

## CHAPTER I INTRODUCTION

### ***A. Background of the Study***

English is an international language and it has an important role for communication in the world. It is the only language that truly links the world together cannot be denied by anyone.<sup>1</sup> That is the basis of reason why English is also called an international language. In some countries, Indonesia also including, pin it as foreign language, the third language after the local language as well as a unified language. As a foreign language, it is as a compulsory subject in junior and senior high school in Indonesia. Even the recent years, many elementary school students have had English classes.

As a subject at several levels of education, English is not only focused on being taught with the general purpose of communicating orally, but in some areas of education also strives to teach the four skills that exist in English. It is related to the next statement who mentioned that English is also taught at schools in order that students are able to master the four skills: they are listening, speaking, reading, and writing.<sup>2</sup> From the four skills of English, the researcher will only make one skill as the focus that is writing skill.

Writing as one of the English language skill means as an active or productive skill so that students who are learning writing have to learn how to find ideas, and

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<sup>1</sup>Nurhidayati Titik, '*Students' Motivation in Learning English by Using Games ( a Descriptive Study at the Third Grade of Intensive English Class of Pondok Pesantren Darul Falah Be-Songo Semarang)*' (Walisongo State Islamic University Semarang, 2016) p.2.

<sup>2</sup>Jeremy Harmer, *How to Teach Writing*, (New York: Longman), 2007, P. 265.

express them into writing.<sup>3</sup> It is as one of the ways used by people to converse or to express their ideas and thoughts to other people when it is impossible to communicate orally. In this globalization era, the ability to write effectively is becoming increasingly important, especially in English language. It is because people are indirectly required to be able to communicate through English writing with foreigners all over the world.

Differently with the other skills, there is no doubt that writing is the most difficult skill for foreign learners to be mastered. But undeniably, every skill has its own difficulties. In writing, it is not only defined in generating and organizing ideas, but also in translating these ideas into readable texts.<sup>4</sup> It makes is not easy and simple to do, especially when it is compared with speaking. In speaking, speakers will get direct feedback from the hearers. As a result while writing needs greater requirements than speaking to make readers understand what has been written without asking for clarification.

Based on the English syllabus in Curriculum 2013 for first grade students of Senior High School, there are some text types that should be learned and mastered by the students, one of those texts is narrative text. Calfee and Drum in Dymock stated that “Stories generally tell ‘what is happened’, who did what to whom and why.”<sup>5</sup> Narrative text shortly defines as a text that tells about story or event that happened in

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<sup>3</sup>Devigantari Agusta, "Improving Students' Ability in Writing Narrative Texts Using Short Animated Stories at Class VIII C of SMPN 2 Sanden, Bantul in the Academic Year of 2013/2014", A thesis of English Education Department Faculty of Languages and Arts State University of Yogyakarta, 2015, P. 2.

<sup>4</sup>J.C Richard and W. A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press), 2002, P. 30.

<sup>5</sup>Susan Dymock, 'Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness'. *the reading teacher* 6, no 2 (2007). p. 161.

the past time. There are some kinds of narrative text. They are adventure, fairy tale, fantasy, fable, myth and legend. Besides that, there are actually a lot of techniques that can motivate and actively involve students in English teaching to learning process. One of those techniques is “Dictogloss technique”.

Dictogloss is a new way to do dictation developed by Ruth Wajnryb. It is different with the traditional dictation in which the teacher reads the text slowly and repeatedly and asks students to write exactly what the teachers read without doing any thinking.<sup>6</sup> By dictogloss, students can learn and train to write good paragraphs in different way. Students are given much time to interact with their friends during learning. Vasiljevic stated that dictogloss also gives opportunities for students to learn something new from their group because every person in a group has different skill in writing.

Based on the observation study in February 2020 that the researcher did in MA (Madrasah Aliyah) Daarul Quran Pajalele, the researcher found that many students still get low score in their English achievement, especially in writing. The students still cannot produce a good writing in English. Furthermore, based on the result of interview with the English teacher, the teacher stated that there are many problems faced by the students when they are asked to write. They often feel difficulty to get ideas to write so they cannot write smoothly to develop the topic and often get stuck in the middle of their writing. In addition, they have limited vocabulary and poor knowledge of English grammatical rules so their written sentences and paragraphs are often not good and grammatically incorrect.

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<sup>6</sup> Ruth Wajnryb, ‘Grammar Dictation’ ((Oxford: Oxford University Press, 1990), p.5.).

Therefore, based on the explanation above, the researcher is interested to conduct the research on “The Implementation of Dictogloss Technique in Teaching Narrative Text at Eleventh Grade of MA Daarul Quran Pajalele”.

### ***B. Research Questions***

Based on the background above, the researcher formulates the research questions of the research as follow the questions:

1. How is the implementation of Dictogloss technique in teaching narrative text at the eleventh grade of MA Daarul Quran Pajalele?
2. What are the students’ perceptions toward the implementation of Dictogloss technique in teaching narrative text at the eleventh grade of MA Daarul Quran Pajalele?

### ***C. Definition of Terms***

The title of this research is The Implementation of Dictogloss technique in Teaching Narrative Text at Eleventh Grade students of MA Daarul Quran Pajalele. To know definition about it, the researcher has to mention its definition each word of it follows:

1. Implementation is a something used to achieve a purpose, agent.<sup>7</sup>
2. Dictogloss is a technique for language learning in which students work together to reconstruct a dictated-text. They reconstruct the dictated-text by using their own words or in other words they do not write exactly what the teacher read.<sup>8</sup>

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<sup>7</sup>“Collins English Dictionary, Online Dictionary,” accessed December 4, 2020, <http://www.collinsdictionary.com/us/dictionary/english>.

3. Teaching means the work that a teacher does in helping students to learn.<sup>9</sup>
4. Narrative is a kind of texts such as story or legend to entertain the readers. In other words, Hornby discussed that Narrative is story or orderly account of events writing a composition based on his or her personal experience can be really enjoyable to write and to read.<sup>10</sup>

#### ***D. Objective and Significance of the Research***

##### **1. Objectives of the Research**

The objectives of this research are to find out whether Dictogloss technique can be implemented in teaching Narrative Text at MA Daarul Quran Pajalele and also about the students' perceptions about the effectiveness applying the technique.

##### **2. Significance of the Research**

This research is expected to be one of the source of knowledge and information for all people, are :

- a. For the teacher, this research is expected to be useful reference for the English language teaching to choose the suitable technique to study the writing achievement.
- b. For student, this research is expected to be able to help students in learning writing achievement used the narrative text by Dictogloss technique.

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<sup>8</sup>Endah Ratnaningsih, "*Improving Students' Writing Ability Through the Use of Dictogloss Technique*", *Transformatika*, Vol 12 , No 2, September 2016,p 9.

<sup>9</sup>"Collins English Dictionary, Online Dictionary," accessed October 6, 2020, <http://www.collinsdictionary.com/us/dictionary/english>.

<sup>10</sup>Jonri Kasdi M. Syafi'i S, M. Fauzan Ansyari, 'The Effective Paragraph Development: The Process of Writing for Classroom Settings' ((Pekanbaru: LBSI, 2007), p.58).

- c. For the school, as a reference for the school and give more information about learning technique to increase the students' writing achievement.
- d. For the next researchers, this research as a comparative study for reference materials.

### ***E. Previous Related Finding***

Dictogloss is a technique which is not only suitable to implement in teaching English skills such as writing, reading, listening, or speaking. It is also appropriate to use in teaching the sub-skills such as grammar and vocabulary. Hence, the researcher considers some previous researchers related to this study, those are:

The first research was conducted by Aminatun. This is research was conducted to know whether or not there is influence of using Dictogloss in improving students' listening comprehension achievement. The design of research she used is quasi- experimental study in which she used 2 classes as the subject of her study. One class is as experimental class which was taught by Dictogloss and another one is as control class which was not taught by Dictogloss. The result of her study showed that mean score gained from experimental class (67, 6) was greater than control class (59, 96). It means that the use of Dictogloss on students' listening comprehension achievement was much more effective than without using it. <sup>11</sup> There are the similarities between the previous researches with the recent research where both of the researches use Dictogloss technique in teaching. The difference come from the skill that focused: the previous research focused on the listening comprehension

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<sup>11</sup>Dyah Aminatun, 'The Influence of Using Dictogloss on Students' Listening Comprehension Achievement' (Jakarta: 2013).

achievement while the recent research will focus on writing skill on the narrative text material.

The second research was conducted by Fatoni.<sup>12</sup> The research was to find out how Dictogloss technique enhances the students' writing skill in news item texts. The subjects of this study were 35 first grade students of SMA 1 Kendal in the academic year of 2009/2010. The result of the study revealed that Dictogloss can enhance the students' writing skill in news item texts. It was proven from the improvement of the students' behavior which was much better in participating and enjoying the activities using Dictogloss technique. Moreover, based on the questionnaire and the field note, the students enjoyed the writing activities and the listening comprehension by using this technique. In conclusion, Dictogloss technique is one of the positive ways to enhance the students' writing skill in news item texts. There are the similarities and also the differences between the previous research and also the recent research. The similarities between both of the researchers are use Dictogloss technique and also writing skill as the focus. While the difference only come from the specific material used: the previous research used news item texts while the recent research will use narrative text.

The third research was conducted by Marlin.<sup>13</sup> The research was to know whether students' composition in using simple present tense could be improved through Dictogloss. The subjects of this study were 22 students at second grade of SMP IT Al-Qur'aniyyah, Jurang Mangu. The findings of this study were that the

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<sup>12</sup> Nur Fatoni, 'The Use of Dictogloss Technique to Enhance the Students' Writing Skill in News Item Texts' (Semarang: 2010).

<sup>13</sup> Rilla Marlina, 'Improving Students' Composition on Using Simple Present Tense through Dictogloss' (Jakarta: 2011).

students' composition in using simple present tense improved from pretest to posttest in cycle 1 and cycle 2. Then, the students were also enjoyed and interested in learning simple present tense. The previous research had the similarity and also the difference with the recent research. The similarities between both are same in using Dictogloss technique and also focus on the writing skill. The difference only comes from the specific focus where the previous research used simple present tense while the recent research will use narrative text.

The fourth research was by Wulandari, the research found that there was a significant difference of students speaking skill after being taught by using Dictogloss technique. It can be seen from the mean score of pretest and posttest. The mean score of pre-test was 60.33 and the mean score of post-test was 74.40, the mean score of the posttest was higher than pretest. It can be concluded that the students' speaking skill improved. It happens because Dictogloss technique helped the students improve their speaking skill.<sup>14</sup> There are the differences between the previous and the recent research; the previous research focused on the speaking skill while the recent research focus on the writing skill that is narrative text, the place of the research also; the previous research placed at SMA Al-Kautsar Bandar Lampung while the recent research will take place at MA Darul Quran Pajalele. The similarity between both of the researches is the use of Dictogloss technique.

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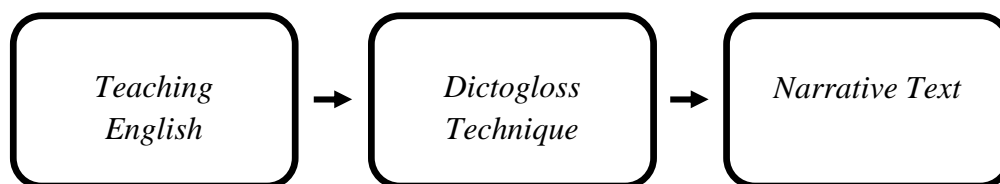
<sup>14</sup> Adys Anggun Wulandari, "The Use of Dictogloss Technique to Improve Students' Speaking Skill at the Second Grade of SMA Al-Kautsar Bandar Lampung", A Script: English Education Study Program Department of Language and Arts Education Faculty of Teacher Training And Education University of Lampung Bandar Lampung 2017.



The fifth research was by Murad <sup>15</sup> The Effectiveness of Using Dictogloss Strategy on Developing Tenth Graders' English Grammar Learning and Writing Skills in Gaza The research means that there were statistically significant differences between the mean scores of the control and the experimental group in relation to the posttest results in favor of the experimental group as the mean scores of the experimental group was whereas that of the control group was in addition, the researcher found that the effect size of the strategy was significantly large. There are some similarity and differences between both of the research, the similarity are both of the research use Dictogloss technique while the differences are there are the different focus specifically; the previous research use Grammar Learning and Writing Skills in Gaza as the focus of the research while the similarity between the researches is about the use of Dictogloss technique.

#### **F. Conceptual Framework**

The conceptual framework is completed by the researcher as followed:



On the conceptual framework above, it showed that the research was about the effectiveness of Dictogloss in Teaching Narrative Text. This way was expected to

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<sup>15</sup>Hazar Muhammad Murad, "The Effectiveness of Using Dictogloss Strategy on Developing Tenth Graders' English Grammar Learning and Writing Skills in Gaza", A Thesis: the Islamic University-Gaza Research and Postgraduate Affairs Faculty of Education Master of Curriculum and Teaching Methods), 2017.

know the implementation of Dictogloss technique in teaching narrative text at the eleventh grade of MA Daarul Quran Pajalele. The research taught as well as a teacher by using Dictogloss technique and the last, the researcher applied the technique in writing narrative text and also measures the implementation of the technique used. Therefore, the researcher wanted to see the effectiveness of Dictogloss Technique in Narrative text and also the students' perception about the technique applied.

## ***G. Research Method***

### **1. Research Design**

This research used qualitative research. Qualitative research is the collection and analysis. Qualitative research also employs flexible, emergent but systematic research process.<sup>16</sup> The central focus of qualitative research is to provide an understanding of a social setting or activity as viewed from the perspective of the research participants. Qualitative research is the collection and analysis. Qualitative research also employs flexible, emergent but systematic research process.<sup>17</sup> Nasution argued that in essence qualitative research observe people in their environment, interact, and trying to understand their own language and interpretation of the world that's around it. By using qualitative method found data that was not observed and quantitatively measured, such as value, mental attitude, habits, beliefs and culture adopted by someone or groups in certain environments.

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<sup>16</sup> Ockleford E. Hancock B., Windridge K., *An Introduction to Qualitative Research* ((The NihR Rds Em / Yh), 2009).

<sup>17</sup> Hancock B., Windridge K., Ockleford E. *An Introduction to Qualitative Research*, (The NIHR RDS EM / YH, 2009).

In this research, the research collected the data by giving the students observation about the implementation of Dictogloss technique in teaching narrative text. Besides the researcher also did an interview to the students that had been taken position as a sample to know about the students' perception about the technique that had been used. The interviewer in this research was the researcher while the samples of this research were ten students that chosen. After collecting the data, it was analyzed and presented by using description form and in the last process. The research got the result of the research. The research took the research because the researcher thought that there had to found a new strategy to study about narrative text so the students enjoyed the learning process, the technique that meant was Dictogloss technique. This research showed that the research hoped that there was an output equal like the good result got by applying Dictogloss technique in teaching narrative text.

## **2. Location, Population and Sample**

### **a. Location of the Research**

This research conducted at Eleventh Grade of MA Daarul Quran Pajalele.

### **b. Population**

Ridwan defined that population is object or subject in region and meet certain conditions related to the research issues.<sup>18</sup> Population of this research were the students in the the Eleventh Grade of Ma Daarul Quran Pajalele in academic year 2020/2021.

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<sup>18</sup>Akdon dan Riduwan, *Rumus dan Data dalam Analisis Statistika*.(Bandung: Alfabeta, 2008), p. 8.

### c. Sample

Sugiyono stated that sample was defined as a part of number and characteristic that had by population while Suharsimin Arikunto defined that samples are representative of the population studied.<sup>19</sup> In this research, the sampling technique used was no probability sampling with purposive sampling technique. Non probability sampling defined as a sampling technique where there was no equal space for each student to be selected into a sample. This sampling technique included systematic sampling, quota, axial, purposive, saturation and snowball<sup>20</sup> while the definition of purposive sampling according to sugiyono is a sampling technique based on several criteria.<sup>21</sup> In this research, the students that became a sample were seven students of Eleventh Grade of Ma Darul Quran Pajalele in academic year 2020/2021 that meet certain criteria.

The criteria used as a sample of research were:

- 1). Had mobile phone
- 2). Had adequate network access.
- 3). Had more English proficiency than his classmates.

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<sup>19</sup>Suharsimin Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*. (Jakarta: Binarupa Aksara, 2002), p. 109.

<sup>20</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: PT. Alfabet), 2016, P. 82.

<sup>21</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, P. 85.

### 3. Instrument of the Research

The instrument used for data collection in this research follow:

#### a. Observation

Observation or survey field is a way and techniques of data collection by conducting systematic observation and recording of symptoms or phenomena that exist in a research object.<sup>22</sup> In this research, the researcher used some instruments related to the observation. There were lesson plan, attendant list and also observational checklist. The specific purpose of observation was to know the implementation of Dictogloss technique in teaching narrative text of the first research question. This observation were divided into two, namely direct observation and indirect observation. In this research, direct observation, which meant that researchers took part together the inoperable object, in which case the researcher observed directly how the condition of the research site. Observational checklist was interpreted as details or points that become the focus of research from started to the end where there were two choices of one statement, yes or no.

#### b. Interview

The interview are special kinds of conversation or speech even that used by researcher to explore sample's experience and interpretation.<sup>23</sup> Interview also known as a technique that is primary used to gain an understanding of the

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<sup>22</sup>Heni Hendrawati, "Analisis Potensi Tenaga Kerja Lokal di Kawasan Bandara Internasional Jawa Barat (BIJB) di Kecamatan Kertajati Kabupaten Majalengka", Universitas Pendidikan Indonesia, 2016, p. 32.

underlying reasons and motivations for people attitude, preferences or behavior.<sup>24</sup> In this research, the researcher used interview to get the information by asking some questions. There were ten questions for the students that had been taken as the samples that were four samples. All of the questions that used are related to the students' perceptions. Specifically, the purpose of interview used to gain students' perceptions toward the implementation of Dictogloss technique in teaching Narrative text as the answer of the second research question before.

#### **4. Data Collection Techniques**

In the data collection techniques, there were several procedures carried out by the researcher including conducting an observation and interview. The two techniques were applied after the researcher gives treatment to the students. Treatments were carried out in six meetings. At the first meeting, the researcher introduced herself to the students besides also tell students about the aim of the research. After that the researcher gave a topic to the students that was "Timun Mas" and the researcher began to direct students to take action in the classroom using the dictogloss technique. The second treatment was also same, the different only come from the topic used that was "Loro Jonggrang", the third treatment used "The Legend of Toba Lake" as the topic, the fourth treatment used "True Friends", the fifth treatment used "Fox and a Cat", the sixth treatment used "The Ant and the Dove", for the complete process, there presented in the lesson plan

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<sup>24</sup> Wilkinson David and Birmingham Peter, *Using Research Instruments: A Guide for Researchers* (London: Routledge Falmer Taylor and Francis Group, 2003).

<sup>24</sup>J, Maos, Hatch, "Doing Qualitative Research in Education Settings", (State University in New York Press, 2002), p 72.

which is inserted in the appendix of this research. After finishing the treatments, the researcher followed the procedure below to collect the data:

a. Observation

The procedures of observation were as follows: (1).The researcher was going to ask permission to the headmaster of Ma Daarul Quran Pajalele and also the English teachers there. After that, the researcher asked the participant readiness and willingness to be the part of the research, (2). Then the researcher was going to introduce her-self to the samples or students, (3). The researcher then explained about research plan that she was going to conduct a research (4). The researcher gave the chance to the samples to introduce themselves, (5). The next action was explaining about what action should be followed by the researcher during the research. (6). Next, the research was going to implementation Dictogloss technique, (7). During the teaching and learning process, the researcher observed the phenomena and occurrences. The researcher needed to mark the observation checklist about the phenomena and occurrences in order that data does not lose. Audio and video recorder needed so that the researcher reviewed the phenomena in other time. The teaching and learning process done for several times so that the data obtained during observation noted and saved carefully, (8). The researcher paid attention to the implementation of Dictogloss technique. Observation answered the first research question that was about the implementation of Dictogloss technique in teaching narrative text. The student observation result in a note applied to all of the treatments section. It meant that there were seven students observed during joining the treatments.

## b. Interview

Interview process applied after the samples had been observed. It run in the day after the questionnaire finished. The researcher used structured interview where the reason why the researcher took the type of interview it was because the researcher knew exactly what information will be obtained.<sup>25</sup> Therefore in conducting interview the interviewer had prepared a research instrument in the form of written questions whose alternative answers had also been prepared. With this structured interview, each sample was asked the same questions and the data collector records them. The researcher used interview technique to get more information from participants related to students' perceptions after applying Dictogloss technique. Interview answered the second research question by obtaining specific information from students. The student interview process was taken with notes and recorders and applied to all of the students who had been taken as samples that was include four students. There were ten interview questions for the students.

## 5. Data Analysis Techniques

As stated by Creswell, there were five steps to analyze the qualitative data: organise the data, transcribing the data, coding the data, coding to build the

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<sup>25</sup> Sugiyono. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung:Alfabeta), 2010. P. 203.



description, interpreting the finding<sup>26</sup> The five steps that applied in this research as the following steps:

a. Organise the data

In this progression, the researcher gathered the information. It included the questionnaire and also the result of interview. At that point, the researcher got ready and arranged the gathered information before heading off to the following stage.

b. Transcribing the data

After all information had sorted out, the researcher then transcribed the information into words information. Translate the information was the way toward converting recordings and field note into the words information.

c. Coding the data

The researcher started to analyze by labelling the data or information. This was also to identify which information needs to be used or to be reduced in this research. The researcher reduced the data that had not relation with the students' error and difficulty but the researcher used information related to the students' problem. Moreover, by doing the coding data selected specific information that focus on the research.

d. Coding to build the description

After all of the data were coded, the researcher divided the data into some themes, then describe the theme. The researcher divided the data into

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<sup>26</sup> Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Educational Research, Fourth Edition ( Boston Pearson Education. Inc. 2010. p. 238.

two themes: first was students' error and difficulty; why the students made the error in using relative clause. The second is the factor causing students difficulties. Those data that were categorized based on the research question, while description are the information following it.

e. Interpreting the finding

In this meeting, the researcher broke down the information carefully. It was very well the reality or the data dependent on the information had been gathered. In this progression, the research investigated and clarify the information finding in the next chapter. The finding was relate to the theory that mention before.