

**A COMPARATIVE STUDY BETWEEN THE USE OF
DICTOGLOSS AND DICTOCOMP TECHNIQUE IN
INCREASING STUDENTS' NARRATIVE TEXT
WRITING ABILITY OF THE TENTH GRADE OF
MA MATHLA'UL ANWAR IN ACADEMIC
YEAR OF 2020/2021**

A THESIS

**Submitted as a Partial Fulfilment of the Requirements
for S1-Degree**

By:

**ARINA KHUZANIAR R.
NPM. 1611040018**

Study Program : English Education

Advisor : Prof. Dr. Idham Kholid, M. Ag

Co-Advisor : Satria Adi Pradana, M.Pd



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2021/1442 H**

ABSTRACT

In every activity of learning and teaching, especially in language acquisition, a lot of problems could be found. Thus, a preliminary research was done to find the problem which was done in MA Mathla'ul Anwar Gisting. From the data that were obtained from both teacher and students, the technique that was used to utilize are less effective and interactive. Other techniques were offered, namely Dictogloss and Dicto-comp techniques. The objective of this research was to investigate whether there was any significant difference of the achievements in writing narrative text and which technique was better between Dictogloss Technique and Dictocomp Technique to teach writing.

Static Group Comparison was used in this research. Cluster Random Sampling was used as its sampling technique. There were two groups that were given different treatment. The first group was X MIA D as experimental class 1 that was taught by using Dictogloss Technique, and the second group was X MIA B as experimental class 2 that was taught by using Dictocomp Technique.

Based on the data analysis, it was obtained that. It could be concluded that Sig. (P_{value}) for was 0,006 and $\alpha = 0,05$. Here, it could be seen that $0.006 < 0,05$ which means that H_0 was rejected because Sig. (P_{value}) $> \alpha = 0,05$. But H_a was accepted because $0.006 < 0,05$. Then, there was significant difference between the use of Dictogloss Technique and Dictocomp Technique in Increasing Students' Narrative Text Writing Ability.

Keywords : *Dictogloss technique, Dictocomp technique, Narrative text*

DECLARATION

Hereby, I state this thesis entitled “A Comparative Study Between The Use Of Dictogloss Technique and Dictocomp Technique In Increasing Students’ Narrative Text Writing Ability of The Tenth Grade of MA Mathla’ul Anwar In The Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, February 2021

Declared by,

Arina Khuzaniar R.
NPM. 1611040018



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame 1 Bandar Lampung 35131 Telp(0721)703260

APPROVAL

Title : A Comparative Study Between the Use of Dictogloss and Dicto-comp Technique in Increasing Students' Narrative Text Writing Ability at the Tenth grade of MA Mathla'ul Anwar Gisting in Academic Year of 2020/2021

Students' name : Arina Khuzaniar R.

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden
Intan Lampung

Advisor

Prof. Dr. Idham Kholid, M. Ag
NIP. 196010201988031005

Co-Advisor

Satria Adi Pradana, M.Pd
NIP. 198602182015031005

The Chairperson of English
Education Study Program

Meisuri, M.Pd
NIP. 198005152003122004



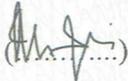
KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame 1 Bandar Lampung 35131
Telp (0721) 703260

ADMISSION

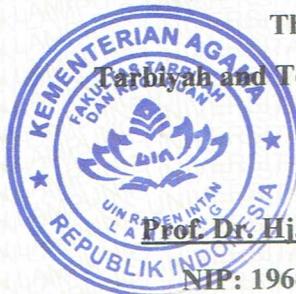
A thesis entitled: **“A COMPARATIVE STUDY BETWEEN THE USE OF DICTOGLOSS AND DICTOCOMP TECHNIQUE IN INCREASING STUDENTS’ NARRATIVE TEXT WRITING ABILITY OF THE TENTH GRADE OF MA MATHLA’UL ANWAR IN THE ACADEMIC YEAR OF 2020/2021”** by: **ARINA KHUZANIAR R**, NPM: **1611040018**, Study Program: **English Education**, was tested and defended in the examination held on: Friday, February 26th 2021.

Board of Examiners:

The Moderator	: Meisuri, M.Pd	
The Secretary	: Septa Aryanika, M. Pd	
The First Examiner	: Fithrah Auliya Ansar, M. Hum	
The Second Examiner	: Prof. Dr. Idham Kholid, M. Ag	
Advisor	: Satria Adi Pradana, M.Pd	

The Dean of

Tarbiyah and Teacher Training Faculty



Prof. Dr. Hj. Nirva Diana, M. Pd

NIP: 196408281988032002

DEDICATION

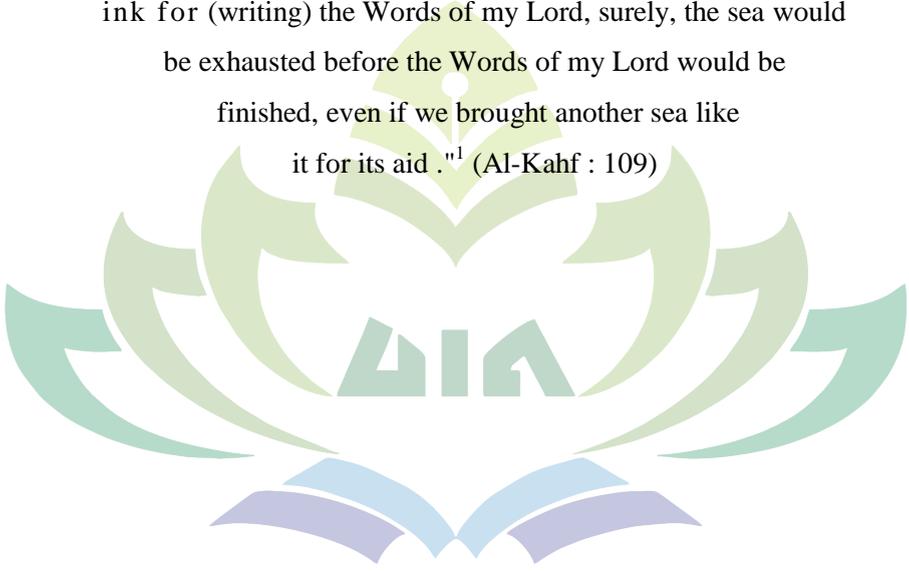
All praises be to Allah the Almighty for blessing me, so that I am able to finish this thesis. This thesis is proudly dedicated to:

1. My beloved parents, my father Mr. Khozin and my mother Ms. Siti Mursyidah who keep praying for my success and always give me the best support and motivation. I love them so much.
2. My beloved sister, Malfika Fatkhi Syabina and my big family who always support me in every situation.
3. My lecturers in English Education Study Program of UIN Raden Intan Lampung.
4. My beloved campus, UIN Raden Intan Lampung.

MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لَكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي
وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا

“Say (O Muhammad SAW to mankind). "If the sea were ink for (writing) the Words of my Lord, surely, the sea would be exhausted before the Words of my Lord would be finished, even if we brought another sea like it for its aid ."¹ (Al-Kahf : 109)



¹ Maulawi Sher 'Ali, *The Holy Qur'an Arabic Text With English Translation*, (Islamabad : Islam International Publications Ltd, 1989), p.343

CURRICULUM VITAE

Arina Khuzaniar Rosadyah was born on May 18, 1998 in Gisting, Tanggamus. Arina is the first child of two children of a lovely couple, Mr. Khozin and Ms. Siti Mursyidah. She has one sibling, her name is Malfika Fatkhi Syabina

She began her study at MI Mathlaul Anwar in 2004 and finished in 2010. After that, she continued her school at SMP N 1 Gisting and Finished in 2013. Thus, she continued her school at SMA Muhammadiyah Gisting and finished in 2016. In 2016, she continued her study to UIN Raden Intan Lampung as S1-degree students of Tarbiyah and Teaching Training Faculty Study Program in English Education. She was also a leader of UKM Bahasa in 2018-2019.

ACKNOWLEDGEMENT

Praise to Allah, the Almighty God, the Most Merciful and Beneficent for blessing and guiding me with His mercy to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “A Comparative Study Between The Use Of Dictogloss Technique and Dictocomp Technique In Increasing Students’ Narrative Text Writing Ability of The Tenth Grade of MA Mathla’ul Anwar In The Academic Year of 2020/2021” is submitted as a compulsory fulfillment of the requirements for S1-degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung. This thesis was done by obtaining so much help, support and many valuable things. Therefore, a handful of gratitude would be given to:

1. Prof. Dr. H. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Prof. Dr. Idham Kholid, M.Ag as the first advisor, who has patiently guided and directed until the completion of this thesis well.

4. Satria Adi Pradana, M.Pd as the second advisor, who has always patiently guided to finish this thesis.
5. Fahruri, S.Pd., the headmaster of MA Mathla'ul Anwar Gisting and all of the staff who helped in collecting the data.
6. Munfarida, S.Pd, the English teacher at MA Mathla'ul Anwar Gisting and also all of the tenth grade students, especially X MIA in MA Mathla'ul Anwar Gisting.
7. All lecturers in English Education Study Program of UIN Raden Intan Lampung who have given the best experience and knowledge.
8. My roommates in Graha Harmony Renthouse, Anis Rianurhasanah, Yuliana Sibarani, and Enny Tamara who always cheer me up and support me.
9. My besties in Avenger English Education class 2016, especially Fitria Eka Pratiwi, Titin Tria Agustin, Elvara Ariani, Defa Diena Rahmah, and all of my fellow classmates.
10. My colleagues in UKM Bahasa UIN Raden Intan Lampung, Mela Nurhidayah, Winda Ulandari, Shobriyah Nikmah, and all of the seniors and members.

Finally, there are still many weaknesses in this thesis. Therefore, criticisms and suggestions are sincerely welcomed from the readers to enhance the quality of this thesis.

Bandar Lampung, February 2021

The Writer,

Arina Khuzaniar R.
NPM. 1611040018



TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION	v
DEDICATION	vi
MOTTO	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xii
LIST OF APPENDICES	xv
LIST OF TABLES	xvi
LIST OF FIGURES	xvii

CHAPTER I : INTRODUCTION

A. Background of Study	1
B. Identification of the Problem	7
C. Limitation of the Problem	7
D. Formulation of the Problem	7
E. Objective of the Research	8
F. Use of the Research	8
G. Scope of the Research	8

CHAPTER II : LITERATURE REVIEW

A. Concept of Teaching English as a Foreign Language	9
B. Concepts of Writing	11
1. Definition of Writing	11
2. Process of Writing	12

3. Aspects of Writing.....	13
4. Purpose of Writing.....	14
C. Concept of Teaching Writing.....	17
D. Concept of Text.....	19
E. Types of Text.....	20
F. Concept of Narrative Text.....	22
1. Definition of Narrative Text.....	22
2. The Generic Structure of Narrative Text.....	24
3. The Language Features of Narrative Text.....	27
G. Concept of Dictogloss.....	28
1. Definition of Dictogloss.....	28
2. Procedure of Dictogloss.....	29
3. Advantages and Disadvantages of Dictogloss.....	30
H. Concept of Dictocomp.....	33
1. Definition of Dictocomp.....	33
2. Procedures of Dictocomp.....	33
3. Advantages and Disadvantages of Dictocomp.....	35
I. Hypothesis.....	36

CHAPTER III : RESEARCH METHODOLOGY

A. Research Design.....	37
B. Variable of the Research.....	38
C. Operational Definition of Variables.....	38
D. Population and Sample of the Research.....	39

E. Sampling Technique	40
F. Data Collection Technique.....	41
G. Instrument of the Research.....	41
H. Research Procedures.....	42
I. Scoring Rubric.....	42
J. Validity, Reliability, and Readability of the Test	46
K. Data Analysis.....	48
1. Normality test.....	48
2. Homogeneity test.....	49
3. Hypothetical Test.....	50

CHAPTER IV : RESULT AND DISCUSSION

A. Data Analysis	52
1. Description on the first treatment	61
2. Description on the second treatment.....	65
B. Data Analysis.....	67
1. Result of Pre-test.....	67
2. Result of Post-test.....	69
3. Result of Normality test.....	70
4. Result of Homogeneity test.....	71
5. Result of Hypothetical test	72
C. Discussion of Finding.....	74

CHAPTER V : CONCLUSION AND SUGGESTIONS

A. Conclusion	80
B. Suggestions.....	81

REFERENCES	83
-------------------------	----

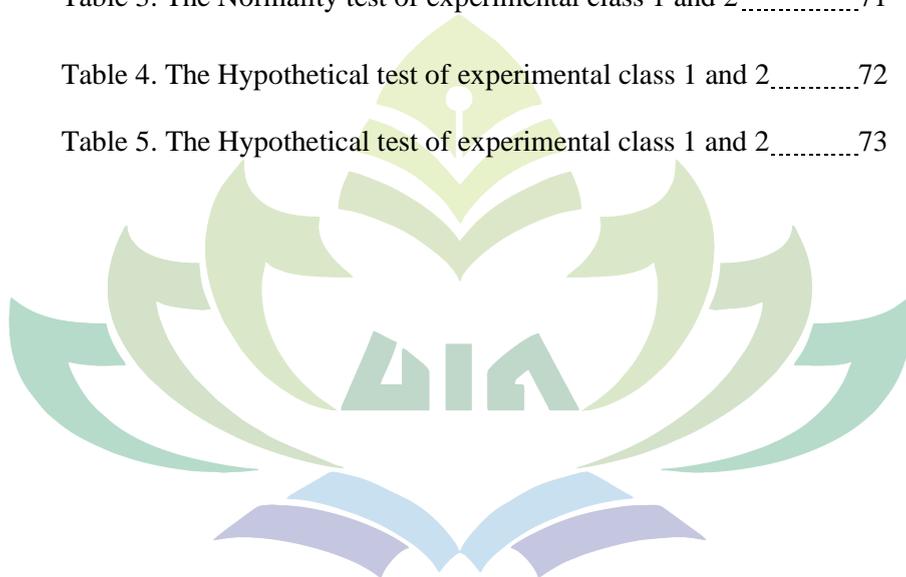
APPENDICES	87
-------------------------	----

LIST OF APPENDICES

	Page
Appendix 1a The Result of The Interview With English Teacher.....	88
Appendix 1b The Result of Questionnaire With Students (1).....	92
Appendix 1c The Result of Questionnaire With Students (2).....	94
Appendix 1d The Result of Questionnaire With Students (3).....	96
Appendix 1e The Result of Questionnaire With Students (4).....	98
Appendix 2 Score of Students' Writing in 10 th grade.....	100
Appendix 3 The Syllabus of Tenth Grade.....	103
Appendix 4 Lesson Plan for Experimental Class 1.....	109
Appendix 5 Lesson Plan for Experimental Class 2.....	128
Appendix 6 Writing Test for Pre-test.....	147
Appendix 7 Writing Test for Post-Test.....	148
Appendix 8 Expert Validation of Writing Test.....	150
Appendix 9 Readability of Writing Test.....	151
Appendix 10 Score of Pre-test.....	158
Appendix 11 Score of Post-Test.....	172
Appendix 12 The Result of Normality.....	189
Appendix 13 The Result of Normality.....	190
Appendix 14 The Result of Normality.....	191
Appendix 15 Documentation.....	192

LIST OF TABLES

Table	Page
Table 1. The Data of Tenth Grade Students in MA Mathla'ul Anwar.....	46
Table 2. Writing scoring rubric.....	50
Table 3. The Normality test of experimental class 1 and 2.....	71
Table 4. The Hypothetical test of experimental class 1 and 2.....	72
Table 5. The Hypothetical test of experimental class 1 and 2.....	73



LIST OF FIGURES

	Page
Figure 1. Students pretest score in experimental class 1	68
Figure 2. Students pretest score in experimental class 2	68
Figure 3. Students post-test score in experimental class 1	69
Figure 4. Students post-test score in experimental class 2	70



CHAPTER I

INTRODUCTION

A. Background of Study

All living creatures have some tools to convey information to others in their own group and communication is ultimately vital to their survival. Some use sounds, others use gestures or facial expression. Language is one of the most significant tools of communication. It's how the way the human can share the ideas, thoughts, and feelings with other human being so that people can interacted to each other. Every country in the world has its own languages that some of them are spoken by millions of people and also by few people.²

Among 4,000 until 5,000 languages, English is the most widely used language. As a mother tongue, it is second only to Chinese, and it is actually among six dialects used outside China³. Nowadays, it cannot be denied that English is the most popular and the greatest international language which is spoken universally as what stated by Nisanthi. English has become a major part in part of many fields such as engineering, education, and education, etc. English is the language used for various personal and professional goals⁴.

In teaching and learning English, there are four fundamental skills that play the vital roles such as speaking, listening, reading and writing. All those skills must be addressed in order to help the students meet the standard of competence and help them to improve their skills in communication. Listening and speaking are the skills that are related to each other and have the big impacts in

² Rajathurai Nisanthi. "The Importance of Learning English in Today World : International Journal of Trend in Scientific Research and Development International Open Access Journal. Vol III No. 1 November -December 2018" (Tamil Nadu : Barathidasan University, 2018), p.871

³ Geoffrey Broughton, et al. "Teaching English as a Foreign Language. Second Edition" (New York : Routledge, 1980), p.1

⁴ Rajathurai Nisanthi. *Loc.Cit.* p.871

the real life, especially in oral communication. Reading and writing are skills that have the strong relation to achieve an effective way of communication of written. There is a need for the students to improve their reading and writing skills.⁵

Writing is the one of English skill that is really important for any aspects of education, especially in learning foreign language. Writing is the communication of using symbol (letters of the alphabet, punctuation,etc) to communicate what the human's thought.

According to Harmer, writing is a significant and a fundamental skill that becomes a must to be taught to the learners. It is significant because it helps the learners learn everything in a reflective activity, and it also a fundamental skill because it is such a foundation from the other skills (Reading, speaking, and listening)⁶.

Based on the above statements, it finally can be concluded that writing is a one of the crucial skill in learning and teaching that is a base for the learner to learn the other skills such as speaking, listening, reading, vocabulary, grammatical, etc. Writing is also an activity in arranging the words into sentences and arranging the sentences into paragraphs, thereby the people who read can understand about what the information that is expressed in words or symbol.

However, in every activity of learning and teaching, especially in language acquisition, there are a lot of problems that can be found, whether it is from the students or from the teacher itself. Salem explained there are some lists of the problems that are often found. He said that students often get difficulties to arrange the sentence structure, error in spelling words or inconsistent

⁵ Cand. Lorena Manaj Sadiku. "The Importance of Four Skills Reading, Speaking, Writing, Listening in An Hour Lesson : European Journal of Language and Literature Studies Vol. 1 No. 1 April 2015 (Elbasan : Aleksander Xhuvany University, 2015), p. 29

⁶ Jeremy Harmer, *How to Teach English*, (UK : Pearson Education Limited,2007), p. 79

spelling, and the limited vocabulary are just the several problems⁷. Every student or every school has their own problem in writing.

Writing is a laborious and complex activity. Teaching and learning writing can be effective by understanding the complexity of it. Writing competence is not only the choices of words, the variety of the sentence and punctuation, but also how the structure can be developed well⁸. It is finally the reason of why English teachers should strive to create the necessary condition to enable students to learn effectively and achieve the ideal results. Besides, teachers not only teach how to arrange the sentence and the structure well, but they also need to provide the students with many opportunities to write about topics related to their lives, participate in various writing activities, and make them feel that their writing is valuable.

Thus, a preliminary research was done to find the problem. Based on the one of English teacher in MA Mathla'ul Anwar Gisting, Munfarida, who teaches four classes at the Tenth grade, she frequently found any problems, especially in teaching her students writing lesson. Students often feel difficult in collecting the words to be a proper sentence or to be a whole paragraph. The teacher also stated that she used to emphasize the lesson on grammatical rules and the punctuation of the text. To teach writing, the teacher provides students the text that has the questions below it. The teacher instructs the students to write down the intended answers that are from the text, it is how the way the teacher teaches writing skill, which is integrated with reading skill. She also stated that she barely teaches the students to create or construct the text that has paragraph. However, once she used to teach them by using free writing technique to make the students feel free to write. They could write anything based on their thoughts and what they like.

⁷ Ahmed Saad El-Sayed Salem, *Learning Difficulties*, (Professor of Curriculum & Instruction – TEFL, 2013-2014), p. 4

⁸ Cheung, Y. L. “*Teaching Writing: English Language Teaching Today*” (New York, NY: Springer International, 2016), p. 1

Based on the students' interview that is taken randomly, the students state that they feel confused and overwhelmed with that kind of technique that the teacher used. The students feel forced to understand the text. As the result, the students are bored and stressed. The other problems immediately a rise, the students cannot make the proper sentence with punctuation, vocabulary, grammatically correct. Thus, the students have a low of motivation to write because they do not comprehend the vocabulary since it is never be taught, the method or technique that are used to be applied in the class is so monotone and not interactive since they are only instructed to answer the question of the passage by writing down the answers as their writing learning activity.

From the data that are obtained from both teacher and students, it can be concluded that the technique that is used to utilize are less effective and interactive.

Other techniques were offered for teaching the students writing skill, there are Dictogloss and Dicto-comp techniques, which are the techniques that suitable for teaching four main skills such as listening, speaking, reading and writing. Dictogloss is a technique that is known as a renewal dictation way and used as the choice for teaching crucial skill in language such as listening, writing, speaking and reading. It is produced by a traditional dictation but it differs from its procedures, because in Dictogloss, the text is read normally (no faster or slower speed), and then the students will write down as what they have listened⁹. It means that with this technique, students are challenged to find out their ideas and connect it to information of the sentences that have been listened. Then, they recreate the sentence or the paragraph according to the information they have got. Students also can make some notes in words or phrases to help them constructing the new sentence.

The second technique that is introduced is Dicto-comp, that is a technique which combines dictation and composition¹⁰. It is a

⁹ Ruth Wajnryb, *Grammar Dictation*. (Oxford: Oxford University Press. 1990.) p. 5

¹⁰ *Ibid*, p. 10

technique for composing the new sentence through the information they have listened from the teacher or the audio, and the students have to remember and understand the passage by using their own words without taking a note. That is what makes Dicto-comp is contrast with Dictogloss, that the students are allowed to take a note to write down the information they heard.

In previous research, Wulandari's thesis entitled "The Use of Dictogloss Technique to Improve Students' Speaking Skill Ability at the Second Grade of SMA Al-Kautsar Bandar Lampung", there was a significant difference of the students speaking skill after being taught by using Dictogloss technique. It can be known from the scores that students got from pre test until post test improved¹¹.

Verawati also found the result in "Using Dictogloss to Teach the English Hypothetical Conditional Construction : An Experimental Support", by using Dictogloss, the score of the grammar test is significantly improved. Thus, we can know that Dictogloss is useful for teaching hypothetical conditional. But the result might be varied with other grammatical forms¹².

Vasiljevic concluded in "Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners", which Dictogloss in listening class can improve students' focus on the meaning within their selves and also peer-assessment. The dictation procedures can also establish students' skill in listening and also communication¹³.

Based on the result that had been found, it can be concluded that three researchers above stated the Dictogloss technique is available to improve the focus skill of the learners. But it is also

¹¹ Adys Anggun Wulandari. *The Use of Dictogloss Technique to Improve Students' Speaking Skill Ability At The Second Grade of SMA Al-Kautsar Bandar Lampung*. (Lampung : University of Lampung, 2017)

¹² Angeria Verawati. *Using Dictogloss to Teach the English Hypothetical Conditional Construction*. (Jakarta : Atma Jaya University, 2015). Vol. 10. No. 2

¹³ Zorana Vasiljevic, "Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners" vol 3 no 1, (Saitama : Faculty of Literature, Bunkyo University, 2010), p. 48

back to how the teacher implements the procedure of Dictogloss technique as well as possible.

In the second technique, Dicto-comp. In “Using Dictation to Promote the Use of Grammar Knowledge In Reconstructing Listening Text” by Herusatoto mentioned that Dicto-comp is available to develop grammar ability, it also can develop students’ ability in various language aspects, not only listening and grammar. Dicto-comp technique can also help to enhance students’ to use the proper words and grammar and correct spelling¹⁴.

The result also found in “Using Dicto-comp Technique on Students’ Listening Comprehension ” by Andriyani. It showed that Dicto-comp made the score of the students increased well. She also stated the post-test score is higher than the pre-test score. Thus, she mentioned that Dicto-comp is effective in improving the ability of students’ listening comprehension¹⁵.

Third journals that can be found from the author named Afifah with the title “The Implementation of Dicto-comp (Dictation Composition) Technique in Teaching Writing Narrative Text for Eleventh Grade Students”, The result of the research showed that Dicto-comp technique had a good impact in teaching and ran well. It could be seen from the numbers of students were classified as “Good to Average”. Thus, the result of questionnaire survey showed that this technique was useful and helpful for students in writing activities¹⁶.

¹⁴ Hesthi Herusatoto, Journal of Culture, English Language, Teaching & Literature : *Using Dictation To Promote The Use Of Grammar Knowledge In Reconstructing Listening Text* Vol. 16, No. 2, December 2016, pp. 217-241. (Yogyakarta : English Department, English Literature Study Program, School of Foreign Languages (STBA) LIA, 2016), p. 237-238

¹⁵ Anik Andriyani, *Using Dicto-comp Technique On Students’ Listening Comprehension*. (Ponorogo : IAIN Ponorogo, 2017), p. 83

¹⁶ Afifah. *The Implementation of Dicto-comp (Dictation Composition) Technique in Teaching Writing Narrative Text for Eleventh Grade Students*. Vol. 5 No. 3 (Surabaya : English Education, Language and Art Faculty, State University Surabaya, 2017), p. 8-9

Considering the benefit of Dictogloss and Dictocomp as the technique from the previous researchers from the statement above, the both techniques would be ensured and utilized in teaching writing in the hope of helping the teacher in teaching writing and helping the students to develop their writing ability. Both techniques were compared to know which technique is better to teach writing. Finally, this research entitled as : A Comparative Study Between The Use of Dictogloss and Dicto-comp Technique in Increasing Students' Narrative Text Writing Ability at the Tenth grade of MA Mathla'ul Anwar Gisting in Academic Year of 2020/2021

B. Identification of the Problem

From the background of the problem, it can be concluded that:

1. The technique that is used is less suitable for the students
2. The writing activity in the class is boring and monotonous.
3. The students have a low motivation because they are lack of vocabulary and grammatical understanding.
4. The students often find difficulties to combine and arrange the word to be a proper sentence.

C. Limitation of the Problem

Considering to the identification of the problem, this research is intended to find out which technique is better to teach the students' by using Dictogloss and Dicto-comp Technique in Increasing Students' Narrative Text Writing Ability at the Tenth grade of MA Mathla'ul Anwar Gisting in Academic Year of 2020/2021. Therefore, this research focused on using the techniques, namely Dictogloss and Dictocomp to find out the significant difference of the use of both techniques.

D. Formulation of the Problem

Referring to the background above, the problem came up in this research was formulated as follow:

Is there any significance difference after using Dictogloss technique and Dicto-comp technique towards Students' Narrative Text Writing Ability ?

E. Objective of the Research

The objective of the research is to find out which technique is better to teach writing (Narrative Text) by using Dicto-comp and Dictogloss technique towards the Tenth grade students.

F. Use of the Research

After doing the research, the expectation of the result of this research is:

a. Theoretically

Theoretically, this research result can help the next researcher to find about the theory that is stated in this paper about the comparative study between the use of Dictogloss and Dicto-comp in teaching Narrative Text at Tenth grade.

b. Practically

1) For the students

The students would be easier to write Narrative text by applying Dictogloss and Dicto-comp.

2) For the teacher

The information and alternative choices for the English teacher would be hopefully obtained, especially at Tenth grade of students in MA Mathla'ul Anwar Gisting towards Dictogloss and Dicto-comp are effective to be applied in increasing students' Narrative text writing ability.

3) For the next researcher

Other or next researcher would know the techniques named Dictogloss and Dicto-comp in teaching Narrative Text and do the further research to find out the significant technique after teaching the both of techniques.

G. Scope of the Research

a. Research Subject

The tenth grade student of MA Mathloul Anwar was the research subject.

b. Research Object

Dictogloss and Dicto-comp Technique in Increasing Students' Narrative Text Writing Ability was the research object.

c. Research Place

The research was conducted in MA Mathla'ul Anwar Gisting.

d. Research Time

The research was conducted in the academic year of 2020/2021.



CHAPTER II

LITERATURE REVIEW

A. Concept of Teaching English as a Foreign Language

Teaching is the process or an action of imparting the knowledge to the person or group of people so that they can do something intended from the knowledge. Lesiak stated that teaching is an activity when there are teacher and learner both participate to reach the main goal of the learning itself¹⁷. Kimble and Garmezy defined that teaching is an activity of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand¹⁸. Thus, teaching is an action that involved two people or more (as a teacher and learner) which shares to learn to have new experience and knowledge in doing something.

Nishanti argued that English is the language that is commonly spoken in the world. She also stated that because English gives the view of the any progress in the world, so English is called as window of the world. Learning English must be a lot of obstacle, it requires more patience and constant practice until the goals are achieved, such as achieving fluency, mastering the vocabulary, writing and reconstructing the text¹⁹. It can be restated that English is the language of world that is necessary to be learnt, but there will be a lot of problems to reach the goal of learning English itself.

Hereby, that is a big role of the teacher as a person who involved in learning foreign language process. Ideally, a teacher is

¹⁷ Karolina Lesiak, *Teaching English to Adolescence : World Scientific News*, vol 1 no 1 2015 (Poland : Poznan College of Modern Language,2015), p. 246-260

¹⁸ Kimble Gregory A., Garmezy Norman,. *Principles of General Psychology*. Second Edition. (New York: The Ronald Press, 1963), p. 133

¹⁹ Rajathurai Nisanthi. “*The Importance of Learning English in Today World : International Journal of Trend in Scientific Research and Development International Open Access Journal*. Vol III No. 1 November -December 2018” (Tamil Nadu : Barathidasan University, 2018), p.871

someone who can understand the process of foreign language learning in the classroom. It is worthy to adjust the teaching procedures to the learners based on their needs, interest, and age. A teacher can assist and guide the learners in the process of language learning regarding to the strategy and the materials, and also provide the students with the feedback about their progress.²⁰ It means, teacher has such important task and responsibility to the learners on their process, such as providing the materials, preparing the best strategy to the learning process based on learners' needs, ages, and interests, and encouraging the students to be active to participate in teaching and learning process.

B. Concept of Writing

1. Definition of Writing

Bello stated that writing is a skill of language that can enhance the students in the process of language acquisition in experiment with the words, sentences, and benefits to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class²¹.

Patel and Jain mentioned that writing is the features of language that is essential to be practiced that can be used for learning the other features of language skill such as sentence pattern or grammatical, comprehending vocabulary and also other essential skills²².

Nunan explained that writing is a learning activity to discover the ideas and express the statement or arrangement

²⁰ Maria Dakowska, *Teaching English as Foreign Language : A Guide for Professional* (Warszawa : Wydawnictwo Naukow, 2005), p.14-15

²¹ Bello, T. *Writing Topics for Adult ESL Students. Paper presented at the 31st Annual Teachers of English to Speakers of Other Language Convention*, (Orlando : FI, 1997), p. 2

²² M F Patel and P M Jain, *English language teaching*, (Jaipur : Sunrise Publisher & Distributors,2008), p. 125

into the sentence or the paragraph that can be understood well by the people²³.

Based on the statements above, it can be concluded that writing is the language skill that helps the students in experience with the words or sentence to learn some others features such as grammatical arrangement, vocabulary comprehension and many others.

2. Process of Writing

A good writing is a writing that can convey the message that want to be shared by the writer. However, to make an effective writing, there must be some process. The process of writing consists of eight processes, there are prewriting, planning, drafting, pausing, reading, revising editing and publishing²⁴. These can be explained as follows:

- a. Prewriting, the activity of this step includes generating ideas, thoughts, strategies and information for the task of writing which is given. The activities are done before making the paper first draft, namely discussion, outlining, free writing, journaling, talk-writing and metaphor building.
- b. Planning, this activity is developing a plan to achieve the aim of the paper with reflecting the material which produced during prewriting. The planning activity includes the rhetorical thoughts of the writer, rhetorical purpose, text principal goal, the interrelated factor and the information that is connected during the prewriting.

²³ David Nunan, *Practical English Language Teaching*. (New York : Mc.Graw-Hill Companies, 2008), p. 88

²⁴ Imelda Abas and Noor Hashima, *Model of the Writing Process and Strategies of EFL Proficient Student Writers: A Case Study of Indonesian Learners : Pertanika Journals Social Sciences & Humanities*. Vol. 26 No. 3 (Kedah : University Utara Malaysia, 2018), p. 4-5

- c. Drafting, this activity is about producing words or writing down into the paper or computer. This drafting activity needs much time.
- d. Pausing, this activity is the when the students reflecting about what the students have produced and how it is matched with their planning. So the writer should read the draft to do the next process.
- e. Reading, this is the activity when the students reflect about what they have written by reading, then compare to their previous plan. This activity is done because this is important for the process of reflection.
- f. Revising, this activity is done after the students finish the first draft. It includes making the change that probably matched with the planning and the text. Rhetorical thoughts and purpose are the factors to be considered in this stage. This activity also needs suggestion from other people in order to improve the writing.
- g. Editing, this stage is when the students focus to pay attention to level of sentence such as punctuation, spelling, length of sentence, consistency between subjects, predicates and style. This activity is after the revision. The purpose of this activity is to complete all of the processes²⁵.

3. Aspects of Writing

In Harris's statement, There are five components of writing namely grammar, form, vocabulary, mechanic, and style²⁶:

a. Grammar

Grammar is the form of grammatical and the syntax patern. This means that sentences are another feature that should be considered.

²⁵ *Ibid*

²⁶ Harris, David P. *Testing English as a Second Language*. (New Delhi: Tata Mc Graw-Hill Publishing Company LTD. 1974), p. 68

b. Form (organization)

Form refers to the content organization. Our idea should be clarified and figured it out. Therefore, the reader can infer some organization well. Organization means that there is communication between the writers and the readers.

c. Vocabulary

Vocabulary is a crucial aspect in language teaching. Vocabulary refers to the choices of words that match the content. It initially assumes that writer wants to express the ideas as clearly and directly as possible. As a general rule, clarity should be the main goal.

d. Mechanic

Mechanic means the utilization of conventional graphic in language, such as the procedure of arranging letters, paragraphs, and words by using structural knowledge and other knowledge which still related to each other. Hence, the use of the punctuation and application of the word of sentences must be emphasized.

e. Style

Style is the preference of lexical items and the structures to deliver a particular tone to the writing. The choice of lexical item itself in writing should be appropriate for the readers.

4. Purpose of Writing

Copeland believes that the purpose of writing is the reason why people write certain works²⁷. Focusing on the aim of writing might help to know which writing style to choose, how to focus and organize writing, what evidence to cite, whether the writing style should be formal or informal, and how much should be written. Explanations of the eleven types of writing purpose are listed below:

²⁷ Matt Copeland, “*The Writing Context : Writer, Subjects, Purpose, Audience, and Form*”, (Topeka : KSDE Writing, 2018) can be accessed on <http://www.ksde.org/Default.aspx?tabid=1726>

a. To Express

Expressive writing is personal writing. To express writing, the author's goal is to express thoughts and feelings on the page. For example, diary writing is usually expressive writing. But when we write poems, we may express for other readers (although not all poems are expressive). We can be very expressive in letters, or we can provide expressive sentences for other readers in formal articles.

b. To Describe

Descriptive writing describes people, things, places, moments, and theories in enough vivid details to help readers in the psychological description of what is written. By appealing to the five senses in a unique, original and innovative way, the author did not tell the reader that the flower is beautiful. Show them that the flower is beautiful. The description makes the audience feel as if they are part of the author's experience of the subject.

c. To Explore/Learn

In exploratory writing, the purpose of writer is to continue key questions and reflect on topics that ignore simple answers. In those topics where reflection and intuition are more important than the argumentation or rational analysis, writers pay more attention to the journey of discovery rather than any definite answer.

d. To Entertain

As the writing aim, entertaining is usually combined with other purposes for arguing, explaining or informing in a pleasant way. But sometimes, entertaining others is the main goal or aim. Entertainment activities may come in the form of brief jokes, newspaper columns, TV scripts, or tidbits on the homepage of the Internet, but their purpose is to relax the audience and share stories about human cruel or surprising behavior.

e. To Inform

Writing for information is one of the most common purposes of writing. Most journalistic writing meets this aim. The journalists discover the facts of some events and then report these facts to their readers as objectively as possible. There are always some prejudices or opinions, but the purpose of information or report writing is to convey information as accurately and objectively as possible. Other examples of providing information include laboratory reports, economic reports, and business reports.

f. To Explain

Explanatory writing is the most common purpose of writing. The author's purpose is to collect facts and information, combine it with his or her own knowledge and experience, and clarify for certain listeners who or what is a thing, how it happened or should happen, and/or why it happened. By explaining 5W + 1H (who, what, how, why and why), the author also needs to analyze the topic (divide it into important parts) and show the relationship between these parts²⁸.

g. To Argue

Argumentation article refers to convince the audience to act or believe in a certain way. The written argument has several key features:

- 1). Debatable thoughts or arguments. There must be some reasonable arguments on both sides (or several aspects) on this issue.
- 2). Concerning on one or more of the four types of claims: factual claims, causal claims, value claims and/or policy claims (solving problems).
- 3). Arguments based on reasonable intonation. Although the appeals to character and emotion can be used, the main

²⁸ *ibid*

appeal should be the appeal of logic and reason to the reader.

h. To Persuade

Even though the terms “argument” and “persuasion” are frequently used, the terms do have slightly different meanings. Argument is a persuasion specific type that follows certain basic rules. These rules are to make accurate and fair statements of opposing positions and appeal to logic and reason will be the main means of persuasiveness²⁹.

i. To Evaluate

Evaluation is a specific of argument: it is asserting for the pros and cons of the subject and presenting the evidence to support the claim. Writers usually use a three-column log to set up the subject criteria, collect relevant evidence, and make judgments that support the overall claim of value proposition.

C. Concept of Teaching Writing

Therefore, effective writing needs several things: highly organized ideas, development and structure of information, ideas and arguments. In addition, Hedge also mentioned the following features: high accuracy, complex grammatical structure, selected vocabulary and sentence structure in order to create a style, tone and information suitable for the audiences of written text. These points complicate the teaching of writing, because to learn writing strategies effectively, all these issues should be considered³⁰.

The difference between writing behavior and conversation behavior is that it is less spontaneous, more persistent, and has fewer resources for communication. This is because we cannot interact with the audience and adapt like in the conversation as well. For this reason, writing habits are often not as flexible as conversational habits, and the language used tends to be

²⁹ *ibid*

³⁰ Emelie Ahlsén and Nathalie Lundh, *Teaching Writing in Theory and Practice* (Stockholm : Stockholm Institute of Education), p.4

standardized. If the aim of the English teacher is to enable students to be fluent, accurate and appropriate in writing English, there are a number of aspects as follows:

- 1). Matter of mechanical with English text;
- 2). The accuracy problem of lexical and grammatical structure in English;
- 3). Relating the style problem in writing in particular situation;
- 4). Developing the ease and comfort problem in expressing what is supposed to be said.

Even though it is easy to separate the teaching from other writing aspects, the English teachers should consider many fundamentally similar aspects. Students should copy with confidence and accurate, and follow many conventions regarding to the punctuation and paragraphs. However, in the process of carrying out work related to the other areas mentioned above, it is easy to conclude work in these areas³¹.

Hence, to achieve the goal, the teacher must teach with going through the procedures that will be describes as follows:

- 1). Pre-writing activity

In this stage, the teacher gives the apperception to the students by asking the question. Then, it is followed by giving the students motivation. In this stage, the goals and objectives of learning are also explained.

- 2). Whilst-writing activity

In this stage, the main activity is begun. The teacher controls the activity in the class by the technique or method that has been planned.

- 3). Post-writing activity

In this stage, the students are asked to reflect and to conclude the materials³².

³¹ Geoffrey Broughton et. al, “*Teaching English as Foreign Language*” 2nd edition, (New York : Routledge, 1980), p.116-117

³² Jeremy Harmer, “*The Practice of English Language Teaching*” (London : Longman, 1999), p. 128

D. Concept of Text

A text is a unit of linguistic that has a meaningful role in a context. A unit of linguistic can be a morpheme, phoneme, phrase or a clause, sentence or discourse³³. Hyland explained that texts are the objects that are autonomous that is able independently describe and analyzed the particular contexts, the writers and also the readers. Texts have the structure such as the arrangements of words, clause, and sentences, and the grammatical rule which can represent the intended meaning of it. The text can have the function of the context due to the idea which carries the significant implications thoughts and the view that the communication of human can work by sharing the thoughts and ideas to each other with language³⁴. The text structure itself is the native speaker's culture of language to select and use the units of linguistic of their language in the interpretation of a text as a instrument of the efficient and effective communication³⁵. Based on the explanation above, it can be concluded that text is linguistic unit that is important for the sake of context and arranged by the words, clause, grammatical structure, and sentence until it can be a unity to convey the intended message, so it is able to be an effective tool of human communication.

However, a good categorized of text should have the characteristics as follows:

a. Cohesion

Poudel explained that cohesion is the relation of meaning towards one unit to other units of the text or discourse which is presented through text organization, so every element in the text is dependent to one another. Poudel viewed that cohesion is expressed partly through the grammar and partly through the

³³ Sanggam Siahaan and Kisno Shinoda, "*Generic Text Structure*" (Yogyakarta : Graha Ilmu, 2008), p. 1

³⁴ Ken Hyland, "*Teaching and Researching Writing*" 2nd edition. (Edinburgh Gate : Pearson, 2009), p. 8

³⁵ Sanggam Siahaan and Kisno Shinoda, *Op. Cit.* p. 2

vocabulary in the text³⁶. Thus, it can be concluded that cohesion is the unity of the element of the text that has relation to each other, so the meaning of the text which communicated can be conveyed.

b. Coherence

Coherence is the utterances contextual appearance of the text which contributes in the meaning and message understanding. It is not clearly seen like the structure of the text or words, but it is about how the text can have the meaning and as the result of the interpretation of the meaning³⁷.

Thus, it can be concluded that coherence is the part of the text that has the role of the text to have the meaning.

E. Types of Text

Gerot and Wignell explained there are 13 types of text³⁸ :

a. Spoof text

A Spoof is a kind of text that which tells a story that has happened in the past, which might be fact, and the ending is unpredictable and interesting. Its social function is to entertain and share stories. The purpose of a spoof is to tell an event in a humorous and pleasant way.

b. Recount text

Recount text is a genre of text with social function used to retell the event for information or entertainment. In this text, sentences are usually organized in chronological order. When one thing happens, another thing will also happen, and the events are told in the same order.

c. Report text

Report text is a type of text used to describe the state of things and refer to arrange or natural, manmade and social phenomena in the environment.

³⁶ Ambika Prasad Poudel, *Academic Writing : Coherence and Cohesion in Paragraph* (Dhankuta : Tribhuvan University, 2018), p. 3-4

³⁷ *Ibid*, p. 5-6

³⁸ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New south wales : GerdStabler, 1994), p. 152-171

d. Analytical Exposition text

Analytical exposition is a text which persuades the reader or listener to take action on certain things.

e. News Item

News item is a type of text used to inform the audience or viewers of news events or important news that happened that day.

f. Anecdote text

Anecdote is the text used to share unusual or interesting events with others.

g. Narrative text

Narrative text is a kind of text that has a different way to entertain and deal with the actual or empirical text. Another definition or narrative text is a text that tells a story and uses it to amuse or inform readers or listeners.

h. Procedure text

Procedure is a genre used to describe how to accomplish something through a series of actions or steps. This text also gives the explanation how something works or be used and consists of instructions.

i. Description text

Description text is a text genre used to reveal, describe and represent a specific matter such as person, place or thing. Description is known as the experience of sensory such as how it looks, tastes, smells, and sounds.

j. Hortatory Exposition text

Hortatory exposition is a kind of genre that is used to persuade the reader or listener. It is a type of text that has a purpose to explain something. This text can be written or spoken.

k. Explanation text

Explanation text is used to explain the processes involved in the formation or operation of natural or phenomena of socio-cultural. This text describes how the stages are on process and is

formed from the question ‘why’ and ‘how’, so the text can be so detail and complete.

l. Discussion text

Discussion is a kind of genre used to present (at least) two points of view about an issue³⁹.

m. Review text

Review text is text of explanation, critics, evaluation, and conclusion about art works or publication that consists of opinion, judgment, and recommendation⁴⁰.

F. Concept of Narrative Text

1. Definition of Narrative Text

Narrative text is kind of text that is usually told to entertain people because it is an imaginative story text. Narrative text is a kind of retelling text about something that happened which is created in constructive format (written, spoken, poetry, etc) that describes a sequences of fictional or non-fictional events. A narrative text also shows the problematic experience and resolution to amuse and give the moral value to the reader.⁴¹

Kane described that a narrative text is the expression of sequence of events in words with a meaningful events sequences. It is sequential, because the events itself are in ordered and arranged, not random. Sequence involves an arrangement in time (and usually other arrangements as well). The direct actions from the first event to the last event constitutes the simplest time sequence. The chronology is complicated by presenting events in another order. The example

³⁹ Syaiful Azhar. *An Analysis of General Structure of Recount text*. (Salatiga : IAIN Salatiga, 2015), p.35

⁴⁰ *ibid*

⁴¹ Rodearta Purba, “*Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique*” : *Advances in Language and Literary Studies* Vol. 9 No. 1 February 2018 p. 27-30

is a story may start with the final or last episode, then flash back to the previous episodes.⁴²

The significance of narration is that it conveys a certain evaluation. The authors respond to the story which they are telling, state, or suggest the reaction. This is the "meaning," of the story, sometimes called the "theme," of a story. The meaning must always be presented. The author has to do more than tell us the truth they see in the story. Actions and characters are the basic elements of any kind of story. It is necessary but not so important is where the action takes place. Characters are people or the real living characters, such as historical books or newspaper stories, and sometimes fictional characters, such as novels. Sometimes the characters are animals, and sometimes the main features of the environment act almost like the characters (sea, old house, etc).

Actions are what the characters say and do, and anything that happens to them, even if it is caused by a non-human source (such as a storm or fire). Actions are usually presented in the form of plots. It can be said that action is the raw material, the plot, the final product, and the actions are spliced into a coherent pattern

The story might be long and complex, it consists of many characters, elaborated plots, and subtle penetration of characters, actions and scenes. However, in writing, this is mainly illustrative, and the narrative is short and simple. Usually, they are facts rather than fiction, as historians describe events. Moreover, the illustration may involve a simple narrative⁴³.

Based on the statement above, it can be concluded that narrative text is a kind of text to retell about something that occurred in the past which fictional or non-fictional and is constructed based on the sequences and give the amusement to the reader also the moral lesson from the text.

⁴² Thomas S Kane. *"The Oxford : Essential Guide to Write"* (Nweyork : Berkley Books, 2000), p.366-367

⁴³ *Ibid*, p. 367

2. The Generic Structure of Narrative Text

Based on Kane explanation, the essential elements of this plot are exposition (orientation), conflict, climax and resolution (denouement). Regarding the narrative, the term "exposition (orientation)" has a special meaning. This part of the plot is explained, it provides us with background information about the characters, and tells us what we need to know in order to understand why they play their part in what is about to unfold. Orientation or exposition is usually (but not always) focused on the beginning or beginning of the story⁴⁴.

Exposition is the stage before conflict. This is the second part of the plot. The conflict involves two or more units working under overlapping purposes. (Sometimes it happens between a character and a physical obstacle such as a mountain or sea; or it may be internal, involving different psychological aspects of the same person.) In this story, the conflict clearly occurs between the tenant and the landlord. In the third part of the plot, the climax resolves the conflict: here is shooting. In the end, the plot ends with the epilogue, the ending event of the narrative⁴⁵.

Based on the explanation above, it can be concluded that the generic structure of the narrative can be stated as follows:

1. Exposition/Orientation: This stage is how the story started. The introduction of character and the setting are here to give the background of information of the story before it starts to the next stage
2. Conflict: In this stage, the problem that will be presented to the story is appeared. All of the conflicts arise until it goes to the climax
3. Climax: In this stage, all of the conflicts reaches the peak. This is the main event of the story.

⁴⁴ *Ibid*, p. 368

⁴⁵ *Ibid*, p. 368

4. Denouement/Resolution: This is the last stage after the climax, the story begins to slow down. It is the closing events of the narrative.

Thus, here is the example of Narrative Text:

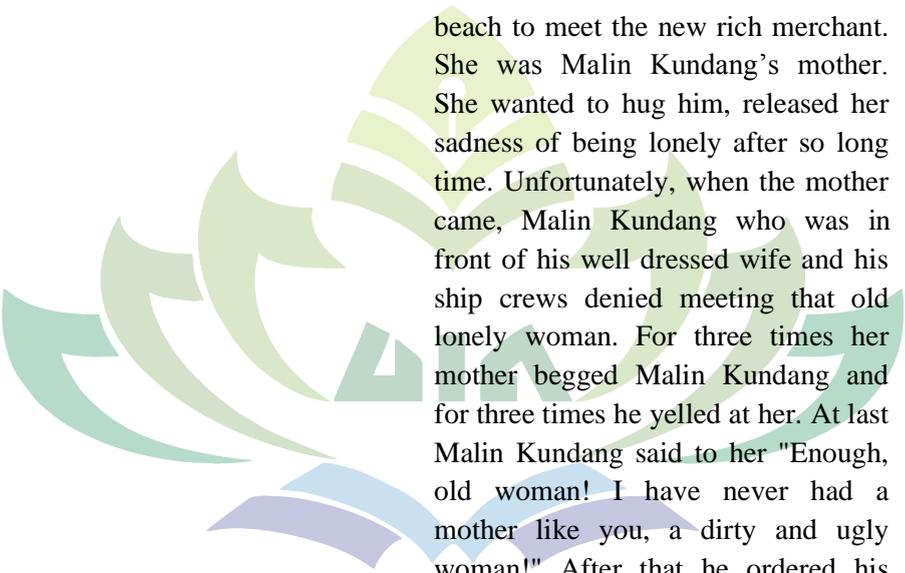
The Myth of Malin Kundang.

Exposition/
Orientation

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

Conflict

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.



Climax

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger.

Denouement/Resolution

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a

thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

3. The Language Feature of Narrative text

Lubis mentioned that the elements of language which used in writing narrative paragraphs are nouns, subject (individual participant), past tense, conjunctions, action verbs and saying verbs⁴⁶.

- a). A noun is a word that can be a name of a person, place or thing.
- b). Individual participant, individual participant refers to the subject who participates in a situation or a specific theme story. For example, the story about Cinderella, Malin Kundang, Prophet Sulaiman, etc.
- c). The past tense, the simple past is usually used for complete actions that occurred at a specific time in the past. Past tense simple is used to talk about activities or situations that started and ended at a specific time in the past. Simple past tense is a sentence or story, just like the past, there are the verbs and adverbs used in the sentence.
- d). Conjunctions are words used to connect one word with another word or a word, and it becomes a group of words or sentence, and finally a sentence to other sentences. Therefore, conjunctions are words or sentences that combine words as functions.
- e). Action verbs, action verbs are divided into two forms:
 - 1). Regular verbs are verbs that have normal endings or are usually added to the infinitive with "ed" or "d".

⁴⁶ Rayendriani Fahmei Lubis. "Writing Narrative Text" : English Education Journal. Vol 2 No. 1 January 2014, p. 65-76

- 2). Irregular verbs are verbs that do not have normal endings or usually do not add "ed" and "d" to the infinitive form.

G. Concept of Dictogloss

1. Definition of Dictogloss

Wajnryb explained that Dictogloss is a dictation technique that allows students to participate in group discussions in order to provide them with schemas of listening activity paragraphs, or recall previous knowledge from their long-term memory, which may have been stored for a long time⁴⁷.

Jibir and Daura stated that Dictogloss is a technique that promotes collaborative learning and can help to improve the listening skills of teachers and students. Different from the traditional dictation method, in the dictation method, only the gist of the expected text is generated by the student⁴⁸.

Vasiljevic mentioned that Dictogloss is a modern technique that using dictation activity where learners listen to a passage, note down keywords and then work together to create a reconstructed version of the text⁴⁹.

Those statements can be concluded that Dictogloss is technique of teaching that uses a dictation as the activity by giving the schemata or keywords to the passage and the students rearrange the passage according to what they already got from the activity.

⁴⁷ Ruth Wajnryb, *Grammar Dictation*. (Oxford : Oxford University Press. 1990.)

p. 5

⁴⁸ Ramlatu Jibir-Daura, *Using Dictogloss As An Interactive Method Of Teaching Listening Comprehension*. *Advances in Language and Literary Studies*. Vol. 4 No. 2; July 2013. p 112-116.

⁴⁹ *Ibid.*

2. Procedure of Dictogloss

Kidd explained there are four stage procedures in applying dictogloss⁵⁰. They are:

- a) Preparation, In this stage, the topic of the passage is introduced by the teacher to activate the students' knowledge and their comprehension. The activity should be interesting and imaginative. After that, the teacher can divide the students into groups (4 - 5 groups, depending on the number of the students).
- b) Dictation, a short text which consists of multiple instances of the target structure is read to students twice at normal speed. During the first reading, students do not write, they just listen to and understand the meaning. In the second reading, they memorized important words and phrases that will eventually help them reconstruct the text.
- c) Reconstruction. At this stage, students reconstruct the information they wrote down and try to "reconstruct a version of the text from shared resources." A student in each group acts as a scribe, writing down the discussion and the group text that appears in the discussion.
- d) Analysis and correction. The students are instructed to analyze their writing and make corrections by comparing it with the original. They analyzed vocabulary, general structure and language use, especially the use of tense.

Based on the experts above, it can be concluded that steps of Dictogloss are as follows :

⁵⁰ Richard Kidd. Teaching ESL Grammar Through Dictation : TESL Canada Journal Vol. 10 No. 10 October 1992, p. 49-61

1. Preparation stage, the teacher introduces to the new topic of narrative text and giving the table topics, after that the teacher introduces some vocabulary that might be appeared in the text that will be read. The teacher also shows the pronunciation of each vocabulary. Teacher gives time to the students to write and understand the vocabulary. Then, the teacher instructs the students to form group (1 group consists of 3-4 people) and giving direction to the students about what they will do.
2. Dictation stage, the students listen to the narrative text that is read. Teacher reads with the normal speed and repeats 3 times.
3. Reconstructing stage, the students discuss with their group and reconstruct the text from what they have listened based on the keywords or phrase they write. Teacher also gives the time for them.
4. Analysis and correction stage, the students analyze their group work with the original text based on vocabulary, generic structure, and language feature.

3. Advantages and Disadvantages of Dictogloss

a. Advantages

Vasiljevic mentioned that there are three advantages of Dictogloss⁵¹ :

- 1). Dictogloss is an effective technique in combining the group and individual works. It will develop the students to be active in the learning process. Cooperative groups can develop more appropriate comparisons or examples that will assist learners with their

⁵¹ Zorana Vasiljevic, *Dictogloss as an Interactive Method of Teaching Writing Comprehension to L2 Learners*. English Language Teaching. Vol. 1 No.3 (Saitama : Bunkyo University, 2010), p. 45-47

comprehension.

- 2). Dictogloss phase helps the development of the learner's communication skills. Compared with the traditional teacher-centered classroom, students' speech time is significantly longer. At the same time, the pressure to reconstruct the text within the time limit also means that students are more likely to use time effectively. In addition, unlike a typical class discussion, in the Dictogloss class, students are presented with a series of topics for discussion, and communication activities usually have a simple question and answer format, and student interaction is more natural. The collaborative reconstruction task gives learners the opportunity to practice and use all language models and participate in real communication.
- 3). The reconstruction phase helps students try their hypotheses and then determine their strengths and weaknesses. The reconstruction task encourages students to consider input more carefully. As we all know, attention is one of the key elements of the language learning process. The reconstruction and correction phase helps students compare the input with their own text representation and identify possible gaps. It is through this process of cognitive comparison that new forms are integrated, students' language ability is improved, and students' languages are also reorganized⁵².

b. Disadvantages

Bullock elaborated that there are five disadvantages of Dictogloss technique⁵³ :

⁵² *Ibid*

⁵³ Stella Bullock, *Dictogloss : Writing texts using memory and creativity*, (London : British Council, 2010) p. 10-12

- 1). Not as effective for lower level learners. The word that is unfamiliar for the beginner learners might be a cause of the difficulties when this technique is applied.
- 2). The subject of this book may not interest all learners.
- 3). Advantageous learners may prevent others from fully participating (especially in the reconstruction phase).
- 4). Learners may be reluctant to discuss/correct the text with other groups.
- 5). The teaching approach might be unfamiliar for the students.

Based on the research, the disadvantages above could be overcome by doing well preparation in the beginning of technique implementation. Such as preparing the vocabulary that might be appeared in the story that would be read, giving a short summary of the story, and making sure that they had been ready to study. Then, a certain subject was also chosen, which was narrative text. Narrative text is the text that can entertain the learners as well to learn writing matters. In this research, the students enjoyed the story of the text and they felt that they were told an entertaining story and gave them a good experience. In the implementation of the technique, the teacher must control the class to overcome the students cheat or discuss with other students. The last, to prevent misunderstanding about the learning technique, the students must be explained about the procedure of the technique as well. The procedures are challenging, so, the students felt like they were in game and they competed each other. The conclusion is the disadvantages of the technique could be coped.

H. Concept of Dicto-comp

1. Definition of Dicto-comp

Nation and Newton explained that Dicto-comp is an experience technique that is made from the combination of dictation and composition that can reduce the cognitive load of completing the task (in this case, the writing task) by preparing the learner before completing the task⁵⁴.

Bashiruddin stated that Dicto-comp is a technique for practicing the composition that is combining the text dictation and text reconstruction⁵⁵.

Nation explained Dicto-comp is a technique that is related to dictation technique but it combines with composition, but in this technique, the teacher should remember the ideas rather than write down the words to help⁵⁶.

Based on the explanations from the experts above, it can be concluded that Dicto-comp Technique is the technique that still has the relation with dictation, but it combines with composition for constructing the new text from the ideas that is listened.

2. Procedures of Dicto-comp

Kidd revealed that there are five stages for implementing Dicto-comp technique in writing. Those procedures include selecting the text or passage, giving the keywords, reading the passage, reconstructing the passage, and comparing the students' composition⁵⁷. The procedures can be explained as followed:

⁵⁴ I.S.P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2008), p.70.

⁵⁵ Ayesha Bashiruddin, *Variation in Dicto-comp*. Vol. 3 No. 3. (Pakistan : University of Peshawar, 1992). p. 45-46

⁵⁶ Paul Nation. *English Teaching Forum : Dictation, Dicto-comp and Related Technique*. (Wellington : Victoria University of Wellington, 1991), p. 13

⁵⁷ Afifah. *The Implementation of Dicto-comp (Dictation Composition) Technique in Teaching Writing Narrative Text for*

- a. Selecting the passage for Dicto-comp technique and giving the students keywords regarding to the implementation of Dicto-comp technique.
- b. Giving the students keywords regarding to the implementation of dicto-comp technique in teaching writing.
- c. Reading the passage, In this step, the students can write everything related to the topic in the form of draft so that there will be many sketch to be explained and described on their final composition. Moreover, to ease the students, the teacher dictated the passage based on each paragraph and gave the students chance to write the ideas. This activity could be called as drafting.
- d. Reconstructing the passage, In this case, Dicto-comp technique implemented by the teacher had been collaborated in writing activity to take the students' product.
- e. Comparing the students' composition, the aim of this activity was to measure the students' capability in reconstructing or recomposing their story based on their version. In addition, the teacher wanted to know how good and fluent the students had organized the ideas.

Based on the experts above, it can be concluded that steps of Dicto-comp will be as follows:

1. Introducing some vocabulary that might be appeared in the text that will be read. The teacher also shows the pronunciation of each vocabulary (preparation and selecting stage).
2. Giving time to the students to write and understand the vocabulary (preparation stage).

3. Instructing the students to listen to the narrative text that is read. Teacher reads with the normal speed and repeats 3 times. (dictation/reading stage).
4. Instructing the students to reconstruct the text from what they have listened. Teacher also gives the time for them. (reconstructing stage).
5. Instructing each student to present their work in front of the class, teacher control the conducive of the class.
6. Instructing the students to analyze their text with the original text based on vocabulary, generic structure, and language feature. (Analysis and comparing stage).

3. Advantages and Disadvantages of Dicto-comp

a. Advantages

There are some advantages of Dicto-comp, they are:

1. Challenging, students can only hear twice and can only rewrite with their own language knowledge
2. Students focus on the accuracy and meaning of language.
3. Dicto-comp not only requires students to write, but also requires careful listening and keep the material read⁵⁸.
4. Students' listening ability can also be improved.
5. Students can learn more about vocabulary⁵⁹.

b. Disadvantages

1. It can waste time, because the teacher has to prepare the proper sentence to be dictated.
2. The voice of the teacher should be clear and well-pronounced
3. It is difficult to be implemented to the students in lower level⁶⁰.

⁵⁸ Ayesha Bashiruddin, *Variation in Dicto-comp*. Vol. 3 No. 3. (Pakistan : University of Peshawar, 1992). p.45

⁵⁹ Afifah, *Op.Cit.* p. 291 - 301

Based on this research, to overcome to be not wasted is the teacher should prepare before they got into the learning session. Then, the teacher should practice to pronounce every single word in the story and it should be clear, so there would be no mistake in implementing the technique. The last, to deal with the students in lower level, the the text should be simplified and have to be trained before they got into the real implementation of the technique.

I. Hypothesis

Based on the literature review above, the hypotheses can be formulated as follows:

Ho : There is significant difference between the use of Dictogloss Technique and Dicto-comp Technique in Increasing Students' Narrative Text Writing Ability at the Tenth grade of MA Mathla'ul Anwar Gisting in Academic Year of 2020/2021.

Ha : There is no significant difference between the use of Dictogloss Technique and Dicto-comp Technique in Increasing Students' Narrative Text Writing Ability at the Tenth grade of MA Mathla'ul Anwar Gisting in Academic Year of 2020/2021.

⁶⁰ Paul Nation. *English Teaching Forum : Dictation, Dicto-comp and Related Technique*. (Wellington : Victoria University of Wellington, 1991), p. 15

REFERENCES

- Afifah. 2017. *The Implementation of Dicto-comp (Dictation Composition) Technique in Teaching Writing Narrative Text for Eleventh Grade Students*. Vol. 5 No.3. Surabaya : English Education, Language and Art Faculty, State University Surabaya.
- Ahlsén, Emelie, Nathalie Lundh, 2018. *Teaching Writing in Theory and Practice*. Stockholm : Stockholm Institute of Education.
- Andriyani, Anik. 2017. *Using Dicto-comp Technique On Students' Listening Comprehension*. Ponorogo : IAIN Ponorogo.
- Ary, Donald, et. al. 2010. *Introduction to Research in Education*. Belmont : Cengage Learning.
- Azhar, Syaiful. 2015. *An Analysis of General Structure of Recount text*. Salatiga : IAIN Salatiga.
- Bacon-Shone, John. 2015. *Introduction to Quantitative Research Methods*. Hongkong : University of Hongkong.
- Bashiruddin, Ayesha. 1992. *Variation in Dictocomp*. Vol. 3 No. 3. Pakistan : University of Peshawar.
- Bello, T. 1997. *Writing Topics for Adult ESL Students. Paper presented at the 31st Annual Teachers of English to Speakers of Other Language Convention*. Orlando : FL.
- Broughton, Geoffrey. et al. 1980. *Teaching English as a Foreign Language. Second Edition*. New York : Routledge.
- Brown, H. Douglas. 2003. *Language Assessment: Principle and Classroom Practice*, New York : Pearson Education.
- Bullock, Stella. 2010. *Dictogloss : Writing Texts Using Memory and Creativity*. London : British Council.

Creswell, John W. 2012. *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed). Boston : Pearson Education.

Dakowska, Maria. 2005. *Teaching English as Foreign Language : A Guide for Professional* Warszawa : Wydawnictwo Naukow, 2005

Dewi. Ratna Sari. 2014. *International English Education Journal : Teaching Writing Through Dictogloss*. Vol.1 No. 1. Jakarta : UIN Syarif Hidayatullah.

Elliott, AC and Woodward. 2007. *Statistical analysis quick reference guidebook with SPSS examples*. 1st ed. London: Sage Publications.

Gerot, Linda, Peter Wignell. 1994. *Making Sense of Functional Grammar*. New south wales :GerdStabler.

Gregory, Kimble, Garnezy Norman, 1963. *Principles of General Psychology*. Second Edition. New York: The Ronald Press

Handayani, Nurmadhona. 2016. *Studies in English Language and Education : Problems in Writing Spoof Text*, Vol 3 No.1. Aceh : Universitas Syiah Kuala.

Harmer, Jeremy. 2007. *How to Teach English*, Essex : Pearson Education Limited.

Harris, David P. 1974. *Testing English as a Second Language*. New Delhi: Tata Mc Graw-Hill Publishing Company LTD.

Herusatoto, Hesthi *Journal of Culture, English Language, Teaching & Literature : Using Dictation To Promote The Use Of Grammar Knowledge In Reconstructing Listening Text* Vol. 16, No. 2, December 2016, pp. 217- 241. (Yogyakarta : English Department, English Literature Study Program, School of Foreign Languages (STBA) LIA, 2016).

Hyland, Ken. 2009. *Teaching and Researching Writing* 2nd edition. Edinburgh Gate : Pearson.

Jibir-Daura, Ramlatu. 2013. *Using Dictogloss As An Interactive Method Of Teaching Listening Comprehension* Vol. 4 No. 2; *Advances in Language and Literary Studies*.

Kane, Thomas S. 2000. *The Oxford : Essential Guide to Write*. Newyork : Berkley Books.

Kouame, Julien B. *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, (*Journal of Multi, Disclipinary Evaluation*, Volume VI (14). available on journals.sfu.ca (Accessed on January 20th,2020)

Nation, I.S.P. J. Newton. 2008. *Teaching ESL/EFL Listening and Speaking*. Newyork : Routledge.

_____,Paul. 1991. *English Teaching Forum : Dictation, Dicto-comp and Related Technique*.Wellington : Victoria University of Wellington.

Nisanthi, Rajathurai. *The Importance of Learning English in Today World : International Journal of Trend in Scientific Research and Development International Open Access Journal*. Vol III No. 1 November -December 2018. Tamil Nadu : Barathidasan University.

Nunan, David 2008. *Practical English Language Teaching*. New York : Mc.Graw-Hill Companies.

Patel, M F, P M Jain, 2008. *English language teaching*, Jaipur : Sunrise Publisher & Distributors.

Pauwels, Jean. 1998. *Homogeneity Testing of Reference Materials*. Geel : Institute for Reference Materials and Measurements.

Peter, Knapp. 2005. *Genre, Text, and Grammar*. Sydney : University of South Wales.

Poudel, Ambika Prasad. 2018. *Academic Writing : Coherence and Cohesion in Paragraph* Dhankuta : Tribhuvan University.

Purba,Rodearta. *Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique* : Advances in Language and Literary Studies Vol. 9 No. 1 February 2018.

Sadiku. Cand. Lorena Manaj. *The Importance of Four Skills Reading, Speaking, Writing, Listening in An Hour Lesson : European Journal of Language and Literature Studies. Vol. 1 No. 1 April 2015. Elbasan : Aleksander Xhuvany University.*

Salem, Ahmed Saad El-Sayed. 2014. *Learning Difficulties*, Professor of Curriculum & Instruction TEFL.

Saragih, Natanael, Roswita Silalahi. 2014. *The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume19, Issue 1, Ver. XII (Feb. 2014).*

Setiyadi, Ag. Bambang. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif.* Yogyakarta: Graha Ilmu.

Siahaan, Sanggam, Kisno Shinoda, 2008. *Generic Text Structure.* Yogyakarta : Graha Ilmu.

Sudijono, Anas. 2013. *Pengantar Statistik Pendidikan*, Jakarta : Raja Grafindo Persada.

Tribble, Chistoper. 1996. *Language Teaching Writing.* London : Oxford Univesity Press.

Vasiljevic, Zorana. 2010. “*Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*” vol 3 no 1, Saitama : Faculty of Literature, Bunkyo University.

Verawati, Angeria 2015. *Using Dictogloss to Teach the English Hypothetical Conditional Construction.* Vol. 10. No. 2 (Jakarta : Atma Jaya University.

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

Wulandari, Adys Anggun. 2017. *The Use of Dictogloss Technique to Improve Students' Speaking Skill Ability At The Second Grade of SMA Al-Kautsar Bandar Lampung*. Lampung : University of Lampung.

