

**THE EFFECT OF APPLYING DICTOGLOSS STRATEGY ASSISTED SERIES
ANIMATION PICTURES ON THE STUDENT'S
WRITING ACHIEVEMENT**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

By:

YULIA OKTAZENA
NPM. 1502050265



**FACULTY OF TEACHERS TRAINING AND EDUCATION UNIVERSITY
OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2019**



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Webside : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
 Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Rabu, 25 September 2019, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama Lengkap : Yulia Oktazena
 NPM : 1502050265
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Applying Dictogloss Strategy Assisted Series Animation Pictures on the Students' Writing Achievement

Ditetapkan : () Lulus Yudisium
 () Lulus Bersyarat
 () Memperbaiki Skripsi
 () Tidak Lulus

Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd.)

Ketua,

PANITIA PELAKSANA

Sekretaris,

Dr. H. Elfianto Nasution, S.Pd., M.Pd.

Dra. Hj. Svamsuurnita, M.Pd.

ANGGOTA PENGUJI:

1. Dra. Diani Syahputri, M.Hum
2. Mandra Saragih, S.Pd, M.Hum
3. Rini Ekayati, SS, MA

- 1.
- 2.
- 3.



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Yulia Oktazena

N.P.M : 1502050265

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of Applying Series Animation Pictures Assisted With Dictogloss Strategy to The Student's Achievement in Writing Narrative Text

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:
Dosen Pembimbing

Rini Ekayati, SS., MA

Diketahui oleh:

Dekan

Ketua Program Studi

Dr. H. Elfrianto Nasution, S.Pd, M.Pd.

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Oktazena, Yulia, 1502050265. *The Effect of Applying Dictogloss Strategy Assisted Series Animation Pictures on the Student's Writing Achievement.* Skripsi. English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan. 2019.

The objective of the research was to find out the effect of using series animation pictures assisted with dictogloss strategy in writing narrative text. SMK Muhammadiyah 09 Medan, on Jl. Garuda Gg. Taqwa Kec. Medan Sunggal, Sumatera Utara of 2019/2020 academic year was chosen as the location of the research. The population was the tenth grade students from X TKR 1, X TKR 2, X TSM 3, X TSM 4, X TKJ 2 and X TKJ 3. By using purposive sampling technique, X TSM 3 which consisted of 28 student's and X TSM 4 which consisted of 29 students were chosen as experimental and control class respectively. Written test were administrated to the students as the instrument of the research with pre-test and post-test of both groups. Having collected and analyzed the data by using T-test formula, the result showed that t-test was 5,77 and t-table was 2,00. It meant that t-test was higher than t-table or the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. So, there was a significant effect of using series animation pictures assisted with dictogloss strategy in writing narrative text.

Key Word : Dictogloss Strategy, Writing Narrative Text, Series Animation Pictures.

ACKNOWLEDGEMENTS



Alhamdulillahirabbil'amin. First of all, the researcher would like to thank Alhamdulillah for Allah SWT the Most Almighty, who has given healthy and chance for researcher in resolving this study from the beginning up to the end. Blessing and peach be upon prophet Muhammad SAW who has brought us from the darkness into the brightness.

The aim of writing this study is to fulfil the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. In resolving this study with the title “The Effect Of Applying Dictogloss Strategy Assisted Series Animation Pictures on the Student’s Writing Achievement”.

The researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for her to finish it. For that, she wants to thanks her beloved parents, Zul Efendi and Gamariana who had given support both in material and spiritual to complete study for her from the first education until the completion of the study. Her beloved brother Hendra Zefana and her sister Silvia Hendrayani and her big family who had given their pray, support, suggestion, inspiration, spirits, and motivation for during her study at FKIP UMSU. Thanks a lot for their pray and motivation. Moreover she also gained many contributions and guidances from various parties. Therefore ,she gained would like to thanks a lot of to :

1. Dr. Agussani, M.AP, the Rector of UMSU.

2. Dr. Elfrianto Nasution, S.Pd, M.Pd, as the Dean of Faculty of Teacher Training and Education.
3. Mandra Saragih, S.Pd, M.Hum as the head of English Dapartement FKIP UMSU, and Pirman Ginting, S.Pd, M.Hum as the secretary of English Department FKIP UMSU for their encouragement to the researcher during the process of writing the study.
4. Rini Ekayati, S.S.,M.A as her supervisor who has given her guidance, suggestion and advice in finishing the research.
5. All lectures who had given their valuable thought in Teaching English during the academic years at UMSU.
6. Rohadi S.T the Headmaster of SMK Muhammadiyah 09 Medan, Yenni Herawaty, S.Pd as the English teacher, other teachers and students who have given a good cooperation during the experiment.
7. Her Best friends Kiki, Sahiba, Dinda Atiqa, Dinda Lubis, Dewi Fatimah, Bella Novira who gave spirit, support, motivation, and care in finishing her research, and all of friends in team Srikandi. Teaching Learning Program who cared and supported each other in finishing this research. Thanks for moments
8. All of friends in VIII D morning who cared and supported each other in finishing this research.

She realizes that this study is still far from being perfect. So, she hopes suggestions and comments from all the readers, especially from the

students of English Department who want to do a research. May Allah SWT the most almighty always bless all of us.

Medan , September 2019

The Researcher

YuliaOktazena

TABLE OF CONTENTS

ABSTRACT.....	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION	1
A. The Background of Study	1
B. The Identification of Problem.....	3
C. The Scope of Limitation study	3
D. The Formulation of Problem	4
E. The Objective of the Study	4
F. The Significance of the Study.....	4
CHAPTER II REVIEW OF LITERATURE	5
A. Theoretical Framework.....	5
1. Theory of Writing	5
1.1 The process of writing	6
1.2 Strategies in Teaching Writing	7
1.3 Writing Assessment	8
2. Media and Animation.....	9
2.1 Definition of Media	10
2.2 Definition of Animation Picture	11

2.3 The Advantages and Disadvantages of Media Pictures	12
2.3.1 The Advantages Media Animation Picture	12
2.3.2 The Disadvantages Media Animation Picture	13
3.Dictogloss	13
3.1 Definition of Dictogloss.....	13
3.2 Aim of Dictogloss	15
3.3 Steps inDictogloss.....	15
3.4 The Advantages and Disadvantages of Dictogloss	17
3.4.1 The Advantages of Dictogloss.....	17
3.4.2 The Disadvantages of Dictogloss	19
B. Previous Study	19
C. Conceptual Framework.....	20
D. Hypothesis	22
CHAPTER III METHOD OF RESEARCH	23
A. Location	23
B. Population and Sample	23
C. Research Design	24
D. Instrument of The Research.....	27
E. The Technique of Collecting Data.....	28
F. The Technique of Analyzing Data.....	28
G. Statistical Hypothesis.....	32
CHAPTER IV DATA AND DATA ANALYSIS.....	33
A. The Data.....	33

B. The Data Analysis	34
C. Testing Hypothesis	41
D. Research Findings.....	41
CHAPTER V CONCLUSION AND SUGGESTION	42
A. Conclusion	42
B. Suggestion.....	42

REFERENCES

LIST OF TABLE

Tabel 1.3 Writing Assessment.....	8
Table 3.1 Design of Research.....	22
Table 3.2 Treatment in Experimental and Control Group.....	23
Table 4.1 The Differences Score of Pre-test and Post-test of the Experiment Group.....	34
Table 4.2The Differences Score of Pre-test and Post-test of the Control Group	39
Table 4.3 Validity of Test	41
Table 4.4 Reability of Test.....	42

LIST OF APPENDICES

- Appendix I Lesson Plan of Experimental Group
- Appendix II Lesson Plan of Control Group
- Appendix III Test Item Pre-test and Post-Test
- Appendix IV Attendance List of Experimental Group
- Appendix V Attendance List of Control Group
- Appendix VI The Result of Pre-Test and Post-Test in Experimental Group
- Appendix VII The Result of Pre-Test and Post-Test in Control Group
- Appendix VIII Table of Validity
- Appendix IX Table of Reliability
- Appendix X Documentation
- Appendix XI Form K-1
- Appendix XII Form K-2
- Appendix XIII Form K-3
- Appendix XIV BeritaAcaraBimbingan Proposal
- Appendix XV BeritaAcara Seminar Proposal
- Appendix XVI LembarPengesahan Seminar
- Appendix XVII SuratKeterangan
- Appendix XVIII SuratPernyataan
- Appendix XIX SuratIzinRiset
- Appendix XX SuratBalasanRiset
- Appendix XXI BeritaAcaraBimbinganSkripsi
- Appendix XXII Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of Study

According to Nunan (2003) writing is needed to communicate with others who are removed in time and space, or is used for those occasions on which a permanent or semi-permanent record is required. Such situations can be easily found in the real life every day, for instance, when someone will visiting a friend but she could not meet and she left a note to her friend. In writing, learners not only engage in higher level skills (e.g., planning, organizing) but also in lower level skills (e.g., spelling, punctuation, word choice). Richards (2002) claim that writing is the most difficult skill to master for second/foreign language learners, as the difficulty of mastering writing stems not only from generating and organizing ideas but also from translating these ideas into readable text.

The first sense of writing is that writing is the high level of a language. It is the last skill that has to be adapted by people who want to be able to communicate perfectly. The second sense is that writing is a productive skill. It involves written language rather than receiving it. The third sense of writing is that writing is the last skill in language mastery. In writing, people apply everything what they have got in the three stages before. And people should

build up the idea totally to make it so understandable that some people can know the meaning or the purpose of the message in writing.

One of the genre in writing is narrative text. Writing narrative text was one of writing types that could not be adept easily by students. It happens because usually they are only given some example of narrative text they don't try to make it by their self.

Based on the observation during in teaching training at SMK Muhammadiyah 09 Medan it indicated, that writing narrative text was problem for students. Most of the students have lack of interest in writing. They did not have clear rules and ways in writing. They have ideas but they cannot express in writing form. They worry about making mistakes. Related to the teacher's strategy in teaching writing it seems that the teacher did not provide a suitable strategy in teaching writing. For example, the teacher did not provide any writing exercises to students. The teacher only gives exercises relating to reading by giving test to the students to answer the questions about narrative text by using discussion method, so that with the method is not effective in writing skills. Based on the observation during in teaching training at SMK Muhammdiyah 09 Medan.

Based on this situation the teacher needs to choose one best strategy to solve the problem, one of the strategy that can be used is dictogloss strategy. Dictogloss strategy contains the combination of listening skills and writing skills. A study conducted by Inu Setiana. He studies the effect of dictogloss on the students from grade VII of SMPN 14 Bandung 2012 academic year.

Dictogloss as one of dictation techniques applied in teaching learning process was supposed to improve students' writing ability. The result of hypothesis testing showed that the experimental class students got better score than the control class students.

They also learn how to work together with their friends in a group. It guided students to explore and to generate their own narrative text, and they did not get confused about how to produce their own narrative text.

Finally, this research was conducted under the title the effect of applying series animation pictures assisted with dictogloss strategy to the student's achievement in writing narrative text.

B. Identification of the Problem

The problem of this study identified as follows :

1. The teacher did not use an appropriate strategy in teaching writing narrative text.
2. The students were not interested in learning writing narrative text.

C. The Scope and Limitation of Study

The scope and limitation of this study was focused on writing skill and the limitation was focused on writing narrative text by using series animation pictures assisted with dictogloss strategy.

D. The Formulation of the Problem

The formulation of this study was focused is there any significant effect of the series animation pictures assisted with dictogloss strategy to the student's in writing narrative text.

E. The Objective of the Study

The study was focused to find out the effect of using series animation pictures assisted with dictogloss strategy in writing narrative text.

F. The Significance of the study

a. Theoretically

Theoretically the study was gave easier and interesting way in teaching writing narrative text through dictogloss strategy with animation picture and it was gave understanding in writing narrative text and gave a contribution to success English teaching learning.

b. Practically

For researchers or readers to add the knowledge about writing narrative text. And as information to be more creative and innovative. For teachers to give an effective strategy in learning writing language so that the

students become interesting in writing and will get a better in their writing process. For students to help them to learn in writing skill in narrative text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Description

1. Theory of Writing

According to Brown (2001:334) said that writing is among the most important skills that foreign language students need to develop. It is the last stage in learning language after listening, speaking, and reading. In other words, the researcher can say that writing is an indicator whether students have gained all skills before or have not. Before the students have to write, they should be able to listen, to speak, and to read. Writing skill differs from other skills like speaking and listening. States that trends in teaching other skills, particularly listening and speaking.

Writing belongs to productive skills rather than perceptive one. It produces a message to communicate. Spratt (2005: 26) states that writing and speaking belong to productive skills. She said that speaking and writing, particularly, involve producing language rather than receiving it. It means that writing and speaking will produce an output as an indicator that students have learn both those skills. It is clearly that the output of speaking skill can be oral conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types.

Hyland (2004: 09), explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their

views on a topic to each other then. A person's views may be different from another people's view. It depends on their belief. Therefore, when constructing their view (ideas), the people have to make it understandable and acceptable.

Writing is very significant for students in terms that they should take notes from their teacher, make a report, and finish assignments from the teacher. It can be also an indicator to show that they have gained the information. It is significant for students to master writing skill the researcher. If they do not master it, it will be difficult for them to share teacher or their friends anything in a written form. Writing is the last output after students learn separate acts continuously.

Wallace (2004:15) states that writing is the final product after students learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. It means that writing is a complex skill. It covers many sub skills that have to be passed before producing a good piece of writing. Writing seems so complicated with its sub skills, but it is actually can be learned with fun.

1.1 The Process of Writing

According to Carroll et al (2001:15) the process of writing elaborates the stages of writing process as following :

- a. Prewriting was freely choosing the topic and beginning to gather and organize details before it is written.

- b. Drafting was getting the ideas down on paper in roughly the format that the writer intend.
- c. Revising is correcting any major errors and improving the writing from and content.
- d. Editing was polishing the writing, fixing errors in grammar, spelling and mechanism.
- e. Publishing and presenting was sharing the written matter.

1.2 Strategies in Teaching Writing

Harmer (2004: 11) states that students should pay attention not only in *what* to write but also in *how* to write. Writing is more than to write. There are actually several strategies to write well. Students are led to know more about how to write. Therefore, he offers some writing strategies in this case:

- a. The way teachers get students to plan

Teachers need to encourage students to plan or think about what they are going to write. The simplest way is to plan the content of their writing is outline. In this case, there are two common ways that are usually used in this stage. They are brainstorming and guided tasks. Brainstorming can be applied in pairs and group discussion. In the discussion, they share anything that can be used as their writing content or topic. Meanwhile, guided tasks are more related to some activities that will lead students to find their idea to write. Teacher can also encourage students to think about the purpose of their writing and for whom they are writing.

b. The way teacher encourage students to draft, reflect, and revise

In this stage students are made to believe that their drafts are not the finished product. They still need to reflect and revise them. It will lead students to collaborative writing. In collaborative writing, they will work side by side with their classmates in order to produces a good writing. They will respond to each others drafts in terms of language and content. They will give suggestion to each other. They will share any idea that is significant to their writing. Finally, their contribution will create a good finished product.

c. The way teachers respond to students' writing

There are several ways to respond students' writing. The first way teachers can do is responding to a work-in-progress. It is applied when a teacher is talking to a student in a group while the others are still working on their own. The secong way is giving reformulation to students. In this way, teachers write their work. The last way is conducting peer response. It will be really welcome to students because teachers talk to each students. It means that each students will get suggestion as what key need.

1.3 Writing Assessment

Directive of assessment, according from Sugiyono (2013:142-143)

Tabel 1.3 Assessment Rubric

Aspects	Criteria	Scores
Content	1. Relevant to topic.	27-30
	2. Mostly relevant to topic but lacks detail.	22-26
	3. Inadequate development of topic.	17-21

Organization	4. Not relevant to topic.	13-16
	1. Ideas clearly stated and supported, well organized, cohesive.	18-20
	2. Loosely organized but main ideas stand out, not well organized.	14-17
	3. Ideas confused or even no main ideas, bad organization.	10-13
	4. Does not communicate, no organization.	7-9
Vocabulary	1. Effective word /idiom choice and usage.	18-20
	2. Occasional errors of word /idiom form, choice and usage.	14-17
	3. Frequent errors of word /idiom form, choice and usage.	10-13
	4. Little knowledge of English vocabulary, idioms and word form.	7-9
Language Use	1. Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.	22-25
	2. Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.	18-21
	3. Frequent errors of agreement, tense, number, word order, articles, pronouns or prepositions.	11-17
	4. Dominated by errors.	5-10
Mechanics	1. Few errors of spelling, punctuation, capitalization and paragraphing.	5
	2. Occasional errors of spelling, punctuation, capitalization and paragraphing.	4

	3. Frequent errors of spelling, punctuation, capitalization and paragraphing.	3
	4. Dominated by errors.	2

2. Media and Animation Picture

2.1 Media

Sharon E (2011) said that media is the plural form of mediator (medium), is a means of communication. Derived from the Latin medium (between), this term refers to anything that carries information between a sources and a receiver. Six basic categories of media are text, audio, visual, video, engineer (manipulative) (objects), and people. The purpose of the media is to facilitate communication and learning.

A media format is the physical form in which the message is included and displayed. Each has it is advantages and limitations that vary in the types of messages that can be recorded and displayed. Selecting a media format can be a complicated task. The factors to consider include a large number of media and technology available, the diversity of learners, and the number is to be achieved. According Harjanto (2010) there are several types of educational media commonly use in the teaching process:

- a. The free media such as images, photographs, graphics, charts, or diagram, posters, cartoons, comic, and others. Graphic media is often called two-dimensional media, the media has a length and width.

- b. The media in the form of three-dimensional models such as solid models, the model cross-section, stacking models, working models, mock-ups, dioramas and others,
- c. Media as a slide projection, filmstrip, movie, use of OHP and others.
- d. The use the environmental as a medium of education.

2.2 Animation Picture

According to Utami, D (2007). Media animation picture is quite interesting media used in teaching in an elementary school, but certainly there are advantages and disadvantages which is owned by the animation picture media as a characteristic of the animation picture medium itself.

According to Andreas (2003), animation picture is an object or object appear to move across the stage or deform, change size, change colors, change rotation, changing other properties. Broadly speaking, animation picture is an interesting display, static, and dynamic graphics, which are caused by changes in each frame (frame by frame), change the position of moving (motion twin) as well as changes in the from followed the movement (motion shape).

Animation picture in a multimedia application can promise a more visually dynamic and appealing to the audience because the animation pictures allow the impossible or the applicable complex in real life is in our application. Effectiveness of animation picture in learning not only dealing with how the animation picture was accepted and conceptualized, but also how the animation picture was designed. The developmental of computer animation picture today's

rapidly take decades in the process of creation. The animation picture literally brings life or general move. In animate an object that moves from the object to be alive, animation picture known since the popularity of the television media that is able to present an image – moving image recording activity of living beings, both human, animals, and plants.

2.3 The Advantages and Disadvantages of Media Animation Picture

Media animation pictures from existing sources, there are some advantages and disadvantages which is owned by media animation picture, there are Arsyad (2002):

2.3.1 Advantages Media Animation Picture

- a. Media animation picture is able to convey something complex concepts visually and dynamically. This can make the actual relationship between wearing a concept or process complex visual and dynamic. This can make the actual relationship between a concept or complex processes easier to mapped into the minds of students and so assits in the process of understanding.
- b. The digital animation picture to attract the attention of student with ease. Animation picture is able to convey a message better compared with other media usage. Students also provide a longer memory to the media that are dynamic in the appeal of media that is static.
- c. The digital animation picture is also capable in use to help provide virtual learning. This is primarily to circumstances in which the estimate is actually difficult or cannot be provided, harm or may involve high costs.

- d. Animation picture is able to offer a more pleasant learning media. Animation picture is able to attract attention, increase students motivation and though provoking more memorable. Everything helps in the process reduce the cognitive load of students receiving something subject matter or message you want conveyed by educators.
- e. The visual and dynamic offering provided by the animation picture technology is able to facilitate the process of applying the concept of demonstration.

2.3.2 Disadvantages Media Animation Picture

Arsyad (2002) material for animation picture is difficult for the fox if at any time can be a mistake or the information contained in it, it is difficult to include in order to attract the attention of students if used properly, but otherwise the animation picture may also divert attention from the substance of the material conveyed to animated for name and that just do not matter.

3. Dictogloss

Wajnryb (1990) is credited with helping to develop a new way of dictation known as dictogloss. Dictogloss is a relatively recent procedure in language teaching. In traditional dictation students recreate a dictated text word for word. However, dictogloss has different procedures and objectives. It combines dictation, paraphrase and interpretation. The concept is simple: learners listen to a passage, note down key words and then create a reconstructed version of the text. In a dictogloss task, learners listen, write and speak, relying on their

knowledge of semantic, syntactic and discourse systems of the target language to complete the task with the focus remaining on grammatical competence.

Dictogloss is an integrative strategy that was originally used for second-language learners. The purpose of dictogloss is to improve students' knowledge of text structure and grammar within an authentic context (Van Patten, Inclezan, Salazar, & Farley, 2009). As research indicates, effective writing instruction focuses on grammar and text structure within context of use (Bromley, 2007). In this instructional strategy, students listen to a model of narrative text structure and deconstruct it collaboratively before it is recreated.

The students generated versions are considered using three criteria; grammatical accuracy, textual cohesion (if she created text hold together as a meaningful 'chunk' of language), and logical sense. Alternative forms to the original dictated form are encourage as long as they meet these requirements.

The collaborative nature of Dictogloss allows all learners, but especially second language learners and striving readers, to examine an exemplary narrative passage and discover how the author created it. When students are explicitly intrusted in the study of genres and their textual differences, the quality if their writing improves (Calkins, 1994).

3.1 Aims of dictogloss

Wajnryb (1990:6) 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.

3.2 Steps in dictogloss

Wajnryb (1990) outlined four phases in dictogloss :

1. Preparation (Warm-up)

The topic is introduced and key vocabulary is addressed. This can be done using a variety of techniques: an open class discussion, group brainstorming, question and answer elicitation, predicting text content from pictures of vocabulary. The important thing is that learners are engaged with the topic and hopefully interested in it.

2. Dictation

Wajnryb recommends that learners should listen to the dictation twice and that both readings should be, as far as possible, identical. The text is read at natural

speed with short pauses between each sentences. Students are told not to write anything the first time, 'but allow the words to wash over them' (1990:8). This is to allow students to get an overall feel for the passage. On the second listening students should take down notes. At this stage the teacher should suggest that learners focus on noticing and recording key content or information words.

3. Reconstruction

Learners work individual or together in small groups to reconstruct a version of the text from their shared notes. It helps if each group has a 'scribe' through whom all suggestion are channeled. The scribe write down the group's text as it emerges from group discussion. When it is complete, the group checks the text of grammar, textual cohesion, and logical sense.

4. Analysis and correction

Learners analyze and compare their text the reconstructions of other groups. In this way errors are exposed and discussed. The class may discuss the differences in the texts, then compare their text with the original and note or make necessary corrections. Ideally, the original text should not be seen by learners until after their own versions have been analyzed.

3.4 The Advantages and Disadvantages of Dictogloss

3.4.1 Advantages of Dictogloss

According to Vasiljevic (2010) dictogloss has some advantages, as follows:

- a. Dictogloss is an effective way of combining individual and group work activities. Students listen and take notes individually and then work together to reconstruct the texts. The reconstruction task gives students focus and a clear objective.
- b. Dictogloss procedures facilitate the development of learners' communicative competence. A collaborative reconstruction task gives learners the opportunities to practice and use all modes of language in communication. There is turn-taking among them which uses confirmation and clarification.
- c. The reconstruction stage helps students to encourage their strengths and weaknesses. It helps them to compare input to their own representation of the text.
- d. Dictogloss develops strategies for solving problems. It leads learners to help each other in recreating their own version of text that depends on the teachers information. The analysis and correction stage enables students to see their linguistic shortcomings where they have done well and where they need to improve.
- e. Dictogloss offers a unique blending of teaching listening comprehension and the assessment of students' listening ability. In a dictogloss task, students need

phonemic identification, lexical recognition, syntactic analysis and semantic interpretation. The reconstruction task offers an insight into the students' performance at all stages of speech perception process. With the notes learners and teacher can verify and identify the parts of the text and specific words or structure that cause miscomprehension. Furthermore, the nature of reconstruction task forces students to listen carefully to other students' input, providing additional opportunities for listening practice.

- f. The reconstruction task also promotes the acquisition of L2 vocabulary. Students need to recall the meaning and the written form of vocabulary items introduced at the preparation stage. In addition, students use new words to form complex sentences, and the teacher can direct learners' attention to the target language.
- g. The reconstruction task can raise students' awareness of theoretical patterns in the target language. Those facilitate students' ability to understand and manipulate the patterns of textual organization and make them more sensitive to discourse markers and other cohesive ties in language they are trying to acquire.
- h. Working in small groups reduces students' anxiety as they have to perform only in front of small audience. They feel more relaxed and confident when they share ideas that represent a group rather than themselves.
- i. Dictogloss can build students' motivation in "coopetisi" (cooperative and competition) activity. It offers a sense of togetherness, self-confidence and

responsibility that they feel comfortable to do the activity. The competition in closing activity offers the chance to the students to prove and show their ability.

3.4.2 Disadvantages of Dictogloss

Besides the advantages of dictogloss above, there are also disadvantages of dictogloss stated by Alderson (1997), as follows:

- a. Dictogloss has a very long procedure and needs much time to apply perfectly in the teaching and learning process.
- b. Not as effective for lower level learner.
- c. If the dictation is not recorded on tape, the test will be less reliable, as there will be differences in speed of delivery of the text to different audiences.
- d. Dictation is in fact written passages that are read out aloud so they do not help students to understand the difference between the oral and written language.
- e. The exercises can be unrealistic if the text used has been previously created to be read rather than heard.

B. Previous Study

The previous researcher are based o the similarities in variables of the study. Some of the relevant studies with the research. The first is a study conducted by Zahra Amirian on a research entitled *Effect of Dictogloss Technique on Learner's Writing Improvement in Terms of Writing Coherent Texts*. The aim

of this study was to evaluate the effect of dictogloss technique on English learners' writing improvement in terms of using conjunctions. Conjunctions and dictogloss technique are two areas which have been taken into consideration in many studies. This study, combined these two areas to find out whether applying dictogloss in English classrooms would be helpful in terms of teaching cohesive devices or not. Based on the scores obtained during the immediate and delayed post-tests for both explicit instruction group and dictogloss group, it can be concluded that performing dictogloss technique in classrooms can cause less forgetting than teaching students explicitly.

The second is the study conducted by InuSetiana. He studies the effect of dictogloss on the students from grade VII of SMPN 14 Bandung. Dictogloss as one of dictation techniques applied in teaching learning process was supposed to improve students' writing ability. The research conducted at the seventh grade students on Mei 2012 made significant improvement. In other words, teaching writing through dictogloss improved students' writing ability significantly. The result of hypothesis testing showed that the experimental class students got better score than the control class students. The experimental class made a progress it could be seen from the comparison the mean of the pre-test and the mean of the post-test

C. Conceptual Framework

By using animation picture through dictogloss strategy, students are able to write well. In other word that is one the way make students feel enjoy

because this strategy able to give opportunity for students can think and discuss with their friends after looking the picture and can make note. After that they have shre ideas with friends before writing. Dictogloss was a strategy in teaching learning process that could be very interesting for students to learn the subject and made them understand it easily through by animation picture.

This situation is by several reasons; one of them is dealing with the media that are given in writing class. The teaching technique may not be appropriate with what students want. They do not have more expectations about their writing. Students actually need suitable teaching technique in order to make them motivated to learn. If the teaching technique is appropriate, students will enjoy the lesson. If they enjoyed the lesson, they will explore their idea. They will produce good writing, in this case. That is why, a solution related to the teaching technique should be found out. The solution should leads students to enjoy writing class without any pressure and bored. In this case, the researcher offers a solution. It is teaching writing through dictogloss with animation picture. Dictogloss offers interesting and easy way in writing .it is easier for them to get and arrange their idea. And they will not be confused about what will they write anymore. Because students working in group and they will learn how to share their idea.

D. Hypothesis

In this research, statistical hypothesis was used to decide whether the hypothesis was accepted or rejected.

Ha : There was a significant effect of using series animation pictures assisted with dictogloss strategy in writing narrative text.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMK Muhammadiyah 09 Medan Jln. Garuda Gg. Taqwa Kec. Medan Sunggal. The reason for choosing this school because from the experience during in teaching practice in this school, it indicated that the students in the school still had difficulty in English learning, especially in writing skill.

B. Population and Sample

1. Population

Based on Sugiyono (2013:117) population is generalization area that consists of object/subject that has certain quality and characteristic from the researcher to learn and then make conclusion. So based on this theory, the population of this research was taken from tenth grade of SMK Muhammadiyah 09 Medan academic year 2019/2020, which consists of six classes. There were X TKR 1, X TKR 2, X TSM 3, X TSM 4, X TKJ 2 and X TKJ 3 . Class X TKR 1 and 2 consists of 68 student's, X TSM 3 and 4 consists of 57 students and X TKJ 2 and 3 consists of 68 students. So, the total population were 193 students.

2. Sample

The next step is taking the sample. Based on Sugiyono (2013:118) states that sample is part of total characteristic that the population have. So, class X TSM 3 and X TSM 4 was taken as the sample of this research by using purposive sampling, with the total number of the samples were 57 students, divided into 28 students in class X TSM 3 and 29 students in class X TSM 4.

C. Research Design

The experimental quantitative research design was applied in this research based on Sugiyono (2013). The experimental quantitative was studied with two different group, experimental group that consist of 28 students and control group consists of 29 students. The experimental group was taught by applying dictogloss strategy, while control group was taught by discussion strategy . The explanation of research design can be seen in table 3.1 below :

Table 3.1
Design of Research

Class	Pre-Test	Treatment	Post-Test
Experimental Group	✓	Dictogloss Strategy	✓
Control Group	✓	Discussion Strategy	✓

X TSM 3 was the experimental group which was taught by applying dictogloss strategy in writing, and X TSM 4 was the control group, which was taught by using discussion strategy in writing.

1. Pre-test

Pre-test was conducted to find out the students' ability in writing before having a treatment. Both group, the experimental and control group will be given pre-test. A pre-test is administrated to the experimental group and control group was given a same test. The pre-test is useful to know the mean score of experimental and control group.

2. Treatment

Treatment was given to the students after the pre-test administrated. The experimental group was taught by applying dictogloss strategy, while the control group was taught by using discussion strategy. The steps in learning process can be seen in table 3.2

Table 3.2
Treatment in Experimental and Control Group

Meeting	Experimental Group	Control Group
1 (First) Pre-Test	<ol style="list-style-type: none"> 1. Teacher greets the students to start learning process in the class. 2. Teacher give the pre-test to the students. 3. Teacher collects the students' answer sheet. 4. Teacher calculates the score of the test. 	<ol style="list-style-type: none"> 1. Teacher greets the students to start learning process in the class. 2. Teacher give pre-test. 3. Teacher collects the students' answer sheet. 4. Teacher calculates the score of the test.
2 (second) Treatment	<ol style="list-style-type: none"> 1. Teacher shares the material. 2. Teacher divides students into several group. In group of 4-6 students and divided 	<ol style="list-style-type: none"> 1. Teacher shares the material about narrative text. 2. Teacher ask the students to take out several sheets of

<p>3 (Third) Post-Test</p>	<p>some picture to students.</p> <ol style="list-style-type: none"> 3. Teacher read text about describe the picture with natural speed. 4. At first time students are told not to write anything. ' but allow the words to wash over them. 5. At he second listening students should take down notes. 6. Teacher ask students discuss with friend in group to discuss the contain of the note they made. 7. Teacher ask students to write down on a piece of paper individually about the task. 8. Students collect the result with their ideas, and Students conclude the result . 9. The students discuss the task what they get in their group. 10. If the students have finished discuss the task, the teacher tells them about the answer. 11. After exercise is done, the teacher and the students make a conclusion about narrative text before closing the learning process. 12. The teacher makes a data analysis. <ol style="list-style-type: none"> 1. The teacher gives direction related to the post-test. 	<p>blank paper.</p> <ol style="list-style-type: none"> 3. Teacher give students at least ten to fiteen minutes. 4. Teacher ask the students to start wiring whatever comes to mind on their subject. 5. Teacher makes a data analysis. <ol style="list-style-type: none"> 1. The teacher give direction related to the post-test.
---------------------------------------	--	---

	<ol style="list-style-type: none"> 2. The teacher gives the post-test. 3. The teacher collects the students' answer sheets. 4. The teacher calculates the scores. 	<ol style="list-style-type: none"> 2. The teacher gives the post-test. 3. The teacher collects the students' answer sheets. 4. The teacher calculates the scores.
--	--	--

3. Post-test

Post-test was given to the students after having a treatment. The post-test was same as the pre-test. The post-test was the final test in this research. Especially in measuring the treatment, whether it was significant or not. It means to know whether the treatment was given effect to the students'. In the experimental and control group, a post-test was also administrated. The administrating of the post-test was meant to find out the difference of scores of both experimental and control group before and after giving the treatment.

D. Instrument of the Research

The data of this research was collected by giving essay test in pre-test and post-test. Pre-test and post-test was given to the experimental and control group. Essay test was used and taken from English book of class X. The students was asked to read the text, then the students was asked to do the essay test. Form for the students to measure their ability at writing narrative text. Test was divided into two forms, pre-test and post-test.

E. Technique of Collecting Data

The data was collected by giving the test to the students. Several steps are used to collect the data :

1. Give the pre-test.
2. Give them 30 minutes to do their assignment based on their best.
3. Collect the students' answer sheets.
4. Apply the treatment, which dictogloss strategy is applied to the experimental group, while the control group is taught by using discussion strategy .
5. Give post-test to both of the classes.
6. Give them 30 minutes to do their assignment based on their best.
7. Collect the students' answer sheets and score the students' answer.

F. Technique of Analyzing Data

In this research, Descriptive Qualitative technique was applied to analyze the data, and the steps are :

1. Determining mean deviation of experiment group, with formula:

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

Where :

Mx : mean of experimental class

$\sum X$: total of deviation of experimental class

N : number students of experimental class

2. Determining mean deviation of control class, with formula:

$$M_y = \frac{\sum Y}{N}$$

Where :

M_y : mean of control class

$\sum Y$: total of deviation of control class

N : number students of control class

3. To find out the deviation of each post-test score from pre-test score of experiment class, with formula:

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where :

$\sum X^2$: deviation of each post-test score from pre-test of class

N : number students of experimental class

4. To find out the deviation of each post-test score from pre-test score of control class, with formula :

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

Where :

$\sum Y^2$ =: deviation of each post-test score from pre-test of control class

N : number students of control class

5. In hypothesis testing, the researcher used t-test formula . The t-test which is used in this research was a followed :

$$T_{\text{-test}} = \frac{|M_x - M_y|}{\sqrt{\left[\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right) \right]}}$$

Where :

t = total score

M_x = mean of experiment class

M_y = mean of control class

$\sum x^2$ = standard deviation of experimental class

$\sum y^2$ = standard deviation of control class

N1 = total number sample of experimental class

N2 = total number sample of control class

8. Determining t-table in significance level 5% with degree of freedom (df)

$$df = (N_x + N_y) - 2$$

Where :

N : number of students

K : number of variabel

9. Validity

The validity of a test was used by SPSS V 21 refers to the degree to which what being measured what intended. There was a number of aspects of the validity of a measure that should be checked. To find out the validity of the test we can used

product moment correlation by Pearson:

$$r_{xy} = \frac{N (\sum XY) - (\sum X) (\sum Y)^2}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

N = Number of samples

$\sum X^2$ = Score item

$\sum Y$ = Total scores

r_{xy} = Correlation coefficient

To interprets the test validity price, consult the price at the criticism price of r at product moment, $\alpha = 0.05$. If $r_{count} > r_{table}$, so the item is valid.

10. Reliability

To find out the reliability of the test, we can used Kuder Richardson-21 formula. The formula can be seen as follows:

$$r_{11} = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KS^2}\right)$$

Where :

K = The number of test items

M = Mean of the score

S = Standard deviation of the score

G. Statistical Hypothesis

Based on the literature and framework above, in this research this formula was used to formulate alternatives of hypothesis as tentative answer to the problem in the research as following :

Ha : $P \neq 0$ there was any significant effect of applying dictogloss strategy on the student's writing narrative text.

H0 : $P = 0$ there was no any significant effect of applying extensive reading strategy on the student's writing narrative text.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this research were students' answer which was collected by giving the students' an essay test consisting of five items. There were 57 students' as sample in this research. Sample were divided into two groups, namely experimental group and control group. Written test were administrated to the students' of the research in pre-test and post-test of both group. The students' initial and the students' score in the pre-test and post-test of two groups could be seen in the table of appendix VI and appendix VII. In the pre-test, the highest score in the experimental group was 75 and the lowest was 61 with the total score of pre-test was 1861(appendix VI) . While the highest score of post-test was 90 and the lowest was 79 with the total score of post-test was 2359 (appendix VI). From the control group , the highest score of pre-test in control group was 67 and the lowest score was 51 with the total score of pre-test 1783 in (appendix VII). While the highest score of post-test in control group was 81 and the lowest score was 51 with the total score of post-test was 2021 (appendix VII)

B. Data Analysis

Based on the data from the test, the score were analyzed in order to show the differences of pre-test and post-test of the experimental and control group. In measuring the effect of dictogloss strategy.

Table 4.1
The Differences Score of Pre-Test and Post-Test of the Experimental Group

No	Students Initial	Score of Pre-Test	Score of Post-Test	Gained Score	X2
		X1	X2	X	
1	RA	61	80	141	19881
2	MI	67	82	149	22201
3	RI	67	83	150	22500
4	MAD	67	84	151	22801
5	RAF	63	83	146	21316
6	MS	75	85	160	25600
7	SM	69	84	153	23409
8	DTA	69	80	149	22201
9	JP	61	88	149	22201
10	RSR	74	83	157	24649
11	MIK	64	84	148	21904
12	FS	64	85	149	22201
13	RPL	68	90	158	24964
14	M	66	89	155	24025
15	B	61	86	147	21609
16	A	61	83	144	20736
17	LD	66	81	147	21609
18	FA	67	88	155	24025
19	MR	71	89	160	25600
20	NW	65	85	150	22500

21	MD	68	83	151	22801
22	R	72	84	156	24336
23	TG	67	79	146	21316
24	HF	65	82	147	21609
25	AF	71	83	154	23716
26	WS	64	84	148	21904
27	AS	66	84	150	22500
28	IM	62	88	150	22500
Σ		1861	2359	4220	636614
Average		66.46	84.25		

By looking the result of the total score in the experiment group of pre-test was 1861. The total score of post test was 2359. The lowest score of pre-test in experiment group was 61 and post-test was 79 . The highest score of pre-test in experiment group was 75 and post-test was 90.

1. The Mean Score

$$Mx_1 = \frac{\sum X_1}{N}$$

$$Mx_1 = \frac{1861}{28}$$

$$Mx_1 = 66.46$$

$$Mx_2 = \frac{\sum X_2}{N}$$

$$Mx_2 = \frac{2359}{28}$$

$$Mx_2 = 84.25$$

From the calculation above the mean score of pre-test the experimental group was 66.46 and post-test the control group was 84.25.

Table 4.2
The Differences Score of Pre-Test and Post-Test of the Control Group

No	Students Initial	Score of Pre-Test	Score of Post-Test	Gained Score	Y2
		Y1	Y2	Y	
1	JPP	51	59	110	12100
2	RDS	67	61	128	16384
3	AAP	60	71	131	17161
4	MI	66	58	124	15376
5	MI	62	57	119	14161
6	MS	63	66	129	16641
7	IW	66	59	125	15625
8	HIH	60	66	126	15876
9	RHH	62	75	137	18769
10	LB	67	58	125	15625
11	MRM	60	70	130	16900
12	AP	64	78	142	20164
13	IW	59	67	126	15876
14	RAN	56	78	134	17956
15	RR	66	70	136	18496
16	RS	52	63	115	13225
17	MD	64	76	140	19600
18	MNT	60	81	141	19881
19	FF	65	74	139	19321
20	T	58	72	130	16900
21	BIN	61	72	133	17689
22	VA	66	81	147	21609
23	MY	51	81	132	17424
24	SM	58	63	121	14641
25	RDS	67	80	147	21609
26	MWA	64	78	142	20164
27	AP	61	72	133	17689
28	DW	61	63	124	15376
29	EBS	66	72	138	19044
Σ		1783	2021	3804	501282
Average		61.48	69.69		

By looking the result of the total score in the control group of pre-test was 1783. The total score of post test was 2021. The lowest score of pre-test in control group was 51 and post-test was 58 . The highest score of pre-test in control group was 67 and post-test was 81.

2. The Mean Score

$$MY_1 = \frac{\sum Y_1}{N}$$

$$MY_1 = \frac{1783}{29}$$

$$MY_1 = 61.48$$

$$MY_2 = \frac{\sum Y_2}{N}$$

$$MY_2 = \frac{2021}{29}$$

$$MY_2 = 69.69$$

From the calculation above the mean score of pre-test the control group was 61.48 and post-test the control group was 69.69.

Bellow, the procedure of data analyzed was decided :

1. Finding out the Deviation of each post test from Pre-test score of Experimental Class ($\sum X^2$)

To find out $\sum X^2$ the researcher squared the deviation of post-test from the pre-test score of each students of experimental class. Then the result was counted up. The total of squared deviation above was subtracted by the

distribution of the square of the total deviation and number of that class. The calculation was as follow:

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$\sum X^2 = 636614 - \frac{(4220)^2}{28}$$

$$\sum X^2 = 636614 - \frac{1780840}{28}$$

$$\sum X^2 = 636614 - 636014$$

$$\sum X^2 = 600$$

2. Finding out the Deviation of each post test from Pre-test score of Control Class ($\sum Y^2$)

To find out $\sum Y^2$ squared the deviation of post-test from the pre-test score of each students of experimental class. Then the result was counted up. The total of squared deviation above was subtracted by the distribution of the square of the total deviation and number of that class. The calculation was as follow:

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

$$\sum Y^2 = 501282 - \frac{(3804)^2}{29}$$

$$\sum Y^2 = 501282 - \frac{498980}{29}$$

$$\sum Y^2 = 501282 - 172062$$

$$\sum Y^2 = 484$$

4. The Hypothesis Testing was T-test

From the data above, then calculated t_0 by applying a test called t test as follow:

$$T_{\text{-test}} = \frac{|M_x - M_y|}{\sqrt{\left[\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right) \right]}}$$

$$T_{\text{-test}} = \frac{|150.71 - 131.17|}{\sqrt{\left[\left(\frac{600 + 484076}{28 + 29 - 2} \right) \left(\frac{1}{28} + \frac{1}{29} \right) \right]}}$$

$$T_{\text{-test}} = \frac{|20|}{\sqrt{\left[\left(\frac{484876}{55} \right) \left(\frac{2}{29} \right) \right]}}$$

$$T_{\text{-test}} = \frac{20}{\sqrt{[(8812)(0.06896)]}}$$

$$T_{\text{-test}} = \frac{20}{\sqrt{127778}}$$

$$T_{\text{-test}} = \frac{20}{3.57}$$

$$T_{\text{-test}} = 5,47$$

5. Determining t-table in significance level 5% with degree of freedom (df)

Then the next step is finding out the interpretation towards to by calculating first the calculation of db/df (degree of freedom) which we could obtain as follows:

$$df = (N_x + N_y) - 2$$

$$df = (28 + 29) - 2$$

$$df = 57 - 2$$

$$df = 55$$

The degree of freedom (df) = 55

After measuring the data t-test formula, it showed that t observe value is 5,47. Then after seeking the table of distribution of t-critical as basis of counting critical in a certain df, the calculation showed t-test = 5,47 and df= 57 By having the df = 55 And consult the t-test(t_o) on significant level in t-table or $5,47 > 2,00$ (0.05), it means that t_o is higher than t-table.

1.3 Validity of Test

Finding validity by using SPSS V 21 , the research got the result of $r_{count} > r_{table}$ if the question is valid and vice versa. It could be seen as follows :

Table 4.3
Correlations

		Content	Organization	Vocabulary	Language_use	Mechanic	Total
Content	Pearson Correlation	1	.300	.642**	.581**	.194	.785**
	Sig. (2-tailed)		.114	.000	.001	.313	.000
	N	29	29	29	29	29	29
Organization	Pearson Correlation	.300	1	.562**	.395*	-.027	.692**
	Sig. (2-tailed)	.114		.002	.034	.890	.000
	N	29	29	29	29	29	29
Vocabulary	Pearson Correlation	.642**	.562**	1	.639**	.181	.892**
	Sig. (2-tailed)	.000	.002		.000	.348	.000
	N	29	29	29	29	29	29
Language_use	Pearson Correlation	.581**	.395*	.639**	1	.149	.809**
	Sig. (2-tailed)	.001	.034	.000		.440	.000
	N	29	29	29	29	29	29

Mechanic	Pearson Correlation	.194	-.027	.181	.149	1	.267
	Sig. (2-tailed)	.313	.890	.348	.440		.016
	N	29	29	29	29	29	29
Total	Pearson Correlation	.785**	.692**	.892**	.809**	.267	1
	Sig. (2-tailed)	.000	.000	.000	.000	.016	
	N	29	29	29	29	29	29

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

1.4 Reliability of Test

Finding reliability by using SPSS V 21, the research got the result of reliability level is high category, with N (total of students) was 29 students and 5 items question. Significance level $\alpha = 0.05$. it means that the test is reliable. It could be seen as follows:

Table 4.4
Reliability Statistics

Cronbach's Alpha	N of Items
.768	5

C. Testing Hypothesis

After calculating the data previously by using t-test formula, the researcher tested the hypothesis based on the statistical hypothesis.

1. If $t_{\text{test}} > t_{\text{table}}$ = the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Where, there was a significant effect of using dictogloss strategy in writing narrative text.
2. If $t_{\text{test}} > t_{\text{table}}$ = the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. Where, there was not a significant effect of using dictogloss strategy in writing narrative text..

The result from calculating the data was $t_{\text{test}} = 5,77$ and $t_{\text{table}} = 2,00$. It meant that W was higher than t_{table} in significance level 5%, so the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

Based on the analysis of the result, the researcher concluded that teaching writing narrative text by using dictogloss strategy was effective. It could be seen from the result above ($5,47 > 2,00$).

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by using series animation pictures assisted with dictogloss strategy got higher score than those who were taught by using discussion Method. It was proved from the result of t-test which was 5,47 and t-table which was 2,00, $t_{\text{test}} > t_{\text{table}}$. It meant that in writing narrative text assisted with animation pictures by using dictogloss strategy was significant than using discussion Method.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data, it was found there was a significant effect of using dictogloss strategy assisted with series animation pictures in writing narrative text. Dictogloss strategy was one of resolution to help students more active and develop the student's in writing narrative text. It proved from the total score of pre-test and post-test, 1.861 and 2.359 it respectively. It was found that was t-test higher than t-table or $5,77 > 2.00$ with $df = 55$ in significance level 5 %.

B. Suggestions

In relation to the conclusions above, some suggestions were stated as the following.

1. The teachers can apply Dictogloss strategy in teaching writing narrative text in the classroom. English teachers should try to make some variations in the method of teaching writing. It makes the students more be active and interested in learning writing activities and until the students enjoy and not feel bored.
2. The students in SMK Muhammadiyah 09 Medan can add their knowledge and to make a good writing and to increase their knowledge about narrative text.
3. The readers, this finding is a basic information to increase the knowledge of using Dictogloss strategy in teaching learning process.

REFERENCES

- Alderson, C. (1997). Models of language: whose? what for? what use In A. Ryan & A. Wray (eds.), *Evolving models of language British Studies in Applied Linguistics 12* (pp. 1-22). Clevedon:BAAL/Multilingual Matters.
- Arsyad, Azhar. (2002). *Media Pembelajaran*. Jakarta: Raja grafindoPersada.
- Andreas AndiSuciadi, (2003), *MenguasaiPembuatanAnimasidengan Macromedia Flash MX*, Jakarta: Dinastindo, P. 9.
- Brown, H. Douglas. 2000. *Teaching by Principles: An Interactive Approach toLanguage Pedagogy*. San Francisco: Longman.
- Bresciani, Marilee Jacob. et al. 2009. "Practical Assessment, Research and Evaluation". *A Peer-Reviewed Electronic Journal*, 12, XIV.Retrieved OILSeptember 30~! 2011.<http://pareonline.net/pdf>
- Bromley, K. (2007). *Best Practices in Teaching Writing*. In L. Gambrell, ed., L.M.
- Carrol et al 2001. *The Practice of English Language Teaching* (3rd Ed.).Essex: Pearson Education ltd.
- Calkins, L. (1994). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.
- Harjanto,(2010), *PerencanaanPengajaran*, Jakarta: RinekaCipta, Cet 7, P.238.
- Harmer, Jeremy. 2004. *How to Teach Writing*. Essex: Pearson Education Ltd.
- Hyland, K. 2004. *Second Language Writing*. New York: Cambridge UniversityPress.
- Jacob, H.J. et al. (1981). *Testing ESL composition: a practical approach*.Rowley,MA: Newbury House.
- Nunan, David. 2003. *Practical English Language Teaching*. Boston: McGraHill.
- Richards, J. C. 2006. *Communicative Language Teaching Today*. New York:Cambridge University Press.

Sharon E., Deborah L. & James D, (2001), *Insructional Technology & Media For Learning*, Jakarta: Prenada Media Group, Edisi 9 P. 7.

Spratt, Mary et al. 2005. *The TKT Course*. Cambridge: Cambridge University Press.

Sugiyono. 2013. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualiatatif, dan R&D*. Bandung: Alfabeta.

Utami, D. 2011. *Animasi Dalam Pembelajaran. Majalah Ilmiah Pembelajaran*. KIP FIP UNY. 7 (1): 44-52.

Van Patten, B., Inclezan, D., Salazar, H., & Farley, A. (2009). *Processing instruction and Dictogloss: A study on object pronouns and word order in Spanish*. *Foreign Language Annals*, 42, 557–576. <http://dx.doi.org/10.1111/j.1944-9720.2009.01033.x>

Vasiljevic, Z. (2010). *Dictogloss as an interactive method of teaching listening comprehension to L2 learners*. Saitama: Bunkyo University.

Wallace, Trudy., et al. 2004. *Teaching Speaking, Listening and Writing*.

Wajnryb, Ruth. 1990. *Grammar Dictation*. New York: Oxford University Press.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Yulia Oktazena
NPM : 1502050265
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS
IPK = 3,49

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Series Animation Pictures Assisted with Dictogloss Strategy in Writing Narrative Text	
	Students' Problem in Grammatical Error for Writing Spoof Text by the Twelfth Grade Students'	
	An Analyzing of Direct Speech Translation in Short Story "Kelinci Kesayangan" by Aprilia Miftahul	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 01 Maret 2019
Hormat Pemohon,



Yulia Oktazena

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. 061-6622400 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Form : K-2

Kepada Yth : Bapak/Ibu Ketua dan Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat saya yang bertanda tangan dibawah ini

Nama Mahasiswa : Yulia Oktazena
NPM : 1502050265
Prog.Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Series Animation Pictures Assisted with Dictogloss Strategy in Writing Narrative Text

Sekaligus saya mengusulkan/ menunjuk Bapak/Ibu :

1. Rini Ekayati, SS, MA *Acc 28/04-2019*

Sebagai dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 04 Maret 2019
Hormat Pemohon

Yulia Oktazena

Keterangan
Dibuat rangkap 3

- Untuk Dekan Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang Bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 0007 /II.3/UMSU-02/F/2019
 Lamp : ---
 Hal : Pengesahan Proyek Proposal
 Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Yulia Oktazena
 N P M : 1502050265
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : Series Animation Pictures Assisted with Dictogloss Strategy in Writing Narrative Text.

Pembimbing : Rini Ekayati, SS, MA

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 26 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Sya'ban 1440 H
 April 2019 M
 Dekan
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Universitas Muhammadiyah Sumatera Utara
 Dr. H. Hidayat Nst, S.Pd, M.Pd. A
 NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan :
- WAJIB MENGIKUTI SEMINAR**



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Yulia Oktazena
N.P.M : 1502050265
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Series Animation Pictures Assisted with Dictogloss Strategy in Writing Narrative Text

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
29/03/2019	Cover : Revise	
	Chapter I : - Background of the study	
05/04/2019	Chapter II : - Reference : check your reference	
13/05/2019	Chapter III - Research Design - Technique of Data Analysis	
15/05/2019	Chapter III - Final check	
16/05/2019	ACC for Seminar	

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Medan, Mei 2019

Dosen Pembimbing

(Rini Ekayati, SS, MA.)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini *Selasa* Tanggal *21* Bulan *5* Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Yulia Oktazena
 N.P.M : 1502050265
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Series Animation Pictures Assisted with Dictogloss Strategy in Writing Narrative Text

No	Masukan dan Saran
Judul	<i>Revise</i>
Bab I	<i>- Background : state your problems</i>
Bab II	<i>✓</i>
Bab III	<i>✓</i>
Lainnya	<i>✓</i>
Kesimpulan	[] Disetujui [] Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

[Signature]
 (Dr. Dinni Syahputri, M.Hum.)

Dosen Pembimbing

[Signature]
 (Rini Ekayati, SS, MA.)

Panitia Pelaksana

Ketua

[Signature]
 (Mandra Saragih, S.Pd., M.Hum.)

Sekretaris

[Signature]
 (Pirman Ginting, S.Pd., M.Hum.)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Yulia Oktazena
N.P.M : 1502050265
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Series Animation Pictures Assisted with Dictogloss Strategy to The Students' Achievement Writing Narrative Text

Pada hari Selasa tanggal 21 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan, Mei 2019

Disetujui oleh:

Dosen Pembahas


Dra. Diani Syahputri, M.Hum

Dosen Pembimbing


Rini Ekayati, SS, MA

Diketahui oleh
Ketua Program studi


Mandra Saragih S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
 Webside : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Yulia Oktazena
 N.P.M : 1502050265
 Prog. Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Applying Series Animation Pictures Assisted with Dictogloss Strategy to The Students' Achievement Writing Narrative Text

Benar telah melakukan seminar proposal skripsi pada hari Selasa, tanggal 21 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas. Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Mei 2019

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
 Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Yulia Oktazena
 N.P.M : 1502050265
 Prog. Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Applying Series Animation Pictures Assisted with Dictogloss Strategy to The Students' Achievement Writing Narrative Text

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Mei 2019
 Hormat saya
 Yang membuat pernyataan,



Diketahui oleh
 Ketua Program Studi
 Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Fakultas Keguruan dan Ilmu Pendidikan

SURAT PERNYATAAN

Bismillahirrahmanirrahim

Yang bertanda tangan di bawah ini, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Nama Lengkap : **YULIA OKTAZENA**
 Tempat/Tgl. Lahir : Kutacane, 01 Oktober 1997
 Agama : Islam
 Status Perkawinan : Kawin/Belum Kawin/Duda/Janda
 No. Pokok Mahasiswa : 1502050265
 Program Studi : Pendidikan Bahasa Inggris
 Alamat Rumah : Jl. Alfalah Raya III No. 8A

Telp/HP : 0822-7262-6466
 Pekerjaan/Instansi : -
 Alamat Kantor : -

Melalui surat permohonan tertanggal, 21 September 2019 telah mengajukan permohonan menempuh ujian Skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya :

1. Dalam keadaan sehat jasmani maupun rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji.
3. Bersedia menerima keputusan Panitia Ujian Skripsi dengan ikhlas tanpa mengadakan gugatan apapun.
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

Saya yang menyatakan,



YULIA OKTAZENA



UMSU

Surat ini agar disebutkan
panggilannya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 7415 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 24 Syawal 1440 H
28 Juni 2019 M

Kepada Yth, Bapak/Ibu Kepala
SMK Muhammadiyah 09 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Yulia Oktazena
N P M : 1502050265
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Series Animation Pictures Assisted with Dictogloss Strategy to The Students' Achievement Writing Narrative Text.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Peringatan **

Majelis Pendidikan Dasar Dan Menengah
Pimpinan Daerah Muhammadiyah Kota Medan

SMK. SWASTA MUHAMMADIYAH - 9 MEDAN
AKREDITASI "A"

Gedung 1 : Jl. Garuda Gg. Masjid Taqwa Kel. Sei Sikambang B Telp. (061) 8459492 Medan 20122
Gedung 2 : Jl. Flamboyan Raya Gg. KH. Ahmad Dahlan No. 22 Tanjung Selamat - Medan

SURAT KETERANGAN
Nomor : 1655/KET. SMKM9/III.4/A/2019

Yang bertanda tangan di bawah ini :

Nama : ROHADI, ST
Jabatan : Kepala SMK Muhammadiyah 9 Medan


Dengan ini menerangkan bahwa :

Nama : Yulia Oktazena
NPM : 1502050265
Prog. Study : Pend. Bahasa Inggris

Telah menyelesaikan Riset di SMK Muhammadiyah 9 Medan tanggal 20 Agustus 2019 dengan judul : **The Effect of Applying Series Animation Picture Asisted with Dictogloss Strategy to Students AAachievement Writing Narrative Text di SMK Muhammadiyah 9 Medan TA 2019/2020.**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan.

Medan, 20 Agustus 2019
Kepala SMK Muhammadiyah-9 Medan


ROHADI, ST



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada : Yth. Bapak Ketua
 Program Studi Pendidikan Bahasa Inggris
 FKIP Universitas Muhammadiyah Sumatera Utara

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu 'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Yulia Oktazena
 N P M : 1502050265
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan perubahan judul Skripsi sebagaimana tercantum dibawah ini :

The Effect of Applying Series Animation Pictures Assisted With Dictogloss Strategy to
 The Students' Achievement in Writing Narrative Text

Menjadi
 The Effect of Applying Dictogloss Strategy Assisted Series Animation Pictures on the
 Students' Writing Achievement

Demikianlah permohonan ini saya sampaikan untuk mendapat pengurusan selanjutnya.
 Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Ketua Program Studi
 Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Medan, September 2019
 Hormat saya

Yulia Oktazena

Diketahui Oleh :

Penguji I

Dra. Diani Syahputri, M.Hum

Penguji II

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Rini Ekayati, SS, MA

APPENDIX XXII**CURRICULUM VITAE**

Name : YuliaOktazena
Registered : 1502050265
Place/date of birth : Kutacane, 01 October 1997
Gender : Female
Religion : Moeslem
Partial Status : Single
Nationality : Indonesia
Address : Kab.Aceh Tenggara- Kutacane Jl. PrapatHulu No.
194
Fathers' Name : IptuZulEfendi
Mothers' Name : Gamariana
Mobile Phone : 082272626466
Email : yuliaoktazena1997@gmail.com

EDUCATION BACKGROUND

1. Elementary School at MIN Kutacane (2003-2009)
2. Junior High School at SMPN 1 Kutacane (2009-2012)
3. Senior High School at SMAN 1 Kutacane (2012-2015)
4. Faculty of Teacher Training and Education at University of Muhammadiyah Sumatera Utara (2015-2019)

Yulia_oktazena.rtf

ORIGINALITY REPORT

29%

SIMILARITY INDEX

28%

INTERNET SOURCES

7%

PUBLICATIONS

12%

STUDENT PAPERS

PRIMARY SOURCES

1	repository.uinsu.ac.id Internet Source	12%
2	media.neliti.com Internet Source	4%
3	eprints.uny.ac.id Internet Source	4%
4	repository.uinjkt.ac.id Internet Source	2%
5	docplayer.net Internet Source	1%
6	digilib.iain-palangkaraya.ac.id Internet Source	1%
7	120.125.144.203 Internet Source	1%
8	repositori.uin-alauddin.ac.id Internet Source	1%
9	idr.uin-antasari.ac.id Internet Source	<1%