



IMPROVING CLASS VIII D STUDENTS' ACTIVE PARTICIPATION AND
THEIR ACHIEVEMENT IN WRITING A NARRATIVE TEXT BY USING
DICTOGLOSS TECHNIQUE AT SMP MUHAMMADIYAH 7
SEMPU, BANYUWANGI

THESIS

By:
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THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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Presented as One of the Requirements to Obtain S1 Degree of the English Education
Program of the Language and Arts Department
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2013

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, M. Munif and Misnatun
2. My beloved brother and sister, M. Ali Mushon and Nadia Putri R.

Thank you very much for your support and your love.

MOTTO

“Writing is one of the few activities where quantity will inevitably make quality. The more you write, the better you're going to get at it.”*)

(Harlan Coben)

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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SUMMARY

Improving Class VIII D Students' Active Participation and Their Achievement in Writing a Narrative Text by Using Dictogloss Technique at SMP Muhammadiyah 7 Sempu, Banyuwangi; Dian Fitri Handayani, 080210491014; 2013: 65 Pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Teaching how to write effectively is one of the most important skills to teach to the students. The teacher must be sure to select resources and support materials that not only aid in teaching how to write, but also help students learn to write. In addition, writing is a process in which the writer discovers, organizes, and communicates his thoughts to a reader.

The research design was Classroom Action Research (CAR) with cycle model. Each cycle consisted of four stages; planning the action, implementing the action, observing and evaluating, and data analysis and reflecting the action. This research was conducted collaboratively with the English teacher. Dictogloss technique was used to improve class VIII D students' active participation and their achievement in writing a narrative text at SMP Muhammadiyah 7 Sempu, Banyuwangi. Before conducting this research, the researcher did the preliminary study by interviewing the English teacher of the eighth grade of SMP Muhammadiyah 7 Sempu, Banyuwangi. Based on the preliminary study, the researcher found that from four skills (listening, speaking, reading, and writing), writing is the most difficult skill faced by the eighth grade students of SMP Muhammadiyah 7 Sempu, Banyuwangi. Most of the students in class VIII could not express their own ideas well in written communication. They did not know how to start writing, and writing made them frustrated. In addition, they were often unable to make the sentences by using the appropriate grammar, they were lack of vocabulary, and they did not pay attention to the mechanics of writing (such as punctuations, capitalizations and spellings). The last problem was most of the students of class VIII did not actively participate in the writing teaching learning process. They had low motivation in writing.

To overcome those problems, Dictogloss technique was used to improve the students' active participation and their achievement in writing a narrative text.

The data in this research were gathered by doing observation in the class in each cycle and by administering writing test. Observation was done during writing teaching learning process in meeting 1 and meeting 2 in each cycle. The writing test was administered in the third meeting in each cycle. The results of the observation and the writing test were analyzed in the percentage to find the percentage of the students' active participation and their achievement in writing teaching learning process by using Dictogloss technique.

The research subjects were 32 students of class VIII D. They were taken by using purposive method. Based on the data analysis and discussion, it was revealed that teaching writing by using Dictogloss technique could improve class VIII D students' active participation and their achievement in writing a narrative text at SMP Muhammadiyah 7 Sempu, Banyuwangi. The improvement of the students' active participation could be seen from the percentage of the students who actively participated in the writing teaching learning process increased from 68.76% in the first cycle to 79.68% in the second cycle. Besides, the improvement of the students' writing achievement could be seen from the percentage of the students who got score 70 in the writing test increased from 46.88% before doing the action to 68.75% in the first cycle and 75% in the second cycle.

Considering the results of the class observation in each cycle and the writing test, it can be concluded that Dictogloss technique could improve the students' active participation and their achievement in writing a narrative text. So, it was suggested to the English teacher to use Dictogloss technique in teaching English, especially in teaching writing to improve their writing achievement.

Key words: active participation, writing achievement, narrative text, Dictogloss technique

ACKNOWLEDGEMENT

First and foremost, the writer would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength during writing of my thesis entitled “Improving Class VIII D Students’ Active Participation and Their Achievement in Writing a Narrative Text by Using Dictogloss Technique at SMP Muhammadiyah 7 Sempu, Banyuwangi”.

I have acquired a lot of supports in writing this thesis, and in this occasion, I want to convey my deep gratitude to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chairperson of the Language and Arts department
3. The Chairperson of the English Education Study Programs
4. The first and second consultants, Dra. Siti Sundari, M.A and Dra. Wiwiek Istianah, M.Kes., M.Ed. Thank you for spending your time and giving me suggestions and many ideas that have let me to compile and to finish my thesis.
5. The lecturers of the English Education Program who have given me very valuable knowledge and motivation during my study.
6. The headmaster and the English teacher of SMP Muhammadiyah 7 Sempu, Banyuwangi for giving me an opportunity to conduct this research.
7. Class VIII D of SMP Muhammadiyah 7 Sempu, Banyuwangi as the respondent of this research
8. All my friends in English Education Program 2008 level, thanks for your support.

The writer believe that this thesis might have some weaknesses. Therefore, any criticism for those who really want to have this thesis better improved would wisely considered. The writer also hope this thesis will be useful for the readers.

Jember, June 2013

Writer

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