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The Effect Of Dictogloss Technique Toward Students' Writing Mastery On Narrative Text At The Second Grade Students Of Senior High School Pandeglang 11

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ABSTRACT

This research aims to investigate the effect of Dictogloss Technique as learning media to improve students' narrative writing at the second grade students of SMA 11 Pandeglang. The researcher paper employs the quantitative research design with the quasi experiment. It used test to collect the data involving observation pre-test and post-test. The observation is conducted before the research was done. The researcher asked to the teacher and students about teaching learning process in the class. The pre-test is conducted to know their basic writingmastery. And the post-test conducted after the treatment. The data analysis is conducted to identify important finding as it is expected by the objective of the research.Based on the results of research and analysis of the data, obtained mean of post-test score in the experiment class was 72,89and the control class was 43,58. It shows that there are significant differences from the results obtained both of classes. The results of hypothesis testing by using Mann-Whitney found that on degree of significance 5% (α= 0.5) two-tailed was 0,00 was α= 0,05 or two-tailed< α= 0.5 (0,00<0,05) it means was rejected and was accepted.The findings reveal that the effect of Dictogloss Technique is helpful and easy to conduct. In addition, this media can improve students' narrative writing. In relations to the students response on the media, found that students response the media positively. Moreover, they feel happy and enthusiastic to practice this media in narrative writing mastery.Based on finding of research, it is significant for the teacher to choose the appropriate media for improving students' narrative writing mastery, particularly Dictogloss Technique as mentioned above.

Keywords:
Dictogloss Technique, Narrative Writing Mastery.

INTRODUCTION

English is becoming more and more important as it is considered as an international language. Most information in newspaper, books, internet, television and letter also use English. People use English to communicate with others from different countries. Therefore, having competence in science and technology supported by mastery of Englishis absolutely needed by everyone to complete in this global world. For those reasons, the Indonesian government via the Ministry of National Education decided to take English subject as the educational program.

In teaching learning English, there should be practice for the four language skills, there are listening, speaking, reading and writing skills. Writing can be regarded as one of important skills need to be developed by the students. It is due to the facts that in this modern society many

occupations require people who are able to mastery writing skill. For example, people should have the ability to write the application letters or any letters to start their carrier. Those facts prove that mastering writing skill is needed by the students to prepare them in a higher education level and in the field of work that demands them to understand English as a means of communication. According to Harmer (2012:323), the practice of English language teaching, each skill has difficulties from student but has become more complicated skill to be learned because writing is a production skill and need feedback.

Students of senior high school should be able to write or produce narrative text. It is not something attract them to write narrative text although narrative text has purpose to entertain the reader. They know many stories related to narrative text but when they have to produce their own narrative text they face many difficulties. Many students in Senior High School cannot get and generate their own idea. Some students have idea but they cannot express it in their sentences. They also have difficulties in arranging or organizing the idea into good order to form a good narrative text. They are also lack of vocabularies related to the idea that they want to write.

This fact encourage the research focus on helping the students develop their writing ability. Writing narrative text requires more attention in detail. In writing there are several complex rules that cannot be avoid. When student write something they have to pay more attention in world spelling, punctuation, direction, grammar, purpose of their writing and idea of their writing itself. However, the researcher found that it was difficult for students to generate narrative text in correct grammatical sentences. So, they are confused about how they will write their idea and arrange it into good narrative text with correct grammatically.

Those problems also found at several students in Senior High School Pandeglang 11. The students made many mistakes especially in mechanic in applying capitalization and spelling, that is because of they just get the information or the material from textbook or their teacher using lecture method. Teacher should find new methods and techniques so that they can be easy in doing their task especially in writing skill. One of technique that assumed effective is Dictogloss technique. Dictoglos is dictation activity a classroom where students are required to write a short text by listening and noting key words, finally used as a base for forming. For example students discuss the sea. The teacher then explains the task, and reads a short text on the sea to the class, who just listen. The teacher reads the text again, and the students take notes. In groups, the students then reconstruct the text used vocabulary and grammar properly.

Writing is among the most important skill that foreign language students need to develop. Writing becomes the last English skill that students must learn and master after listening, speaking and reading. In other words, the researcher can say that writing is an indicator whether students have to gain all skills before. Before students have to write, they have to be able to listen, to speak, and to read. Writing skill differ from other skills like speaking and listening. According to Brown, (2001:334), "Trends in teaching writing of ESL and other foreign languages are integrated with teaching other skills, particularly listening and speaking".

For example when students are asked by their teacher to write related to certain topic, they may collect the information from a radio, a television, internet and directly communication with expert of related topic. After they get sufficient information, they can start writing. When collecting the information, they are using listening, speaking and reading skills. Therefore nobody can master ability easily and directly. Writing is actually not natural skill.

Too, writing belongs to productive skill rather than perspective one. It produces a message to communicate. Spartt, Pulvernes and Williams (2005: 26) states that writing and speaking belong to productive skills. They 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 letters or other text types. Another linguist, Hyland (2003:09), explains that writing is a way to share personal meaning. The people construct their own views on topic to share others. A person's views may be different from other people's views. It depends on their belief . Therefore, when constructing their own views (idea), the people have to make it understandable and acceptable.

In addition, writing is actually developmental process. Students try to express their views or ideas in the best writing with teachers' guidance. Teachers have to provide students with the space to make their own meaning within in positive and cooperative environment. What students need isto practice more and more. Brown (2001:334) illustrates that:

Writing is like swimming. When people want to be able to swim, they must have like an instructor to show them basic ways or tricks to swim, although the instructor is only their parents or their friends (not professional instructors). After they get the basic way to swim, they will develop based on their own style.

In short, writing is the last stepfour English skills whichis productive skill involves producing language rather than receiving. The output of writing can be written text and has meaning or message. The written text it can be the information or the topics that writer wants to deliver. Writing alsoas communication tool that has message to the reader so that written text should beunderstandable and acceptable by the reader or the receiver.

 "Narrative is about events in the order that they happen. The time order to tell what happen first, what happen next after that, and so on." (Oshima & Houge, 2006: 24). Narrative text is the type of text which is very appropriate to recount past activities or events, which high light the problematic experience and resolution with the intention to amuse and often intended to give moral lessons to the reader. Whereas, Anderson and Anderson (2003: 8), they state that narrative is a piece of the text which tells a story and entertains or informs the reader. Some examples of narrative text are fantasy novels, bed time stories (spoken), historical fiction, and stories.

Based on the definitions above, narrative text is type text to telling the story past and its plot consist of climax of the story (complication) then followed by resolution.

"The function of narrative text is to amuse entertain and to deal with actual or vicarious experience in different ways."(Anderson and Anderson, 2003: 8) Narrative deals with problematic events which lead to a crisis or tuning point of some kind, which turning finds a resolution.

It means that narrative text has functioned to entertain or to amuse the reader and to deal with actual or imaginative experience in different ways which shows by problem and resolution as the way to solve the problem and resolution as the way to solve problem before.

According to Anderson, the generic structure of narrative text consists of four parts. There are orientation, complication, sequence of events, and resolution as follow:

a. Orientation
   Orientation is introducing of the text. It includes what is inside the text, what the text talks in general, who involves in the text such as the character, when and where it happens.
b. Complication
   In complication, the text talks about what happens with the participants. Complication is the main element of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social, or psychological conflict.
c. Resolution
   Resolution is the end of narrative text. This is the phase where the participants solve the problem aroused by the conflict. It is not matter whether the participants success or fail.

Based on the explanation of generic structure narrative text are: 1) Orientation is introduction in which the participant and informing the time and place; 2) Complication is describing the rising crises which the participant have to do with; 3) sequence of events is the narrator tells how the characters react to the complication; 4) Resolution is showing the way of participant to solve the crises, better or worse.

Anderson and Anderson also state there are four grammatical features in narrative including:
a. Nouns that identify the specific characters and places in the story.
   Examples: *a beautiful princess, in the garden.*
b. Adjective that accurate descriptions of the characters and settings. Examples: *a nice princess who live in the palace.*
c. Verbs that shows the action that occur in the story. Examples: *say, walk, sleep. Etc.*
d. Time words (simple past tense) that connect events, telling when they occurred. Examples: *once upon the time, two days ago etc.*

Here are the types of narrative text:
a. Legend
   Legend is a narrative of human actions that perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in conversational mode. Some define legend as folktake.
b. Fairy tale
   Fairy tale is an English language term for a type of short narrative corresponding to the French phrase "conte de fee". A fairy tale typical features such folkloric characters as fairies, goblin, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The examples of fairy tale in narrative text areCinderella, Pinocchio, Beauty and the beast, The story of Rapunzel and Snow White
c. Fable
   Fable is a short allegorical narrative making a moral point, traditional by means of anial characters that speak and act like human beings. The examples of fable in narrative text are The Smartest Parrot , Mouse, Deer, and Crocodile, The Story of Monkey and Crocodile and The Ants and The Grasshopper.

Dictogloss is a teaching technique which incorporates various activities such as listening, taking notes, discussing, and reconstructing. It is the same with the idea from Jacobs (2003: 15), he explains that text reconstruction task provides students with the opportunities to display both their knowledge of the content of the context as well as of the organizational structure and language features of the text. It means that dictogloss gives opportunities to the students to comprehend what they have heard in form of notes, discuss with their friends and teacher, and then rewrite what they have learned.

It can be said that dictogloss is an activity in the classroom where students need reconstruct a text given by teacher through listening, writing a note of key words which are them will be used as a base for new construction.

In addition, Riyadh (2016: 47) states that dictogloss promotes both oral interaction and oral performing.. Furthermore, dictogloss is a language teaching technique that is used to teach grammatical structures, in which students form small groups and summarize a target- language text.

From the statements above it can be concluded that dictogloss give students more opportunities to learn about grammatical rules of text and reconstruct the rules in a text and rebuild new vocabularies. Dictogloss has multi functions such as to develop students listening, writing and speaking skills. It also builds new vocabulary for the students, enhance grammar and discourse systems to complete the task.

Dictogloss has the advantage of integrating communicative notions with the traditional concerns of grammar instruction. Jacobs (2003) mentioned the aims of dictoglossare :

a. It aims to provide the opportunity for learners to use their productive grammar in the task of text creation. Learners' linguistic are called upon 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 the attempts.

c. It aims to upgrade and refine the learner's use of the language through a comprehensive analysis of language options in the correctionof the learner's approximate texts.

It can be concluded that the students aim not to produce the text word- for- word but rather to approximate its meaning and style as closely as possible.Dictogloss is implemented in four major steps (Jacobs and Small, 2003; Wajnryb, 1990) as outlined bellow:

1. Preparation
   The topic is introduced and key vocabulary is addressed. This can be done using a variety of techniques: an open class discusstion, group, brainstorming, question and answerelicitation, predicting text content from pictures or 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 distinction twice and that both reading should be, as far as possible, identical. The text is read at natural speed with short pauses between each sentence. 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 researcher should suggest that learners focus on noticing and recording key content or information words.

3. Reconstruction
   Learners work 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 suggestions are channeled. The scribe writes down the group's text as is emerges from group discusstion. When it complete, the group checks of grammar, textual cohesion and logical sense.

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

Based on explanation above it can be concluded that there are four steps in dictogloss such as preparation, dictation, reconstruction and analysis and correction.

Also, according to Riyadh (2016:2) "Dictogloss is helping students to develop their grammar knowledge to reconstruct a text and develop their skills such as writing, speaking, and opinion-sharing. It makes them become communicative". It can be discribed that dictogloss makes students to be more aware of their grammatical choice that they used to reconstruct their ideas about the text and more communicative.

METHOD

The method used in this research was quantitative method. The design of this research was experimental design. According to Ary&Jacobs (2010: 26) state that "Experimental research is the researchers study variables, which are characteristics that taken on different values across people or thing". The researcher used quasi – experimental design of this research to see the effect of dictogloss technique towards students' writing mastery on narrative text. According to Milan, the

purpose of quasi experimental design is to determine cause and effect between independent and dependent variable. The classes or schools that could be used to determine the effect of curricular material orteaching methods. In this research dictogloss was the independent variable which may cause or influence students' writing mastery on narrative text as the dependent variable.

"Quasi experimental design has two types, the first is time series design and the second is nonequivalent control group design." (Sugiyono, 2013: 114). Time series design was the design that before giving treatment the group of students are given pre-test four times and this research design use one group of students. On the other hand nonequivalent control group design was the design that both two variables are given pre-test and post-test once and given treatment.

"The population is a region consisting of generalization, objects or subjects that have certain qualities and characteristics are determined by investigators to be to be studied andthen drawn conclusion." (Sugiyono, 2015: 117). In this research, the population was the second grade students of Senior High School Pandeglang 11. It consisted of eight classes and each grade consisted of 29 to 34 students, so the population of the second grade were 262 students.

In this research was used purposive sampling which belonged to non-probability sampling. The classes for sample were XI Social 3 and XI Social 4. Thus, the samples consist of 58 students. The XI Social 4 as an experimental class and XI Social 3 as a control class. The reason why the researcher chose these classes because of recommendation from English teacher of Senior High School Pandeglang 11 that these classes were easier to observed.

DISCUSSION

To analyze the data gathered, the researcher used statistical composition in calculating the research of the test, calculating normality data pre-test and post-test of both experimental and control class. The researcher also calculated the homogeneity data of pre-test and post-test score of experimental class and control class, after finding the result of normality and homogeneity, the researcher used statistic non parametric, Mann-Whitney test to look at the hypothesis.

Before the researcher calculated the value of Mann-Whitney to look at the hypothesis, the researcher had to analyze the normality and homogeneity of the data. The examination of normality was needed to know whether the data has been normally distributed. Then, after getting the normality, the next step was calculating the homogeneity of data. It was proposed to look at whether the data was homogeneous or heterogeneous. The researcher used the Shapiro-Wilk formula to test the normality. The reason why the researcher used Shapiro Wilk to count the data, because Shapiro Wilk was used to count the data that less than one hundred population. The result of normality was used by IBM SPSS Statistic program version 21 in the significant degree 5% or 0.05. With criteria of test, if significant score (2-tailed) > α = 0.05, so H_0 was accepted it meant pre-test data were normally distributed and if significant score (2-tailed) $< \alpha$ = 0,05 , so H_0 was rejected, it meant pre-test data were not normally distributed (Santoso, 2012:45). The result of analyzing normality test both experiment class and control class as follow:

Hypothesis:

H_0 : Data is normally distributed.
H_1 : Data is not normally distributed.

Table 1
Normality of Pre-test Experiment Class and Control Class

Class	Shapiro-Wilk		
	Statistic	**Df**	**Sig.**
Experiment Class	0,93	29	0,56
Control Class	0,88	29	0,00

Based on table 1 that used Shapiro-Wilk pre-test data of experiment class were 0,56 it meant 0,56 > 0,05, so H_0 was accepted. Therefore, the data of experiment class were normally distributed. On the other hand, normality of pre-test control class were 0,00< 0,05, so H_0 was rejected it meant that the data of control class were not normally distributed.

It could be concluded that the pre-test data of experiment class were normally distributed and the data of control class were not normally distributed.

Hypothesis:

H_0 : Data is normally distributed.

H_1 : Data is not normally distributed.

Table 2
Normality of Post-test Experiment Class and Control Class

Class	Shapiro-Wilk		
	Statistic	**Df**	**Sig.**
Experiment Class	0,93	29	0,21
Control Class	0,88	29	0,00

Based on tables above, Shapiro-Wilk post-test data of experiment class were 0,21 it meant 0,21 > 0,05, so H_0 was accepted. Therefore, the data of experiment class were normally distributed. On the other hand, normality of post-test control class were 0,00< 0,05, so H_0 was rejected it meant that the data of control class were not normally distributed.

It could be concluded that the both pre-test and pos-test data of experiment class were normally distributed and pre-test and pos-test data of control class were not normally distributed.

Based on the calculation of normality, the researcher got the result that the data in pre-test and post-test of both experiment class and controlled class were normally distributed and some data of pre-test and post-test both classes were not normally distributed. The next step of the calculation was finding the homogeneity of the data. The purpose of this calculation was to see whether the data or sample in both classes were homogenous or heterogeneous.

Homogeneity of Pre-test Experiment Class and Control Class
Hypothesis:

H_0 : Variant population both of classes are homogeneity

H_1 : Variant population both of classes are heterogeneous

The result of homogeneity was used by IBM SPSS Statistic programme version 21 in the significant degree 5% or 0.05. With criteria of test, if significant score (2-tailed) > $\alpha = 0.05$, so H_0 was accepted it meant variant population both of classes are homogeneity (2-tailed) $<\alpha = 0,05$, so H_0 was

rejected it meant variant population both of classes are heterogeneous (Santoso, 2012:50). The result of homogeneity both of classes could be seen as follow:

Table 3
Homogeneity of Experiment Class and Control Class

Test of Homogeneity of Variances			
Score			
Levene Statistic	df1	df2	Sig.
6,449	1	56	,014

Based on the table above the homogeneity pre-test both experiment class and control class were 0,014 its mean 0,014< 0,05. It meanst the data were heterogeneous because the homogeneity (2-tailed) $< \alpha = 0,05$. Therefore, H_0 was rejected the conclusion was variant population both of classes were heterogeneous.

Homogeneity of Post-test Experiment Class and Control Class

Hypothesis:

H_0 : Variant population both of classes are homogeneity

H_1 : Variant population both of classes areheterogeneous

Table 4
Homogeneity of Experiment Class and Control Class

Test of Homogeneity of Variances			
Score			
Levene Statistic	df1	df2	Sig.
8,648	1	56	,005

Based on the table above the homogeneity post-test both experiment class and control class were 0,005 its mean 0,005< 0,05. It meant the data were heterogeneity, because the homogeneity (2-tailed) $< \alpha = 0,05$, so H_0 was rejected the conclusion was variant population both of classes were heterogeneous.

It could be concluded that the data of pre-test and post-test both experiment class and control class were heterogeneous, it was proved by (2-tailed) $< \alpha = 0,05$, therefore H_0 was rejected or the variant population were heterogeneous. Because of the data of normality were not normally distribute and the data of homogeneity were heterogeneous, the hypothesis testing used Mann-Whitney. Mann-Whitney was kind of statistic namely statistic non parametric. Mann-Whitney used to count the data that were not normally distribute and not homogeneity or heterogeneous. So,the hypothesis used Mann-Whitney to investigate was there any the effect toward students' writing mastery by using dictogloss technique.

Mann-Whitney test was used to analyze the effect of dictogloss technique after treatment. Mann-Whitney test was done with assumption that the data were not normally distributed and heterogeneous. It could be caused by pre-test and post-test control classwere not normally distributed and both classes had heterogeneous data. To count Mann-Whitney test the researcher used IBM SPSS Statistics Programme Version 21 in significant degree 5% or 0,05. To calculated the data the hypothesis that used as follow:

H_0: There is no the effect after treatment
H_1: There is the effect after treatment

With criteria of test, if significant score (2-tailed) > α = 0.05 , so H_0 was accepted it meant there was no the effect after treatment and if significant score (2-tailed) < α = 0,05 , it meant H_0 was rejected, therefore there was the effect after treatment (Trihendradi, 2009)

Table 5
Mann-Whitney Test of Pre-test

Test Statistics[a]	
	Score
Mann-Whitney U	36,000
Wilcoxon W	471,000
Z	-6,003
Asymp. Sig. (2-tailed)	,000

Based on the table above that used Mann-Whitney test for pre-test experiment class and control class were score of Asymp.Sig. (2-tailed) =0,00 it meant 0,00< 0,05. Therefore, H_0 was rejected it meant there was the differences after giving treatment.

Table 6
Mann-Whitney Test of Pos-test

	Score
Mann-Whitney U	60,000
Wilcoxon W	495,000
Z	-5,614
Asymp. Sig. (2-tailed)	,000

Based on table used Mann-Whitney test for post-test experiment class and control class were score of Asymp.Sig. (2-tailed) =0,00 it meant 0,00< 0,05. Therefore, H_0 was rejected it meant there was the effect after treatment.

It can be concluded that both of classes had the effect after treatment it was proved by the score of Asymp.Sig. (2-tailed) =0,00 it meant 0,00< 0,05, so H_0 was rejected, therefore there was the effect after treatment. Eventhough normality data of pre-test and post-test were not normally distributed and the homogeneity data of pre-test and post-test were heterogeneous, but it was still had effect after treatment both of classes. The reason why the data of normality were not normally distributed and the homogeneity test were heterogeneous it caused the significant score less than 0,05 and it could be caused by the fast students or smart student and low student were comparable so it caused the data of normality were not normally distribute and the data homogeneity become heterogeneous.

Based on calculation above, the researcher found that the sig was 0,00 then compared with Mann-Whitney test. (2-tailed)= 0,00< 0,05 it meant H_0 was rejected. Therefore, H_1 was accepted it meant there was the effect after treatment by using dictogloss technique toward students' writing mastery on narrative text. On the other hand, if H_0 was accepted its meant there was no the effect by using dictogloss technique toward students' writing mastery on narrative text.It could be concluded that dictogloss had the effect toward students' writing skill on narrative text, it was proved by Mann-Whitney test that (2-tailed)= 0,00< 0,05, so H_1 was accepted, therefore there was the effect after treatment by using dictogloss technique toward students' writing mastery on narrative text.

In the description of the data which were taken from twenty nine students of experiment class, the writer could explain briefly about the data got from the students before they were analyzed. The description of the experiment class which had the mean of pre-test 53,06 before using dictogloss technique. After giving 4 times treatments for experiment class using dictogloss technique, the researcher got the mean of post-test 72,89.(See in appendixes). So, the researcher got the mean of gain score 19.83. The smallest score in the pre-test was 34 and the highest score was 72. The data showed in post-test that the smallest score was 65 and the highest score was 86. (See in table 4.1 & 4.2). It could be summarized the highest scores in post-test were higher than pre-test.

Meanwhile, from the description of score in control class which the researcher got the mean of pre-test 33,17. In this class, the researcher did not give the students dictogloss technique, but the researcher gave pictures series to write narrative text. After giving 4 times treatments without using dictogloss technique, the writer got the mean of post-test 43,58. The researcher got the mean of gain score was 10,41. It means that the gain score of experiment class was higher in the value 9,42 than control class. The smallest score in the pre-test was 28 and the highest score was 41. The data showed in post-test that the smallest score was 29 and the highest score was 74. It could be summarized that the lowest and the highest score in post-test were also higher than pre-test.

Before testing the hypothesis, the researcher analyzed the normality and homogeneity of the data. The purpose of analyzing the normality was to see whether the data got in the research has been normally distributed or not. The result of normality can be seen by comparing the value of two tailed $> o \quad <$ from $\alpha= 0,05$.

Meanwhile, the purpose of analyzing the homogeneity was to see whether the data or sample in both experiment and control class were homogenous or heterogeneous. In the analyzing the normality, the result showed that the data of pre-test in control class were not normally distribute and post-test in control class also were not distributed normally. According to criteria of the test, it can be seen in the result that two-tailed $< \alpha=0,05$ (0,00 and 0.00 < 0.05). But both data of pre-test and post-test in experiment class showed that they were distributed normally. According to criteria of the test, it could be seen in the result that two-tailed(pre-test and post-test) $> \alpha=0,05$ (0.56 and 0.21 < 0.05). It meant that all the data in both pre-test and post-test of experiment were normally distributed but control class were not distributed normally. The next result that the researcher got was from the calculation of homogeneity. The result showed that 0.14 and 0.005 < 0.05 Based on the criteria, it meant that the sample in experiment class and control class were heterogeneous.

The final calculation was testing the hypothesis. This was the main calculation to answer the problem formulation of this research that whether there was the effect between students' writing mastery on narrative text at control class without using dictogloss technique and students' writing mastery on narrative text at experiment class which using dictogloss technique. The researcher used Mann-Whitney test formula in the significance degree (α) of 5%. The result showed that two-tailed $<\alpha=0,05$ (0,00 $<$0,05). It means that H_1 was accepted, it meant there was significant effect of using dictogloss technique toward students' writing mastery on narrative text.

CONCLUSION

Based on the analysis result of this research, showed that the result of Mann-Whitney formula to test the hypothesis of this research. The result showed that in significant degree of 5%, two-tailed (2-tailed) $<\alpha= 0,05$) (0,00 $<$ 0,05). It means that the result of Mann-Whitney is lower than the result of $\alpha= 0,05$. So, the null hypothesis (H_0) is rejected. It means that the answer of research problemproven that there is significant effect of using dictogloss technique toward students'

writing mastery on narrative text at the second grade students of Senior High School Pandeglang11. In addition, this technique is very useful to implement in teaching and learning process of English.

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