CHAPTER I

INTRODUCTION

In this chapter, the writer presents: (a) background, (b) problems of the study, (c) objectives of the study, (d) significances of the study, (e) hypotheses of the study, and (f) criteria for testing the hypotheses.

A. Background

Language is used for communication. People can communicate easily through language they use. According to Algeo (2010, p. 2), a language is a system of conventional vocal signs by means of which human being communicate. It is very important tool for human being life, without language there will not be communication among human beings, and English is one of languages that is used for communication.

In some countries, English is used as first language, second language or foreign language. According to Harmer (2007, p. 1),

> English is not the language with the largest number of native or "first" language speaker, it has become Lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a "second" language.

It means that, English is a universal language which can be used by all of people around the world to communicate each other.

In English, there are four language skills they are listening, speaking, reading and writing. Writing as a part of the language skills besides listening, speaking and reading must be taught maximally by the teacher to the student in learning activities. According to Patel and Jain (2008, p. 125), writing is a skill which must be taught and practiced. It means that if the students learn good writing skill so it will be easier for students to write.

Writing is certainly not an easy task for both teachers and students because writing involves many linguistic aspects such as grammar, vocabulary, spelling, pronunciation, etc. According to Yan (2005, p. 18), writing instructors (teachers) must deal with many issues, such as how to determine the importance of correct spelling and punctuation in early draft, how to treat the different steps in the composition process, and how to analyze a text for its context and purpose. So that's why to write a good writing is very difficult for students.

This condition also happened at SMA Muhammadiyah 5 Palembang. Based on the writer's informal interview with the teacher of English at SMA Muhammadiyah 5 Palembang, the writer found that the most of tenth grade students got difficulties in writing skill. The first problem, the students have difficulties when they try to generate and develop ideas to tell the sequences of events. It makes them often just put one or two events in their writing. Second, they cannot arrange the events in a correct chronological order. The last is about structure and spelling. The students sometimes used incorrect tense in composing a text. Besides, they didn't notice the spelling. There are many

words that have mistakes in spelling. Probably, those are caused by the strategy that the teacher usually used. It was not appropriate when the teacher taught the students. So, they were lazy to write and were not motivated to follow teaching and learning process especially in writing a text.

To solve the problems above, the writer should be clever to choose the best technique in order to improve students' writing skill. One technique that offers students to work and learn is Dicstom technique. Dicstom technique is combination of two techniques between dictogloss and story maps. The combination both of those techniques are inspired by Jacobs and Hannah (2004) which provide significant result toward the students' writing skill.

Dictogloss which is originally intended by its creator, Ruth Wyjnryb in 1988, is derived from "dicto" which refers to dictation, and " gloss" which means a collection of such notes; a glossary. She then mentions that *dictogloss* is a teaching procedure that involves the speedy dictation of a short text to a group of language students. The students take notes during the reading of the text and then, working in small groups, proceeding to piece together the text as a cooperative endeavor.

Meanwhile, According to Buehl et al. (2001) in Zwiers (2004, p. 49), Story map is a tried and true way to show the important elements of narrative. It also can be used with history texts as an outline of an important event, with supporting events leading up to the climax.

From the explanations above, the writer expects that combination both of techniques can be mutually completing for students in writing texts which one technique provides the dictions and the other one leads to cohesion.

In this research the writer chose the tenth grade students of SMA Muhammadiyah 5 Palembang because the material taught in this grade and students got difficulties in composing a text. Therefore, the writer focuses on the writing skill, especially in writing narrative text because narrative text is more complicated due to the complex requirement to construct the text. Not only that, narrative is also more entertaining in content. Hence, the choice of narrative text as the genre taught using Dicstom technique is considered as an eligible one and in order to motivate the students to write simple narrative text easier.

Based on the facts above, the writer is interested in applying Dicstom technique as visual aids in teaching writing to the tenth grade students of Senior High School. Therefore, the writer would like to conduct a research study entitled ***"Teaching Narrative Writing by Using Dicstom Technique to the Tenth Grade Students of SMA Muhammadiyah 5 Palembang"***.

B. Problems of the Study

Problems of study are formulated in the following question:

1. Is there any significant difference on the students' writing narrative text achievement taught by using Dicstom technique and those who are taught by using teacher's technique?

2. What are students' responses on the implementation of Dicstom technique?

C. Objectives of the Study

The objectives of this study are to find out:

1. Whether or not there is a significant difference on the students' writing narrative text achievement taught by using Dicstom technique and those who are taught by using teacher's technique.

2. Students' responses on the implementation of Dicstom technique

D. Significances of the Study

The significances of this study are useful for:

1. Students of SMA Muhammadiyah 5 Palembang

To make the students highly interested and motivated in writing activities, to increase their writing achievement, and to prepare them to be a good writer especially in writing narrative text.

2. Teachers of English at SMA Muhammadiyah 5 Palembang

To improve the teachers' technique in teaching narrative text especially by using Dicstom technique as a means of teaching and learning English.

3. Next Researcher

To increase the next researcher's knowledge and experience and it can be a reference especially in research on writing.

E. Hyphotheses of the Study

According to Fraenkel and Wallen (2009, p. 45), a hypothesis is simply put, a prediction of the possible outcomes of a study. In this study, hypothesis offers two choices of outcomes or answers. They are rejected and accepted hypothesis or Null hypothesis (Ho) and Alternative hypothesis (Ha).

1. Null Hypothesis (Ho)

   a. There is no a significant difference on the students' writing narrative text achievement taught using Dicstom technique and those who are taught by using teacher's technique to the tenth grade students of SMA Muhammadiyah 5 Palembang.

   b. Students give negative responses on the implementation of Dicstom technique

2. Alternative Hypothesis (Ha)

   a. There is a significant difference on the students' writing narrative text achievement taught using Dicstom technique and those who are taught by using teacher's technique to the tenth grade students of SMA Muhammadiyah 5 Palembang.

   b. Students give positive responses on the implementation of Dicstom technique.

F. Criteria for Testing the Hypotheses

The criteria used for testing hypotheses are as follows:

1. If the p-output (sig.2-tailed) is higher than 0.05 and t-value is lower than t-table (Df 64: 2000), the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.

2. If the p-output (sig.2-tailed) is lower than 0.05 and t-value is higher than t-table (Df 64: 2000), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

3. If students' positive responses are lower than students' negative responses, the students do not agree that implementation of Dicstom Technique is successful in improving students' writing narrative text achievement.

4. If students' positive responses are higher than students' negative responses, the students agree that implementation of Dicstom Technique is successful in improving students' writing narrative text achievement.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer presents: (a) theoretical description, (b) previous related study, and (c) research setting.

A. Theoretical Description

Theoretical description of the study consist of: (1) concept of teaching, (2) concept of teaching writing, (3) concept of narrative text, (4) concept of Dicstom technique, (5) concept of Dictogloss, (6) concept of Story Map, (7) procedure of Dicstom technique in teaching narrative text, and (8) teaching narrative writing by using free writing (teacher's technique).

1. Concept of Teaching

Teaching is the process of activity between the teacher and the students, in which the teacher gives knowledge and guides the students in teaching and learning activity and teaching to facilitate learning process. As Brown (2000, p. 7) states that "teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand". In the holy Qur'an, Allah SWT states in surah Al-'alaq verse 4-5:

الَّذِي عَلَّمَ ابِالْقَلَمِ {4} عَلَّمَ ٱلْإِنسَانَ مَالَمْ يَعْلَمْ {5}

"Who taught (the writing) by the pen. He has taught man which he knew not".

The fourth ayah tells about taught writing by the pen and acquiring knowledge thereby. The word 'allama means he taught, instructed, informed to know. And the fifth ayah tells that knowledge is the most important and distinguishing grace of Allah on man.

Those ayahs are parts of surah Al-'Alaq which tells that Allah SWT taught human about knowledge and what he/she did not know. These ayahs mention Allah's most important grace on man, for examples, imparting him knowledge and teaching him what he did not know.

From the explanations above, it can be conclude that teaching is very important for humans' life in the world because the main purpose of teaching is to help students develop and extend concepts they use, to understand the world they live in, to solve problems and to communicate what they know.

2. Concept of Teaching Writing

Writing is a part of the language skills besides listening, speaking and reading must be taught maximally by the teacher to the student in learning activities. According to Patel and Jain (2008, p. 125), writing is a skill which must be taught and practiced. It means that if the students learn good writing skill so it will be easier for students to write.

While, writing is a process that is influenced by the constraints of genres in learning activities. Harmer (2004, p. 86) says that: writing is a process that we write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.

In teaching writing, teacher should develop students' skills in producing fixed patterns and correct the students' control of language system. According to Hyland (2003, p. 4) teaching writing predominantly involves developing learners' skills in producing fixed patterns, and responding to writing means identifying and correcting problems in the student's control of the language system.

In writing, there are process of writing. The writing process need for students in order to write their writing easily and to produce well-written essay. Oshima and Houge (1998, p. 3) promotes the following activities in writing such as prewriting, planning, writing, and revising drafts and writing the final copy to hand in. Meanwhile, according to White and Arndt (1991) in Harmer (2007, p. 258), process writing is an interrelated set of recursive stages which include:

a) Drafting

b) Structuring (ordering information, experimenting with arrangement, etc)

c) Reviewing (checking context, connection, assessing impact, editing)

d) Focusing (that is making sure you are getting the message across you want to get across)

e) Generating ideas and evaluation (assessing the draft and/or subsequent drafts).

3. **Concept of Narrative Text**

Narrative is simply tell a story or relay a sequence of events and every event in the story is illustrated an important point. Generally, these events are told in chronological order. It is supported by Langan (2006, p. 274), a narrative is simply a story that illustrate a point.

Furthermore, According to Daryanto (2014, pp. 141-142), a narrative is a piece of text which tells a story to amuse and entertain the reader or listener. Narrative deals with problematic events or complications which lead to a crisis and ends in a resolution, for example: fantasy novels, historical fictions, and stories. There are steps for construction a narrative text:

a) Orientation: (can be a paragraph, a picture, or opening chapter) in which the narrator tells the audience about *who* is in the story, *where* the story is taking place, and *when* the action is happening. Orientation sets the scene and introduces participants.

b) Complication: sets off a chain of events that influences what will happen in the story. In the complication, a crisis arises.

c) A sequence of events: where the characters react to the complication.

d) A resolution: in which the characters finally sort out complication

e) A coda: that provides a comment or moral based on what has been learned from the story (an optional step).

Based on Oxford Learner's Pocket Dictionary (2011, p. 291), Narrative is description of events, especially in a novel and Narrative can be describe as act, process, or skill of telling a story. While, According to Amer (1992, p. 711), Narrative text tells a story and are the type of text usually found in literature selection.

In making narrative text there are things that we have to consider, we have to know it to produce well-written narrative text. According to Pardiono (2007) in Febriyanti (2013, pp. 16-17) some things to consider in making the narrative text are:

a) Understanding the content and function of orientation is important for the students. Orientation contains the topic of an activity or event to be narrated or recounted, while its function is to draw the attention of the reader.

b) Understanding the content and function of the text element: sequence of events that leads to conflict-climax. Sequence of events contains the story of the story of exposure to activities or events in the past in which there are stages of conflict - resolution. The function of narrative is to entertain (amuse) readers, which is also intended to give moral lessons.

c) Resolution is a text element that contains an exposition of the problem-solving (problem solving)

d) Coda provides quick conclusion with the intent to deliver or store a moral message (moral lesson) to readers.

As for some of the questions that can be given to students that

(1) The question refers to the orientation:

    (a) Have you ever got a terrible or frightening experience?

    (b) Where did it happen

(2) The question refers to the sequence of events that leads to conflict-climax:

    (a) What really happened to you?

    (b) How did you feel?

(3) The question refers to the resolution

    (a) What did you do then?

    (b) How did you feel then?

(4) The question refers to the coda

    (a) Did you learn anything from experience?

4. Concept of Dicstom Technique

Dicstom technique is combination of two techniques between dictogloss and story maps. The idea of combining dictogloss and story maps is inspired by Jacob (2003) who insisted that visual cues (story map) that represent some elements of the story can be provided after giving dictogloss.

This aids comprehension may help students structure in their

reconstruction. Additionally, students can create visuals to accompany their reconstructions, as another means to demonstrate comprehension and to promote unique reconstructions. This statement supports the combination on these two things can be integrated in teaching narrative writing.

Furthermore, Amer (2003, p. 67) states that variations of the story map may be used, as a post reading activity and the procedure of dictogloss to help learners comprehend the story. Hence, the combination of these two techniques possibly conducted overlapping. However the writer prefers using dictogloss initially to be followed by story map by assuming that the students need the chunks before they go through them into a text.

In addition, combining dictogloss and story maps become the term ***Dicstom*** also comes from Bunyamin's idea (2009, p. 21) as he tried to find a simple term representing the combination of the two techniques instead of their each name they are dictogloss and story maps for the reason of simplicity.

5. **Concept of Dictogloss**

Dictogloss which is originally intended by its creator, Ruth Wajnryb in 1988, is derived from "dicto" which refers to dictation, and " gloss" which means a collection of such notes; a glossary. She then mentions that *dictogloss* is a teaching procedure that involves the speedy dictation of a

short text to a group of language students. The students take notes during the reading of the text and then, working in small groups, proceeding to piece together the text as a cooperative endeavor.

Dictogloss is as an interactive tool to use with learners of English as a Foreign Language. It is like a dictation activity that resembles a retelling, for example: learners listen to a short text, focus on the key words, and in pairs reconstruct it. Dictogloss is different from a dictation in that the students listen to the text a few times and then from global understanding reconstruct the text. The described adaptation promotes attentive listening and purposeful talk in small cooperative groups. It allows students to reconstruct meaning from notes and from their global understanding, all the while using English for purposeful talk. This technique can also be used to teach grammar, vocabulary, and textual cohesion in meaningful and contextualized ways.

According to Teaching English Unlimited (2011, p. 1),

> Dictogloss is a technique in which the teacher reads a short text and the learners make brief notes and then try to reconstruct the text in groups. Unlike traditional dictation, there is a gap between the listening and writing phases, giving learners time to think and discuss how best to express the ideas. The aim is not to reproduce the text word for word, but to convey the meaning and style of the text as closely as possible.

Dictogloss is a powerful way of focusing attention on precise meaning, as well as on correct use of grammar. Because it is a co-operative activity, it is challenging without being threatening and it gives learners a chance to

discuss language and to learn from each other. At higher levels it can be used with authentic texts (e.g. from newspapers) and can focus on whatever vocabulary and grammar happens to occur in the text. At lower levels, it works well as a review activity, using a text (or part of a text) from an earlier lesson. As this is a very intensive activity, it's best to use short texts so the class doesn't lose interest. In addition, Kern (2007, p. 1) also explains that dictogloss is a task-based procedure helping students to use their grammar resources to reconstruct a text and became aware of their shortcoming and needs.

In dictogloss procedure, according to Murray (2004) in Escobar (2011, pp. 15-16), there are four stages used in teaching strategy:

The first is Preparation; the learner finds out about the topic of the text and is prepared for some of the vocabulary.

The second is Dictation; when the learner hears the text and takes fragmentary notes. The text is normally read twice at natural speed making short pauses between sentences. The first time, students do not take any notes. The second time, they note down key words to help them remember the content and reconstruct the text.

Next, it is Reconstruction; when the learner reconstructs the text on basis of the fragments recorded in stage 2. This is the collaborative stage which students work together to reconstruct with correct grammar and content pooling their information and discussing the best options.

And the last, it is Analysis and Correction; when learners analyze and correct their text. This is done with the help of the teacher by comparing their versions to the other groups and then with the original.

There are the potential benefits of dictogloss according to Escobar (2011, p. 23), they are as follows:

1. Dictogloss creates a genuine need for communication (to pool information, negotiate and complex the task) as there is an information gap.

2. It fosters group responsibility and takes pressure away from individual students.

3. It helps learners monitor and adjust inter-language to come closer to the target language.

4. Helps find a compromise between what students think they need (which might not be grammar at all buy maybe text organization or lexis) and what teachers think. The needs become obvious when analyzing the texts

5. As it is communicative and addresses the needs of students directly it is motivational. Students also generally want to be corrected; here it is done in a sensible way.

6. The reconstructed texts allow students to discuss their interpretation of which grammar is most appropriate so that the text they produce is as close as possible in meaning, content and function to the original version. If it is a review of a structure, it is interesting to see whether

students can identify it when listening and then reapply in the reconstruction.

There are the aim and the values of dictogloss according to Escobar (2011, p. 33). The main aim of dictogloss is to develop learner's grammatical competence in using the language and the values of dictogloss are: 1) Learning becomes active involvement, 2) teaching and testing go hand in hand, 3) this is an exercise based on an information gap, 4) it strikes a balance between memory and creativity, 5) it compromises between grammar (what students think they want) and communicative practice is a task-based, learner-centered context (what teachers want to give them), 6) it stimulates motivation, 7) it helps to use language as communication, 8) the text is seen as a unit of language.

6. Concept of Story Map

A story map will help students understand the components of the story. Crandall et al (2002) in Khatib and Faruji (2012, p. 1116) describe a story map as follows: "A story map is one example of a graphic organizer. A story map breaks down the components of a story- characters, setting, and dialogue in a series of events or conflicts leading to a resolution-into chunks of text that can help students organize and comprehend the events of the story".

Crandall et al (2002) explain the advantages of using graphic organizers as follows:

Graphic organizers can help teachers clarify their instructional goals. Teachers can ask themselves what they want their students to learn and how they can display this information graphically to help their students connect ideas. Discussions might take place as students clarify the connections, clear up misconceptions, and come to consensus on the structure of the map.

Furthermore, Story map is a graphic drawing summarizing a text that can help the students in making basic structure of a story. It is supported by Peregoy and Boyle (2008, p. 307), Story map is an example of a scaffold because it helps students use story grammar or the basic structure of a story for comprehending and composing stories and Paregoy adds that through story maps, it can help English learners not only to understand and to remember key elements of a story but also to create an outline for writing their own stories.

Amer (2003, pp. 65-67) outlines some variations of story map likely used by the teacher in providing the guidance to the students. Teachers may use visual or graphic representations to illustrate the story grammar. Visual or graphic representation of text structure helps learners comprehend and retain textually important information. There are many types of story maps that examine different elements of the story (and reveal different structures within a story).

The following figures are the examples of story map:

(1)

Title and Author:
Setting:
Characters:
Problem and events:
Solution:

Figure 1: A simple story map (usually covers all in general)

(2)
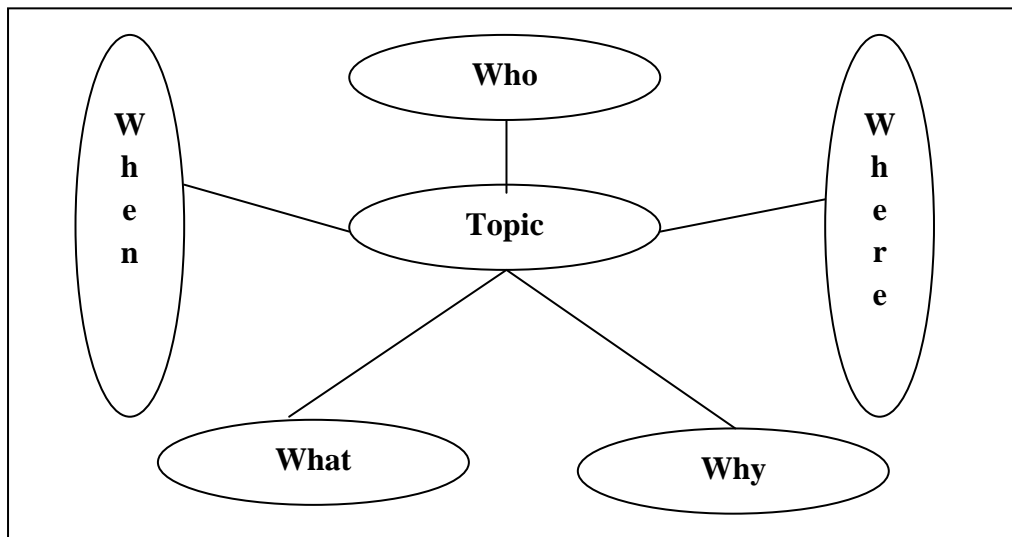
Figure 2: A story map of Listing 5 WH

In relation to narrative writing, According to Mandler (1984) in

Amer (2003, p. 64), he states that as follows:

> a story map represents the basic structure of a narrative
> text. It is the system of rules used for describing the
> consistent features found in narrative texts. These rules
> describe the story parts, arrangement of the parts, and how
> the parts are related, i.e. the internal structure of the

story. The story map assumes that stories have several unique parts that are conceptually separable, though rarely explicitly partitioned.

Such questions will cause students to focus on the relevant elements in the story. In the classroom, learners are asked to listen to the story which. This is followed by answering the guiding questions and discussing the structure of the episode. The guiding questions may be similar to the following (adapted from cooper 1986: 382-384 in Amer 1992, p. 713):

Setting   : Where did the story happen?

      When did the story happen?

Characters : Who was the story about?

      Who were the people in the story?

      Who was the most important person in the story?

Problem   : Did the people have a problem?

      What was the big problem that story was about?

Action   : What did the people do to solve the problem?

      What were the important things that happened in the story?

Resolution : How did the people solve the problem'?

      How did the story end'?

Theme   : What lesson could we learn from the story?

The use of a story map in writing indeed acts as a guidance leading the students to write in the right track. It will help them to link back the sequence of the story which they probably missed. In other words, the map will muster up the scattered fragments or idea of a story.

In story map procedure, according to Jacob and Hannah (2004, p. 110), there are three stages used in teaching strategies:

1. The teacher stops reading at selected points.

2. Students work alone to write down in words or drawings all the key events they remember up to the point where the teacher stopped reading.

3. When the reading is finished, the students create a story map by placing the events in the correct order.

7. Procedure of Dicstom Technique in Teaching Narrative Text

The procedures of the technique combination is describe in the following figure:

Figure 3: The Procedure of Distom Technique
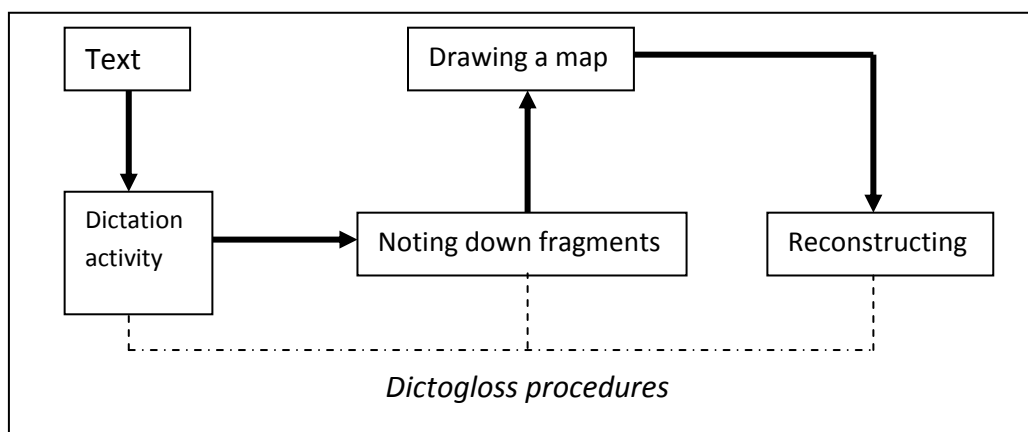
In detail, the *figure above* shows that the two techniques are incorporated in the following steps:

a. *Preparing stage,* a narrative text embedding particular grammatical form the teacher wish to emphasize,

b. *Listening stage,* in which the teacher prepares students for the topic of the dictogloss text via whole-class discussion.

c. *Noticing stage,* in which students listen to a short text read to them three times at normal speed. They may choose to take fragmentary notes during the second and the third reading.

d. *Map drawing stage,* in which the teacher asks students to draw a story map to be a guidance to reconstruct the story in pairs

e. *Writing stage,* in which students are required to produce a similar text individually. This feature is not part of the original dictogloss procedure. It is added to examine learners' writing outcomes. In this stage, the teacher reminds the students to reconstruct their version of the original text individually. After that, the students should try to rewrite the text for approximately 35 minutes. So that, it will be as close to the original as possible in grammar and content.

8. **Teaching Narrative Writing by Using Free Writing (Teacher's Technique)**

In teaching writing narrative text, the writer used free writing as the teacher's technique. According to Oshima and Houge (1998, p. 6), free

writing is a brainstorming activity in which the students write freely about a topic, because the students are looking for a specific focus. While, the students are writing, one idea will spark another idea. The purpose of free writing is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization.

There are the procedure of free writing, they are as follows:

1. Write the topic at the top of the paper

2. Write as much as the students can about the topic until the students run out of ideas. Include such supporting items as facts, details, and examples that come into the students' mind about the subject.

3. After the students have run out ideas, reread the students' paper and circle the main idea(s) that you would like to develop.

4. Take that main idea and free write again.

B. Previous Related Study

The writer found two thesis which related to her study. They are, first thesis is *" The effectiveness of using Dicstom Technique to Teach Narrative Writing to the Eleventh Grade students of MAN 2 Palembang", by Bunyamin (2009).* The writer compares her present study with Bunyamin's thesis. There are similarities and differences between the writer and Bunyamin's thesis. The similarities are the writer discussed about narrative writing and technique of teaching narrative writing. The differences from this study are (1) the

components of the location and the time of investigations, (2) the population and sample, (3) level of the study.

And second thesis is *" Teaching Narrative Paragraph Writing through Guided Writing to the Tenth Year Students at SMAN 14 Palembang" by Vera Triana (2007).* the writer compares her present study with Vera Triana's thesis. There are similarities and differences between the writer and Vera Triana's thesis. The similarities are the writer discussed about narrative writing and level of the study. The differences from this study are (1) The components of the location and the time of investigations, (2) The technique of teaching narrative writing, (3) the population and sample.

C. Research Setting

SMA Muhammadiyah 5 Palembang is one of moslem education in Sekojo environment which has created good moral students. It was established on October 11, 1974. It is located at Urip Sumoharjo street Ilir Timur II Sekojo Palembang. SMA Muhammadiyah 5 Palembang has already got accreditation on 2008. The accreditation of the school is B (good).

On the other hand, SMA Muhammadiyah 5 Palembang has some facilities, those facilities are Classroom (12 classroom), Headmaster room (1 room), Administration room (1 room), Teacher room (1 room), Computer Laboratory (1 room), Library (1 room), Counseling room (1 room), OSIS room (1 room), Mosque, and 3 Toilet. The headmaster of SMA Muhammadiyah 5 Palembang is Ir. Rusman Effendi. There are 30 teachers in this school. In this academic in

year 2014/2015, there are 382 students which is X class consist of 146 students, XI class consist of 118 students, and XII class consist of 118 students. The students of SMA Muhammadiyah 5 Palembang could be seen in table 1:

Table 1

Students of SMA Muhammadiyah 5 Palembang

| STUDENTS							
X		XI		XII		TOTAL	
Male	Female	Male	Female	Male	Female	Male	Female
51	95	55	63	54	64	160	222
146		118		118		382	

CHAPTER III

RESEARCH AND PROCEDURE

In this chapter, the writer presents: (a) method of the research, (b) research variables, (c) operational definitions, (d) population and sample, (e) techniques for collecting data, (f) research instrument analysis, (g) research treatments, and (h) techniques for analyzing data.

A. Method of the Research

The method of this research was an experimental design. According to Best and Khan (1995, p. 146), experimental design is the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about relationships between independent and dependent variables. In this research, the writer used quasi – experimental design. This design provides control of when and to whom the measurement is applied (Best and Khan 1995, p. 151).

In this study, the writer used the pre-test post-test nonequivalent groups design. This design is often used in classroom experiments when experimental and control group are such naturally assembled groups as intact classes, which may be similar (Best and Kahn, 1995, p. 151). Model of the pre-test post-test nonequivalent groups design as follows:

\

$$O_1 \quad X \quad O_2$$

- - - - - - - - - - - - -

$$O_3 \quad C \quad O_4$$
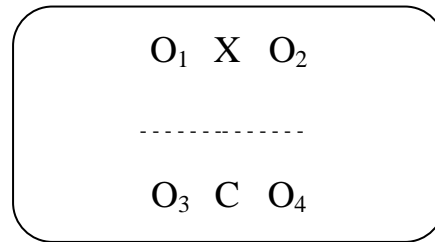
Where:

- - - - : Dash line indicated that the experimental and control group have

not been equated by randomization.

O1   : The pretest of the experimental group

O2   : The posttest of the experimental group

O3   : The pretest of the control group

O4   : The posttest of the control group

X   : Treatment for experimental group taught using Dicstom technique

C   : Treatment for control group taught using Teacher's technique

B. Research Variables

A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied (Creswell, 2012, p. 112). In this study, there are two kinds of variable: Independent variable and Dependent variable. The Independent variable is Dicstom Technique and Dependent variable is students' achievement in writing narrative text.

C. **Operational Definitions**

The variable of this study is "Teaching Narrative Writing by Using Dicstom Technique to the Tenth Grade Students of SMA Muhammadiyah 5 Palembang"

1. Teaching Narrative Writing

Teaching Narrative Writing defined as an instructional activity which is done in the classroom by a teacher to help the students to understand how to write or compose a text especially narrative text.

2. Dicstom technique

Dicstom technique is one of writing technique. It is suitable to improve writing skill which can bring students to get better ability in writing or composing narrative text.

3. Students' writing achievement

Students' writing achievement means the result or the output of teaching writing process that was gained by the students in experimental group after they received the treatments.

D. **Population and Sample**

1. **Population**

According to Fraenkel and Wallen (2009, p. 105), population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. In other words, (Creswell,

2012, p. 142) states that a population is a group of individuals who have the same characteristic.

The population in this study was all of the tenth grade students of SMA Muhammadiyah 5 Palembang in the academic 2014/2015 with a total numbers of 146 students. The population of study could be seen in table 2:

Table 2

Population of the Study

No.	Class	Gender		Total
		Female	Male	
1.	X MIA 1	25	8	33
2.	X MIA 2	25	8	33
3.	X IIS 1	23	17	40
4	X IIS 2	22	18	40
T o t a l		95	51	146

(Source: Administration of SMA Muhammadiyah 5 Palembang academic year 2014-2015)

2. **Sample**

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012:142). In addition, Sample is any part of population of individuals on whom information is obtained (Fraenkel and Wallen, 2009, p. 105). In this research, the writer used convenience sampling. According to Fraenkel and Wallen (2009, p. 98), convenience sampling is a group of individuals who (conveniently) are available for study.

In this study, the writer took two classes from Class X MIA 1 and X MIA 2 because the total of the students were same and were taught

by the same teacher of English. In this research the writer took 66 students. There were 33 students for experimental group and 33 students for control group. Students from class X MIA 1 belonged to the experimental group (teaching by using Dicstom technique) and the students from X MIA 2 belonged to the control group (Teacher's method). The sample of the study could be seen in table 3:

Table 3

Sample of the Study

No.	Class	Group	Number of Students
1.	X MIA 1	The Experimental Group	33
2.	X MIA 2	The Control Group	33
T o t a l			66

E. Techniques for Collecting Data

In techniques for collecting the data, it presents tests and questionnaire. They are illustrated as follows:

1. Test

In this study, the writer used test to collect the data. According to Brown (2004, p. 3), test is a method of measuring a person's ability, knowledge, or performance in a given domain . For collecting the data, the writer used a written test which the students assigned to write a text related to the topic which has been given by the teacher. During the treatment, the students were mainly focused on writing process. At the end of the treatment, a post test was given to know the influence of the

treatment received by the students. In this study the test was given twice to the experimental and control group.

a. **Pre-test**

The pre-test was given before doing the treatment to the control and experimental groups. According to Creswell (2012, p. 297), pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive treatment. The purpose of giving the pre-test to the students was to assess students' ability in writing before the writing process was given using Dicstom Technique. And the result of students' work would be check and scored by two raters

b. **Post-test**

The post-test was given after treatment to the control and experimental groups. For experimental group, it was given after the teacher gave the treatment of teaching writing narrative text through Dicstom Technique. According to Creswell (2012, p. 297), a post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. The purpose of this test was to measure students' ability in writing narrative text. The result of this test was compared with the result of pre-test in order to know the effect of teaching writing narrative text through Dicstom Technique. From the post-test, the writer was

able to get the data that can be used to measure the students'
progress taught by using Dicstom Technique.

2. Questionnaire

A closed-statements questionnaire was given to the students in
experimental group after the post-test was done. They were asked to
give responses toward thirteen statements on the questionnaire. The
questionnaire was intended to know students' responses about Dicstom
Technique that had been implemented earlier. To ask students'
responses on the questionnaire the writer used Quipper School
Indonesia as online learning media which is accessed from
http://www.quipperschool.com. There were two choices in each item
in which "1 for positive response" and "0 for negative response".

F. Research Instrument Analysis

Research instrument was test-question item designed for students pre-test
and post-test activities. The test-question item which was used for students'
pre-test was same as it was given for students' post-test activities. Before they
were implemented as research instrument, it should be analyzed or checked
for their validity and reliability tests.

1. Validity Test

Best and Khan (1995, p. 208), state that validity is that quality of
data-gathering instrument or procedure that enables it to measure what
it is supposed to measure. It means that validity test was used to

measure whether the obtained data of an instrument was valid or not. This study used construct validity, validity of each question item, and content validity.

a. Construct Validity

Hughes (1989, p. 26) states that the word "construct" refers to any underlying ability (or trait) which is hypothesized in a theory of language. Further, According to Cohen, Manion, Marrison (2007, p. 138), a construct is an abstract; this separates it from the previous types of validity which dealt in actualities – defined content. In this part, the construct validity of the research instruments involved two types. There were instrument for pretest and posttest activities and lesson plan for control and experimental groups.

In this study, to evaluate whether the components of the instrument and lesson plan are valid or not to be applied in research activities, the writer used expert judgments from three validators. Furthermore, Sugiono (2011, p. 125) states that expert judgment is required to estimate the construct validity.

There were three validators to validate the research instrument test and lesson plan. The first validator was M. Holandyah, M.Pd, the result analysis of research instrument could be used without revision and the result analysis of lesson plan could be used with little revision. The second validator was Amalia Hasanah, M.Pd,

the result analysis of research instrument could be used with little revision and the result analysis of lesson plan could be used without revision. And the third validator was Manalulaili, M.Ed, the result analysis of research instrument could be used with little revision and the result analysis of lesson plan could be used with little revision.

From the three validators, it could be assumed that the research instrument and lesson plan were appropriate to be applied for the research activities. The validator sheets could be seen in (*appendix A)*

b. **Validity of Each Question Item**

Validity test of each question item is used to indicate whether the test item of the instrument in each question is valid or not. To know whether it is valid or not, the score of significance (r-output) should be compared with the score of "r-table" product moment. A question item is considered valid if "r-output" is higher than "r-table" (Basrowi and Soenyono, 2007, p. 24).

In this study, the writer used questionnaire to know students' responses on the implementation of Dicstom technique. To measure the questionnaire was valid or not, the writer used Pearson Correlation Coefficient in SPPS version 20 software. From the result analysis in validity test of each question item, there were 13 statements considered valid from 25 statements given. 13

statements were considered valid since the score higher than r-table (0.361). The result of Pearson Correlation Coefficient in SPPS version 20 software could be seen in (*appendix B*)

c. **Content Validity**

According to Cohen et al. (2007, pp. 162-163), content validity is achieved by ensuring that the content of test fairly samples the class or fields of the situation or subject matter in question, achieved by making professional judgements about the relevance and sampling of the contents of the test to a particular domain and concerned with coverage and representativeness rather than with patterns of response or scores. Further, Hughes (1989, p. 22) states that a test is said to have content validity if its content constitutes a representative sample of the language skill, structures, etc. with which it is meant to be concerned. A content validity is very important since it is an accurate measure of what it is supposed to measure. The specification for the test was formulated based on the curriculum or syllabus of English for tenth graders of Senior High School. The writer used book for Senior High School in order to know if the contents of the test item given were appropriate to the students. Test of specification could be seen in table 4:

Table 4

Test of Specification Table

Objective	Topic	Indicator	Type of Test	Number of Item	Total Number
The students will able to: 1. Identify the information of narrative text 2. Writing a topic and some supporting details of narrative text through Dicstom technique 3. Write a good narrative text	1. Lutung Kasarung 2. Mouse Deer and Crocodile 3. Cinderella 4. The Legend of Danau Toba 5. Romeo and Juliet	1. Identifying the information of narrative text 2. Writing a good narrative text	Writing Test	1	1

2. Reliability Test

According to Fraenkel and Wallen (2009, p. 154) reliability test refers to the consistency of scores or answers from one administration of an instrument to another and from one set of items to another. In other words, Best and Khan (1995, p. 208) state that reliability is the degree of consistency that the instrument or procedure demonstrates: whatever it is measuring, it does so consistently.

Firstly, in this study, the writer used inter-rater reliability to know whether the test was reliable or not. Inter-rater reliability is a common occurrence for classroom teachers because of unclear scoring criteria,

fatigue, bias towards particular "good" and "bad" students, or simple carelessness. It occurs when two or more scorers yield inconsistent scores of the same test, possibly for lack or attention to scoring criteria, inexperience, inattention, or even preconceived biases, (Brown, 2004, p. 21). Inter-rater reliability was the degree of agreement among raters. Then, the writer used test-retest method to measure the questionnaire which had been considered valid was reliable or not. The test-retest method involves administering the same test twice to the same group after a certain time interval has elapsed (Fraenkel and Wallen, 2009, p. 155). Then, reliability coefficient is calculated to indicate a relationship between the two sets of scores obtained. The writer did the tryout of written test instruments at M.A Al-Fatah Palembang to the tenth grade students with total 30 students as the sample for finding reliability of the test. Meanwhile, the research study was done at SMA Muhammadiyah 5 Palembang.

The score of students' narrative writing test was calculated by two raters. The first rater was Wissudarti, M.Pd. She is a teacher of English at SMP Kartika II-1 Palembang. The second rater was Sherly Desliyanah, M.Pd. She is a lecturer at STISIPOL Candradimuka Palembang. (*See appendix K for the complete data*)

In scoring writing skills, the writer used analytic scoring rubric which was created by Jacobs et al. (1981) in Weigle (2002, pp. 115-116). In the Jacobs *et al*. scoring rubric, scripts are rated on five

aspects of writing: content (30 points), organization (20 points), vocabulary (20 points), language use (25 points), and mechanics (5 points). Then, the two sets of score was calculated by spearman rank order method formula suggested by Hatch and Lazaraton (1991, p. 453) to find out whether or not the instruments were reliable. The formula as follows:

$$R = 1 - \frac{6\left(\sum d^2\right)}{n\left(n^1 - 1\right)}$$

Where:

R   : Rank order correlation

D^2 : Different rank score

n   : The number of the students

The test was reliable if the result of the data measurement was higher than 0.70. According to Fraenkel, Wallen, and Hyun (2012, p. 157) for the purpose a rule of thumb is that reliability should be at least 0.70 and preferable higher.

The rank order correlation was calculated to find the differences between the two sets of rankings using the formula as follows:

$$R = 1 - \frac{6\left(\sum d^2\right)}{n\left(n^2 - 1\right)}$$

$$R = 1 - \frac{1332}{30(30^2 - 1)}$$

$$R = 1 - \frac{1332}{30\,(899)}$$

$$R = 1 - \frac{1332}{26970}$$

$$R = 1 - 0{,}049388$$

$$R = 0{,}950612$$

$$R = 0{,}95$$

From the result of rank order correlation was found that the coefficient reliability of writing test was 0, 95 (*see appendix C*) and higher than 0.70. Therefore, it can be stated that the assessment result was reliable.

The students' scores of questionnaire were taken from percentage of students' responses which had been calculated by Quipper School Indonesia (online learning media). To measure the test-retest method, Pearson Correlation Coefficient in SPSS was used. The result analysis of reliable test showed that the score of Pearson Correlation was 0.915. From the p-output, it could be stated that the questionnaire was

considered reliable since it was higher than 0.70. (*See appendix C*, *for the complete data*)

G. Research Treatments

Treatment refers to any action or process designed to find out that something is effective, workable, and valid. The writer did the experiment by applying the Dicstom Technique to the sample of the tenth grade students of SMA Muhammadiyah 5 Palembang in academic year 2014-2015.

1. Teaching Schedule

In this study, the writer conducted 13 meetings. There were two meetings for pre-test and post-test, ten meetings for treatments, and one meeting for questionnaire (experimental group). Each meeting was 2 x 45 minutes. Every meeting for treatments the students was given a narrative text. The materials used were the same for experimental and control group. Teaching materials for research treatments could be seen in table 5:

Table 5

Teaching Materials for Research Treatments

No	Teaching Schedule		Teaching Material	Meeting	Time Allocation
	Experimental	Control			
1.	Saturday, Feb 7th, 2015	Friday, Feb 6th, 2015	Pre – test (Test)	1st	1 X 45'
2.	Wednesday, Feb 11th, 2015	Tuesday, Feb 10th, 2015	Malin Kundang	2nd	2 X 45'
3.	Saturday, Feb 14th, 2015	Friday, Feb 13th, 2015	Malin Kundang	3rd	2 X 45'

4.	Wednesday, Feb 18th, 2015	Tuesday, Feb 17th, 2015	The Smartest Parrot	4th	2 X 45'
5.	Saturday, Feb 21st, 2015	Friday, Feb 20th, 2015	The Smartest Parrot	5th	2 X 45'
6.	Wednesday, Feb 25th, 2015	Tuesday, Feb 24th, 2015	Snow White and the Seven Dwarfs	6th	2 X 45'
7.	Saturday, Feb 28th, 2015	Friday, Feb 27th, 2015	Snow White and the Seven Dwarfs	7th	2 X 45'
8.	Wednesday, Mar 4th, 2015	Tuesday, Mar 3rd, 2015	The Legend of Banyuwangi	8th	2 X 45'
9.	Saturday, Mar 7th, 2015	Friday, Mar 6th, 2015	The Legend of Banyuwangi	9th	2 X 45'
10.	Wednesday, Mar 11th, 2015	Tuesday, Mar 10th, 2015	Let Me Love You	10th	2 X 45'
11.	Saturday, Mar 14th, 2015	Friday, Mar 13th, 2015	Let Me Love You	11th	2 X 45'
12.	Wednesday, Mar 25th, 2015	Tuesday, 24th Mar, 2015	Post – test (Test)	12th	1 X 45'
13	Saturday, Mar 28th, 2015		Questionnaire (For Experiment Group)	13th	2 X 45'

2. Teaching Procedures for Experimental and Control Groups

To make the writer easier in doing the treatments, the writer developed the procedures of both experimental and control group in teaching narrative writing. The procedure could be seen in the table 6:

Table 6

Teaching Procedures for Experimental and Control Groups

NO	MEETING	TEACHING PROCEDURES			
		EXPERIMENT GROUP		CONTROL GROUP	
		LEARNING ACTIVITIES	TIME ALLOCATION	LERNING ACTIVITIES	TIME ALLOCATION
1	1st meeting	Pretest	45'	Pretest	45'
2	2nd meeting	1. Pre-activities • Teacher greets students 2. Whilst activites • Preparing stage (teacher explains about narrative text, and particular grammatical wish to emphasize. The 1st topic is Malin Kundang)	10' 80'	1. Pre-activities • Teacher greets students • Teacher explains about narrative text, and particular grammatical wish to emphasize. The 1st topic is Malin Kundang	10' 80'
3	3rd meeting	• Listening stage (the teacher prepares the students for the topic of the dictogloss text via whole-class discussion) • Noticing stage (the students listen to a short text, then read to them three times at normal speed. And then the students have to make fragmentary notes or take every important point from the text)	10' 15'	2. Whilst activites • Teacher asks students to write the topic at the top of the paper. • Write as much as the students can about the topic until the students run out of ideas. Include such supporting items as facts, details, and examples that come into the students' mind about the subject. • After the students have run out ideas, reread the	5' 35'

		• Map drawing stage (the teacher gives procedure of story map and students have to write every important point they have got from listening stage before and the students can do it in pairs)	25'	students' paper and circle the main idea(s) that they would like to develop.	20'
		• Writing stage (the students make the final draft about narrative text based on the topic by using their own words)	35'	• Take that main idea and free write again.	25'
				3.Post activities	
				• The teacher asks students who want to make conclusion about the material today that learned and closes the class	5'
		3.Post activities			
		• The teacher asks the students who want to make conclusion about the material today that learned and closes the class	5'		
4	4th–11th meeting	1.Pre-activities		1.Pre-activities	
		• Teacher greets students	10'	• Teacher greets students	10'
		2.Whilst activites		• Teacher explains about The Smartest Parrot, Snow White and the Seven Dwarfs , The legend of Banyuwangi, and Let Me Love You (2nd, 3rd, 4th, and 5th topic))	
		• Preparing stage (teacher explains about The Smartest Parrot, Snow White and the Seven Dwarfs , The legend of Banyuwangi, and Let Me Love You (2nd, 3rd, 4th, and 5th topic)	80'		80'
		• Listening stage (the teacher prepares the students for the topic of the dictogloss text	10'	2.Whilst activites	
				• Teacher asks students to write the topic at the top of the paper.	5'

		via whole-class discussion)		• Write as much as the students can about the topic until the students run out of ideas. Include such supporting items as facts, details, and examples that come into the students' mind about the subject.	35'
		• Noticing stage (the students listen to a short text, then read to them three times at normal speed. And then the students have to make fragmentary notes or take every important point from the text)	15'		
		• Map drawing stage (the teacher gives procedure of story map and students have to write every important point they have got from listening stage before and the students can do it in pairs)	25'	• After the students have run out ideas, reread the students' paper and circle the main idea(s) that they would like to develop.	20'
		• Writing stage (the students make the final draft about narrative text based on the topic by using their own words)	35'	• Take that main idea and free write again. 3.Post activities • The teacher asks students who want to make conclusion about the material today that learned and closes the class	25' 5'
		3.Post activities • The teacher asks the students who want to make conclusion about the material today that learned and closes the class	5'		
5	12th meeting	Post test	45'	Post test	45'
6	13th meeting	Questionnaire for Experimental Group			90'

H. Techniques for Analyzing Data

In this study, the writer used IBM SPSS (Statistic Package for the Social Science) Statistics version 20 for calculating students score in pretest and posttest between two groups, experimental and control groups. Then the writer presented the data by using some steps and techniques as follows:

1. Data descriptions

In data description, distribution of frequency data and descriptive statistics were illustrated from the obtained data of student's pre-test and post-test scores in control and experiment groups

a. Distribution of frequency data

In distribution of frequency data, the student's score, frequency, percentage are achieved. The distribution of frequency data were got from (1) pre-test score in control group, (2) post-test score in control group, (3) pre-test score in experimental group, (4) post-test score in experimental group.

b. Descriptive statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean, standard deviation, and standard error of mean were obtained. Descriptive statistics are obtained from (1) pre-test score in control group, (2) post-test score in control group, (3) pre-test score in experimental group, (4) post-test score in experimental group.

2. **Pre-requisite Analysis**

Before analyzing the obtained data, pre-requisite analysis should be done to see whether or not the data was normal and homogenous.

a. **Normality Test**

According to Basrowi and Soenyono (2007, p. 85) Normality test is used to measure whether the obtained data is normal or not. The data can be classified into normal whenever the p-output is higher than 0.025. In measuring normality test, *1-Sample Kolmogorov Smirnov* was used. The normality test was used to measure student's pretest and posttest scores in control and experimental groups.

b. **Homogeneity Test**

Homogeneity test was used to measure the obtained scores whether it was homogenous or not. Basrowi and Soenyono (2007, p. 106) states that the score is categorized homogenous when the p-output was higher than mean significant difference at 0,05 levels. In measuring homogeneity test, Levene Statistics in SPSS was used. The homogeneity test was used to measure student's pretest and posttest scores in control and experimental groups.

3. **Hypothesis Testing**

   a. **Measuring a Significant Difference on Students' Writing Narrative Text Achievement Taught by Using Dicstom Technique and Teacher's Method**

   In measuring significant difference on students' writing narrative text achievement taught by using Dicstom technique and those who are taught by using teacher's method, independent sample t-test was used. A significant different was found whenever the p-output is lower than 0, 05 level and the t-value was higher than t-table (Df:64) 2000.

   b. **Measuring Students' Responses on the Implementation of Dicstom Technique**

   In measuring students' responses on the implementation of Dicstom technique, Quipper School Indonesia (online learning media) was used. The implementation of Dicstom technique was successful in improving students' writing narrative text whenever the result of questionnaire was students' positive responses higher than students' negative responses.

CHAPTER IV

FINDING AND INTERPRETATION

In this chapter, the writer presents: (1) findings and (2) interpretations.

A. Findings

This study deals with the title "Teaching Narrative Writing by Using Dicstom Technique to the Tenth Grade Students of SMA Muhammadiyah 5 Palembang. The findings of this study were to find out: (1) data descriptions, (2) prerequisite analysis, (3) results of hypothesis testing.

1. Data Descriptions

In the data descriptions, distribution of frequency data and descriptive statistic were analyzed.

a. Distribution of Frequency Data and Descriptive Statistics

In distribution of frequency data, score, frequency, and percentage, were described and in decriptive statistics, total of sample (N), minimum score, maximum score, mean score, and standard deviation were analyzed. The scores were got from: (1) pretest scores in control and experimental groups, (2) posttest scores in control and experimental groups.

1) **Students' Pretest Scores in Control and Experimental Groups**

Table 7
Distribution of Frequency Data and Descriptive Statistics on Students'
Pretest Scores in Control and Experimental Groups

Group	N	Score Interval	Category	Frequency (%)	Min	Max	Mean	SD
Control	33	81-100	Excellent	0 (0%)	39.00	76.00	58.6515	10.76125
		66-80	Good	12 (36.4%)				
		56-65	Fair	7 (21.2%)				
		47-55	Poor	9 (27.3%)				
		≥ 46	Very Poor	5 (15.1%)				
Experimental	33	81-100	Excellent	0 (0%)	40.50	74.00	55.4091	10.34669
		66-80	Good	7 (21.2%)				
		56-65	Fair	7 (21.2%)				
		47-55	Poor	11 (33.3%)				
		≥ 46	Very Poor	8 (24.2%)				

(Source: SMA Muhammadiyah 5 Palembang in Academic Year 2014/2015)

Based on the table 7 above, it was found that there were 12 students in good category, 7 students in fair category, 9 students in poor category, and 5 students in very poor category with the total number of sample was 33 students. The minimum score was 39.00, the maximum score was 76.00, the mean score was 58.6515, and the standard deviation was 10.76125. It could be assumed that the result of students' pretest scores in control group were in average level. It means that the students in control group did not need the treatment.

Otherwise, there were 7 students in good category, 7 students in fair category, 11 students in poor category, and 8 students in very poor category with the total number of sample was 33 students. The minimum score was 40.50, the maximum score was 74.00, the mean score was 55.4091, and the standard deviation was 10.34669. It could be assumed

that the result of students' pretest scores in experimental group were in poor level. Therefore, the students' in experimental group need the treatment. It was because the mean scores of students' pretest in experimental group were lower than the mean scores of students' pretest in control group.

2) Students' Posttest Scores in Control and Experimental Groups

Table 8
Distribution of Frequency Data and the Score Category on Students' Posttest Scores in Control and Experimental Groups

Group	N	Score Interval	Category	Frequency (%)	Min	Max	Mean	SD
Control	33	81-100	Excellent	0 (0%)	44.00	78.50	60.9848	10.13154
		66-80	Good	11 (33.3%)				
		56-65	Fair	11 (33.3%)				
		47-55	Poor	8 (24.2%)				
		≥ 46	Very Poor	3 (9.1%)				
Experimental	33	81-100	Excellent	6 (18.2%)	61.00	85.00	71.9848	7.41039
		66-80	Good	18 (54.5%)				
		56-65	Fair	9 (27.3%)				
		47-55	Poor	0 (0%)				
		≥ 46	Very Poor	0 (0%)				

Based on the table 8 above, it was found that there were 11 students in good category, 11 students in fair category, 8 students in poor category, and 3 students in very poor category with the total number of sample was 33 students. The minimum score was 44.00, the maximum score was 78.50, the mean score was 60.9848, and the standard deviation was 10.13154. It could be assumed that the result of students' posttest scores in control group were in average level.

Otherwise, there were 6 students in excellent category, 18 students in good category, and 9 students in fair category with the total number of sample was 33 students. The minimum score was 61.00, the maximum score was 85.00, the mean score was 71.9848, and the standard deviation was 7.41039. It could be assumed that the result of students' posttest scores in experimental group were higher than students' posttest scores in control group. The students' scores increased after being given the treatment. It was proven that there were not students' posttest scores in poor and very poor categories and the mean scores on students' posttest in experimental group were higher than the mean scores on students' posttest in control group.

2. **Pre-requisite Analysis**

In the pre-requisite analysis, normality and homogeneity tests were analyzed.

a. **Normality Test**

In the normality test, the total of sample (N), kolmogorov smirnov, significant and result were analyzed. The scores were got from: (1) students' pretest scores in control and experimental groups, (2) students' posttest scores in control and experimental groups.

1) **Students' Pretest Scores in Control and Experimental Groups**

After acquiring the data from the scores of the 33 students in each group, it was found that the significance level on students' pretest in

control group was 0.764 and in experimental group was 0.785. From the result of the output, it can be stated that the students' pretest in control and experimental groups were normal. Since, it was higher than 0.025. The result of analysis is figured out in Table 9.

Table 9
Normality Test of Students' Pretest Scores in Control and Experimental Group

No	Students' Pretest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	33	0.668	0.764	Normal
2	Experimental Group		0.655	0.785	

2) Students' Posttest Scores in Control and Experimental Groups

After acquiring the data from the scores of the 33 students in each group, it was found that the significance level on students' posttest in control group was 0.960 and in experimental group was 0.612. From the result of the output, it can be stated that the students' posttest in control and experimental groups were normal. Since, it was higher than 0.025. The result of analysis is figured out in Table 10.

Table 10
Normality Test of Students' Posttest Scores in Control and Experimental Groups

No	Students' Posttest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	33	0.506	0.960	Normal
2	Experimental Group		0.759	0.612	

b. Homogeneity Test

In measuring homogeneity test, Levene Statistics in SPPS was used to analyze the students' pretest and posttest scores in control and experimental group.

1) Students' Pretest Scores in Control and Experimental Groups

Based on measuring homogeneity test, it was found that the significance level is 0.675. From the result of the output, it can be stated that the students' pretest in control and experimental group was homogeny since it was higher than 0.05. the result of homogeneity test is figured out in Table 11.

Table 11
Homogeneity Test on Students' Pretest Scores
in Control and Experimental Groups

No	Students' Pretest	N	Levene Statistics	Sig.	Result
1	Control Group	33	0.177	0.675	Homogen
2	Experimental Group	33			

2) Students' Posttest Scores in Control and Experimental Groups

Based on measuring homogeneity test, it was found that the significance level is 0.072. From the result of the output, it can be stated that the students' posttest in control and experimental group was homogeny since it was higher than 0.05. the result of homogeneity test is figured out in Table 12.

Table 12
Homogeneity Test on Students' Posttest Scores
in Control and Experimental Groups

No	Students' Posttest	N	Levene Statistics	Sig.	Result
1	Control Group	33	3.344	0.072	Homogen
2	Experimental Group	33			

3. Results of Hyphotesis Testing

a. Measuring a Significant Difference on Students' Writing Narrative Text Achievement Taught by Using Dicstom Technique.

In this study, independent sample t-test and paired sample t-test were conducted to measure the significant difference on students' writing narrative text achievement after being taught by using Dicstom technique at SMA Muhammadiyah 5 Palembang. First, independent sample t-test analysis. From the table analysis of pretest in control and experimental group, it was found that p-output was 0.217 and t-value was 1.248. Since the p-output was higher than 0.05 level and t-value was lower than value of t-table (Df: 64 = 2000) at the significance level $p < 0.05$, so that the null hypothesis (Ho) was accepted and alternative hypothesis (Ha) was Rejected. It is described in table 13.

Table 13

Analysis Result of Significant Difference on

Students' Writing Narrative Text Achievement before being taught by

Dicstom Technique and Teacher's Technique

Dicstom Technique and Teacher's Technique	Independent Sample t-Test			Ho
	T	Df	Sig. (2-Tailed)	
	1.248	64	0.217	**Accepted**

Then, from the table analysis of postttest in control and experimental group, it was found that the p-output was 0.000 and the t-value was 5.034. Since the p-ouput was lower than 0.05 level and t-value was higher than value of t-table (Df: 64 = 2.000) at the significance level $p < 0.05$, so that the null hypothesis (Ho) was rejected and alternative hyphotesis (Ha) was accepted. It can be stated that there was significant difference on students' writing narrative text achievement taught using Dicstom technique and those who were taught by using teacher's technique. The analysis result of independent sample t-test is figured out in table 14.

Table 14

Analysis Result of Significant Difference on

Students' Writing Narrative Text Achievement after being taught by

Dicstom Technique and Teacher's Technique

Dicstom Technique and Teacher's Technique	Independent Sample t-Test			Ho
	T	Df	Sig. (2-Tailed)	
	5.034	64	0.000	**Rejected**

Second, paired sample t-test. From the table analysis of pretest and posttest in experimental group, it was found that p-output was 0.000 and t-value was 13.222. Since the p-output was lower than 0.05 level and t-value was higher than value of t-table (Df: 32 = 2042) at the significance level $p < 0.05$, so that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It is described in table 15.

Table 15

Result Analysis of Significant Difference on

Students' Writing Narrative Text Achievement After Being Taught by

Using Dicstom Technique

	Paired Sample t-Test			
Dicstom Technique	T	Df	Sig. (2-Tailed)	**Ha**
	13.222	32	0.000	**Accepted**

b. Measuring Students' Responses on the Implementation of Dicstom Technique

In this study, questionnaire was used to find out students' response on the implementation of Dicstom technique that they had learned in writing narrative text, questionnaire constructed by the writer herself and it was presented by using closed statements. The questionnaire was given to the experimental group only and to ask the students' responses on the questionnaire the writer used Quipper School Indonesia as online learning media which is accessed from http://www.quipperschool.com. In general, most of students gave positive responses on the statements given.

Table 16
The Questionnaire Result

Number of Questionnaire	Negative Response		Positive Response	
	Students	Percentage	Students	Percentage
1	0	0%	33	100%
2	4	12%	29	88%
3	2	6%	31	94%
4	5	15%	28	85%
5	0	0%	33	100%
6	2	6%	31	94%
7	1	3%	32	97%
8	2	6%	31	94%
9	1	3%	32	97%
10	4	12%	29	88%
11	1	3%	32	97%
12	1	3%	32	97%
13	0	0%	33	100%

From the table analysis above, it could be assumed that most of students in experimental group gave positive responses in implementing Dicstom technique. It seems that, the students agreed Dicstom technique improved their writing narrative text achievement and writing ability in many aspects.

B. Interpretations

Based on the findings which have been described in the previous section, some interpretations were made as follows:

First, the writer had done the pretest in both control and experimental. After the students' pretest scores obtained from control and experimental group, the writer chose X MIA 1 as an experimental group and X MIA 2 as a control group. It was because the students' scores in control group slightly higher than the students' scores in experimental group. It was also proved that the mean of pretest in X MIA 2 was higher than X MIA 1 (*see appendix G*).

Second, the writer had given the treatments in control and experimental groups. For control group the writer taught the students by using teacher's technique (Free writing). During the treatments, the writer found the students in control group faced difficulties. The students have difficulties when they try to generate and develop ideas to tell the sequences of events. It makes them often just put one or two events in their writing. Second, they cannot arrange the events in a correct chronological order. The last is about structure and spelling. The students sometimes used incorrect tense in composing a text. Besides, they didn't notice the spelling. There are many words that have mistakes in spelling. After the writer gave the treatments the writer did not find any improvements from the students in control group. The process of treatments in control group showed that the students' motivation did not change significantly. From the explanation, it could be stated that teacher's

method that used to teach control group did not help the students in teaching and learning process of making composition.

Otherwise, during the treatments in experimental group, the writer also found that the students faced the difficulties as same as the students in control group. Then, the writer implemented Dicstom Technique to help students in teaching and learning writing narrative text. After implementing Dicstom Technique, the writer found that the students' motivation in learning English significantly improved.

Third, there was significantly achievement in experimental group through Dicstom Technique during the treatments in 10 meetings. In the first to fourth meeting, the writer still found that the students felt difficulties in learning process by using Dicstom Technique. It was because the students were still confused how to take a note the important point from listening stage of narrative text by using Dicstom Technique. The writer had to explain them again to stimulate their critical thinking. In the fifth to eighth meeting, the students could adapt in using this technique. They were able to take fragmentary note (the important point) from the story of narrative text. They also began interested and motivated in learning writing narrative text by using Dicstom Technique. In nine to tenth meeting, they used to apply Dicstom Technique as their new strategy in learning writing skill. They also felt the advantage when they used the strategy. The students got motivation to learn and experience as they can make story map based on listening stage. Therefore, they became more active and motevated in learning writing

narrative text because they were able to compose the story of Narrative text by using their own words based on the story map which was made before .

Fourth, the writer analyzed the normality of the sample data from pretest and posttest between control and experimental group to prove whether the sample of the data was in normality or not. One sample Kolmogorov Smirnov test was used to analyze the normality test. From the result, it could be stated that the students' pretest and posttest scores in control and experimental groups were categorized normal since the significantof normality test was higher than 0.025. It was because the students had basic knowledge of English where they had ever learnt English in junior high school and elementary school. In addition, some of them ever took English course. Then, the writer analyzed the homogeneity of the sample data from pretest and posttest between control and experimental group to prove whether the sample of the data was in homogeneity or not. Levene Statistics in SPSS was used to analyze the homogeneity test. From the result, it could be stated the students' pretest scores in control and experimental groups and the students' posttest scores in control and experimental groups were homogenous since the p-output was higher than mean significant difference at 0.05 level. It was because the students' abilities were in the same level.

Fifth, the significant difference scores in both groups could be seen from the result of pretest and posttest scores got progress. The progress of the students in experimental group was good enough. Meanwhile, the progress of the students in control group was not so high. Therefore, the posttest scores in

both groups were different. It could be seen from the result of the t-test. As a result, it could be interpreted that there was a significant difference on students' achievements in writing narrative text between the students who were taught by using Dicstom Technique and those who were taught by teacher's technique.

Based on the explanation above, it can be interpreted that Dicstom Technique was successfully applied to the tenth grade students of SMA Muhammadiyah 5 Palembang. It means that the technique was suitable for the students which helped them improve their writing skill and the most important thing that, there was clear and strong evidence after getting the treatment, the students' narrative writing scores in experimental group significantly improved from the pretest and posttest. This proved that dicstom technique could give a significant contribution and was effective to use in teaching narrative writing.

The two main contributions were noticed in two aspects. The first is dictogloss activity. It facilitated students with keywords and fragments. Therefore, during the activity, the students could start the story with a better orientation, put a comprehensible complication, and a proper resolution. This was in line with Kern (2007, p. 1) who states that dictogloss is a task-based procedure helping students to use their grammar resources to reconstruct a text and became aware of their shortcoming and needs.

The second is story map. It was really helpful for students to accommodate their visual stimulation besides its basic elements as guideline to the story. It

is related to Crandall et al (2002) in Khatib and Faruji (2012, p. 1116) assume that, a story map breaks down the components of a story- characters, setting, and dialogue in a series of events or conflicts leading to a resolution-into chunks of text that can help students organize and comprehend the events of the story. Therefore, the combination of the techniques in one activity could provide the important elements that the students need in writing the story.

Besides, the null hypothesis (H_o) was rejected because Dicstom Technique was effective in teaching and learning process. In addition, there was a significant difference on the tenth grade students' writing narrative text achievement who were taught by using Dicstom Technique and those who were taught by using teacher's technique at SMA Muhammadiyah 5 Palembang. Meanwhile, Alternative hyphotesis (H_a) was accepted because the Dicstom Technique which conducted by the writer was applicable for the students where the combination of two techniques (Dictogloss and Story Map) in one activity could provide the important elements that the students need in writing the story.

It was also supported by the result of the questionnaire that showed the most of students in experimental group gave positive responses in implementing Dicstom technique. It seems that, the students agreed Dicstom technique improved their writing narrative text achievement and writing ability in many aspects.

In relation to the exposing the students to learn narrative writing using Dicstom Technique, the result of this research emphasized the statement of

Brown (2004, p. 122) that English student will learn better in their own learning style. Some students are fantastically quick at picking up language just by looking and some others learn better by listening or other styles. Dicstom brought the students to a writing activity either by oral as well as visual. It was not like the activity that they usually did in which writing was commonly identical with visual activity only and seldom involved other ways of learning.

In addition, Dicstom Technique guided the students well to improve their writing skill especially in composing narrative text. As Bunyamin (2009, p. 63) states that the combination of two techniques, of course encourage students especially poor and average writing achiever to perform writing activity in limited discourse level. Significant changes mostly occurred in some aspects of writing covering content, organization, vocabulary, language use, and mechanics. They were guided well to finally improve their writing skill, especially for specific genre like narrative. It indicated that Dicstom Technique has a significant difference in teaching writing. Further, it can be stated that Dicstom Technique significantly improved than the strategy that used by teacher (teacher's method). From the scores, it can be interpreted that Dicstom Technique could increase the students' writing achievement and bring benefits to teach narrative writing at SMA Muhammadiyah 5 Palembang. It was proved that the improvement in control group was not as high as in experimental group. The increase in experimental group was higher than in control group (*see appendix G*).

From the interpretations above, it could be assumed that Dicstom Technique was a useful technique for students in developing students' writing skill which guided the students well to compose or make a text especially narrative text. The students were more motivated and active during teaching and learning process because the combination both of techniques can be mutually completing for students in writing text especially in narrative text, which one technique provides the dictions and the other one leads to cohesion.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer presents: (a) conclusion and (b) suggestions.

A. Conclusion

Based on analysis data in the previous chapter, the writer concluded that there was a significant difference between students' writing narrative text achievement taught by using Dicstom technique and those who were taught by using teacher's technique at SMA Muhammadiyah 5 Palembang. It could be proven from students' encouragement in learning narrative text.

Then, this also could be proven in the research findings that the t-output was higher that t-table. Then, the significant 2-tailed was lower than the mean significant difference at 0.05 level which could reject the null hypothesis (Ho) and accepted the alternative hypothesis (Ha). It was because the students in experimental group were more active, more creative and more critical thinking than students in control group. Further, the students' motivation in experimental group were higher in learning English. Moreover, most of students in experimental group gave positive responses toward Dicstom Technique which had been implemented in teaching and learning process.

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B. Suggestions

Based on the result of the study, there are some suggestions that might be useful for teachers of English, students, and other researchers.

First, for the teachers, the writer would like to share contribution for teaching and learning in order to develope the process of teaching and learning to be successful. The used of Dicstom Technique is a new solution for teachers when they want to attract students' attention, to create the situation of the class more interesting, and to prepare them to be a good writer which has been proven to be effective technique in teaching writing especially narrative text. Hence, after knowing Dicstom technique is effective technique, teachers can try to use this technique to the higher level of education with a larger scope of students. Second, for students, especially for students of SMA Muhammadiyah 5 Palembang are expected to use Dicstom technique continuosly as this technique is really helpful in making good writing especially narrative text. And the last, for the other researches, the replication and modification of the present study are really suggested, not only for writing but for other language skills or aspects as well. Besides it is not only restricted to narrative text writing but also to other types of genre. The writer expects that through related study some innovations and improvements in teaching will be obtained.