



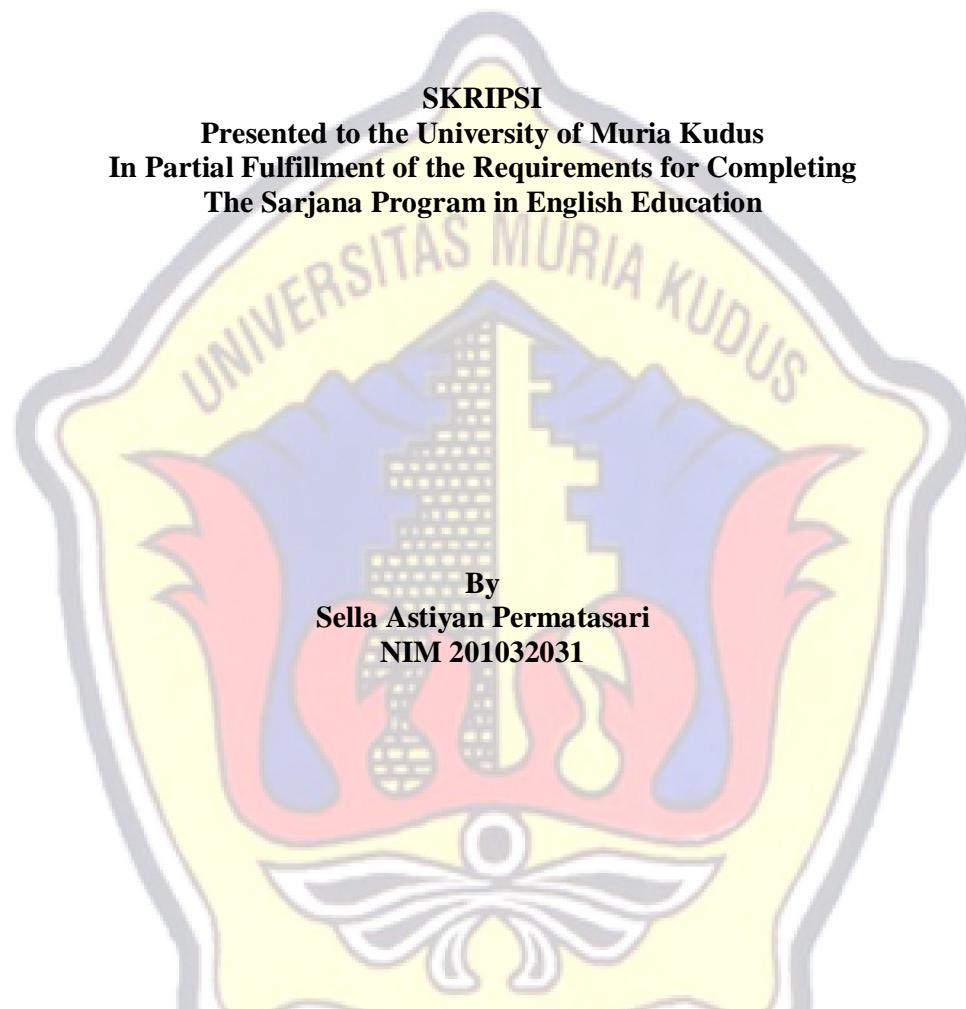
**THE WRITING SKILL OF THE TENTH GRADE STUDENTS OF
SMA N 1 TAYU TAUGHT BY USING DICTOCOMP TECHNIQUE
IN ACADEMIC YEAR 2013/2014**

By:
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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2014**



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MOTTO AND DEDICATION

Motto:

- *Man jadda wajada, Man shabara zhafira*
- *Berusaha lebih keras daripada orang lain*



Dedications:

This skripsi is dedicated to:

- *The writer's beloved mother and father who always give me everything*
- *The writer's beloved grandfather and grandmother who always support me*
- *The writer's beloved sister*
- *The writer's best friend thanks for your loyalty*
- *All teachers of life*
- *Everyone who knows and cares to*

Her

ADVISORS' APROVAL

This is to certify that the Sarjana Skripsi of Sella Astiyan Permatasari (NIM: 2010-32-031) has been approved by the thesis advisor for the further approval by the Examining Committee.

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The writer hopes that it will be useful for those especially who are in the field of education.



ABSTRACT

Permatasari, Sella Astiyan. 2014. *The Writing Skill of The Tenth Grade Students of SMA N 1 Tayu Taught By Using Dictocomp Technique In Academic Year 2013/2014.* Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Agung Dwi Nurcahyo, SS, M.Pd (ii) Fitri Budi Suryani, SS, M.Pd.

Key words: *Dictocomp technique, writing, recount text.*

English is an important language for many purposes, as in communication, science, culture, education fields as well as international affairs. As we know that language can be spoken and written. In the world of education, students are expected to master in the English competence to support their skill, here is writing. But, sometimes the students have difficulties to express their writing because of many factors, they have to write and reconstruct some text. So they feel find difficult to determine their writing. Dictocomp is dictation and composition in group that has four stages of learning; preparation, dictation, reconstruction, and analysis and correction. It's one of the techniques that is easy to learn and can be effective way to teach writing recount text. Recount is a type of genre, which has a social function to retell events for the purpose of informing or entertaining. So, dictocomp can help the students easily to reconstruct recount text.

The objective of the research is to find out whether there is any significant difference of the writing skill of the tenth grade students of SMA N 1 Tayu in the academic year 2013/2014 before and after being taught by using dictocomp technique.

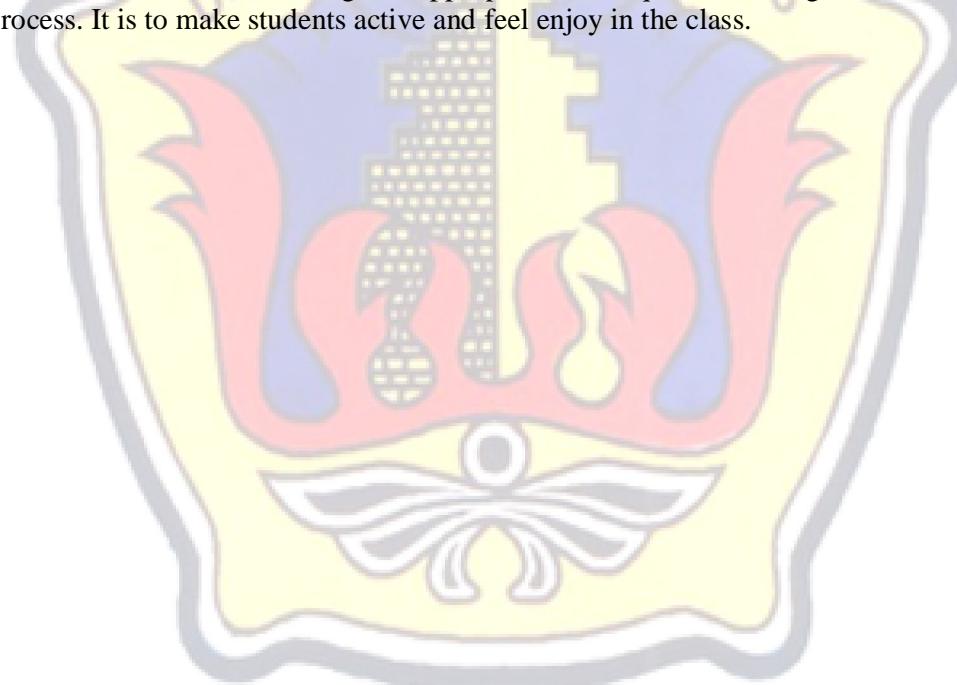
This is an experimental research. The writer uses quasi experiment research because its study done by giving pre-test and post-test for one class. The writer will discuss several possibilities for solving an actual problem by gathering data, analyzing and interpreting them. This intended to make systematic and accurate that concerning the fact and the feature of research.

From the analysis, the writer finds that the best score that the students achieve before being taught by using dictocomp technique is 86 and the lowest score is 48. While the average score (mean) of the students is 67.; the median and the standard deviation is 10,5. With that result, the student's ability is **Adequate** as highest score. After they have been taught by using dictocomp technique, the English score that the students achieve is 94 and the lowest score is 60. Meanwhile, the average is 77,95 and deviation standard is 9,28. The level of the writing skill of the tenth grade students of SMA N 1 Tayu in the academic year 2013/2014 after being taught by using dictocomp technique is **Good** as highest score although it was several students get it and most of them in the **Adequate** grade. The result of t_{test} is 6,77. So, there is a significant difference between the writing skill of the tenth grade students of SMA N 1 Tayu in the academic year 2013/2014 before and after being taught by using dictocomp technique.

Based on the fact, the students should pay more attention in teacher's explanation and also practice a lot in writing. Dictocomp technique can be effective to teach writing in order that the teaching learning process is more interesting. Because using dictocomp technique as teaching can develop the students in all four language skills in an integrative way. It can also help the students to develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down. The other hand it can motivate the students to write English.

The result of the experiment shows that the mean of pre test is 67 by standard deviation is 10,5 and the mean of post test is 77,95 by standard deviation is 9,28. It was found t-observation is 6,77. In the level of significance 5% from degree of freedom (df) N-1 ($40-1 = 39$), and t-table (t_0) 2.04. In other word t-observation falls in the critical region. Therefore, it can be said that the null hypothesis is denied, while the hypothesis of the research is confirmed. So, the result of the research is "there is a significant difference between the writing skill of the tenth grade students of SMA N 1 Tayu in academic year 2013/2014 before and after being taught by using Dictocomp technique".

Based on the result of the research above, the writer suggests that the teachers should use interesting and appropriate technique in teaching and learning process. It is to make students active and feel enjoy in the class.



ABSTRAK

Permatasari, Sella Astiyan. 2014. *Ketrampilan Menulis Pada Siswa Kelas X SMA N 1 Tayu Diajar Menggunakan Teknik Dictocomp Tahun Ajaran 2013/2014.* Skripsi. Program Studi Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Agung Dwi Nurcahyo, SS, M.Pd, (ii) Fitri Budi Suryani, SS, M.Pd.

Kata Kunci: *Teknik dictocomp, menulis, teks recount.*

Bahasa Inggris merupakan bahasa penting dalam berbagai tujuan, seperti dalam komunikasi, ilmu pengetahuan, budaya, dunia pendidikan yang bisa dikatakan sebagai hal yang internasional. Seperti yang kita ketahui bahwa bahasa dapat berupa ujaran dan tulisan. Dalam dunia pendidikan, para siswa diharapkan dapat menguasai kompetensi bahasa Inggris untuk mendukung ketrampilan mereka dalam menulis. Tetapi, terkadang para siswa mempunyai kesulitan untuk mengungkapkan tulisan mereka karena banyak faktor, menulis dan menyusun beberapa teks. Sehingga siswa sulit menemukan kesulitan dalam menentukan tulisan mereka. Dictocomp adalah dikte dan komposisi dalam kelompok yang mempunyai empat tahap dalam pembelajaran: persiapan, dikte, menyusun kembali dan mengoreksi. Ini adalah salah satu teknik yang mudah untuk dipelajari dan dapat menjadi jalan yang efektif untuk pembelajaran menulis teks recount. Recount adalah sebuah jenis genre, yang mempunyai sebuah fungsi social untuk menceritakan kembali kejadian-kejadian dengan tujuan memberi informasi dan menghibur. Jadi, dictocomp dapat membantu siswa menyusun kembali teks recount dengan mudah.

Tujuan dari penelitian ini adalah untuk mengetahui adakah perbedaan yang signifikan dari kemampuan siswa dalam kemampuan menulis pada siswa kelas X SMA N 1 Tayu diajar tahun ajaran 2013/2014 sebelum dan sesudah menggunakan dictocomp teknik.

Penelitian ini adalah sebuah penelitian eksperiment. Penulis menggunakan penelitian quosy eksperimen karena penelitian ini selesai dengan memberikan pre-test dan post-test untuk 1 kelas. Penulis akan membahas beberapa kemungkinan untuk memecahkan masalah dengan data, analisis dan menerjemahkannya. Ini dimaksudkan untuk membuat sistematis dan teliti dengan memperhatikan fakta dan ciri-ciri dari penelitian.

Dari hasil analisis, penulis menemukan nilai tertinggi yang diperoleh siswa sebelum diajar menggunakan dictocomp teknik adalah 86 dan nilai terendah adalah 48. Sementara nilai mean dari siswa adalah 67; dan standar deviasi adalah 10,5. Dengan hasil itu, kemampuan siswa adalah cukup sebagai nilai tertinggi. Setelah mereka diajar menggunakan dictocomp teknik, nilai Bahasa Inggris siswa adalah 94 dan nilai terendah adalah 94. Sementara mean adalah 77,95; dan standar deviasi adalah 9,28. Level dari kemampuan siswa dalam menulis teks recount setelah diajar menggunakan dictocomp teknik adalah baik sebagai nilai

tertinggi meskipun ada beberapa dilevel cukup. Hasil dari t-test adalah 6,77, maka ada sebuah perbedaan signifikan antara kemampuan siswa dalam menulis teks recount kelas X SMA N 1 Tayu diajar tahun ajaran 2013/2014 sebelum dan setelah diajar menggunakan dictocomp teknik.

Berdasarkan fakta, siswa seharusnya lebih memperhatikan penjelasan guru dan juga banyak berlatih menulis. Guru bahasa Inggris seharusnya menggunakan dictocomp teknik untuk mengajar menulis untuk menunjang kegiatan belajar mengajar agar lebih menarik. Karena menggunakan dictocomp teknik untuk mengajar dapat mengembangkan kemampuan siswa dalam berbahasa. Itu juga dapat membantu siswa untuk mengembangkan dalam mengingat istilah-istilah pendek. Disisi lain, itu dapat memotivasi siswa untuk menulis Bahasa Inggris.

Hasil dari percobaan menunjukkan bahwa rata-rata pre test adalah 67 dengan standar deviasi 10,5 dan rata-rata post test adalah 77,95 dengan standar deviasi 9,28. Ditemukan t-observation adalah 6,77. dalam level of significance 5% dari degree of freedom (df) N-1 (40-1=39), dan t-table (t_i) 2,04. dalam kata lain t-observation jatuh pada daerah kritis. Oleh karena itu, dapat dikatakan bahwa the null hypothesis ditolak, sementara hipotesis penelitian diterima. Jadi, hasil penilitian ini adalah “ada perbedaan yang penting antara keterampilan menulis murid kelas sepuluh SMA N 1 Tayu di tahun ajaran 2013/2014 sebelum dan sesudah diajar dengan menggunakan teknik dictocomp”.

Berdasarkan hasil penelitian di atas, penulis menyarankan bahwa guru harus menggunakan teknik yang menarik dan tepat dalam proses belajar mengajar. Itu untuk membuat murid aktif dan merasa enjoy di dalam kelas.

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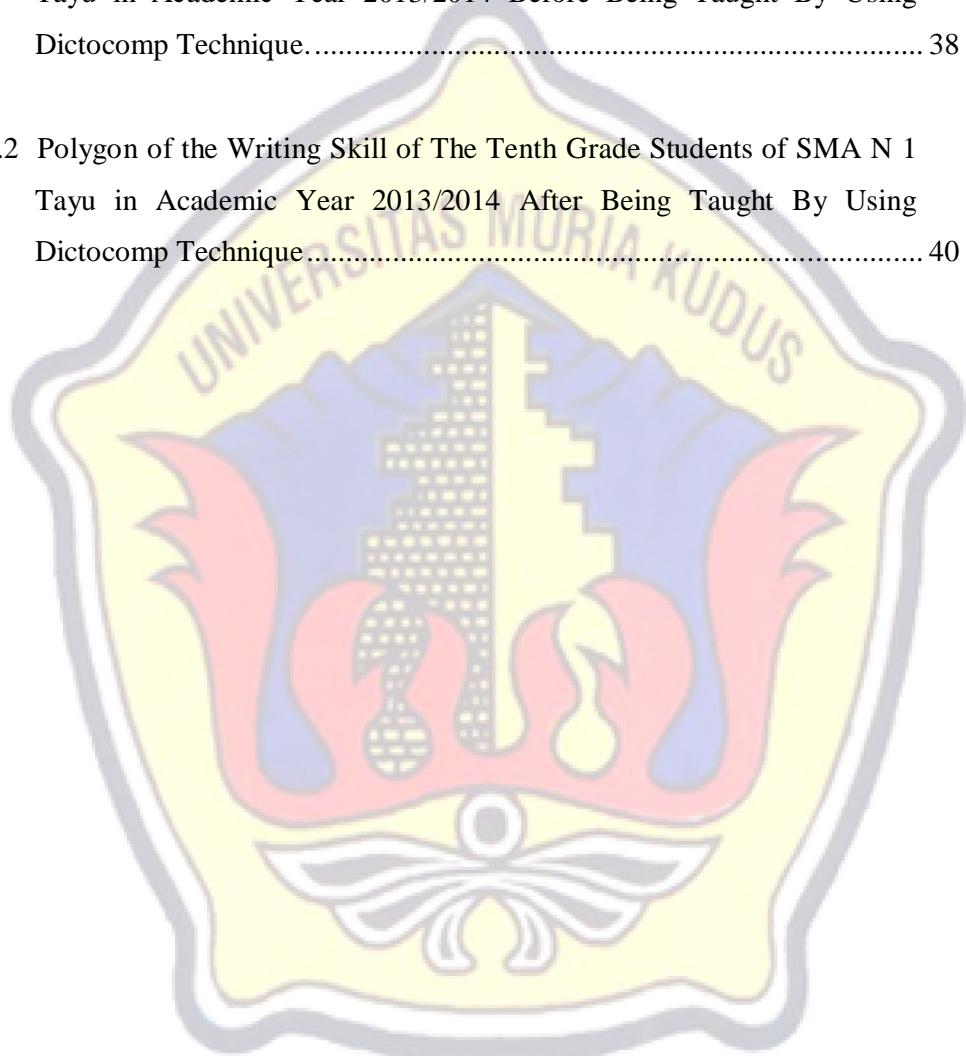
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