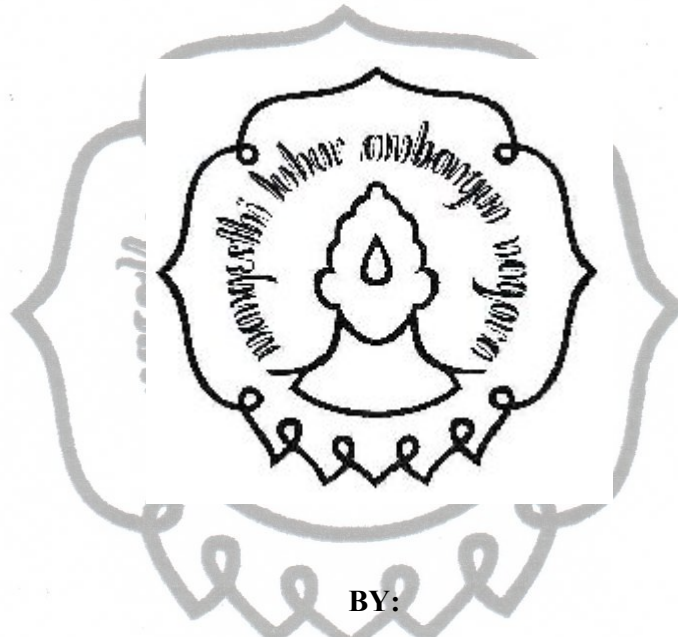


**THE EFFECTIVENESS OF DICTOGLOSS TO TEACH WRITING SKILL  
VIEWED FROM STUDENTS' RISK-TAKING**

(An Experimental Study at the English Education Department of  
STKIP-PGRI Pontianak in the Academic Year of 2012/2013)

**T H E S I S**



**BY:**  
**ABDUL ARIF**  
**NIM. S891108001**

**Submitted to Fulfill One of the Requirements for Getting the Graduate  
Degree in English Education**

**ENGLISH EDUCATION DEPARTMENT  
GRADUATE SCHOOL  
SEBELAS MARET UNIVERSITY  
2013**

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## ABSTRACT

Abdul Arif. S891108001. 2013. *The Effectiveness of Dictogloss to Teach Writing Skill Viewed from Students' Risk-Taking (An Experimental Study at the English Education Department of STKIP-PGRI Pontianak in the Academic Year of 2012/2013)*. First Consultant: Dr. Ngadiso, M.Pd.; Second Consultant: Dr. Abdul Asib, M.Pd. Thesis: English Education Department, Graduate School, Sebelas Maret University Surakarta.

The objective of this research is to find out whether: (1) dictogloss is more effective than dicto-comp to teach writing skill; (2) the students with high level of risk-taking have better writing skill than those with low level of risk-taking; and (3) there is an interaction between the teaching methods and students' risk-taking in teaching writing skill.

This experimental study was carried out at the English Education Department of STKIP-PGRI Pontianak in the Academic Year of 2012/2013. The population of this research is the second semester students of the English Education Department of STKIP-PGRI Pontianak in the Academic Year of 2012/2013. The sample of this research consists of two classes; class A was used as the experimental group and class B as the control group. The experimental group was treated by using dictogloss; while the control group was treated by using dicto-comp. The sampling technique used is cluster random sampling. The instruments used to collect the data are students' risk-taking questionnaire and writing test. The data were analyzed by using multifactor analysis of variance (ANOVA 2X2) and tukey test.

Based on the results of the analysis, the findings of this research are: (1) dictogloss is more effective than dicto-comp to teach writing skill; (2) the students with high level of risk-taking have better writing skill than those with low level of risk-taking; and (3) there is an interaction between teaching methods and students' risk-taking to teach writing skill.

Based on the above findings, it can be concluded that dictogloss is an effective method to teach writing skill for the second semester students of The English Education Department of STKIP-PGRI Pontianak in the Academic Year of 2012/2013. The effectiveness of the method is influenced by the students' level of risk-taking.

*Key word: Dictogloss, Dicto-comp, Writing Skill, Risk-taking, Experimental Study*

## APPROVAL

### THE EFFECTIVENESS OF DICTOGLOSS TO TEACH WRITING SKILL VIEWED FROM STUDENTS' RISK-TAKING

(An Experimental Study at the English Education Department of  
STKIP-PGRI Pontianak in the Academic Year of 2012/2013)

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This Thesis has been approved by the Consultants of English Education Department  
of Graduate School of Sebelas Maret University  
Surakarta on June 8<sup>th</sup>, 2013.

Consultant I



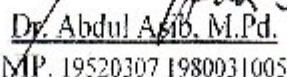
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# LEGITIMATION FROM THE BOARD OF EXAMINERS

## THE EFFECTIVENESS OF DICTOGLOSS TO TEACH WRITING SKILL VIEWED FROM STUDENTS' RISK-TAKING

(An Experimental Study at the English Education Department of  
STKIP-PGRI Pontianak in the Academic Year of 2012/2013)

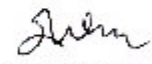
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This thesis has been examined by the Board of Thesis Examiners of English  
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Surakarta on June 20<sup>th</sup>, 2013.

### The Board of Examiners

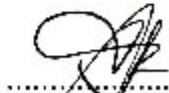
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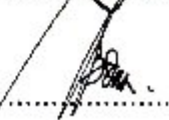
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “The Effectiveness of Dictogloss to Teach Writing Skill Viewed from Students’ Risk-Taking” (An Experimental Study at the English Education Department of STKIP-PGRI Pontianak in the Academic Year of 2012/2013).

It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on the bibliography. If then this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, June 20<sup>th</sup>, 2013



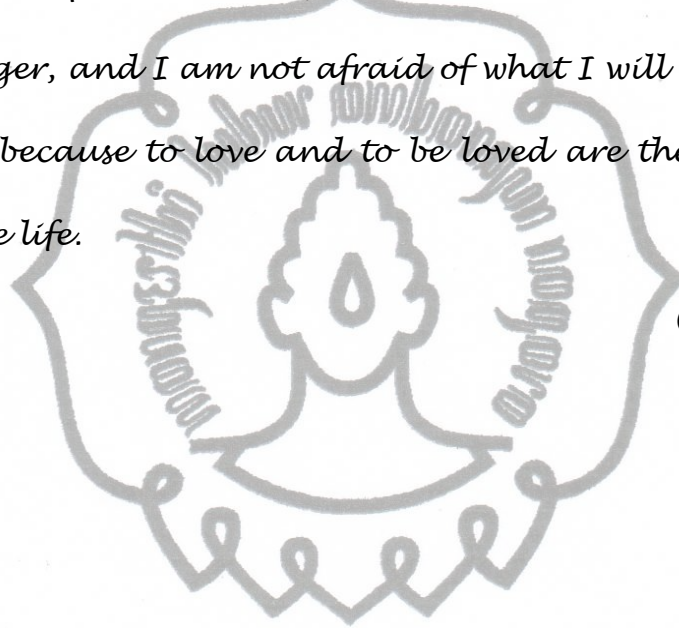
Abdul Arif



## MOTTO

*I love my past. I love my present. I love my future. I am not ashamed of what I have, I am not sad because I have it no longer, and I am not afraid of what I will have in the future because to love and to be loved are the destiny of my true life.*

(Arif, 2013)



# DEDICATION

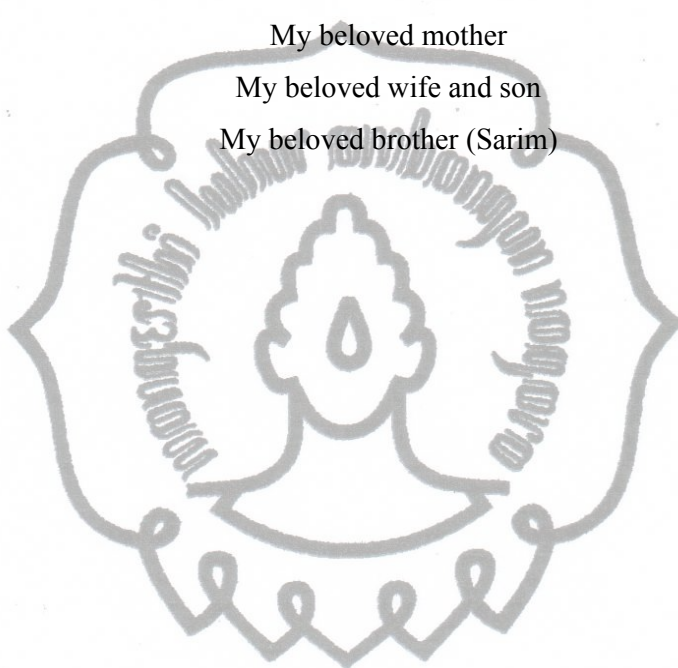
This thesis is dedicated to:

My beloved father in memory

My beloved mother

My beloved wife and son

My beloved brother (Sarim)



*commit to user*



## ACKNOWLEDGMENT

The researcher wishes to express his greatest gratitude to Allah, the Almighty, the Most Gracious, and the Most Merciful for the blessing, health, and guidance that he can accomplish this thesis. Sholawat and salam will always be with beloved prophet Muhammad Sallallaahu ‘alaihi wasallam. In addition, the researcher wishes to express his sincerest gratitude and deepest appreciation to:

1. The Director of Graduate School, Sebelas Maret University Surakarta for his permission to write this thesis.
2. The Head of the English Education Department of Graduate School for his support and great attention to complete this thesis.
3. Dr. Ngadiso, M.Pd., my first thesis consultant who has read this thesis carefully and given many useful suggestions, great guidance, and great support.
4. Dr. Abdul Asib, M.Pd., my second consultant who has read this thesis carefully and given many useful suggestions, great guidance, and great support.
5. Dra. Dewi Rochsantiningsih, M.Ed, Ph.D., the Secretary of the English Education Department for the great motivation and inspiration for my study in Sebelas Maret University.
6. Prof. Dr. H. Samion AR, M. Pd., the chief of STKIP-PGRI Pontianak for his permission to conduct the study.
7. The second semester students of the English Education Departement of STKIP-PGRI Pontiananak for the great welcome and cooperation.

Finally, the researcher believes that this thesis needs some improvements. Therefore, the researcher accepts suggestion and correction. The researcher hopes that this thesis will be useful for the readers and can give contribution to the development of English education.

Surakarta, June 20<sup>th</sup>, 2013

Abdul Arif

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