

**THE USE OF DICTOGLOSS STRATEGY IN TEACHING
SIMPLE PRESENT TENSE AT THE SECOND YEAR STUDENTS IN
MADRASAH TSANAWIYAH SATU ATAP AL-QASHASH TOBEA
KECAMATAN PONRANG SELATAN**



IAIN PALOPO

**Submitted to the English Language of S1 Tarbiyah and Teacher Training
Faculty of the State Institute for Islamic Studies of Palopo in Partial Fulfillment
of Requirement for S.Pd Degree in English Education**

BY:

BUSRAHAYU

11.16.3.0060

**ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING
FACULTY OF THE STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO
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ABSTRACT

Busrahayu, 2016, **The Use of Dictogloss in Teaching Simple Present Tense at the Second Year Students' in Madrasah Tsanawiyah Satu Atap Al-Qashash Tobe**a Kecamatan Ponrang Selatan. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty of the State Institute for Islamic Studies (IAIN) Palopo. Under Supervisors: **Dr. Jumharia Djamereng, M.Hum** as the first consultant and **Wisran.S.S.,M.Pd** as the second consultant.

Key Words : Dictogloss, Simple Present Tense

This thesis attempts to discover student skills in teaching simple present tense through dictogloss strategy at the second year student of Madrasah Tsanawiyah Satu Atap Al-Qashash Tobe. The problem statement of this thesis is; Is the use of dictogloss strategy effective in teaching simple present tense at the second year students in Madrasah Tsanawiyah Satu Atap Al-Qashash Tobe?

This research used pre-experimental method with pre-test and post-test design. The pre-test was given to know basic ability of the students in simple present tense and the post-test was given to know the students' improvement in grammar skill after given the treatment, and the researcher used dictogloss strategy. The population of this research was the second year students of Madrasah Tsanawiyah Satu Atap Al-Qashash Tobe and the researcher used purposive sampling which was taken from year VIII B consist of 20 students as the samples that used by researcher.

The result of this research shows that there were significant improvements on student grammar skill at the second year students' of Madrasah Tsanawiyah Satu Atap Al-Qashash Tobe after conducting the treatments. The result of data analysis shows that $t_{count}(18,788)$ is higher than $t_{table}(2,861)$. It indicates that dictogloss strategy is effective to improve students' skill in teaching simple present tense at the second year students of Madrasah Tsanawiyah Satu Atap Al-Qashash Tobe.

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CHAPTER I

INTRODUCTION

A. Background

Grammar is the rules for forming words and making sentences. Grammar is the set of language rules that you use, most of the time unconsciously, to create phrases and sentences that convey meaning. Teaching tenses is a way to make students understand how to use tenses and how to understand the pattern every tenses. Nowadays most of students in Indonesian are not interested so much in learning tenses deeply. Students just want to make all the studying be easy and they think that studying English with its pattern is so difficult.

Tenses are basic from English Language, especially for the learning grammar. Tense is really has definition form word which indicate for change times. The meanings, different adverb able to influence form verb that used in the sentence. Therefore, tense able to significance as change form verb in the sentence cause the change of adverb. Simple present tense is one of English grammar that has important and roles. It is always used in conversation, reading, writing and etc.

Based on the information from English teacher at Madrasah Tsanawiyah Satu Atap Al-Qashash Toba the students ability in using tense is still low. They already know about the theory or formula of tenses but they never use it in a sentences or

apply in create a good grammar. The students found many mistakes using simple present tense. In this case the teacher should apply an appropriate method or media to make teaching to make process will be easy to understand and interesting. The writer believes one of the most interesting ways to teach simple present tense is using dictogloss strategy. Because the students are able to know about simple present tense and they can improve in the other skill with the use of dictogloss strategy.

In connection with the fact that previously mentioned, the writer needs to try to carry out a research in teaching tenses especially simple present tense which is called dictogloss strategy. Dictogloss as a year room activity is closely related to writing skill where students are required to reconstruct a text by listening and noting down the key words, which are then used as a base for reconstruction.

Dictogloss is very interesting learning strategy. In learning process of using dictogloss, the year going to discuss upcoming topics which related to the prior knowledge the students may have. Then, they can build up any sentences and paragraph by using their both prior knowledge and their own language based on the key words that related to the main idea or read out material.

Based on the case above, the writer is interesting conducting a research on *The Use of Dictogloss Strategy in Teaching Simple Present Tense at the Second Year Students in Madrasah Tsanawiyah Satu Atap Al-Qashash Toba.*

B. Problem Statement

Based on the background mentioned above, the researcher interested in formulating problem that will be explored in this research. It is as follows: Is the use of dictogloss strategy effectiveness in teaching simple present tense at the second year students in Madrasah Tsanawiyah Satu Atap Al-Qashash Tobeaa?

C. Objective of the Research

Based on the existing formulation of the problem, the goal of researcher in this research will to find out the effectiveness of the dictogloss strategy at the second year students in Madrasah Tsanawiyah Satu Atap Al-Qashash Tobeaa to improve student grammar skill.

D. Significance of the Research

The researcher expected that the result of this research has two significances, as follows:

1. Provide information to teachers regarding the effectiveness of dictogloss method, especially for teachers Madrasah Tsanawiyah Satu Atap Al-Qashash Tobeaa.
2. Knowing the extent of students' understanding of grammar that use dictogloss.

E. Scope of the Research

The scope of the research was focused on simple present tense. Therefore this research retracted to know ability the students' positive sentence through using dictogloss strategy at the second year students in Madrasah Tsanawiyah Satu Atap Al-Qashash Tobeaa.

F. Definition of Term

There are some terms in the research that would be confirmed or developed in this research:

1. Dictogloss strategy is a procedure that encourages students to reflect their own output. Preparation, when the learner finds out about the topic of the text and prepare for some of the vocabulary. Dictation, when the learner hears the text and takes fragmentary notes. Reconstruction, when the learner reconstructs the text on the basic of the fragments recorded in stage 2. Analysis and correction, when learners analysis and correct their texts.

2. Simple present tense is used to express habitual action, general truth and series action; this tense does not tell us whether or not the action is being performed at the moment of speaking.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There are the researcher has concluded research related to teaching simple present tense and dictogloss, the new way in doing dictation they are:

1. Hasbullah, research about “The effectiveness of using dictogloss technique in improving students’ writing skill in the fifth semester of English study program STAIN Palopo”. He concluded that dictogloss can be one of the good techniques in helping students with writing skills and language use.¹

2. Lisa Tanggali, in her thesis about “teaching passive voice through dictogloss at the second year students of SMA FRATER Palopo”. She concluded that dictogloss can help the teacher and students to learn in teaching passive voice.²

The relationship between those researches above with this research is talking about methods in teaching English have similar from this research. However, in this research the researcher will focus on the teaching simple present tense in used of dictogloss strategy to improve their grammar skill.

¹Hasbullah, *The Effectiveness Of Using Dictogloss Technique In Improving Students’ Writing Skill In The Fifth Semester Of English Study Program STAIN Palop*, (STAIN Palopo, 2009), p.56

²Lisa Tanggali, *Teaching Passive Voice Through Dictogloss At The Second Class Year Students’ of SMA FRATER Palopo*, (UNCOK Palopo, 2011), p.42

B. The Concept of Grammar

1. Definition Of Grammar

Grammar is a science that teaches how to construct words to be an appropriate sentence. While in the Oxford dictionary, grammar is the rules for forming words and making sentences.³

The Grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in the Language. If grammar rules are too carelessly violated, communication may suffer although, creating a good Grammar is extremely difficult.⁴ The importance of learning English grammar is central to the teaching and learning of language. It is also one of the more difficult aspects of language to teach well.

The role of grammar is perhaps one of the most controversial issues in language teaching. Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Technically, grammar refers to sentence level rules only, and not to rules governing the relationship among sentences, which we refer to as discourse rules.⁵

³Martin Manser, *Oxford Learners Dictionary*. (New Edition; New York: Oxford University Press, 2005), p.187

⁴Harmer Jeremi, *The Practice of English Language Teaching*, Third Edition; Britain: Pearson Longman, 2007), p.10

⁵Sulis Megawati. *Improving Students' Tenses By Using Key Word Game To The Eighth Year Students of SMPN 8 Palopo*, (STAIN Palopo, 2014), p.7

Richard Nordquist stated that grammar is a set rules and examples dealing with syntax and word structure of a language, usually intended as and to the learning of the language and knowledge that teaches us about the way how to arrange words to be a good sentences, or in other words before you arrange an English sentence; you must study about grammar first.⁶

Grammar is used refer to a number of areas of knowledge, traditionally, the morphological and syntactic properties of a human language, a system of structural rules which are the basis of linguistic generation and understanding; a language theory or a model of linguistic competence.

2. Type of Grammar

According Richard Nordquist, there are ten types of grammar namely:

a. Cooperative Grammar

The analysis and comparison of the grammatical structure of related languages. Contemporary work in cooperative grammar is concerned with a faculty of language that provides an explanatory basis for how a human being can acquire a first language. In this way, the theory of grammar is a theory of human language and hence establishes the relationship among all language.

b. Generative grammar

The rules determining the structure and interpretation of sentences that speakers accept as belonging to the language. “Simply put, a generative grammar is a

⁶Richard Nordquist, *What Is Grammar?* Accessed on 30th October 2011

theory of competence: a model of the psychological system of unconscious knowledge that underlies a speaker ability to produce and interpret utterances in a language.

c. Mental Grammar

The generative grammar stored in the brain that allows a speaker to produce language that other speakers can understand, “All human are born with the capacity for constructing a mental grammar, given linguistic experience; this capacity for language is called the language faculty”. A grammar formulated by a linguist is an idealized description of this mental grammar.

d. Pedagogical Grammar

Grammatical analysis and instruction designed for second language students. Pedagogical grammar is a slippery concept. The term of commonly used to denote (1) pedagogical process-the explicit treatment of elements of the target language systems as (part of) language teaching methodology; (2) pedagogical content reference sources of one kind or another that present information about the target language system; and (3) combination of process and content.

e. Performance Grammar

A description of English as it is actually used by speakers in dialogues. Performance grammar centers attention on language production; it is my belief that the problem of production must be dealt with before problems of reception and comprehension can properly be investigated.

f. Reference Grammar

A description of the grammar of a language, with explanations of the principle governing the construction of words, phrases, clauses, and sentences. Example of contemporary reference grammars in English include a comprehensive grammar of the English language, by Randolph Quirk et al

g. Theoretical Grammar

The study of essential components of any human language. Theoretical grammar or syntax is concerned with making completely explicit of formalisms of grammar, and in providing scientific arguments or explanation in favor of one account of grammar rather than another, in terms of general theory of human language.

h. Traditional Grammar

The collection of descriptive rule and concept about structure of the language. We say that traditional grammar is descriptive because it focuses in the distinction between what some people do with language and what they ought to do with it, according to a pre-established standard. The chief goal of traditional grammar therefore is perpetuating a historical model of what supposedly constitutes proper language.

i. Transformational Grammar

A theory of grammar that account for the construction of a language by linguistic transformation and phrase structure. In transformational grammar, the term

'rule' is not used for a precept set down by an external authority but for a principle that is unconsciously yet regularly followed in the production and interpretation of sentences. A rule is a direction for forming a sentence or a part of sentences, with has been internalized by the native speakers.

j. Universal Grammar

The system of categories, operations, and principle shared by all human language and considered to be innate. Taken together, the linguistic principles of Universal Grammar constitute a theory of the organization of the initial state of the mine/brain of the language learner-that is, a theory of the human faculty for language.⁷

C. The Concept of Tense

1. Definition Of Tense

Tense is defined in terms of time. Tenses show present activity, past activity and future activity. Tense is one of the main topics in grammar, which must be mastered by english learner in order to understand the English language well. It come very important because one of the standard in mastering English language is knowlegde about tenses. In English there are several kinds of tense and it always used in daily conversation.

⁷Sri Ema Syamsur, *Improving Ability In Understanding Simple Present Tense By Watching English Movies At The Eleventh Year Students Of SMA Negeri 4 Palopo*, (STAIN Palopo, 2014),p.12

Tense is a verb form that indicates or can indicate a relationship between the time the actions in adverb occur and the time the verb is uttered. Also, verb can give indication duration of the verbs action and when or if it is completed.⁸

Based on the definition above the writer concludes that tenses is form of the time for indicate the time of when the accident happened or changing verb according to the condition or situation.

2. Simple Present Tense

The function of simple present tense, namely:

- a. The used to explain a habit done.

Example:

- Ali always *goes* to school every day.
- We usually *study* at night.
- They *come* to my house on Sunday.

- b. The used to explain a general truth.

Example:

- The universe is ruled by God.
- A year has twelve month.
- The earth revolves around the sun.

⁸Sulis Megawati, *Improving Students' Tenses By Using Key Word Game To The Eighth Year Students of SMPN 8 Palop*, (STAIN Palopo, 2014),p.8

c. The used to explain of event now.

Example:

- Mary sings beautifully.
- The dogs bark loudly.
- She seems to be very tired to day.

d. The used to change of present continuous tense if verb cannot to use in present continuous tense; like: agree, believe, consider, expect, like, know, prefer, remember, wish, want, and etc.

Example:

- I love you..... NOT I loving you.
- Udin likes the radio.....NOT udin is liking the radio.
- They game with you..... NOT they agreeing with you.

e. Can used to explain a affair which will occur in the future.

Example:

- The plane leaves tomorrow morning.
- We leave for Jakarta on Tuesday.
- I arrive in Hongkong on Saturday.

Simple present tense have two form sentence, they are nominal sentence and verbal sentence. Nominal sentence is the sentence in deep not used verb. In the

nominal sentence is used adjective, noun, and adverb, etc. Verbal sentence is a sentence in deep use verb.⁹

1. Verbal sentence

| | |
|---|--------------------------------------|
| + | Subject (s) + Verb 1 |
| - | Subject (s) + Do/Does + Not + Verb 1 |
| ? | Do/Does + Subject (s) + Verb 1? |

Example:

(+) Mrs. Rina teachers English

(-) Mrs. Rina does not teach English

(?) Does Mrs. Rina teach English

2. Nominal sentence

| | |
|---|-----------------------------------|
| + | Subject (s) + ANA |
| - | Subject (s) + Do/Does + Not + ANA |
| ? | Do/Does + Subject (s) + ANA ? |

Example:

(+) Ario is a teacher.

(-) Ario is not a teacher.

(?) Is Ario a teacher?

⁹Drs. Agus Handoko, *menguasai tenses dalam 4 hari*. Yogyakarta. Tugu Publisher. 2011. p.73

The simple present tense often to use with adverb of time, adverb of place, adverbial of frequency, and etc., such as:

| | | | |
|-----------|-----------------|--------------|------------------------|
| Always | = selalu | at night | = pada malam hari |
| Usually | = biasanya | on Sunday | = dihari minggu |
| Often | = sering | twice a week | = 2x seminggu |
| Sometimes | = kadang-kadang | every week | = setiap minggu |
| Seldom | = jarang | every day | = setiap hari |
| Never | = tidak pernah | here, there | = disini, disana. Etc. |

The rules of verb to the third people He, She, and It that add a suffix s or es :

- a. The verb of suffix -s, -sh, -ch, -x or -o add the suffix -es.

Example:

Go – goes

Watch – watches

Wash – washes

Box – boxes

- b. The verb of suffix -y, which the first by consonant gets suffix -es that change -y become -i.

Example:

Cry – cries

Study – studies

Fly – flies

- c. The verb of suffix -y , which the first by vowel gets suffix -s that is not to change of suffix -y become -i.

Example:

Stay – stays

Enjoy – enjoys

Play – plays.¹⁰

D. The Concept of Dictogloss

1. Definition of Dictogloss

Dictation has a long history in literacy education, particularly second language education. In the standard dictation procedure, the teacher reads a passage slowly and repeatedly. Students write exactly what the teacher says. Dictation in this traditional form has been criticized as a rote learning method in which students merely make a copy of the text the teacher reads without doing any thinking, thus producing a mechanical form of literacy.

Dictogloss is an activity in which short pieces of language are read out at normal speed. The students take down the key words and then attempt to reconstruct their passage from general understanding or gist of the text and from their own notes. The task of reconstructing the texts in own words requires the students to consciously focus in their knowledge of the content and the relationship between ideas and words and is dependent upon small group interaction since the students do not work alone in

¹⁰Fuad Mas'ud, *Essentials of English Grammar A Practical Guide*, (Third Edition; BPFE-Yogyakarta, 2005), p.19

the reconstruction, but pool their key words and understanding to complete the task.¹¹

Dictogloss is a relatively recent procedure in language teaching. It borrows a little from traditional dictation (hence parts of its name) but in fact is quite distinct from dictation in both procedure and objective. In dictogloss, a short text is read at normal speed to a class of learners who jot down familiar words as they listen. At the end of the dictation stage, most learners have only a small number of isolated words (or fragments) which together make up a very incohesive, “battered text”. In small groups, the students then pool their resources to reconstruct their version of original text. In the final stage the various versions that the students have produced are subjected to close analysis and comparison. Through both the task of reconstruction and the following error analysis, students refine their understanding of the language they have used.

The resemblance of dictogloss to traditional dictation is only superficial. The analogy begins and ends with the fact that in both a passage is dictated. In dictogloss the style of dictating, the focus on a text approach to grammar, the task that follows and the objective of the lesson are all totally different. Here the learners are obliged to create their own parallel texts. These are semantic approximations to the original text, created out of the learners' own grammatical and linguistic resources.

¹¹Hasbullah. *The effectiveness of using Dictogloss technique in improving students' writing skill in the fifth semester of English study program STAIN Palopo*. (STAIN Palopo: 2009) p.7

Dictogloss is a task-based procedure designed to help language learning students towards a better understanding of how grammar works on a text basis. It is designed to expose where their language learner shortcoming (and needs) are, so that teaching can be directed more precisely toward these areas. In this sense it is eminently learner-needs based.¹²

2. Procedures of Dictogloss

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

a. **Preparation:** at this stage, students are prepared for the subject matter and the text they will be hearing. The students are also pre-taught or prepared for vocabulary of the text which seems unknown or unfamiliar to the students and difficult for the students to infer. At this stage, teachers also should introduce or explain clearly what dictogloss is and what the students are expected to do during dictogloss, and also ensure that the students understand well. It is also suggested to organize students into groups at this stage.

b. **Dictation:** learners hear the dictation twice. The first time the text is read aloud at normal speed, the students only listen and may not write anything in order to get a general feeling for the text. The second time of dictation, the students should take down notes. The students are encouraged to listen and write content words which will

¹²Ruth Wajnryb. *Grammar Dictation*, (Oxford: Oxford University Press, 1990), p.1

assist or help them in reconstructing the text. The dictating should not be conducted in the traditional way where the sentence is broken into isolated word units.

c. **Reconstructing:** in this stage, after the dictation is finished, the students work in groups to produce their own version of the text. They pool their notes or information they have written down at dictation stage and try to reconstruct their version of the text from their shared notes. One of students from each group acts as scribe who writes down the group's text as it emerges from group discussion. Then, other member of group checks the text for grammar, textual cohesion, and logical sense.

d. **Analysis and Correction:** at the last stage of dictogloss, various versions of text from different groups are analyzed and compared. There are many ways of conducting this last stage. For instance, one of students from the group as representative read or writes their versions on the chalkboard. Whatever method chosen to do this stage, the students should be encouraged to compare the various versions and discuss the language choice made. In this way, errors are exposed and discussed so that students understand the hypotheses, false, that underlie their choice.¹³

Meanwhile, George Jacobs and John Small in their article summarized the procedures of dictogloss, as follows:

a. The class engages in some discussion on the topic of the upcoming text. This topic is one on which students have some background knowledge and, hopefully, interest. The class may also discuss the text type of the text, e.g., narrative, procedure, or

¹³*Ibid*, p.7

explanation, and the purpose, organizational structure, and language features of that text type.

b. The teacher reads the text aloud once at normal speed as students listen but do not write. The text can be selected by teachers from newspapers, textbook, etc., or teachers can write their own or modify an existing text. The length of the text depends on students' proficiency level.

c. The teacher reads the text again at normal speed and students take notes. Students are not trying to write down every word spoken.

d. Students work in groups of two – four to reconstruct the text in full sentences, not in point form (also known as bullet points). This reconstruction seeks to retain the meaning and form of the original text but is not a word-for-word copy of the text read by the teacher. Instead, students are working together to create a cohesive text with correct grammar and other features of the relevant text.

e. Students, with the teacher's help, identify similarities and differences in terms of meaning and form between their text reconstructions and the original.

Section 1: Dictogloss and Current Trends in Second Language Education

Dictogloss represents a major shift from traditional dictation. When implemented conscientiously, dictogloss embodies sound principles of language teaching which include: learner autonomy, cooperation among learners, curricular integration, focus on meaning, diversity, thinking skills, alternative assessment, and

teachers as cleaners. These principles flow from an overall paradigm shift that has occurred in second language education.

For explanations of the variations from the standard dictogloss procedure mentioned in the current section (Section 1), please refer to Section 3 of this article.

1. Learner Autonomy. Learner autonomy involves learners having some choice as to the what and how of the curriculum and at the same time, feeling responsible for and understanding their own learning and for the learning of classmates.

2. Cooperation among Learners. Traditional dictation was done as an individual activity. Dictogloss retains an individual element (Steps 2 and 3) in which students work alone to listen to and take notes on the text read by the teacher. In Step 4 of dictogloss, learners work together in groups of between two and four members. Additionally, in Step 5, they have the opportunity to discuss how well their group did and, perhaps, how they could function more effectively the next time. We will go into greater detail later in this article on how to improve group functioning in dictogloss.

3. Curricular Integration. From the perspective of language teachers, curricular integration involves combining the teaching of content, such as social studies or science, with the teaching of language, such as writing skills or grammar. As in traditional dictation, with dictogloss, curricular integration is easily achieved via the selection of texts.

4. Focus on Meaning. In literacy education, the focus used to lie mostly on matters of form, such as grammar and spelling. In the current paradigm, while form still matters, the view is that language learning takes place best when the focus is mainly on ideas.

5. Diversity. Perhaps it is appropriate that the term ‘diversity’ has a few different meanings. One of the meanings particularly relevant to dictogloss is that, due to differences in background and in ways of learning different people will attend to different information.

6. Thinking Skills. The definition of literacy has been expanded beyond being able to read and write to also being able to think critically about what is read and about how to best frame what is written.

7. Alternative Assessment. Assessment measures in second language education have been criticized for a focus on measuring language acquisition out of context, e.g., by testing proficiency via single words or isolated sentences rather than whole texts.

8. Teachers as Co-learners. The current view in education sees teachers not as all knowing sages but instead as fellow learners who join with their students in the quest for knowledge. This knowledge can pertain specifically to teaching and learning, or it can be knowledge on any topic or sphere of activity. Dictogloss may be of use here in at least two ways. First, as mentioned in the last paragraph, we can observe students and apply what we learn from our observations in order to

teach better. Second, during Step 1, we can share with students our interest in the topic of the dictogloss text and some of what we have done and plan to do to learn more about it or to apply related ideas.

Section 2: Cooperative Learning

Cooperative learning, also known as collaborative learning, is a body of concepts and techniques for helping to maximize the benefits of cooperation among students. In the current section of this paper, we discuss eight of these cooperative learning principles and how they can inform the use of dictogloss.

1. Heterogeneous Grouping.

Forming groups in which students are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence is believed to have a number of benefits, such as encouraging peer tutoring, providing a variety of perspectives, helping students come to know and like others different from themselves, and fostering appreciation of the value of diversity. Thus, in forming groups for dictogloss, we might want to look at our class and make conscious decisions about which students should work together, rather than leaving the matter to chance or to students' choice. The latter option often results in groups with low levels of heterogeneity. Furthermore, when we opt for heterogeneous groups, we may want to spend some time on ice breaking (also known as teambuilding) activities, because, as Slavin (1995) notes, the combination of

students that results from teacher-selected groups is likely to be one that would never have been created had it not been for our intervention.

2. Collaborative Skills.

Collaborative skills are those needed to work with others. Students may lack these skills, the language involved in using the skills, or their calcination to apply the skills during dictogloss. Some of the collaborative skills relevant to dictogloss include: asking for and giving reasons; disagreeing politely and responding politely to disagreement; and encouraging others to participate and responding to encouragement to participate. The overlap between collaborative skills and thinking skills can be seen in particular in the first two pairs of skills just mentioned, i.e., those involving reasons and disagreement.

3. Group Autonomy. This principle encourages students to look to themselves for resources rather than relying solely on the teacher.

4. Simultaneous Interaction. In classrooms in which group activities are not used, the typical interaction pattern is that of sequential interaction, in which one person at a time – usually the teacher – speaks. For example, the teacher explains a point, asks a question to check students' comprehension of that point, calls on a student to answer the question, and evaluates that student's response. In traditional dictation, the teacher is the only person who speaks, unless the teacher calls on individual students to read back what has been dictated.

5. Equal Participation (Kagan, 1994).

A frequent problem in groups is that one or two group members dominate the group and, for whatever reason, impede the participation of others. Cooperative learning offers many techniques for promoting equal participation in groups.

6. Individual Accountability.

Individual accountability is, in some ways, the flip side of equal participation. When we try to encourage equal participation in groups, we want everyone to feel they have opportunities to take part in the group. When we try to encourage individual accountability in groups, we hope that no one will attempt to avoid using those opportunities. Techniques for encouraging individual accountability seek to avoid the problem of groups known variously as social loafing, sleeping partners, or free riding.

7. Positive Interdependence.

This principle lies at the heart of cooperative learning. When positive interdependence exists among members of a group, they feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other members.

8. Cooperation as a Value.

This principle means that rather than cooperation being only a way to learn, i.e., the *how* of learning, cooperation also becomes part of the content to be learned, i.e., the *what* of learning. This flows naturally from the most crucial cooperative learning principle, positive interdependence. Cooperation as a value involves taking the feeling of “All for one, one for all” and expanding it beyond the small classroom group to encompass the whole class, the whole school, on and on, bringing in increasingly greater numbers of people and other beings into students’ circle of ones with whom to cooperate.

Section 3: Variations on Dictogloss

We have used several variations on dictogloss. These are described in this section. No doubt, others exist or await creation.

Variation A: Dictogloss Negotiation

In Dictogloss Negotiation, rather than group members discussing what they heard when the teacher has finished reading, students discuss after each section of text has been read. Sections can be one sentence long or longer, depending on the difficulty of the text relative to students’ proficiency level.

(1) Students sit with a partner, desks face-to-face rather than side-by-side. This encourages discussion. After reading the text once while students listen, during the second reading, the teacher stops after each sentence or two, or paragraph. During this pause, students discuss but do not write what they think they heard. As with

standard dictogloss, the students' reconstruction should be faithful to the meaning and form of the original but does not employ the identical wording.

(2) One member of each pair writes the pair's reconstruction of the text section. This role rotates with each section of the text.

(3) Students compare their reconstruction with the original as in Step 5 of the standard procedure.

Variation B: Student-Controlled Dictation

In Student-Controlled Dictation, students use the teacher as they would use a tape recorder. In other words, they can ask the teacher to stop, go back, i.e., rewind, and skip ahead, i.e., fast-forward. However, students bear in mind that the aim of dictogloss is the creation of an appropriate reconstruction, not a photocopy.

(1) After reading the text once at normal speed with students listening but not taking notes, the teacher reads the text again at natural speed and continues reading until the end if no student says "stop" even if it is clear that students are having difficulty. Students are responsible for saying "stop, please" when they cannot keep up and "please go back to (the last word or phrase they have written)." If students seem reluctant to exercise their power to stop us, we start reading very fast. We encourage students to be persistent; they can "rewind" the teacher as many times as necessary. The class might want to have a rule that each student can only say "please stop" one time. Without this rule, the same few students – almost invariably the highest level students - may completely control the pace.

The lower proficiency students might be lost, but be too shy to speak. After each member of the class has controlled the teacher once, anyone can again control one time, until all have taken a turn. Once the class comprehends that everyone can and should control the teacher if they need help, this rule need not be followed absolutely.

(2) Partner conferencing (Step 4 in standard dictogloss) can be done for this variation as well. Student-Controlled Dictation can be a fun variation, because students enjoy explicitly controlling the teacher.

(3) Another way of increasing student control of dictation is to ask them to bring in texts to use for dictation or to nominate topics.

Variation C: Student-Student Dictation

Rather than the teacher being the one to read the text, students take turns to read to each other. Student-Student Dictation works best after students have become familiar with the standard dictogloss procedure. This dictogloss variation involves key elements of cooperative learning, in particular equal participation from all group members, individual accountability (each member takes turns controlling the activity) and positive interdependence as group members explore meaning and correctness together.

(1) A text - probably a longer than usual one - is divided into four or five sections. Each student is given a different section. Thus, with a class of 32 students and a text divided into four sections, eight students would have the first section, eight

the second, etc. Students each read the section they have been given and try to understand it. If the text is challenging, students with the same section can initially meet in groups of three or four to read and discuss the meaning.

(2) In their original groups, students take turns reading their section of the text as the teacher would for standard dictation while their group mates take notes.

(3) Students work with their partners to reconstruct the text, with the students taking the role of silent observer when the section they read is being reconstructed.

(4) For the analysis, Step 5 of the standard procedure, each student plays the role of the teacher when the section they read is being discussed. Every group member eventually plays the role of teacher. Student-Student Dictation can also be done by students bringing in the own texts rather than using a text supplied by the teacher.

Variation D: Dictogloss Summaries

While in the standard dictogloss procedure students attempt to create a reconstruction of approximately the same length as the original, in Dictogloss Summaries, students focus only on the key ideas of the original text.

(1) Steps 1, 2, and 3 are the same as in standard dictogloss, although to encourage summarizing rather than using the words of the original text, the teacher might ask students not to take any notes.

(2) Students work with a partner to summarize the key points of the text. Here, as well as in other dictogloss variations, we can provide visual cues (sketch,

flow chart, photo, mind map) that represents some elements of the story. This aids comprehension and may help students structure their reconstruction. Additionally, students can create visuals to accompany their reconstructions, as another means to demonstrate comprehension and to promote unique reconstructions.

Variation E: Scrambled Sentence Dictogloss

Scrambled Sentences is a popular technique for teaching a number of language skills. Scrambled Sentences Dictogloss employs this technique to raise the difficulty level of dictogloss and to focus students' attention on how texts fit together.

(1) The teacher jumbles the sentences of the text before reading it to students.

(2) When students reconstruct the text, they first have to recreate what they heard and then put it into a logical order.

(3) When analyzing students' reconstructions, the class may decide that there are more than one possible correct order. This fits with the overall spirit of dictogloss, i.e., that there is no one correct way to achieve a communicative purpose, although there are certain conventions that should be understood and considered.

Variation F: Elaboration Dictogloss

In Elaboration Dictogloss, students go beyond what they hear to not just recreate a text but also to improve it.

(1) This dictogloss method may be preceded by a review of ways to elaborate, such as adding adjectives and adverbs, examples, facts, personal experiences, and causes and effects.

(2) After taking notes on the text read by the teacher, as in Step 3 of the standard procedure, students reconstruct the text. Then, they add elaborations. These can be factual, based on what students know about the topic of the text or research they do, or students can invent elaborations.

For instance, part of the text read by the teacher might be:

Today, many students use bicycles.

Students could simply elaborate by adding a word or two:

Today, many Japanese college students use bicycles.

Or, a sentence or two could be added:

Today, many students use bicycles.

This reduces air pollution and helps students stay fit.

However, bicycle riding in a crowded city can be dangerous.

Variation G: Dictogloss Opinion

In Dictogloss Opinion, after students reconstruct the text, they give their opinion on the writers' ideas. These opinions can be inserted at various points in the text or can be written at the end of the text. If student commentary is inserted throughout the text, it promotes a kind of dialogue with the original authors of the text.

Variation H - Picture Dictation

Dictation does not always have to involve writing sentences and paragraphs. Instead, students can do other activities based on what the teacher reads to them. For

instance, they can complete a graphic organizer. Another possibility, described below, is to draw.

- a) The teacher finds or writes a description of a drawing. The description should include a great deal of detail. Relevant vocabulary and concepts can be reviewed in the discussion that occurs in Step 1 of the standard dictogloss procedure.
- b) Students listen to the description and do a drawing based on what they hear.
- c) Students compare drawings with their partners and make one composite drawing per pair.
- d) Students compare their drawing with the original.
- e) Alternatively, students can reconstruct the description text read by the teacher, as in standard dictogloss, and then do a drawing.¹⁴

3. Advantages of Dictogloss

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

- a. By dictogloss, Students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching. It is because dictogloss combines individual and group activities in which students listen and take notes individually and then reconstruct the text together.

¹⁴George Jacob and John Small, *Combining Dictogloss and Cooperative Learning to Promote Language Learning*, (The Reading Matrix 3No. 1, 2003), p.1-2

b. The reconstruction stage helps students try out their hypotheses and subsequently to identify their strengths and weaknesses. The reconstruction and correction stages help the students to compare input to their own representation of the text and to identify the possible gaps.

c. Dictogloss also promotes learners' autonomy. Students are expected to help each other recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enables the students to see where they have done well and where they need to improve.

d. Dictogloss is beneficial to reduce learners' anxiety in learning because they learn in small group.

In addition, other advantages of dictogloss are also explained by Jacob and Small those advantages are as follows:

a. Curricular Integration

Curricular integration involves combining the teaching of content, such as social studies or science, with the teaching of language, such as writing skills or grammar. Curricular integration is easily achieved from the selection of texts. In addition, dictogloss also promotes integration within the language curriculum as all four language skills – listening (to the teacher read the text and to group mates discuss the reconstruction), speaking (to group mates during the reconstruction), reading (notes taken while listening to the teacher, the group's reconstruction, and the original text), and writing (the reconstruction).

b. Thinking Skills

The discussion that happened during text reconstruction in dictogloss procedure gives a chance for learners to use their critical thinking skills as they challenge, defend, learn from, and elaborate on the ideas presented. Thinking skills is also used when students analyze their reconstructed text in relation to original.

c. Alternative Assessment

Dictogloss offers a context-rich method of assessing how much students know about writing and about the topic of the text. The text reconstruction task provides learners with the opportunities to display both their knowledge of the content of the text as well as of the organizational structure and language nature of the text. As students discuss with each other during text reconstruction and analyzing their reconstructed text, teacher can listen in and observe students' thinking about the task. Furthermore, dictogloss makes students involved in self-assessment and peer assessment.

Moreover, British Council stated that the advantages of dictogloss are:

- a. To encourage students to focus on meaning when listening to a text
- b. To develop effective learning strategies
- c. To develop proof reading and editing strategies
- d. To provide an authentic opportunity for cooperative learning
- e. To assist all students and others who need a lot of support with reading and writing activities.

Harmer also mentioned that dictogloss is useful to build students' writing habit because in dictogloss, the students are asked to recreate a text that the teacher reads to them. From the explanation above, it can be summed up that dictogloss is beneficial to be implemented in teaching and learning process for some reasons.

Dictogloss gives opportunities for learners to learn as individual and as group by using critical thinking, promotes learners' autonomy which makes them not only depend on the teacher in learning but also depend on their peers to get or gain knowledge, provides writing activity which can assist learners to identify what they have done well and what they need to improve, integrates a subject to other subject, offers an alternative way for assessing students' ability.¹⁵

4. Dictogloss and Teaching Grammar

In the history of literacy and in the history of second language learning in particular, there is a long tradition of implementing dictation. Most of us remember it from our school days it is usually associated with a dull and boring task where the teacher slowly reads a passage over and over again. The whole procedure seemed to drag on forever. From a methodological point of view, there is little, if any, benefit from this type of task, this traditional form of dictation has come under heavy criticism as a rote learning method, teaching students nothing, and producing a mechanical form of literacy. However, the old-fashioned approach to dictation has

¹⁵Evi Shofiyah. *The Effectiveness of Dictogloss Technique In Teaching Writing of Narrative Text (A Quasi-Experimental Study At The First Grade Students Of SMA Manba' Ul-Ulum)*, (UIN Jakarta:2011),p.22

changed in the past few years mainly thanks to Dr. Ruth Wajnryb who modified dictation in its usual form and introduced its more communicative version. This new way is known as dictogloss.¹⁶

It's not difficult to prepare and apply dictogloss in the classroom. Teaching grammar using Dictogloss is simple. Teacher only need some sentences and voice. The sentences must represent the grammar will be taught. The teacher may use his own voice as media.

How to teach grammar using Dictogloss?

First, prepare some sentences. If we want to teach simple present tense, prepare some sentences in simple present form.

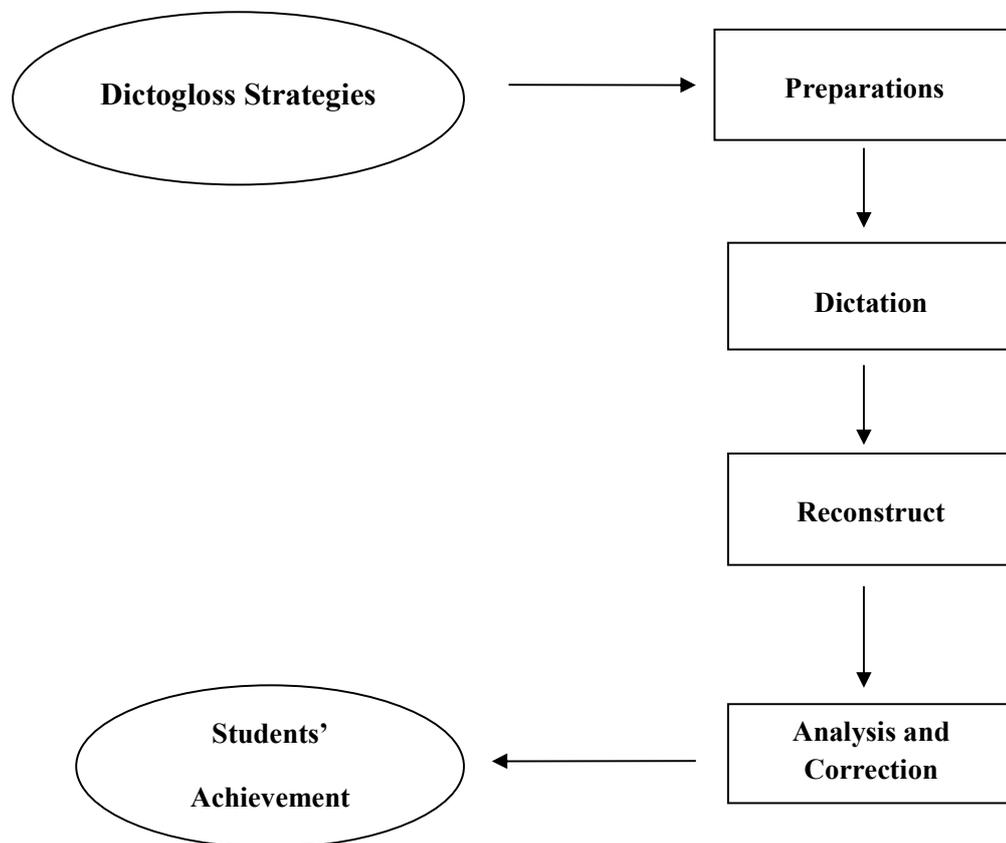
Example:

- I need a towel.
- I want a red towel
- Sinta buys a red towel in the supermarket

Second, read the sentences one by one in normal speed. Repeat reading three times. Third, after finishing reading the first sentence, ask one of student to write down on the board. Continue with the next sentence. Do the same process. Fourth, elaborate the sentences based on the part of speech. Tell them what kind of tense it is. Fifth, give them exercise like gap filling or choosing suitable verb. Finally, ask them to make some sentences based on the model given.

¹⁶Tomasz Róg, *Dictogloss – Another Approach To Teaching Grammar* <http://teacher.pl/dictogloss-another-approach-to-teaching-grammar/> accessed on 16 luty 2012

E. Conceptual Framework



There are steps in dictogloss in order procedure a good write in teaching tense. There are; dictogloss strategies, preparation, dictation, reconstruct paragraph and analysis and correction to students' achievement.

F. Hypothesis

There are two hypothesis of the research, they are:

1. H_0 = There is significant different before of the use dictogloss in teaching simple present tense at the second class student of Madrasah Tsanawiyah Satu Atap Al-Qashash Tobe.

2. H_1 = There is significant different after of the use dictogloss in teaching simple present tense at the second class student of Madrasah Tsanawiyah Satu Atap Al-Qashash Tobe.

CHAPTER III

RESEARCH METHOD

A. Research Method and Design

1. Research Method

The method that used in this research is pre-experimental. Pre-experimental is not truly experiment. It is used to find out the effectiveness of dictogloss method in teaching simple present tense at the second year students of Madrasah Tsanawiyah Satu Atap Al-Qashash Tobe.

2. Research Design

This research involves one group of students with pre-test, treatment and post-test design.

The design of research could be described as follows:¹

| |
|-------------|
| $O_1 X O_2$ |
|-------------|

Notes;

O_1 =Pre-test

X = Treatment

O_2 = Post-test

¹Prof. Dr. Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif Dan Kombinasi (Mixed Methods)*. (Bandung; Alfabeta, 2013),p.112

B. Research Variable

There are two variable applied in this research. They were independent variable and dependent variable. Independent variable of the research was the use of dictogloss. Dependent variable was the students in teaching simple present tense.

C. Population and Sample

1. Population

The population of the research was the second year students Madrasah Tsanawiyah Satu Atap Al-Qashash Tobeia in academic year 2016/2017. The total number of population was 36 students consist of 2 classes.

2. Sample

In this research, the researcher applied purposive sampling. Purposive sampling is the sample which takes because of certain reasons.² In purposive sampling the researcher who determines their own samples taken because of certain considerations, the sample is not taken randomly and do not use variable control. The researcher wanted to focus in class VIII B because they were have problem in using present tense still low and researcher would improve their present tense students. The sample of this research consists of one class, and the total is 20 students.

²Nasution, *Metode Research (penelitian ilmiah)*, (Jakarta: BumiAksara, 2001),p.98

D. Instrument of the Research

The data was collected by a test namely: pre-test and post-test. The researcher used pre-test and post-test to measure the students' ability for using present tense before and after giving the treatment. The model of the test was multiple choices and the student answered for 40 minutes.

E. Procedure of Collecting Data

The procedure of collecting of data was presented in chronological order as follow, the researcher conducted treatment to the students for six meetings, the steps as follow:

1. Pre-Test

The researcher gave a test to the students to know their ability for using simple present tense.

2. Treatment

The researcher conducted treatment to the students for five meetings, the steps as follow:

- a. The first meeting

For the first meeting, the researcher was explained about simple present tense and introduced dictogloss strategy in learning.

- b. The Second meeting

Second, the researcher gave a topic (Habitual Done) and prepared make some sentences. After prepared one topic and some sentences, the researcher read a

sentence for two times. The first time, the researcher read the sentences at the normal speed. The second times, the researcher read again and the students take note key words.

Next, the researcher diction or read the sentences and the student take note key words, the researcher make a groups. The researcher asked to the students to make a sentence like their listen or like their situation. Finally, the researcher required to the students forward ahead in the class. After that, the students wrote and read the sentence. The researcher was analysis and corrected the students work agree with structure simple present tense.

c. The Third meetings

Third, the researcher gave a topic (General Truth) and prepared make some sentences. After prepared one topic and some sentences, the researcher read a sentence for two times. The first time, the researcher read the sentences at the normal speed. The second times, the researcher read again and the students take note key words.

Next, the researcher diction or read the sentences and the student take note key words, the researcher make a groups. The researcher asked to the students to make a sentence like their listen or like their situation. Finally, the researcher required to the students forward ahead in the class. After that, the students wrote and read the sentence. The researcher was analysis and corrected the students work agree with structure simple present tense.

d. The Fourth meetings

Fourth, the researcher gave a topic (Event Now) and prepared make some sentences. After prepared one topic and some sentences, the researcher read a sentence for two times. The first time, the researcher read the sentences at the normal speed. The second times, the researcher read again and the students take note key words.

Next, the researcher diction or read the sentences and the student take note key words, the researcher make a groups. The researcher asked to the students to make a sentence like their listen or like their situation. Finally, the researcher required to the students forward ahead in the class. After that, the students wrote and read the sentence. The researcher was analysis and corrected the students work agree with structure simple present tense.

e. The Fifth meeting

Fifth, the researcher gave a topic (Future Event) and prepared make some sentences. After prepared one topic and some sentences, the researcher read a sentence for two times. The first time, the researcher read the sentences at the normal speed. The second times, the researcher read again and the students take note key words.

Next, the researcher diction or read the sentences and the student take note key words, the researcher make a groups. The researcher asked to the students to make a sentence like their listen or like their situation. Finally, the researcher

required to the students forward ahead in the class. After that, the students wrote and read the sentence. The researcher was analysis and corrected the students work agree with structure simple present tense.

3. Post-Test

After gave a treatment, the researcher test again to know how long the students understand about simple present tense. The model of test was multiple choices.

F. Technique of Data Analysis

The data analysis technique involved some steps that are collaborate as follow:

1. scoring classification

Table 3.1
The Students Score Classification

| No | Score | Classification |
|----|----------|----------------|
| 1 | 95 – 100 | Excellent |
| 2 | 85– 90 | Very good |
| 3 | 75- 80 | Good |
| 4 | 65 – 70 | Fairly Good |
| 5 | 55 – 60 | Fair |
| 6 | 45–50 | Poor |
| 7 | 0 – 40 | Very poor |

2. Finding out score by using the following formula SPSS 18 program.

To know the value of mean score, standard deviation, standard deviation error $t_{table}(t_t)$ of pre-test and post-test, the researcher calculated it by using SPSS 18 and used table distribution to choose the score of $t_{count}(t_0)$, the table as follow :

Table 3.2
The Table Distribution of t_{table}

| Df | P (Level of Significance One Tailed Test) | | | |
|----|---|--------|--------|---------|
| | 0.01 | 0.05 | 0.01 | 0.001 |
| 1 | 6.314 | 12.706 | 63.657 | 636.619 |
| 2 | 2.920 | 4.303 | 9.925 | 31.598 |
| 3 | 2.533 | 3.182 | 5.841 | 12.924 |
| 4 | 2.132 | 2.776 | 4.604 | 8.610 |
| 5 | 2.015 | 2.571 | 4.032 | 6.869 |
| 6 | 1.934 | 2.447 | 3.707 | 5.959 |
| 7 | 1.895 | 2.365 | 3.499 | 5.408 |
| 8 | 1.960 | 2.306 | 3.355 | 5.041 |
| 9 | 1.833 | 2.262 | 3.250 | 5.781 |
| 10 | 1.812 | 2.228 | 3.169 | 5.587 |
| 11 | 1.796 | 2.201 | 3.106 | 4.437 |
| 12 | 1.782 | 2.179 | 3.055 | 4.221 |
| 13 | 1.771 | 2.160 | 3.012 | 4.318 |

| | | | | |
|-----|-------|-------|-------|-------|
| 14 | 1.761 | 2.143 | 2.977 | 4.221 |
| 15 | 1.753 | 2.131 | 2.947 | 4.140 |
| 16 | 1.746 | 2.120 | 2.921 | 4.073 |
| 17 | 1.740 | 2.110 | 2.989 | 4.015 |
| 18 | 1.734 | 2.101 | 2.878 | 3.922 |
| 19 | 1.729 | 2.093 | 2.861 | 3.883 |
| 20 | 1.725 | 2.086 | 2.856 | 3.850 |
| 21 | 1.721 | 2.080 | 2.831 | 3.819 |
| 22 | 1.717 | 2.074 | 2.819 | 3.792 |
| 23 | 1.714 | 2.069 | 2.807 | 3.767 |
| 24 | 1.711 | 2.064 | 2.797 | 3.745 |
| 25 | 1.708 | 2.060 | 2.787 | 3.725 |
| 26 | 1.706 | 2.056 | 2.779 | 3.707 |
| 27 | 1.703 | 2.052 | 2.771 | 3.690 |
| 28 | 1.701 | 2.048 | 2.763 | 3.674 |
| 29 | 1.699 | 2.045 | 2.756 | 3.659 |
| 30 | 1.670 | 2.042 | 2.750 | 3.646 |
| 40 | 1.640 | 2.021 | 2.704 | 3.551 |
| 60 | 1.571 | 2.000 | 2.660 | 3.460 |
| 120 | 1.558 | 1.980 | 2.617 | 3.373 |

In addition, to know whether the pre-test and post-test were significantly difference and also to know acceptability of hypothesis, the researcher used the criteria of hypothesis acceptability, which is:

If $t_0 \geq t_t$ it means the null hypothesis rejected

If $t_0 \leq t_t$ it means the null hypothesis is accepted³

³Ir. Syofian Siregar, M.M. *Statistik Parametrik untuk Penelitian Kuantitatif*. (Jakarta: PT Bumi Aksara. Cet. II. 2014) p. 139

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two sections the findings of the research and the discussion of the research finding. It entirely covers the description of the result of data analysis. In the discussion section, further explanation and interpretation of findings are given.

A. Findings

1. The data analysis was done through quantitative analysis. It used to get the score. Further, to know about the result of data analysis based on the previous explanation. The following table as follow:

Table 4.1

The score of students in pre test (O₁) and post test (O₂)

| Respondent | Score | |
|------------|----------|-----------|
| | Pre-test | Post-test |
| R1 | 40 | 70 |
| R2 | 30 | 65 |
| R3 | 55 | 80 |
| R4 | 5 | 60 |
| R5 | 40 | 80 |

| | | |
|-----|----|-----|
| R6 | 0 | 65 |
| R7 | 40 | 85 |
| R8 | 20 | 60 |
| R9 | 60 | 100 |
| R10 | 0 | 60 |
| R11 | 50 | 90 |
| R12 | 40 | 90 |
| R13 | 30 | 70 |
| R14 | 25 | 80 |
| R15 | 35 | 70 |
| R16 | 25 | 65 |
| R17 | 30 | 75 |
| R18 | 40 | 85 |
| R19 | 30 | 80 |
| R20 | 60 | 90 |

Table above showed the value of the student's correct answer and their score in did the test (pre test and post test). it showed the different between the result of pre-test and post-test, where almost students which taken as sample in the researched got low score in pre test and become high in post-test, even there was not students got high score in pre test and low in post test. The higher score in pre-test was "60" and the lowest score is "0" , two students got score "60" one student got score

“55” and one student got score “50”, five students got “40”, one student got score “35”, four students got score “30”, two students got “25”, one student got score “20” and two students got score “0”.

After giving treatment and using dictogloss strategy to improve simple present tense, the students score was better than before. The highest score was “100”, and the lowest score was “60”, one student got “100”, three students got “90”, two students got score “85”, four students got “80”, one student got “75”, three students got “70”, three students got “75” and three students got “60”.

According to the table of students score in pre-test and post-test above, the researcher showed the statistic of students score in pre-test and post-test illustrated.

TABLE 4.3

Rate percentage of students score

| No | Classification | Score | Frequency | | Percentage | |
|-------|----------------|----------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|
| | | | Pre-test (O ₁) | Post-test (O ₂) | Pre-test (O ₁) | Post-test (O ₂) |
| 1 | Excellent | 95 – 100 | - | 1 | - | 5% |
| 2 | Very Good | 85– 90 | - | 5 | - | 25% |
| 3 | Good | 75–80 | - | 5 | - | 25% |
| 4 | Fairly Good | 65 – 70 | - | 6 | - | 30% |
| 5 | Fair | 55 – 60 | 3 | 3 | 15% | 15% |
| 6 | Poor | 45 –50 | 1 | - | 5% | - |
| 7 | Very Poor | 0 – 40 | 16 | - | 80% | - |
| Total | | | 20 | 20 | 100 % | 100 % |

Table above shows in pre-test, there was 3(15%) students fair score, there were 1 (5%) student got score poor and 16 (80%) students got score very poor. There was not students got excellent, very good, good, and fair score. It means that the students still do not understand about simple present tense though dictogloss strategy.

While in post-test was different, we can see from the table above that from 20 students, there were 1 (5%) student got excellent score, there were 5 (25%) students

got very good score, there were 5 (25%) students got good score, there were 6 (30%) students got fairly good score, there were 3(15%) students got fair score, and there was not student got poor and very poor score. it means that the score of students after doing the treatment process during five meeting was very significance because the students score was increase from the pre-test to the post test.

Table 4.3

The Mean Score and Standard Deviation of Pre-Test and Post-Test

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Posttest | 20 | 60 | 100 | 76.00 | 11.765 |
| Pretest | 20 | 0 | 60 | 32.75 | 17.432 |
| Valid N (listwise) | 20 | | | | |

Based on the table 4.3, it indicates that the standard deviation in pre-test was 17,432 and post-test was 11,765. It also showed that the mean score of students in pre-test was 32,75 and the mean score of students in post-test was 76,00. The result of the table above showed that the mean score of students in post-test was higher than the mean score of students in pre-test. It concluded that simple present tense though dictogloss strategy.

To know whether the pre-test and post-test were significantly difference, and also knew acceptability of the hypothesis of this research. The research used t_{test} and analysis and calculated it by using SPSS 18. The result has been presented in the table

of paired samples statistics, paired samples correlations, and paired samples test. It was presented in the following tables:

Table 4.4

The Paired Samples Statistic of Pre Test and Post Test

| Paired Samples Statistics | | | | | |
|---------------------------|----------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Posttest | 76.00 | 20 | 11.765 | 2.631 |
| | Pretest | 32.75 | 20 | 17.432 | 3.898 |

The table of the paired samples statistic of pre-test and post-test above indicated that the value of standard deviation in pre-test was 17,432 and the value of standard deviation in post-test was 11,765.

In addition, the standard error mean in pre-test was 3,898 and the standard error mean in post-test was 2,631. The table 4.4 also showed that the mean score in pre-test was 32,75 and the mean score in post-test was 76,00. It can be concluded that the students' score improved from 32,75 to 76,00.

Table 4.5

The paired sample correlation of pre test and post test

| Paired Samples Correlations | | | | |
|-----------------------------|--------------------|----|-------------|------|
| | | N | Correlation | Sig. |
| Pair 1 | Posttest & Pretest | 20 | .820 | .000 |

The table 4.5 of the paired samples correlations of pre-test and post-test presented that the correlation of the students' competency before and after treatment was 0,00. It means that there was a significant correlation of students' improving teaching simple present tense though dictogloss strategy before and after treatment.

Table 4.6
The Paired Sample Test of Pre-Test and Post-Test

| | | Paired Differences | | | | | T | df | Sig. (2-tailed) |
|--------|--------------------|--------------------|----------------|-----------------|---|--------|--------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Posttest - Pretest | 43.250 | 10.295 | 2.302 | 38.432 | 48.068 | 18.788 | 19 | .000 |

Based on the table 4.6, of the paired samples test of pre-test and post-test, the researcher got the data that t_0 (t_{count}) = 18,788 and df (degree of freedom) = 19. Based on the table distribution of $t_t = 2,861$, it was the standard of significant 0.01 with degree of freedom (df) = 19. Based on the result, the result concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

$$13,615 > 2,861$$

Related to the result that ($t_0 > t_t$) the t_{count} was higher than t_{table} , it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It

concluded that there was a significance difference in learning simple present tense through dictogloss strategy. Because of that, the researcher believed that dictogloss strategy was effective use of dictogloss strategy to improve student teaching simple present tense at Madrasah Tsanawiyah Satu Atap Al-Qashash Tobeia.

B. Discussion.

Dictogloss is a task-based procedure designed to help student language learning towards a better understanding of how grammar works on a text basis. It is designed to expose where their language learner short coming (and needs) are, so that teaching can be directed more precisely toward these areas. In this sense it is eminently learner-needs based. Procedure of dictogloss strategy namely: Preparation, Dictation, Reconstruction and Analysis and Correction.

Based on the presentation of the findings, the researcher presents explanation of the data analysis that the use of dictogloss strategy effective in teaching simple present tense at Madrasah Tsanawiyah Satu Atap Al-Qashash Tobeia. It can be seen in the table before giving treatment and after giving treatment, there was significant difference between pre-test and post-test. From 20 students were found in pre-test show that in answering simple present tense through dictogloss strategy there were 16 students got very poor, there was 1 student got score poor, there were 3 students got score fair and there was not students got score excellent, very good, and fairly good score.

While in the post test is different is where we can see from the table above that from 20 students, there was 1 student got excellent score, there were 5 students got very good score, there were 5 students got good score, there were 6 students fairly good score, there were 3 students got fair score and there was not students got poor score and very poor score. It means that the score of students after giving treatment process during five meetings was very significance because the students score was increase from the pre-test to the post-test. Although there are still a few students got fair score.

In fact above, the students using simple present tense by dictogloss strategy the students significance teaching simple present tense, although there were students got fair score. in comparing the result of t_{count} value t_{table} , the researcher found that the value of t_{count} was higher than the value of t_{table} $18,788 > 2,861$. It means that there was significance different between the result of pre-test and post-test

After the research, the media application dictogloss strategy in process learning grammar can be help to easy understand especially to improve teaching simple present tense.

CHAPTER V

CONCLUSION AND SUGGESTION

The discussion of this chapter indicates conclusions and some suggestions related to the finding and the application of this research

A. Conclusions

From the discussions mentioned in the previous chapter, the researcher draws some conclusions as the result of the research at the second year of Madrasah Tsanawiyah Satu Atap Al-Qashash Tobe. the researcher presents conclusions as follow:

1. The use of dictogloss strategy to improve student mastery teaching simple present tense at second year of Madrasah Tsanawiyah Satu Atap Al-Qashash Tobe

”Dictogloss strategy is an excellent learning aid, the students have to remember the event in the present. The use of dictogloss strategy was effective to improve tenses especially simple present tense.

Having implemented the treatments by usedictogloss strategy was effective in teaching simple present tense. It was found that the mean score of post-test (76,00) was higher than the mean score of pre-test (32,75), the data have been analyzed by using (t_t) standard of significant 5% with degree of freedom (df) = 19. Got $t_t = 2,861$ and standard of signification 0.01, the result of t_0 (t_{count}) is higher than t_t (t_{table}), $18,788 > 2,861$. It means that there was a significant difference between students' competency before and after giving treatment by dictogloss strategy.

B. Suggestion

From the conclusion above, there were some suggestions that are proposed by the researcher:

1. It is suggested to English teacher the use of dictogloss strategy to familiarize the media to improve teaching simple present tense.
2. The English teacher are supposed to encourage the students to be more understood about the improve teaching simple present tense.
3. It is suggested to English teacher to choose method which has correlation between material and the purpose of teaching.

THESIS APPROVAL

This thesis entitled “The Use of Dictogloss in Teaching Simple Present Tense at the Second Year Students in Madrasah Tsanawiyah Satu Atap Al-Qashash Tobe’a”, which is written by BUSRAHAYU, REG. NUM. 11.16.3.0060., English S1 Study Program of Tarbiyah and Teacher Training Faculty of The State Institute for Islamic Studies (IAIN) Palopo, and has been examined and defended in *MUNAQASYAH* session which is carried out on Friday, August 19nd 2016 M. it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English Language teaching.

Palopo, 19 of August 2016

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