**

### **Eksplorasi**

Dalam kegiatan elaborasi, guru:

- ☞ Guru menanyakan tentang *descriptive text* kepada siswa
- ☞ Guru mencoba menggali pemahaman siswa tentang *descriptive text*
- ☞ Guru menjelaskan tentang *descriptive text*
- ☞ Guru membacakan teks berbentuk *descriptive*, siswa diminta untuk mendengarkan dan membuat catatan kecil tentang teks yang dibaca guru

### **Asosiasi**

Dalam kegiatan asosiasi, guru:

- ☞ Guru membagi siswa menjadi tiga kelompok
- ☞ Guru mengintruksikan siswa berdiskusi untuk menuliskan kembali tentang teks berbentuk deskripsi yang telah dibacakan guru secara berkelompok

### **Elaborasi**

- ☞ Guru mengintruksikan kepada masing-masing kelompok untuk mengumpulkan tugas kelompok
- ☞ Guru memanggil perwakilan masing-masing kelompok untuk membacakan cerita atau teks yang telah di tulis di depan kelas, dan siswa lain menyimak dan mengoreksi kesalahan

### **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Guru mempersilakan siswa untuk bertanya tentang *descriptive text*
- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan

## **C. Kegiatan Penutup (10 menit)**

Dalam kegiatan penutup, guru:

- ☞ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya

☞ Guru menutup dan mengucapkan salam

### Sumber Belajar

Buku LKS Bahasa Inggris kelas VIII dan *Script descriptive text*

### Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
➤ Menulis teks fungsional pendek berbentuk <i>descriptive</i>	Tes tulis	Menulis teks deskripsi	➤ <i>Listen the descriptive text and rewrite the text based on the text you hear.</i>

### ▪ Penilaian

Nama siswa :

Kelas :

Tanggal :

Tabel Penilaian Keterampilan

No	Aspects	Score	Description
1	Content		
2	Organization		
3	Vocabulary		
4	Language use		
5	Mechanics		

### **1. Komponen Penilaian: Isi**

Deskripsi : Pernyataan thesis, ide-ide terkait, pengembangan ide-ide melalui pengalaman, ilustrasi, fakta, pendapat; penggunaan deskripsi, sebab akibat, perbandingan dan konsistensi fokus.

Skala Penilaian: 0 – 24

### **2. Komponen Penilaian: Organisasi**

Deskripsi : Efektivitas pendahuluan, urutan ide yang logis dan kronologis, kesesuaian dan kesimpulan.

Skala Penilaian: 0 – 20

### **3. Komponen Penilaian: Sintaksis**

Deskripsi : Bagaimana kata-kata disusun menjadi kalimat.

Skala Penilaian: 0 – 12

### **4. Komponen Penilaian: Kosa kata**

Deskripsi : Pemilihan kata-kata yang tepat untuk mengembangkan dan menunjukkan ide.

Skala Penilaian: 0 – 12

### **5. Komponen Penilaian: Mekanik**

Deskripsi : Ejaan, tanda baca, kutipan referensi bila ada, kerapihan dan perwajahan atau penampilan

Skala Penilaian: 0 – 12



Jatiagung,

2017

Kepala Sekolah

Guru Mata Pelajaran

EDI SUSANTO, S.Pd

RENDA HIDAYATULLAH, S.S



## Appendix 7b

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: SMP Al Huda Jatiagung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 12.1. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>
Aspek/Skill	: Menulis
Alokasi Waktu	: 2 x 40 menit ( 1x pertemuan )

#### Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

- Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan terdekat
- Siswa dapat mengidentifikasi / menentukan kegunaan teks *narrative*

- Mengidentifikasi dan menganalisis struktur teks *narrative*
- Siswa dapat menuliskan kembali teks berbentuk *narrative* yang dibacakan guru
- ❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines), rasa hormat dan perhatian (*respect*), tekun ( *diligence* )
- **Materi Pembelajaran**

### **Definition of narrative text**

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

### **The generic structures of narrative text are :**

- Orentation

The readers are introduced to the characters and setting of the story. Orentation creates the condition that the reader can keep on following the story.

- Complication

In the middle of the story, it presents what is so called complication when the characters find a problem. There is a conflict or problem among the characters of the story on this part.

- Resolution

Is the stage where the main character finds solution from her/his problem. The story ends with happy ending/ sad ending and in this resolution; the writer usually gives a moral value and message based on the story.

### **The language features of narrative text are:**

- Focus on specific and usually individualized participants
- Use of material process, behavioral, and verbal process.

- Use of temporal conjunction and temporal circumstance
- The text emphasizes on the presence of the time order
- The text usually use simple present tense
- It uses chronological order
- It uses action verbs
- It usually found the presence of dialogue
- **Metode/ teknik Pembelajaran:** *Dictogloss Technique*

### Langkah-Langkah Kegiatan

#### B. Kegiatan Pendahuluan (10 menit)

- ☞ Guru memberikan salam kepada murid
- ☞ Guru mengajak berdoa bersama sebelum memulai pelajaran
- ☞ Guru memeriksa kehadiran siswa
- ☞ Guru menyebutkan materi yang akan dipelajari

#### B. Kegiatan Inti (60 menit)

##### Eksplorasi

Dalam kegiatan elaborasi, guru:

- ☞ Guru menanyakan tentang *narrative text* kepada siswa
- ☞ Guru mencoba menggali pemahaman siswa tentang *narrative text*
- ☞ Guru menjelaskan tentang *narrative text*
- ☞ Guru membacakan teks berbentuk *narrative*, siswa diminta untuk mendengarkan dan membuat catatan kecil tentang teks yang dibaca guru

##### Asosiasi

Dalam kegiatan asosiasi, guru:

- ☞ Guru membagi siswa menjadi tiga kelompok
- ☞ Guru mengintruksikan siswa berdiskusi untuk menuliskan kembali tentang teks berbentuk narasi yang telah dibacakan guru secara berkelompok

##### Elaborasi

- ☞ Guru mengintruksikan kepada masing-masing kelompok untuk mengumpulkan tugas kelompok
- ☞ Guru memanggil perwakilan masing-masing kelompok untuk membacakan cerita atau teks yang telah di tulis di depan kelas, dan siswa lain menyimak dan mengoreksi kesalahan

### Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru mempersilakan siswa untuk bertanya tentang *narrative text*
- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan

### C. Kegiatan Penutup (10 menit)

Dalam kegiatan penutup, guru:

- ☞ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
- ☞ Guru menutup dan mengucapkan salam

### Sumber Belajar

Buku LKS Bahasa Inggris kelas VIII dan *script narrative text*

### Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
➤ Menulis teks fungsional pendek berbentuk <i>narrative</i>	Tes tulis	Menulis teks narasi	➤ <i>Listen the narrative text and rewrite the text based on the text you hear.</i>

#### ▪ Penilaian

Nama siswa :

Kelas :

Tanggal :

Tabel Penilaian Keterampilan

No	Aspects	Score	Description
1	Content		
2	Organization		
3	Vocabulary		
4	Language use		
5	Mechanics		

### **1. Komponen Penilaian: Isi**

Deskripsi : Pernyataan thesis, ide-ide terkait, pengembangan ide-ide melalui pengalaman, ilustrasi, fakta, pendapat; penggunaan deskripsi, sebab akibat, perbandingan dan konsistensi fokus.

Skala Penilaian: 0 – 24

### **2. Komponen Penilaian: Organisasi**

Deskripsi : Efektivitas pendahuluan, urutan ide yang logis dan kronologis, kesesuaian dan kesimpulan.

Skala Penilaian: 0 – 20

### **3. Komponen Penilaian: Sintaksis**

Deskripsi : Bagaimana kata-kata disusun menjadi kalimat.

Skala Penilaian: 0 – 12

### **4. Komponen Penilaian: Kosa kata**

Deskripsi : Pemilihan kata-kata yang tepat untuk mengembangkan dan menunjukkan ide.

Skala Penilaian: 0 – 12

### **5. Komponen Penilaian: Mekanik**

Deskripsi : Ejaan, tanda baca, kutipan referensi bila ada, kerapihan dan perwajahan atau penampilan.

Skala Penilaian: 0 – 12

Jatiagung,

2017

Kepala Sekolah

Guru Mata Pelajaran

EDI SUSANTO, S.Pd

RENDA HIDAYATULLAH, S.S



## Appendix 9



The teacher read the text



The teacher explained the material





The students reconstructed the text in groups



The students presented in front of the class

## Appendix 6

### SILABUS PEMBELAJARAN

**Sekolah** : SMP Al Huda  
**Kelas** : VIII ( Delapan )  
**Mata Pelajaran** : BAHASA INGGRIS  
**Semester** : 1 (Satu)  
**Standar Kompetensi** : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar
12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa	1. Teks fungsional pendek berupa : <ul style="list-style-type: none"> <li>• Undangan</li> <li>• Pengumuman</li> <li>• Pesan Singkat</li> </ul> 2. Tata Bahasa	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang		Melengkapi rumpang  Menyusun kata	1. <i>Complete the following sentence / text using suitable word / words</i> 2. <i>Arrange the word into good sentences.</i> 3. <i>Write simple sen-</i>	4 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan</p>	<ul style="list-style-type: none"> <li>Kalimat sederhana               <ul style="list-style-type: none"> <li>- mengundang</li> <li>- mengumumkan</li> <li>- menyampaikan pesan</li> </ul> </li> <li>3. Kosa kata               <ul style="list-style-type: none"> <li>- Kata terkait tema dan jenis teks</li> </ul> </li> <li>4. Tanda baca</li> <li>5. Spelling</li> </ul>	<p>3. Menulis kalimat sederhana terkait jenis teks</p> <p>4. Menulis teks fungsional pendek berdasarkan konteks</p>	<p>bermakna</p> <p>3. Menulis teks fungsional pendek</p>	Tes tulis	acak	<p><i>tences based on the situation given</i></p> <p>4. Write an invitation/ an announcement / message based on the situation given.</p>	4 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Gambar terkait tema/topik</p> <p>3. Benda-benda sekitar</p>
				Tes tulis	Essay	<p>1. Complete the paragraph using the suitable words.</p> <p>2. Rearrange the following sentences correctly.</p>		
	<ul style="list-style-type: none"> <li>1. Teks rumpang berbentuk               <ul style="list-style-type: none"> <li>- descriptive</li> <li>- recount</li> </ul> </li> <li>2. Tata bahasa               <ul style="list-style-type: none"> <li>Kalimat sederhana</li> <li>- Simpel present</li> </ul> </li> </ul>	<p>1. Review ungkapan-ungkapan yang terkait jenis teks descriptive dan recount.</p> <p>2. Menulis kalimat yang berdasarkan yang terkait jenis teks descriptive dan recount gambar/realia.</p> <p>3. Melengkapi rumpang dalam</p>	<p>1. Melengkapi rumpang teks essai pendek berbentuk descriptive.</p> <p>2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive dan</p>	Tes tulis	1. Completion			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	<p>tense</p> <ul style="list-style-type: none"> <li>- Simpel past tense</li> <li>- past cont tense</li> </ul> <p>3. Kos a kata</p> <ul style="list-style-type: none"> <li>- kata terkait tema dan jenis teks</li> <li>- kata penghubung and, then, after that, before dsb</li> </ul> <p>4. Tanda Baca, Spelling</p>	<p>teks descriptif dan recount dengan kata yang tepat.</p> <p>4. Menyusun kalimat acak menjadi teks descriptif dan recount yang terpadu.</p> <p>5. Membuat draft teks descriptif dan recount secara mandiri.</p> <p>6. Mengekspos teks descriptif dan recount yang ditulis di kelas.</p>	<p><i>recount.</i></p> <p>3. Menulis teks esai dalam bentuk</p> <p>a. <i>descriptive dan recount .</i></p>	<p>Tes tulis</p> <p>Tes tulis</p>	<p>2. <i>Jumbled sentences</i></p> <p>3. <i>Essay</i></p>	<p>3. <i>Write an essay</i></p> <p>a. <i>describing something or a certain place.</i></p> <p>b. <i>Telling what you did last Sunday</i></p>		
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	<p>1. Teks fungsional :</p> <ul style="list-style-type: none"> <li>- Notices</li> <li>- iklan</li> </ul> <p>2. Tata bahasa</p> <ul style="list-style-type: none"> <li>- Imperratives</li> <li>- Getting attention</li> <li>- Comparison</li> </ul> <p>3. Kosa kata</p> <p>Kata terkait tema dan jenis teks</p> <p>4. Tanda baca, Spelling</p>	<p>1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi</p> <p>2. Menulis kalimat sederhana untuk</p> <ul style="list-style-type: none"> <li>- memberi himbauan / peringatan</li> <li>- mengiklan-kan sesuatu</li> </ul> <p>3. Melengkapi teks fungsional pendek</p> <p>4. Menulis teks fungsional pendek</p>	<p>Menulis teks fungsional pendek berbentuk :</p> <ul style="list-style-type: none"> <li>- Notices</li> <li>- Iklan</li> </ul>	<p>Tes tulis</p> <p>Product</p>	<p>Essay</p> <p>Completion</p> <p>Penugasan</p>	<p>1. Write sentences based on the situation given.</p> <p>2. Complete the text using suitable word/words.</p> <p>3. Write notices related to certain places</p> <p>4. Write an advertisement promoting a certain product.</p>	4 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Contoh teks fungsional</p> <p>3. Gambar terkait materi dan topik</p> <p>4. Benda sekitar</p>
12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana		<p>1. Review ciri kebahasaan teks narrative/ recount</p> <p>2. Membuat kalimat</p>				<p>Write a short recount/narrative text based on:</p> <p>a. Your experience</p>		<p>1. Buku teks yang relevan</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	<ol style="list-style-type: none"> <li>1. Teks Essai <i>narrative / recount</i></li> <li>2. Ciri kebahasaan teks <i>narrative / recount</i></li> <li>3. Langkah retorika teks <i>narrative / recount</i></li> <li>4. Tatabahasa <ul style="list-style-type: none"> <li>- Simple past</li> <li>- Past continuous</li> </ul> </li> <li>5. Kosakata <ul style="list-style-type: none"> <li>- Kata terkait tema dan jenis teks</li> </ul> </li> <li>6. Tandabaca, spelling</li> </ol>	<ol style="list-style-type: none"> <li>1. sederhana terkait teks <i>narrative / recount</i></li> <li>2. Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i></li> <li>3. Membuat draft teks <i>recount</i> dan <i>narrative</i></li> <li>4. Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat</li> <li>5. Memajang hasil tulisan di dinding</li> </ol>	Menulis teks pendek dan sederhana dalam bentuk <i>recount / narrative</i> dengan langkah retorika yang benar	Tes tertulis	Uraian	<i>happend to you</i> <i>b. The story You have ever read</i> <i>c. Series of pictures given.</i>  <i>Find 5 short texts of recount or narratives and expose them.</i>	8 x 40 menit	<ol style="list-style-type: none"> <li>2. Buku cerita bahasa Inggris</li> <li>3. Gambar - gambar terkait cerita</li> </ol>
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )				Proyek	Penugasan			

**Mengetahui,  
Kepala Sekolah**

**Jatiagung, 2017**

**Guru Mapel Bahasa Inggris,**

**EDI SUSANTO, S.Pd**

**RENDA HIDAYATULLAH, S.S**

