

**IMPROVING THE GRADE VIII STUDENTS' WRITING SKILL OF
NARRATIVE TEXT THROUGH DICTOGLOSS AT SMPN 1 MUNGKID,
MAGELANG
IN THE ACADEMIC YEAR OF 2014/2015**

A THESIS

**Presented as Partial Fulfilment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education**



by:

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FACULTY OF LANUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2015

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**IMPROVING THE GRADE VIII STUDENTS' WRITING SKILL OF
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MAGELANG
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A Thesis




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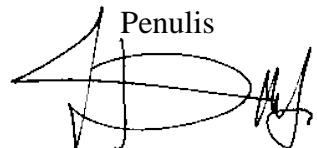
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Through Dictogloss at SMP N 1 Mungkid, Magelang*

menyatakan bahwa karya ilmiah ini hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juni 2015

Penulis

Dzaky Mubarak Fasya

DEDICATIONS

This thesis is dedicated to my beloved parents

Muhdi Ghazali & Ma'rifatun Diniyah

and my sister

Nayli Dahiya Falha

MOTTOS

وَمَا جَعَلَهُ اللَّهُ إِلَّا بُشْرَىٰ لَكُمْ وَلِنَطْمِئِنَّ قُلُوبُكُم بِهِ ۚ وَمَا النَّصْرُ إِلَّا مِنْ
عِنْدِ اللَّهِ الْعَزِيزِ الْحَكِيمِ ﴿١٢٦﴾

And Allah made it not except as [a sign of] good tidings for you and to reassure your hearts thereby. And victory is not except from Allah, the Exalted in Might, the Wise.

(QS. Ali-Imran : 126)

"It is better for any of you to carry a load of firewood on his own back than begging from someone else."

(Riyadh-Us-Saleheen, Chapter 59, hadith 540)

"Happy is the man who avoids dissension, but how fine is the man who is afflicted and shows endurance."

(Sunan of Abu Dawood, Hadith 1996)

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is not perfect. Therefore, any criticism, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, June 2015

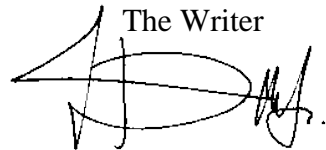
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Abstract

This research was aimed at improving students' writing skills through the dictogloss technique in grade VIII of SMP N 1 Mungkid in the academic year of 2014/2015.

The study was action research that consisted of two cycles and was one in collaboration with the English teacher, the students and the researcher's colleague as collaborators. The research was carried out in October – November 2014. The subjects of the study were class VIII C students of SMP N 1 Mungkid in the academic year of 2014/2015. The data were collected through observations, interviews and test on the students' performance using instruments of interview guideline, observation sheet and writing rubric. The data from the observation and interviews were analyzed using descriptive analysis. The validity used were democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. The reliability used was time triangulation and investigator triangulation. The steps of the research were reconnaissance, planning, action and observation and reflection.

The result of the research demonstrates that the implementation of the dictogloss technique was able to improve students' writing skills. Based on the qualitative data, the students were able to generate their ideas to produce well organized narrative texts. They were also able to use appropriate vocabulary, grammar, punctuation, spelling and capitalization in their writings. During the teaching and learning process, they also showed positive response toward the lesson. They enthusiastically joined the teaching and learning activities and did the task well. Based on the quantitative data, the students' mean score improved. The maximum score was 20. In the pre-test, the students' mean score was 8.50. The mean score in both Cycle 1 and Cycle 2 in which the mean score were 12.44 and 13.63. In the post-test, the score increased into 15.38. The gain score of the mean scores from the pre-test to the post-test is 6.88.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language which is widely used in many countries around the world. It is very important for students to master English in all skills. The skills are Listening, Speaking, Reading, and Writing. Those skills are related to each other. In this case, the researcher is going to focus on writing skill. Writing is a language skill that is very important.

The first significance of writing is that writing is the top level of a language. It is the last macro skill that has to be mastered by people who want to be able to communicate perfectly. The second significance is that writing is a productive skill. It involves producing language rather than receiving it. In writing, people will produce written language. The third significance of writing is that writing is the most complex macro skill in language mastery. In writing, people apply everything that they have got in the three stages before. The fourth or the last significance of writing is that writing is the stage of language mastery where people can generate ideas. In writing, people should construct the idea perfectly to make it so understandable that other people can catch the meaning or the purpose of the message (idea) in writing.

Students in junior high school should be able to write or produce narrative text. It is not something attractive and fun for them to write narrative text although narrative text have purpose to entertain the reader. They know many stories related to narrative text but when they have to produce their own

narrative text, they face many difficulties. Many students cannot get and generate their own idea. Some students have idea but cannot express it in their own sentences. They also have difficulties in arranging the idea into good order to form a good narrative text. They also lack of vocabularies related to the idea that they want to write.

The teacher usually asks the students to write sentence as many as they can but they do need to know how to make their students write as many as they can. This fact encourage the research to focus on helping the students developing their writing ability. Writing narrative text requires more attention in detail. There are complex rules in writing that cannot be ignored. When students write something, they have to pay more attention in word spelling, punctuation marks, dictions, grammar, purpose of their writing, and idea of their writing itself. However, the researcher finds that it is difficult for students to generate narrative text based on their idea. They are confused about how they will write their idea and arrange it into good narrative text. It happens because usually they are only given examples of narrative text. After that they should write or produce their own narrative text with limited guidance. It is the main problem that the researcher wants to try to solve by conducting this research.

Regardless of the obstructions found by students, writing is a very important competence. It is because nowadays people, who take technology as their means of communication, seem to be impossible to be separated from the activity of writing, from the simplest like sending short messages through mobile phones and to the more complex like making business letter via e-mail. The importance of writing is also seen from the fact that the skill has become a need

for people to compete in the global era. Students need to prepare themselves for their future. They need to be able to write an application letter when applying for a job and many other kinds of written texts when doing their job later. In addition, writing is a means of expressing ideas or communicating with others. There are situations in which the ability of writing is crucial or written language is a need, as it is said by Nunan (1993) that writing is needed to communicate with others who are removed in time and space, or is used for those occasions on which a permanent or semi-permanent record is required. Such situations can be easily found in the real life every day, for instance, when someone was visiting a friend but he could not meet and he left a note.

Based on the issues above, the researcher offers to apply dictogloss technique when teaching students in writing narrative texts. By using this kind of technique, students will consider that it is easier to write or produce narrative text. Dictogloss technique contains the combination of listening skills and writing skills. They also will learn how to work together with their friends in a group. It will guide students to explore and to generate their own narrative text. They will not be confused about how they will produce their own narrative text.

B. Identification of the Problem

There are some factors that can influence the success of the teaching and learning process of writing. Based on the preliminary observation at SMP N 1 Mungkid, there are three problems that affect the success of teaching and

learning process of writing. They are problems related to the teacher, problems related to the students, and problems related to the process.

1. Problems related to teacher: methods and teacher's role.

The method that is used by the teacher will affect the teaching learning process in the class. Teacher should use the most suitable methods for the students. The teacher should consider the characteristics of the students, the environment, and the subject that will be taught. Methods can be said suitable if they can support the teaching learning process well.

The teacher's methods cannot support the teaching learning process well, especially in writing activities. The teacher only ask the students to write sentence as many as possible. The teacher does not give solution or clue for the students to express their ideas.

Within the teaching learning process the teacher should use some methods to succeed the process, especially in writing. However, the teacher still does not use any methods to encourage their students in writing activities. Some writing activities do not run well because the students do not know about what they have to do in writing activities.

2. Problems related to students: interest, motivation, confidence, learning habits, learning strategies, socio-economic background, and intelligence.

Students' interest, motivation, confidence, learning habits, learning strategies, socio-economic background, and intelligence will affect the teaching learning process and results. Good interest and high motivation will make students learn something easier.

Most of the students have lack of interest and motivation in writing. It is because they see writing as an abstract activities. They do not have clear rules and ways in writing. They have ideas but they cannot express in writing form. When they get task to write, they prefer to use simple and short sentence. They worry about making mistakes. They do not have learning strategies for writing.

Some of them think that writing is not important because it will not be tested in the national exam. They do not know that writing is very important for their further education.

3. Problems related to process: classroom activities and interaction.

Classroom activities cannot attract students' attention. The teacher does not use any attractive methods for writing activities. The learning process is teacher centered. The teacher also never asks the students to work in group for writing activities.

C. Limitation of the Problem

In this research, the researcher focus on the process of teaching writing that is enjoyable and interesting for students. By conducting that kind of teaching and learning process, students would be stimulated to explore their writing skill. They were also focused on constructing and generating ideas. It will be easier to write if they have already had the basic idea. The research focused on the eighth grade students. The text type that would be used in this research was narrative text. The students would learn how to produce a narrative text (fable) by using dictogloss technique.

D. Formulation of the Problem

Based on the limitation of the problem, the problem was formulated as follows “How can dictogloss technique improve the grade VIII students’ writing skill of narrative text at SMP N 1 Mungkid?”

E. The objective of the Study

The study is carried out to improve the students’ writing skill of narrative text through the dictogloss technique.

F. The signification of the study

a. Practical Significance

The research findings will give some contribution to English teachers and other subject matter teachers in the field of the study to solve problems related to students’ writing skills. The research findings can be a basis for the next researchers to conduct the advanced research.

b. Theoretical Significance

The research findings will contribute to enrich the teaching theories of students’ writing skills and to find kinds of appropriate technique in improving students’ writing skills.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. Theory of writing

a. Definitions of writing

Writing is among the most important skills that foreign language students need to develop. It is the last stage in learning language after listening, speaking, and listening. In other words, the researcher can say that writing is an indicator whether students have gained all skills before or have not. Before the students have to write, they should be able to listen, to speak, and to read. Writing skill differs from other skills like speaking and listening. Brown (2001: 334) states that trends in teaching writing of ESL and other foreign languages are integrated with teaching other skills, particularly listening and speaking.

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

Writing belongs to productive skill rather than perceptive one. It produces a message to communicate. Spratt, Pulverness, and Williams (2005: 26) state that writing and speaking belong to productive skills. She said that

speaking and writing, particularly, involve producing language rather than receiving it. It means that writing and speaking will produce an output as an indicator that students have learned both those skills. It is clearly that the output of speaking skill can be oral conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types.

Another linguist, Hyland (2004: 09), explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

Writing is very significant for students in term that they should take notes from their teacher, make a report, and finish assignments from the teacher. It can be also an indicator to show that they have gained the information. It is significant for students to master writing skill the researcher. If they do not master it, it will be difficult for them to share their teacher or their friends anything in a written form.

Writing is actually a developmental process. Students try to express their views or ideas in the best writing with teachers' guidance. Teachers have to provide students with the space to make their own meanings within a positive and a cooperative environment. What students need is to practice more and more. Brown (2001: 334) illustrates that writing is like swimming. When people want to be able to swim, they must have like an instructor to show them basic ways or tricks to swim, although the instructor is only their parents or their

friends (not professional instructors). After they get the basic ways to swim, they will develop based on their own style. The more chance they get to swim, the more perfect they will be. Writing has similar illustration with swimming. At the first time, there will be teachers who guide students to write. They will show students principles of writing. After students get the principles, they will try to develop their writing according to their own style. Students should get sufficient writing practices to acquire writing ability. These practices are aimed to stimulate their skill in expressing thoughts in a good passage. It is impossible to be able to write the researcher and effectively without sufficient practice.

Writing deals with a language acquisition as students' experiment with words, sentences, and paragraph to communicate ideas effectively. Students also reinforce grammar and vocabulary they got in class. Writing is also stated as a production of original text based on students' mind and linguistic resources. They use their own vocabulary to write sentences or stories, practicing handwriting, or filling in the blanks.

Writing is the last output after students learn separate acts continuously. Wallace (2004: 15) states that writing is the final product after students learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. It means that writing is a complex skill. It covers many sub skills that have to be passed before producing a good piece of writing. Writing seems so complicated with its sub skills, but it is actually can be learn with fun.

b. Process of Writing

In writing students cannot only focus on their final output (their writing). They should pay attention to the processes or steps in writing to produce a good writing. A good writing means good in terms of language, content, purpose, and referred reader. Hyland (2004: 10) illustrates the stages of writing to give students clear understanding that writing process is significant to produce a good writing. The first stage is selection of topic. It can be done by both students and teachers. Students can find their own topic or with teachers' help. Another way, teachers can decide the topic students should use to write. The next stage is prewriting. In this case, students are involved in brainstorming, collecting data, note-taking, and outlining. The third stage is composing. Composing is another term of drafting. In this stage, students begin to write their ideas down on paper. After having composing, the next step is response to revisions. It can be conducted by teachers or peers. It is about responding to ideas, organization of text, and text style. After students are sure with their ideas, organization of text, and text style, they will step on proofreading and editing. In this stage, there will be checking and correcting form, evidence, layout, and so on.

When the stage of proofreading and editing has been carried out, it means that students have finished their writing. It is the time to step on the seventh stage, which is evaluation. In this case, teachers judge the progress students achieve within the process. Students should perform their progress by time. After teachers finish evaluating students' writing, the next step to do is publishing. It means allowing people to read the writing as the finished product. It can be presenting in class or showing on notice boards, or even in website.

The ninth or the last stage is having follow-up tasks. It is conducted to conclude the weaknesses of students writing. By holding this stage, latter, students are hoped to have better writing.

In another book that is related to steps of writing, Harmer (2004: 4) offers simpler process of writing. It consists of four stages. There will be planning, drafting, editing, and final draft.

The first stage that will be discussed is planning. According to Harmer, there must be three considerations in this stage. The first one is thinking the purpose of writing. It will influence other features, like text type, language use, and information or content of the text. The second one is related to the audience students refer to. It will have impacts in other cases. One of them is dealing with the language choice, whether they will use formal or informal language. The last consideration is the content structure. It is about the sequence of the text. In his book, Harmer exemplifies how to sequence facts, ideas, and arguments in the best way.

After finishing their plan, students are led to step on the second stage which is drafting. In this stage, students are starting to write their ideas or topics they have selected before. They can also make outline about their writing content before they start to write in the best form.

The third stage according to Harmer is editing. Here, students are checking the drafts have been written by students. After they are checked and edited, students will start to write in the best form of writing based on their own text type.

This is the fourth or the last stage of writing process. Harmer assumes final draft as finished product. It is considered as best writing after passing checking and editing. In this stage, students are allowed to publish their writing to readers.

2. Strategies in Teaching writing

Harmer (2004: 11) states that students should pay attention not only in *what* to write but also in *how* to write. Writing is more than to write. There are actually several strategies to write well. Students are led to know more about how to write. Therefore, he offers some writing strategies in this case:

a) The way teachers get students to plan

Teachers need to encourage students to plan or think about what they are going to write. The simplest way is to plan the content of their writing and its outline. In this case, there are a lot of ways to get students' plan, actually. However, there are two common ways that are usually used in this stage. They are brainstorming and guided tasks. Brainstorming can be applied in pairs and group discussion. In the discussion, they can share anything that can be used as their writing topic or content. Meanwhile, guided tasks are more related to some activities that will lead students to find their idea to write. Teacher can also encourage students to think about the purpose of their writing and for whom they are writing.

b) The way teacher encourage students to draft, reflect, and revise

In this stage students are made to believe that their drafts are not the finished products. They still need to reflect and revise them. It will lead students to collaborative writing. In collaborative writing, they will work

side by side with their classmates in order to produce a good writing. They will respond to each other's drafts in terms of language and content. They will give suggestion to each other. They will share any idea that is significant to their writing. Finally, their contribution will create a good finished product.

c) The way teachers respond to students' writing

There are several ways to respond to students' writing. The first way teachers can do is responding to a work-in-progress. It is applied when a teacher is talking to a student in a group while the others are still working on their own. The second way is giving reformulation to students. In this way, teachers write their own version of a good writing. It will be significant for students as a comparison with their work. The last way is conducting peer response. It will be really welcome to students because teachers talk to each student. It means that each student will get suggestion as what they need.

3. Teaching English Writing Well

Teaching writing is easy, but teaching writing well is not that easy. There must be several steps to be called teaching English writing well. Harmer (2004: 41) explains that there must be five steps at least in teaching writing.

The very first step in this case is demonstrating. In this stage, teachers give students examples of a text type that is going to be learned. They are explained in details, like its purpose, social functions, and grammatical feature. Students are given an understanding related to the differences among text types.

After demonstrating, the second stage to go is motivating and provoking. Here, teachers are about to provoke and motivate students in finding ideas with fun ways. Before entering class, it will be better for teachers to prepare what they will do in order to stimulate students' ideas. For example, teachers prepare some jumbled pictures to be shown. From the pictures, students can find their ideas. They can ask teachers for the correct sentences after they get ideas.

The third step in teaching English writing well is supporting. Actually, students need a lot of help from teachers. Therefore, teachers should be available anytime students need their help in classroom. In writing process, students must have many questions to ask. They will ask about grammar, vocabulary, punctuation, and anything dealing with writing features.

The fourth step to do after supporting is responding. In this step, teachers give suggestions to students' works so far. It is about how the researcher their writing is. Here, teacher will not make correction symbols on students' works. Once again, it is about giving comments or suggestions rather than filling their works full of correction symbols. For example, teachers say, "*You have to be careful with your future tense. You are able, actually. It's just about your carefulness.*" The italic sentence is an example of suggestions from teachers in responding student's works.

The last step but not the least is evaluating. It is considered as a must in every task or activity. In evaluating, teachers judge students' work as the final product. When evaluating, teachers will get each student's score. Teachers usually give correction symbols on students' work. It can also be used as

learning opportunity. After students receive back their scripts that are already filled with correction symbols, they can learn where they made mistakes and how to revise them.

4. Micro- and macroskills of writing

When the researcher talks about micro- and macroskills, it is about assisting teachers to define the most appropriate criterion to assess students. Microskills will be dealing with imitative and intensive writing. Meanwhile, Macroskills will be most appropriate for mastering responsive and extensive writing.

Brown (2004: 220) explains the terms of imitative, intensive, responsive, and extensive writing. In imitative writing, students have to gain fundamental sub skills. Words, punctuation, sentences, and spelling belong to those fundamental skills. In this stage, form is the main focus, while meaning and context are the secondary ones. Intensive writing is not too different from imitative one. In this stage, students start to include other sub skills like vocabulary based on a context, collocations and idioms, and correct grammatical features within a sentence. Students will still focus on form, but meaning and context have already been concerned. The next stage is responsive writing. Students start to involve discourse level. They are trying to connect sentences into a paragraph, and relate the paragraph to other paragraph in sequence way. Students here have mastered the fundamental skills mentioned in the two stages before. They now will concern with the discourse that will reach the objective their writing. Focusing on the form is still mostly concerned, but meaning and context are also strongly emphasized. The last writing

performance is extensive writing. It applies all processes and strategies before for all purposes. Students here are writing an essay, a paper, and a report. They are focusing on achieving a purpose, organizing and generating ideas logically, using supporting details, showing syntactic and lexical variety, and drafting to produce a final output. Here, grammatical is less concerned in temporary editing or proofreading of a draft.

According to Brown's explanation above, the researcher has several sub-topics related to micro- and macroskills of writing.

i. Punctuation

A good writing should have exact punctuation. Unfortunately, students are sometimes still confused in using the punctuation marks correctly. There are actually many punctuation marks. In this case, students are hoped to be able to use simple or standard punctuation marks. For example colon (:), comma (,), apostrophe (' '), exclamation mark (!), full stop/period (.), question mark (?), quotation marks (' x ' , " x "), slash (/), semicolon (;), dash (—), etc.

Being able to apply punctuation appropriately is a significant ability. People assume that the quality of writing is not only seen from its content, language, tense, but also the use of correct punctuation. Harmer (2004: 49) states that capital letters, commas, full-stops, sentence and paragraph boundaries, etc. have to be used correctly. If they are not used correctly, it cannot only make a negative impression but can also make a text hard to understand. Sometimes, it is possible for students to have e-mail communication. Usually, accurate punctuation is less required in this case. It is more focus on the content rather than the punctuation. However, they still need

to be thought about correct punctuation. Sometime, they will have formal e-mail communication, such as sending an application letter and CV via internet. Both application letter and CV belong to formal letters. Therefore, students should apply accurate punctuation in their letter.

In this case, the researcher considers that the learners (students) in the eighth grade are still basic or beginners. Therefore, the researcher will only apply some basic punctuation marks. It involves full-stop, coma, question mark, exclamation mark, and capital letter. The researcher considers if students can apply those punctuation marks correctly, it will have been great.

ii. Grammar

There is a very strong relationship between grammar and writing skill. Having a good sense in grammar is badly needed in writing skill. Grammar deals with tenses of sentence that will be use according to the situation and the time. At least, there are three major tenses which are past, present, and future tense.

However, most of students still find difficulties to apply appropriate grammar in their writing. They are still confused when they have to decide what kind of tense that should be used. Grammar is one of the problems that students face in writing.

Actually, grammar cannot be thought independently. Grammar is really related to genre. Both grammar and genre cannot be separated each other. Teachers will talk about genre if they are talking about grammar. They will also talk about grammar if they are discussing about genre. It indicates how close the relationship between grammar and genre is. The researcher will take an

illustration. When talking about text procedure, it will also discuss about the tense used as well which is simple present tense. Further, when students are discussing about recount, they must talk about past tense. In short, as the researcher discussed in the beginning of this paragraph, grammar and genre cannot be separated, actually.

Teaching or learning grammar independently will only give students unclear understanding. Knapp and Watkins (2005: 31) say that grammar is too abstract to be effectively teachable without genre. The researcher can just easily conclude that it is really not effective to teach grammar separately. The only way to teach grammar effectively is to teach genre as the researcher as grammar following it.

Although grammar will not be effective if it is thought separately, teachers cannot ignore to teach grammar to students within genre they are discussing. In grammar, students will be able to identify part of speech, part of sentence, modals, auxiliary verbs, conjunctions, etc. It is concluded from the explanation stated by Knapp and Watkins (2005: 33). They say that actually there are two broad categories of grammatical terms: formal and functional. The formal categories focus on classifying the bits and pieces that compose sentences and texts. Meanwhile, the functional categories on the other side try to make students understand what the bits and pieces are doing. For example, terms like noun, adverb and adjective belong to formal categories. It due to that they properly classify types of words: a noun is the name of a thing, an adverb is considered as a word that adjusts the meaning of a verb or adjective and the like.

Grammar will give students understanding about how to use or apply each word based on its part of speech, or a phrase based on its part of sentence. Finally, it is significant to emphasize that grammar will becomes meaningful only when it is connected to the function and purpose of texts.

iii. Generating ideas

Ideas deal with information writers want to share in their writing. It can be about what happens in the story, when something occurs, who do something, and anything the writers want the readers to know. There must be a topic (a main idea) and many supporting details (little ideas) in a good piece of writing. Sundem (2006: 101) says that in a good piece of writing, there must be a main idea (topic) and many little ideas (details) as well that support the topic. Good supporting details will be much better if they are things readers don't already know or don't expect before. The challenge now is how to write interesting details to attract readers' attention. If readers can find really specific and interesting ideas and its details, it means that the writing is quite good.

From the explanation above the researcher can conclude that a piece of good writing should have a main idea as the researcher as the supporting details explaining the main idea. However, it is not the same as the situation that researcher found when conducting teaching practicum at SMP N 1 Mungkid, especially in the eighth grade students. They still need to be improved in constructing idea. Almost of them are still confused to decide what idea to write and to develop it.

Faced with such kind of situation, teachers sometime have to take the rule. It is recommended for teachers to be able to give students some

suggestions dealing with the idea (the main idea). Harmer (2004: 63) states that it is really significant that teachers are able to suggest ideas to help students finding ideas when they get stuck. In some cases, teachers may only give students a word or two. However, there must be other students who need more treatment. In this case, teachers may need to say a half sentence or even something more significant. Good writing teacher mean that they have ability to feed students with suggestions without limiting students' creativity.

Therefore, teachers have to be able to stimulate students' creativity to develop their idea in writing. There are various ways to stimulate their creativity, actually. However, what the researcher will focus on this thesis is dictogloss. Students' writing skill will be drilled up by using dictogloss activities. By selecting this kind of technique students are hoped to be better in getting and generating ideas.

5. Teaching writing in Junior High School

Writing in Junior High School has several rules actually. Those rules are based on Core Competences and Basic Competences of English (curriculum of English) for Junior High School. In this case, the curriculum that is used in SMP N 1 Mungkid refers to 2013 curriculum. The researcher dealt with the eighth grade students in the second semester. Core and basic competences of writing as in Indonesian English curriculum for the eighth grade students in the second semester covers:

Table 1: Core Competences and Basic Competences of Writing Skill for Junior High School Students at the Eight Grade

CORE COMPETENCE	BASIC COMPETENCE
1. Menghargai dan menghayati ajaran agama yang dianutnya	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya	2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori	4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.

From the table above, the researcher can conclude that the standard of competency of writing in Junior High School is producing the meaning of

simple essay related to several text types in written form in the context of daily life and academic purposes to interact with the environment. In this case, the researcher is going to focus on one text type only. The text type that is going to be used here is narrative text (fable).

6. Approaches to Teach Writing

Hyland (2004) describes six approaches from which teachers can base their teaching on. Those are language structures, text functions, creative expression, composing processes, content, and genre and contexts of writing.

1) Language structures

Language structure is an approach that sees writing as a product. The approach focuses on grammatical features, meaning that activities within the approach are meant to encourage students developing their knowledge and ability in the structure of language. Students are expected to be able to produce well-formed sentences by means of habit formation and testing learner's ability. In other words, students are reinforced with language patterns through writing. Some activities that students do in this approach include manipulating sentences, filling gaps in a text and completing sentences with appropriate parts of speech, and transforming tenses or pronouns.

The goal of writing in this approach is the ability to show accuracy and clear exposition in the writing. Therefore, these two points comes as the measurement of a good writing. Students are considered good in writing if they have had linguistic knowledge, the ability of selecting appropriate words, and a

mastery of syntactic patterns and cohesive device, and are able to put them into a writing. On the other hand, the meaning or the actual communicative content is of secondary importance which will not be covered unless the teachers are ensured that students have done the main focus of the approach.

Hyland (2003) describes several stages in the process of writing learning in language structure approach. They include familiarization, controlled writing, guided writing and free writing.

- a) Familiarization: students are provided with a text from which they are taught certain grammar and vocabulary.
- b) Controlled writing: students do a particular degree of manipulation on fixed patterns.
- c) Guided writing: students imitate the model texts.
- d) Free writing: students write an essay, letter, and the likes by applying patterns they have learned.

2) Text functions

Text function approach comes from an idea that there is a connection between structures and meaning. It is believed that language forms contain particular communicative functions. In this approach, teachers can select particular structures that bring appropriate functions to student needs, to achieve the goal of writing, that is, for communication.

The approach aims at helping students develop effective paragraphs through the creation of topic sentences and develop different types of paragraphs. Instructions in this approach include activities of using particular language forms to express particular meanings or functions and developing an outline into an essay based on the example texts.

3) Creative expression

Creative expression approach to writing is based from a principle that sees teaching writing as fostering students' expressive abilities, encouraging them to find their own voices to produce writing that is fresh and spontaneous (Elbow, 1998; Murray, 1985 in Hyland, 2003). It means that writing is stimulating students to be expressive about their opinions. Students are led to situations in which they are able to express their own views on particular topics. Thus, the expressive ability runs as the goal of the learning. Because students' writing is expected to be fresh and spontaneous, their individual creativity in expressing ideas is highly valued.

The approach takes students as the focus of learning. Students are point where the learning departs. It is said so because the classroom is organized around students' personal opinions and experiences. In addition to this, the fact that the topics of students' writing are taken from their surroundings, students are free to develop their writing about given topics based on their own opinions and views on the topics. Students work by digging into their experiences and knowledge to construct the writing. Although this writing approach sees students' expressive ability as the main goal, it does not merely mean that there

are no other goals to be achieved from conducting creative expression writing classroom. Writing is a creative act of self-discovery (Hyland, 2003). Expressing what they have in mind enables students to recognize their social position, besides improving their literacy and creativity.

Individual performance in constructing views on a topic is of great emphasis. To keep the originality of students' ideas is a must in this approach so that teachers cannot impose their views and offer models or suggestions to students. Teachers' roles tend to be stimulating students' ideas and providing helps that touch matters like style, word selection, and other features by giving exercises.

4) Writing processes

Writing process is an approach to writing in which approach takes basic cognitive processes as its central. Students' metacognitive awareness of their process is to be improved. It sees writing as a thinking process in which there are stages that students have to go through to come to their final work.

The approach believes that there is a need of students to be able to plan, define a rhetorical problem, and propose and evaluate solutions (Hyland, 2003). Students are expected to be able to reflect the strategies they use in writing. Therefore, developing such ability of students becomes the priority of teachers.

The original stages in writing process are planning-writing-reviewing, established by Flower and Hayes (Hayes, 1989; Hayes and Flower, 1981, in Hyland, 2003). Those are stages that students go through to finish the writing.

Writing is seen as a recursive process in which students can go backward and forward when they need to revise or put more information in their writing.

The teacher plays an important role in guiding students during the writing process. Teachers help students in developing their strategies in the writing process. Some techniques that is often used in process-oriented classrooms include brain-storming, planning, multiple drafting, peer collaboration and portfolio assessment. Teachers are also responsible in giving response towards students writing in which the language teaching often occurs explicitly.

5) Content

In content approach to writing, the focus is on the substantive content about which students are going to write. The classroom is organized based on topics which are selected from the point of view of students' interests so that students the most likely have had sufficient knowledge about the topics. With this, it is expected that students can write meaningfully.

Teachers serves as providing activities to develop students' schema of topics. Although the topics are based on the students' interests, or even students can select themselves, not all students have the same amount of information about particular topics. Some activities that often occur in classrooms with such orientation include extensive reading and brainstorming tasks to generate ideas.

6) Genre and contexts of writing

Hyland (2003) defines genre as socially recognized ways of using language for particular purposes, to get things done. There are socially acceptable conventions, in terms of its message organization, within a genre that enable readers to understand the purpose of a particular genre. Readers can see the distinction among genres through their organizations because each genre has its typical organization and its own purpose.

Genre approach to writing is based on a belief that there are purposes to achieve in writing. Writing is not only putting words on a piece of paper, but also conveying messages containing the writer's intentions. In other words, writing is seen as a means of communication that communicates writers and readers. In addition, this approach recognizes aspects of language use which do not appear in other orientations like functions, structures, and processes. Those are discourse and contextual aspects.

Classroom instruction with genre orientation focuses on enabling students to create coherent, purposeful prose of a particular genre. The activities are meant to help students understand the conventions of genres and use them to write texts and to get things done, e.g. to tell a story. They are packed into a cycle consisting of primarily four stages; contextualizing, modeling, negotiating, and constructing.

Based on the explanation above, writing can be approached in many ways, depending on what teachers believe. Teachers can make a choice on approaches that best facilitate their students in the classroom.

7. The Genre Based Approach

When people are having a communication, they are producing a text. It is no matter whether the communication is reflected in written or spoken. When people read or listen to a text, they are trying to catch the meaning. A good text must be easy to understand. Therefore, if there are some people who claim that a text is always reflected in written form, they are absolutely wrong. A text can be both in written and spoken form. Actually, there are so many notions of terms related to genre, actually. Freedman (1994) in Knapp and Watkins (2005: 21) mentions several definitions related to genre.

The first definition is that genre is a concept that is organized for people's cultural practices. The second one is some fields of genres represent a set of contrasts based on a diversity of considerations. The third is that genre is place, occasion, function, behavior and interactional structures. It is very hardly ever useful to consider of it as a kind of 'text'. The fourth definition of genre is a cultural competence engages understanding the appropriateness rule for any genre, understanding the kind of margin you have with it, being able to explore it, knowing how to transfer from one to another and how many aspects would be concerned in any such shift. In short, genre here is the appropriateness between what happens, who does it, how, when, and where it happens and how to express them all. It means that the genre approach is an approach to teach that

is based on the social activities and interactions. Feez and Joyce (1998: 24) state that one of assumptions of language learning is that learning language is a social activity. A classroom is considered as a society with a teacher and students as the members. They will do a lot of activities and interactions during the teaching-learning process. This approach is firstly developed in Australia. However, it is now applied in almost every country.

Applying the genre approach will really closely related to text-based syllabus design. Text according to Feez and Joyce (1998: 04) is enlarging a language which is conducted together through meaning cohesively. Meanwhile, Syllabus is a plan for a course that is constructed explicitly and coherently. It is considered as a map for both students and teachers containing topics, themes, and materials even for each meeting. By having this guide, both students and teachers can prepare well before the course is begun. A syllabus is usually built by teachers involving students to give their ideas. Finally, text-based syllabus is a course plan containing topics, themes, and materials even for each meeting that is based on texts which cover how language is structured and how it is used in social context to be meaningful.

Discussing about the genre based approach, it means also discussing the teaching-learning cycle. Feez and Joyce (1998: 27) explain that there are five stages in teaching-learning cycle using the genre approach.

a) Building the context

In this stage students will recognize the social context of an authentic text being studied. They will also discover social purposes of the text and features of the general culture context in which it is used. In this

stage students will also explore the context situation by analyzing the register of the model text that has been fixed to the course objectives and learner need.

b) Modeling and deconstructing the text

What students will do in this stage is to analyze the structural pattern and language features of the model text. They will also try to compare the model text with other examples of the text-type.

c) Joint construction of the text

In this third stage, students will be starting to construct a text with teachers guide. However, the teachers' influence in this stage is gradually reduced. Students here start to have group discussion related to the text. They can also have self-assessment and peer-assessment activities.

d) Independent construction of the text

The fourth stage lead students to have independent activities. They will construct (write) a text that is being studied at the moment independently, for example. The final draft of students' writing will be the final or achievement assessment. There is no influence coming from both teachers and other students in this stage. A student is purely working individually.

e) Linking to related texts

The last stage of the teaching-learning cycle in this case is linking to related texts. It can be considered as extra stage. After students are able to write a text individually, they are hoped to be able to compare the model

text with other examples of the text-type. They can compare from several aspects such as the context, the grammar, the social purposes, etc.

Text types are used by people to communicate for a particular purpose. The creator of the text (writer and speaker) has to make right choices to make their text understandable. It includes choices related to words, sentences, tenses, and the like. Those right choices will reflect the purpose and the context. Mark Anderson and Kathy Anderson (1998: 02) states that that text types are used to represent the most common way in which language is structured to achieve a particular purpose. Speakers and writers use the structures to make the text easy to be understood by the readers. In this case, the researcher is going to use only one kind of text types which is descriptive text. Mark Anderson and Kathy Anderson (1998: 26) call factual description as another term of descriptive text. They say that the content this kind of text is a description of a person, a thing, an animal, or a place. The purpose of this text is to give readers information about any appearance related to the object without involving any personal opinion.

8. Dictogloss

a. Definition of dictogloss

Wajnryb (1990) is credited with helping to develop a new way of dictation known as dictogloss. Dictogloss is a relatively recent procedure in language teaching. In traditional dictation students recreate a dictated text word for word. However, dictogloss has different procedures and objectives. It combines dictation, paraphrase and interpretation. The concept is simple: learners listen to a passage, note down key words and then work together to

create a reconstructed version of the text. In a dictogloss task, learners listen, write and speak, relying on their knowledge of semantic, syntactic and discourse systems of the target language to complete the task with the focus remaining on grammatical competence.

The student generated versions are considered using three criteria; grammatical accuracy, textual cohesion (if the created text holds together as a meaningful ‘chunk’ of language), and logical sense. Alternative forms to the original dictated form are encouraged as long as they meet these requirements.

Dictogloss is an integrative strategy that was originally used for second-language learners. The purpose of Dictogloss is to improve students' knowledge of text structure and grammar within an authentic context (Van Patten, Inclezan, Salazar, & Farley, 2009). As research indicates, effective writing instruction focuses on grammar and text structure within context of use (Bromley, 2007). In this instructional strategy, students listen to a model of narrative text structure and deconstruct it collaboratively before it is recreated.

The collaborative nature of Dictogloss allows all learners, but especially second language learners and striving readers, to examine an exemplary narrative passage and discover how the author created it. When students are explicitly instructed in the study of genres and their textual differences, the quality of their writing improves (Calkins, 1994).

2. Aims of dictogloss

Wajnryb (1990:6) mentioned the aims of dictogloss :

- a. It aims to provide an opportunity for learners to use their productive grammar in the task of text creation. Learner’s linguistic resources are

called upon as they pool their fragmented notes and consider the various language options.

- b. It aims to encourage learners to find out what they do and do not know about English. This is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts.
- c. It aims to upgrade and refine the learner's use of the language through a comprehensive analysis of language options in the correction of the learner's approximate texts.

3. Steps in dictogloss

Wajnryb (1990) outlined four phases in dictogloss:

1. Preparation (Warm-up)

The topic is introduced and key vocabulary is addressed. This can be done using a variety of techniques: an open class discussion, group brainstorming, question and answer elicitation, predicting text content from pictures or vocabulary. The important thing is that learners are engaged with the topic and hopefully interested in it.

2. Dictation

Wajnryb recommends that learners should listen to the dictation twice and that both readings should be, as far as possible, identical. The text is read at natural speed with short pauses between each sentence. Students are told not to write anything the first time, 'but allow the words to wash over them' (1990:8). This is to allow students to get an overall feel for the passage. On the second listening students should take down notes. At

this stage the teacher should suggest that learners focus on noticing and recording key content or information words.

3. Reconstruction

Learners work together in small groups to reconstruct a version of the text from their shared notes. It helps if each group has a 'scribe' through whom all suggestions are channeled. The scribe writes down the group's text as it emerges from group discussion. When it is complete, the group checks the text of grammar, textual cohesion, and logical sense.

4. Analysis and correction

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

B. Relevant Research Studies

There are some relevant studies to use the dictogloss technique in improving students' writing skill. The first is a study conducted by Inu Setiana. He studies the effect of dictogloss on the students from grade VII of SMPN 14 Bandung. Dictogloss as one of dictation techniques applied in teaching learning process was supposed to improve students' writing ability. The research conducted at the seventh grade students of SMPN 14 Bandung on Mei 2012 made significant improvement. In other words, teaching writing through

dictogloss improved students' writing ability significantly. The result of hypothesis testing showed that the experimental class students got better score than the controlled class students. The experimental class made a progress; it could be seen from the comparison between the mean of the pre-test and the mean of the post-test.

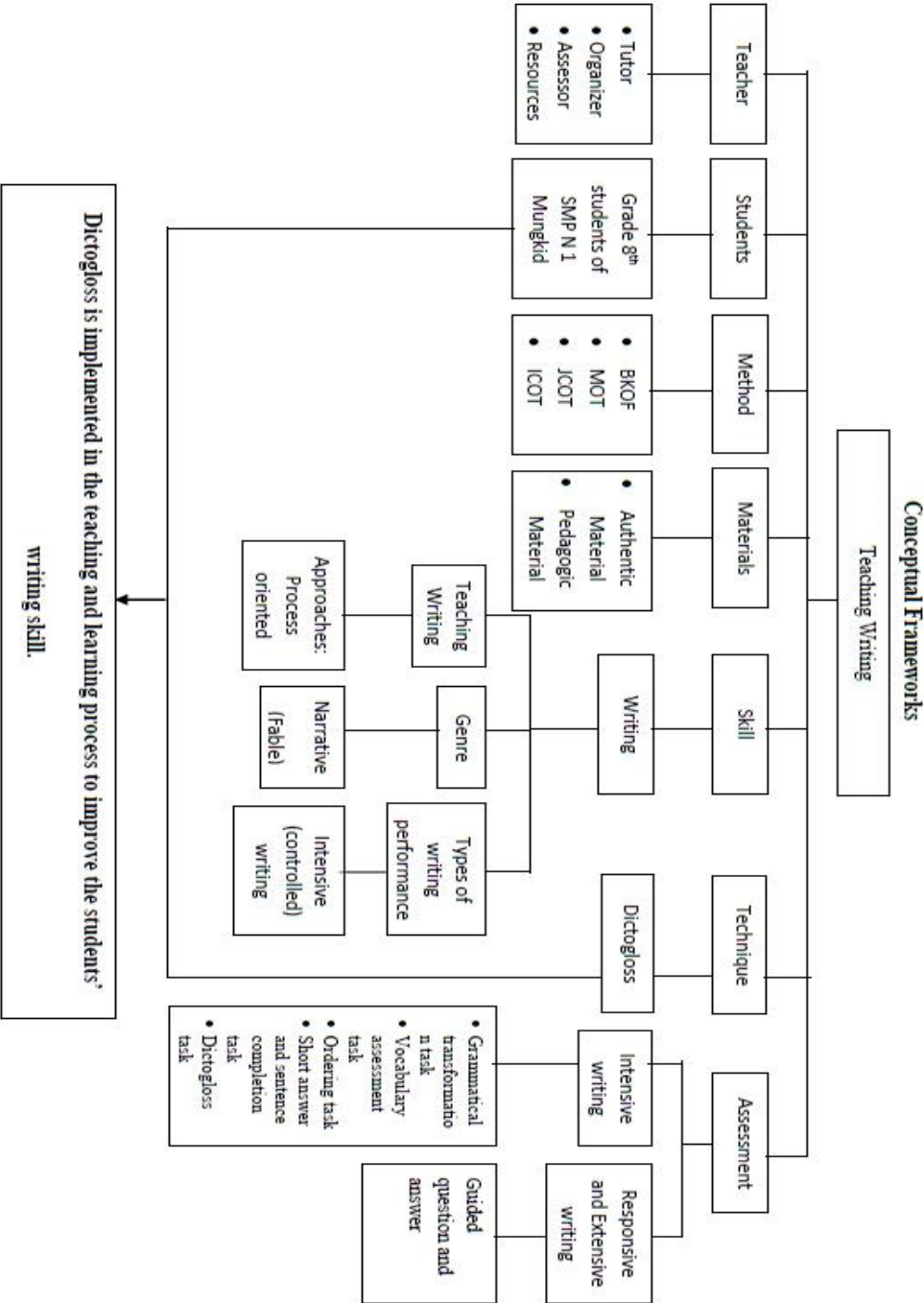
The second is the study conducted by Zahra Amirian on a research entitled *Effect of Dictogloss Technique on Learner's Writing Improvement in Terms of Writing Coherent Texts*. The aim of this study was to evaluate the effect of dictogloss technique on English learners' writing improvement in terms of using conjunctions. Conjunctions and dictogloss technique are two areas which have been taken into consideration in many studies. This study, in fact, combined these two areas to find out whether applying dictogloss in English classrooms would be helpful in terms of teaching cohesive devices or not. Based on the scores obtained during the immediate and delayed post-tests for both explicit instruction group and dictogloss group, it can be concluded that performing dictogloss technique in classrooms can cause less forgetting than teaching students explicitly. Explicit instruction proved to be effective. This is in line with the result obtained by Xin-hong (2007). However, considering a long term period, dictogloss seems to be more helpful since learners' scores were not as lower as those in the other group during the delayed post-test.

From the study above, it can be concluded that the dictogloss technique has an effect on improving the students' writing skill. So, the researcher believe that the dictogloss technique can be regarded as an effective way to improve students' writing skill.

C. Conceptual Framework

Writing skill of the eighth grade students at SMP N 1 Mungkid still needs to be developed. This situation is caused by several reasons; one of them is dealing with the media that are given in writing class. The teaching technique may not be appropriate with what students want. This situation may lead students have less passion to learn. They only learn (writing) to complete their duty as students who learn English. They do not have more expectations about their writing. Students actually need suitable teaching technique in order to make them motivated to learn. If the teaching technique is appropriate, students will enjoy the lesson. If they have enjoyed the lesson, they will explore their skill smoothly. As a result, they will produce good writing, in this case. That is why, a solution related to the teaching technique should be found out. The solution should leads students to enjoy writing class without any pressure and boredom. In this case, the researcher offers a solution. It is teaching writing through dictogloss. Dictogloss offers interesting and easy way in writing. It is easier for them to get and arrange the idea. Students are working in group and they learn how to share their idea and combine it with others' idea in a group. It will guide students to generate idea to write. They will not be confused about what will they write anymore.

Figure 1 : Conceptual Frameworks of the Research



CHAPTER III

RESEARCH METHODS

A. Type of the Research

The research conducted was action research. According to Burns (2010), action research is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice. Action research is underpinned by democratic principles in that ownership of change is invested in those who conduct the research.

In other words, the central idea of action research is to solve the problematic situation and to bring about changes and better improvements in practice. In this research study, the researcher directly participated in the research in order to solve the problems existed in the teaching and learning process of writing and to bring improvements to the students' writing skill of grade VIII students of SMP N 1 Mungkid, Magelang.

B. The setting of the Research

The research conducted was an action research. The research took place in SMP N 1 Mungkid, a junior high school in Blabak, Magelang. SMP N 1 Mungkid has twenty four classes, eight classes for each grade. The classroom

has quite large room. It is also equipped with LCD. The research setting was at the class of eighth grade which has 32 students.

The school has two language laboratories which are facilitated with tape recorder, speaker, earphone, TV, and AC. The school has a laboratory with many of English books and dictionaries to support the English teaching learning process. There are also English wall magazine to help students developing their skill in English. The classroom condition is good and supports the English teaching learning process. The school also has potential teachers. They always try to improve their knowledge and encourage their students to get their best.

C. Research Subjects

The data were taken from the grade VIII students at SMP N 1 Mungkid, Magelang in the academic year of 2014-2015. The researcher only used a group of students from the VIII C class. The class has 32 students who would be the research participants. They were chosen based on the consideration from the English teacher.

D. Research design

There are two cycles of the research with evaluation on the end of each cycle. On the first cycle, the plan will be discussed with all the members of the research on a certain period of time will be implemented in the class. In the end of the period that will be determined, reflection and evaluation of the program are done. From the evaluation, the weaknesses and problems occurred of the first plan are noted.

The research conducted was based on Kemmis and McTaggart model as cited in Burns (2010: 7-9). The steps of the research were planning, action, observing and reflecting. It can be seen in the following picture:

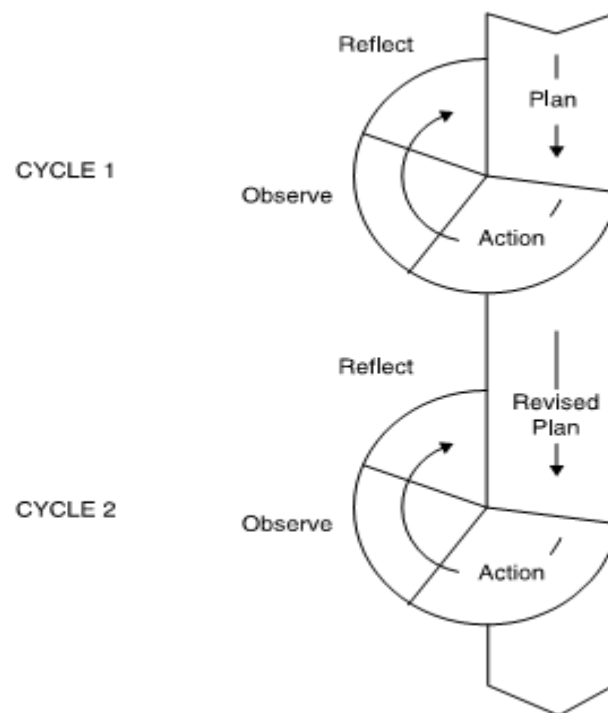


Figure 2 : Kemmis and McTaggart's (1988) action research spiral

The first step of the research is planning. In this step the researcher identifies and analyzed the theme of the research. The researcher interprets the research data. The researcher uses the classroom data, the individual data, or the subgroup data that are gathered before.

The second step of the research is action. The researcher implemented what had been planned before. The purpose of this step is to solve the problem which is the students' low writing ability of narrative texts.

Observation is the third step that the researcher did in this research. The researcher records all activities that have been done before. The researcher tried

to elaborate the type of data, the data collection procedure, and the instrument that are used to collect the data.

The next step is reflection. The researcher and the collaborators did reflections. The reflections step is very important because it can be used as measurement for the research success. The researcher observed whether the actions had negative or positive effect to the teaching-learning process. The items that were evaluated includes the change of the students, class, and also teacher.

E. Instrument of the Research

In collecting the data, the researcher used several instruments. They were observation sheets, the tests, questionnaires, interview guideline and camera. Observation sheets could help the researcher to record all activities in the research process. It also could be used as the reflection before the researcher moved to the next cycle.

The other instrument is the tests. There are the pre-test and the post-test. Both the pre- and the post-test show the students' scores. It includes mean and standard deviation. The researcher compares the scores taken within pre-test and that taken within post-test to pull the conclusion out.

The next instrument is interview guideline. The English teacher and the students would be interviewed before and after the meeting. The last instrument is camera. It would be used to take documentations during the research.

F. Data Collection Techniques

This research consists of both qualitative and quantitative data collection. The qualitative data are in the form of opinions from the research participants. The quantitative data are in the form of scores that are collected from the pretest and the posttest. The data were collected from some techniques used. Those techniques used are described as follows:

a. Observation

The use of this technique is aimed to describe the subject of the research at a particular time. The researcher observed the teaching and learning process before, during, and after the treatments. The researcher was also accompanied by a collaborator to help in monitoring the process. The observation technique also provided field notes data about the whole condition during the research.

b. Interview

The interview was used to get information from the students and the teacher about the teaching and learning process. It also covered the problems found in the teaching and learning process. The researcher interviewed both the teacher and the students to collect the most complete data about how they saw the problems that happened in class and the effect of the action.

c. Pre-test and post-test

The pre-test and post-test were the instruments to get information about the students' writing scores. The pre-test was a test which was conducted before the treatment. It gave information about the students' writing scores before the treatments. Moreover, the post-test was to measure the students' writing scores

after the treatments. Both tests measured how the treatments affect the students' writing skill.

d. Questionnaire

In this technique, the researcher distributed questionnaires to the students to get the supportive data about their opinions toward their interests, feelings, responses about the teaching and learning process and the implementation of the dictogloss, media, and their abilities in writing English as well. The questionnaires were distributed after the action of the research.

e. Documentation

The documents refer to the students' writing. They were used to observe the progress of the students' ability. The researcher also made documentation of the teaching and learning process both before and during the action. This technique resulted in the observation sheet and field notes.

G. Data Analysis Techniques

As mentioned earlier, there are two types of data used in this research, qualitative data and quantitative data. To analyze the data, the researcher used qualitative data analysis and quantitative data analysis.

The qualitative data was analyzed in several steps as Burns (1999) suggested:

1. Assembling the data

The data were collected according to the questions or problems to overcome. The researcher looked for broader patterns, ideas or trends that seem to answer the questions.

2. Coding the data

Once assembling the data was done, the next step was coding the data. It was to reduce the large amount of data which could be collected to more manageable categories. In developing the categories, the researcher managed the data into more specific patterns by labeling or giving codes.

3. Comparing the data

After the coding was complete, the patterns were compared to different sets of data (e.g. interviews compared with questionnaires) to see whether the respondent said the same things or contradicted.

4. Building meanings and interpretations

The researcher interpreted the data based on the previous steps to make some sense of the meaning of the data. In this step, there were some processes of posing questions, identifying connection and developing explanation about what the research meant at the broadest level. It was followed by refinement of the personal theories about the meaning of the research.

5. Reporting the outcomes

This process was emphasized on how the data would be presented.

Meanwhile, to analyze the quantitative data, the researcher used descriptive analysis in the form of mean. In this way, the students' scores in pre-test and post-test were compared to see the improvements of the students' writing skill.

H. Validity and Reliability of the Data

1. Validity

In terms of validity, the researcher employs the concept of Burns (1999) about criteria fulfillment of the research validity that are divided into five points; democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. How the criteria were fulfilled are explained as follows:

a. Democratic Validity

Democratic validity is related to stake holders' chance to give their personal opinions, ideas, and comments about the implication of the action research. In the research, the researcher, the collaborators and the students were given the same opportunities to express their ideas, opinions and suggestions. It was made feasible through conducting discussions among them. The results of the discussion became consideration in evaluating the actions implemented.

b. Outcome Validity

Outcome validity is related to the notion of actions leading to the result that is successful within the research context. This validity is fulfilled with some indicators showing the improvement of the students' writing skills.

c. Process Validity

Process validity is related to the criterion of the research dependability. The research were conducted by doing classroom observation, making field notes on what happened in the classroom, having interviews with students, and conducting discussion with the collaborators.

d. Catalytic Validity

Catalytic validity refers to the extent to which the research allows the participants to deepen their understanding of the social realities of the context and how they can make change within it. In the research, changes that happened to both sides of students and teacher were taken into account so that it was expected that both students and teacher will be more aware of their social roles in the classroom.

e. Dialogic Validity

Dialogic validity is related to the state that members of the research can participate in the research process. This validity was fulfilled by the researcher regularly having dialogues with the collaborators about the future plans, exchanging opinions or ideas and reporting any steps that the researcher ad done to the students.

2. Reliability

In order to obtain the trustworthiness of the research, the researcher used triangulation. According to Burns (1999), the aim of triangulation is to

gather multiple perspectives on the situation being studied. In this case, the researcher used two forms of triangulation described as follows:

a. Time triangulation

Time triangulation means that the data are collected over a period of time. It is aimed at getting a sense of what factors are involved in change processes. The triangulation was achieved with the fact that the researcher conducted the research study from October, 20th to November, 4th 2014.

b. Investigator triangulation

Investigator triangulation refers to the state that more than one observer is used in the same research setting. This triangulation was fulfilled as during implementation of the actions, the researcher was accompanied by two collaborators in the classroom, the English teacher and the researcher's friend.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The research was aimed to describe the use of the dictogloss technique in improving the writing skills of grade VIII students at SMP N 1 Mungkid. Chapter IV presents the process of the research, the findings of the research and the interpretation of the findings in the form of qualitative data. The process of the research consists of two cycles, Cycle 1 and Cycle II, in which each cycle covers planning, actions and observations, and reflection. This chapter also presents the results of the research in the form of qualitative and quantitative data. The details are presented below.

A. Reconnaissance

Firstly, the researcher identified the problems that occurred in the teaching and learning process, especially in teaching writing. The researcher started to observe the teaching and learning process in the classroom to know the problems in writing. He also held interviews both to the teacher and students about the process of teaching and learning writing. Then, some problems were selected to be overcome. The steps in the reconnaissance stage is explained below.

1. Identification of the problems

The researcher started by interviewing the English teacher. After that, he held classroom observation and interviewed some of the students of VIII C class. According to the data gained from observation and interview in VIII C Class SMP N 1 Mungkid, there were some problems found in the

teaching and learning process. The problems identified are presented in the table below.

Table 2: The Field Problems in VIII C Class SMPN 1 Mungkid

No.	Field problems	Code
1.	Most of the students were passive.	S
2.	Only few students understood the teacher's explanation.	S
3.	The students made a lot of noise during the teaching and learning process.	S
4.	Most of the students had difficulties in responding to the teacher's questions.	S
5.	The students had low mastery of English grammar.	S
6.	The students had limited vocabulary mastery.	S
7.	The students found difficulties in exploring and developing ideas.	S
8.	The students showed low participation in classroom activities.	S
9.	The teacher was dominant in the classroom.	T
10.	The teacher too much focused in grammar and reading.	T
11.	The teacher provided grammar exercise from textbooks to teach writing.	M
12.	The materials were lack of visual aids.	M

S = Students T = Teacher M = Materials

2. The selection of the problems

After identifying the problems, the researcher and the English teacher decided to select the field problems based on the urgency level. The selection of the problems to solve are presented below.

Table 3: The Selected Problems

No.	Problems	Codes
1.	Most of the students were passive.	S
2.	The students showed low participation in classroom activities.	S
3.	The students had low mastery of English grammar.	S
4.	The students had limited vocabulary mastery.	S
5.	The students found difficulties in exploring and developing ideas.	S

3. Determining the actions to overcome the problems

After the problems were formulated, the researcher decided some actions to do to overcome those problems in order to improve the students' writing skills. The actions were presented below.

- a. To help the students developing ideas, the researcher used the dictogloss equipped with template and pictures. The template would be the place for the students to write down the keywords. The keywords and the picture would help the students in developing ideas. The template was also used for writing the narrative story.
- b. Dealing with teaching writing, the researcher used the dictogloss technique to help the students in the writing process. The dictogloss would help their writing process from the beginning until they made a narrative text.
- c. To improve the students' mastery of text organization, the researcher planned to present narrative texts with the text organization. The dictogloss would guide them where they had to start to write and which parts of the text that they have to write first.
- d. To improve the students' mastery of grammar and mechanics, the researcher planned to give exercises about grammar and mechanics. The use of correct grammar and mechanics would be emphasized during the production of the writings.
- e. To improve the students' mastery of vocabulary, the researcher planned to introduce some new words to the students.

- f. To improve students' participation and motivation during the teaching and learning process, the researcher used dictogloss which had various and fun activities in learning writing.

B. Research Process

1. Report of Cycle 1

a. Planning

The researcher planned to conduct the first cycle in three meetings. He designed the course grid for the cycle by considering the core competence and basic competence. He also asked his friend to be the collaborator because the English teacher would not attend every meeting in the full time.

In the first meeting he planned to explain the narrative text to the students. He would explain the generic structure, the purpose and the language features of a narrative text. The researcher would also introduce the students to the dictogloss and how the dictogloss will help them in writing narrative text. For the next two meetings, he planned to always recall the students' knowledge on narrative text and dictogloss. He also prepared some narrative texts with videos and pictures related to it. In the first meeting the students would not use dictogloss to write narrative text. They would be asked to write a narrative text based on their knowledge. For the second and third meeting, dictogloss would be used as the technique to help the students in writing narrative text. The dictogloss was equipped with template which would provide the place for students to write down

some keywords and also the whole narrative text. There would be some boxes in the template which helped the students to separate the orientation, the complication, the resolution and the coda.

During cycle one, the students were expected to pay attention to the teacher's explanation, got interested and motivated by the learning process, to achieve some learning indicators and to be more disciplined in their learning process. To support the meetings, the researcher also designed some questions for the English teacher, collaborator and students. The question would deal with their comment on the teaching and learning process and also their expectation on the next meetings. The researcher also prepared handout for the students to help them in learning the materials.

b. Actions and Observations

The actions were carried out in three meetings on October 20th, 21st and 27th 2014. Each meeting consisted of two 40-minute sessions. The class ran from 07.40 a.m. – 09.00 a.m. and 11.45 a.m. – 01.05 p.m.

The activities in these meetings were the implementation of the lesson plan. Every steps which were arranged in the planning stage before would be implemented in this stage. The researcher worked collaboratively with the collaborator and the English teacher to succeed the whole process. The researcher became the teacher while the English teacher became the observer. Because the English teacher could not attend the class for full time, the researcher asked

his friend to be the collaborator. The collaborator sat at the back and observed the whole teaching and learning process. The collaborator also took notes about everything that happened during the teaching and learning process and sometimes taking pictures of the class.

Each meeting in the first cycle is described below.

1) First Meeting

The first meeting was held on Monday, October 20th 2014 from 07.40 a.m. – 09.00 a.m. The researcher entered the class with the collaborator and the English teacher. The English teacher started by greeting the students and told them about the research that would be done by the researcher and the collaborator.

The researcher started by introducing himself and the collaborator and told the students that he would be the English teacher for six meetings including this day. He greeted the students and checked the student's attendance. He also told the students that he would be the English teacher for the next five meetings.

In this meeting, the researcher focused on explaining narrative texts, the generic structure and the language features. He started the lesson by asking the student whether they ever knew about a fable entitled "*The Rabbit and The Tortoise*" or not. Then, he showed a picture of the story "*The Rabbit and The Tortoise*". He also presented the whole story of it through LCD

in front of the class. Then he asked the students to read the story carefully. After that, the researcher began to ask what the narrative text is and what the text is about. Some of the students already knew about the narrative text and what the text is about. The interaction was captured in the field notes below.

The researcher asked the students “Do you know what is narrative text?” and some of the students answered “*teks tentang dongeng atau cerita rakyat Pak*” (‘a text about story or folk tale Mr.’). Then he said “Yes, so a narrative text is a story that created to entertain people, *cerita untuk menghibur*” (‘story to entertain’). Then he asked the students “What do you call a story that tells about animals?” and some of the students answered “*fabel Pak*” (‘fable Mr.’). Then the researcher explained to the students that fable is also a narrative text.

FN.03 – 20/10/2014

The researcher showed a picture of fable entitled ‘*The Rabbit and The Tortoise*’ to the students followed by the text. He gave some times for the students to read the text. Then, he asked some questions to the students related to the picture. He then continued to explain the parts of the narrative text which was consisted of orientation, complication, resolution and coda. He continued to explain the past tense to the students. He asked the students to look at the handout that discuss about past tense. He started the explanation by explaining about regular and irregular verb. He asked the students whether they already understood about regular and irregular verbs or not.

“Do you understand about the explanation of regular and irregular verb?.” One students replied “*Sedikit pak, saya masih bingung sama yang irregular verb.*” The researcher explain more clearly, “*regular dan irregular verb itu digunakan dalam kalimat past atau lampau. Kalau yang regular verb tinggal ditambah –ed dibelakangnya, kalau yang irregular verb harus kalian hafalkan*” (“regular and irregular verb are used in past sentences. Regular verb is formed by adding –ed to the end of the verb, but irregular verb do not have formula, you have to memorize it”). After gave more explanation and examples of regular and irregular verb, he continued to the next activity.

FN.03 – 20/10/2014

In the next activity, he asked the students to do some tasks about past tense and regular verbs. Then he discussed it together with the students. Sometimes, the researcher explained again about the past tense and regular-irregular verbs.

The researcher continued to the next activity. He explained again about orientation, complication, resolution and coda. After had a brief explanation about parts of narrative text, the students were asked to write a fable text entitled “*The Rabbit and The Tortoise*”. To help the students, he read the story first and showed a picture of the story. Many students found that this task was difficult because it was the first time for them to write a narrative text.

The researcher read the story twice to help the students in understanding the story. Then, he walked around the class to help them and always reminded them about parts of the narrative text and they had to use past tense. He also reminded the students

to write the title, characters, time, place and events in the story. After the times up, he asked the students to collect their works. Finally, he ended the first meeting by thanking to the students for their participation and saying goodbye to end the lesson.

2) Second Meeting

The second meeting was conducted on October 21st 2014 at 11.45 a.m. – 01.05 p.m. The researcher and the collaborator arrived at the school about thirty minutes before the class started. He met the teacher first to tell the teacher about the materials that would be given to the students in this meeting.

The class was started by saying a prayer and then the researcher greeted the students. He asked who was absent on that day, what they learned in the previous meeting and the students replied that they learned past tense, regular-irregular verbs and fable/narrative text. Then the researcher told the students that they would learn about the past tense and the narrative text. He started the activity by playing a video of narrative story entitled "*The Ant and the Grasshopper*". The video was equipped with subtitle that can be read by the students. After the students finished watching the video, the researcher asked some questions to the students related to the video. Then he continued by explaining again to the students about the narrative text, especially fable.

The researcher explained again about narrative text to the students. “*Jadi kalian harus ingat klaau fable itu cerita naratif yang menceritakan tentang hewan*”. (“So you should remember that fable is a narrative text that tell about animals”). “*Kalian juga harus selalu ingat generic structure dari teks naratif atau fabel, ada orientation, complication, resolution, dan coda*”. (“You also have to remember the generic structure of narrative or fable text, orientation, complication, resolution and coda”). Then, he continued the class discussion.

FN.04 – 21/10/2014

The researcher continued by discussing together with the students about the generic structure of the fable text entitled “*The Ant and the Grashopper*”. The students were also asked to mention the coda or moral value from the story. Many of the students could get the moral value from the story although they used Indonesian to express it. The researcher wrote down some regular and irregular verbs on the whiteboard and asked the students to come to the front to write the past form of the verbs. After that, he and the students discuss the answer together. He asked the students to spell the regular and irregular words together, the students were very enthusiastic.

Then the students were asked to do some tasks about past tense. They had to finish incomplete past tense sentences. The researcher asked the students to do the task in pairs. While the students did and discuss the task with their partner, the researcher walked around the class to check and help the students. After they finished their task, the researcher asked the

students randomly for their answer of completing past tense sentences. They had to write down their answer on the white board. The researcher and the students checked and discussed the answer together. Most of the students started getting familiar with past tense because almost all of their answer were correct.

In the next activity, the researcher started to explain to the students about dictogloss technique that can be used for writing narrative text or fable.

“Have you ever heard about dictogloss *before?*”. “*Belum Pak, dictogloss itu apa?*” (‘what is dictogloss, Sir?’). The researcher explained to the students, “dictogloss *itu teknik yang bisa digunakan untuk membantu kalian dalam menulis text narrative dan fabel.*” (‘dictogloss is a technique used to help you in writing narrative and fable text’). “Dictogloss *mengkombinasikan listesning dan writing, pertama kalian harus mendengarkan terlebih dahulu lalu setelah itu baru menulis.*” (‘Dictogloss combined listening and writing skills, first you should listen then you can start writing’). The researcher continued the explanation of dictogloss briefly to the students.

FN.04 – 21/10/2014

Then, he continued the activity by asking the students to write fable text using dictogloss. He used fable entitled “*The Ant and the Grasshopper*” as the materials for practicing dictogloss. He asked the students to listen carefully to the story he read. He asked the students to find the keywords from the story and wrote down on their worksheet.

Have you got the keywords? “*Belum Pak, susah. Bingung milih keyword-nya*”. (‘not yet sir, it’s very difficult to find the keyword’) “*Oke, ingat lagi kalau di fabel itu ada tokohnya, setting nya dan juga kejadiannya., jadi temukan hal-hal itu dan tulis kata-kata yang bias mewakilinya.*” (‘there are characters, setting, and events in the fable, find the words that can represent it’). The researcher read again the story for the second time and he repeated the keywords while read the story to help the students.

FN.04 – 21/10/2014

Then, he reminded the students about the steps in dictogloss. After they got the keywords, he asked the students to start writing the fable text. They were asked to work in pairs so they could discuss and exchange their keywords. In this step, the researcher walked around the classroom to help the students and also consequently reminded them about the generic structure of fable and also the use of the past tense.

When the time was almost up, the researcher asked the students to collect their works. Many students complained because they were only able to write few sentences. The researcher ended the class by saying a prayer together with the students. The class ended at 01.05 p.m.

3) Third Meeting

The third meeting was conducted on October 27th 2014 at 07.40 a.m. – 09.00 p.m. The researcher and the collaborator arrived at the school about twenty minutes before the class

started. He met the teacher first to tell the teacher about the materials that will be given to the students in this meeting.

The class was started by saying a prayer and then the researcher greeted the students. He asked who was absent on that day, what they learned in the last meeting and the students replied that they learned past tense, regular-irregular verbs, fable/narrative text and dictogloss in the last meeting.

“Today we will continue to learn about how to write fable using dictogloss. What do you think about the use of dictogloss in writing dictogloss in the last meeting? *Pertemuan kemarin kita menulis fabel dengan dictogloss, itu membantu ga? jadi lebih mudah tidak nulisnya?*” (‘In the last meeting we used dictogloss for writing fabel, was it helpful? made the writing process easier?’) The researcher asked. Some of the students answered, “*iya pak, membantu, tapi pas disuruh nulis keywordnya masih susah*” (‘yes, it’s helpful sir, but still difficult to write down the keywords’).

FN.05 – 27/10/2014

Then the researcher told the students that they would learn about fable and dictogloss again on that day to make them more familiar with the use of dictogloss. He asked the students first to do some tasks before they learned again about dictogloss. He started by asking the students to do a task about regular and irregular verbs. The students had to change some regular and irregular verbs that were used in the sentences.

After that the researcher also asked the students to correct some past tense sentences. Then he and the students discussed

the answer together. Most of the students got right answer, better than the last meeting. He continued by asking the students to work in pairs to make a good arrangement of jumbled paragraphs into a good fable text. Then they discussed the answer and also the coda from the story.

“Okay, it’s the time to learn again about dictogloss. You will write a fable text again today entitled “*The Lion and The Mouse*. We will use dictogloss to help you writing the text. Masih ingat kan langkah-langkah dalam dictogloss kemarin?” (‘Do you still remember the steps of dictogloss?’). “*Masih Pak, tapi jangan cepet-cepet baca ceritanya, terus diulang beberapa kali bacanya*”. (‘Yes we do, but don’t read the story too fast and repeat it for some times’). “Okay, I will help you by playing the video of the story first and also repeat the keywords”.

FN.05 – 27/10/2014

Then the researcher started the activity by playing the video of “*The Lion and the Mouse*”. The students paid attention to the video. It was aimed to build students’ background knowledge about the story. Then he continued by reading the story slowly and repeated some words that could be used as the keywords. He read the story twice while the students wrote down the keywords. The students worked in pairs to write the story.

The researcher walked around the class to check and help the students. He constantly reminded the students about the generic structure of fable and also the use of past tense. Because the time was almost up, it was at 08.55 a.m., he asked the

students to stop and submit their works. Some of the students still had not finished their works. They still had to submit their works. The researcher ended the meeting by saying thanks to the students for their attentions and participations.

c. Reflections

After the implementation of actions in Cycle 1, the researcher and the collaborator discussed the influence of the actions to the students' writing skill. Overall the teaching and learning process ran well during the implementation of Cycle 1. The researcher also did interviews to the students and the English teacher to know their opinion in which the researcher could identify the changes occurring before, during and after the actions.

From the interview with the students and the English teacher, there were some comments about the implementation of the dictogloss technique in the Cycle 1. The English teacher gave good comments as he said that students' interest in writing increased and also they could enjoy the process although there were still some students who were lack of interest and attention during the writing process although they still paid attention when they were asked to watch the video. It can be seen from the following interview transcripts.

R : *Saya ingin melakukan interview sebentar dengan Bapak terkait pendapat Bapak terhadap proses belajar mengajar ketika saya mengajar, pendapat Bapak bagaimana?* (Excuse me sir, I would like to interview you about your opinion toward the teaching and learning process when I teach, what is your opininon?)

T : *Iya mas, menurut saya sudah cukup bagus, anak- anak terlihat antusias. Meskipun awalnya mereka terlihat bingung, tapi lama kelamaan mereka bisa mengerti dan mau menulis. Tapi ya selalu saja ada beberapa siswa yang rame sendiri, kita harus selalu terus mengingatkan mereka untuk memrphatkan.* ('Sure, I think it's good enough, the students look enthusiastic and enjoy the process. In the beginning they look confused, but finally they understand and want to write. **But, always there are some students who were busy with their own business, we should always remind them to focus).**

(Interview 5 – 27/10/2014)

The students also said that the researcher gave clear explanation so they could understand. The students said that dictogloss made them able to write that was better than before. The example and the video that were used as supporting materials also made the students understand how to write the fable text. It can be seen from the following transcript.

R : *Kemarin waktu saya mengajar, kalian bisa mengikuti pelajarannya ga? Ada yang kecepeten atau kurang jelas ga?* (Could you get the lesson that I taught? Did I teach quickly or too fast?)

S1 : *Bisa diikuti kok mas, penjelasannya sudah jelas dan ga kecepeten* (Yes, your explanation was good and not too fast.)

S2 : *Jelas kok mas, saya bisa mengikutinya.* (**I could understand your explanation.**)

(continued)

(continued)

- R : *Wah...bagus kalau begitu, terus kalian suka ga nulis pake dictogloss? (That's great, then do you like writing using dictogloss?)*
- S1 : *Suka mas. (Yes, I do.)*
- S2 : *Suka, jadi lebih gampang mas. (Yes, it makes writing easier.)*
- R : *Terus dictoglossnya membantu kalian buat nulis ga? (Is it helpful for you in writing?)*
- S1 : *Ngebantu Mas. (Yes it is)*
- S2 : *Iya mas soalnya kita jadi bertahap gitu nulisnya dan terbantu sama keyword nya. Kalau langsung nulis gitu aja susah mas. (Yes because there are some steps in the writing process. We are also helped with the keywords. If we just write the text directly, it is difficult.)*
- R : *Oke...terima kasih banyak ya buat waktunya. (Okay. Thanks a lot for the time.)*
- S1, S2 : *Iya mas, sama-sama. (You're welcome.)*

(Interview 6 – 27/10/2014)

The researcher also asked the collaborator for his opinion about the use of dictogloss in writing. The collaborator also had the same statements with the students that dictogloss can increase students' interest to write and helpful for them to express their idea in writing.

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- R : *Setelah Cycle 1 ini, bagaimana pendapatmu tentang penggunaan dictogloss untuk mengajar writing? (What is your opinion about the use of dictogloss in teaching writing?)*
- C : *Menurutku itu lebih menarik karena berbeda dari cara menulis biasanya. Biasanya guru hanya menjelaskan dan langsung menyuruh muridnya menulis begitu saja. Tentu saja siswa tertarik untuk menulis dengan dictogloss. (It is more interesting because it is different with the method that usually used by teacher. The teacher usually only explain the materials and ask the students to do something.)*

(continued)

(continued)

R : Menurutmu dictogloss punya kelebihan apa ketika digunakan dalam mengajar menulis? (Do you see any benefits of using dictogloss in teaching writing?)

C : Itu bisa membantu siswa mengungkapkan ide dan juga membuat mereka ingat dengan alur cerita dari keyword yang mereka catat. Jadi ya siswa jelas dengan apa yang akan ditulis. **(Yes, it can help the students to express their ideas and help them to remember the story plot from the keywords that they get. So, the students know exactly what they will write.)**

R : Terus buat penjelasannya gimana tentang regular-irregular verbs, past tense, penjelasan tentang dictogloss sama contoh-contohnya, sudah jelas apa belum? (Then, how about the explanation of regular-irregular verbs, past tense and the explanation of dictogloss?)

C : Penjelasannya sudah jelas. (The explanation is understandable.)

(Interview 7 – 27/10/2014)

The improvements of the students' interest to write made some improvements as well in the students' writing skill. The students' writing score increased compared to the pre-test. The average of the students' score increased from 8.50 to 12.44. It can be said that the dictogloss technique gives good influence to the students to write better.

Although the dictogloss gives improvement in the students' writing skills in the first cycle, there were some aspects that need to be improved in the second cycle. Because it was the first time for the students to use dictogloss in writing, there were some students who still had difficulties in using it to write. It can be seen from the following interview transcript.

-
- R : *Kemarin kalian dapat tugas kaya ngrubah verb, bikin kalimat past tense, nyatet keyword, sama nulis fabel, susah ga?* (There were some exercise that you did yesterday, such as changing verb forms, making past tense sentences, writing down keywords and writing fable. Do you think they were difficult to do?)
- S1 : *Ada yang gampang ada yang susah mas. Yang ngerubah verb masih gampang mas, tapi pas bikin kalimat past tense aga susah mas.* (Changing verb activity was easy, **but making past tense sentences was difficult**).
- S2 : *Itu mas, susah waktu harus nyatet keyword. Trus pas nulis ceritanya juga masih bingung nyusun kalimatnya.* (**It's difficult when we wrote down the keywords and when wrote the story, it was difficult to arrange the sentences into a story**).
- R : *Jadi kalian masih ada kesulitan di past tense, nulis keyword, sama nyusun kalimat jadi cerita ya?* (So, you have difficulties in past tense, writing keywords, and arranging sentences into story?)
- S1 : *Iya mas, kadang suka lupa pas nulis kalimat past tense suka lupa ngrubah verbnya.* (**Sometimes I forget to change the verb in past tense sentences**).
- S2 : *Iya, bingung kalau nyusun kalimatnya jadi cerita mas, mikirnya lama.* (**It's difficult to arrange the sentences. It needs much time to be done**).
- R1 : *Baik, itu jadi masukan buat saya. Jadi kemarin saya kurang jelas ya jelasinnya? Terus materi yang saya sampaikan jelas ga? Terutama pas saya jelasin fabel sama dictogloss?* (Okay, maybe my explanation was not too clear. How about the explanation about fable and dictogloss, was it clear enough?)
- S1 : *Kalau penjelasannya sudah jelas mas.* (Yes it was).
- S2 : *Jelas mas, mungkin karena masih belum terbiasa saja.* (Yes it was. **Maybe we just not familiar yet**)

(Interview 6 – 27/10/2014)

From the interview above and also from the students' writing, the researcher found that the students were still confused how to

develop past tense sentences. Although the past tense sentence was already taught in Cycle 1, some of the students still did not understand about it. The students knows the formula and the use of past tense but sometimes they forget to change the verbs into past form. Here is an example from one of the students' writing in Cycle

1.

Title :	The Lion and the Mouse
Orientation :	One day a lion was a sleep and a little mouse Scrambled
Complication :	A little mouse jumped upon him , so that a lion ^{wake} wake up and angry. The mouse be ^{trapped} trapped under the paw. The mouse be sad and ^{request} request to lion for set to free. Finally the lion set to free
Resolution / Coda :	The mouse said " I will help you one moment One day the Lion trapped and ask ^{ed} for to help . The mouse hear ^{d the} scream of the lion. The mouse helped the lion with manner , grow rope and the lion safe. Finally , they ^{obtain} become best Friend for ever.

Figure 3 : one of the students' work in Cycle 1

That example of the students writing above can be a hint that most mistakes made by the students was in the use of past tense. The students still used present form of the verbs. Some of the students also misspelled some words, did not write in good paragraphs, and did not use correct punctuations and mechanics. The students still made mistakes related to the content, language use and mechanics,

so it would be a concern for the researcher to be improved in Cycle 2.

2. Report of Cycle 2

From the reflection of Cycle 1, the researcher found that students still had some problems in their writing especially related to the content, language use and mechanics. Therefore, in Cycle 2 the researcher gave more concern and attention to those problems.

a. Planning

In Cycle 2, the researcher still used the dictogloss technique to improve the students' writing skill. In Cycle 1, the students showed some improvements related to their writing skill. They improved in generating ideas, sentences structure, tenses and vocabulary. However, those still could be improved in Cycle 2 also by using dictogloss.

In this stage, the researcher planned to provide three meetings, which focused on recalling the students' knowledge of the fable text and the story map. As in the previous Cycle, the researcher made the lesson plans for each meeting. The materials that would be taught were some shortcomings and difficulties that the students experienced in Cycle 1. He also gave interesting topics to be written by the students.

In the first meeting of Cycle 2, the researcher planned to sharpen students' knowledge about regular-irregular verbs and past tense. By making the students familiar with those materials, the

students were expected to make better writings. They would be able to write better sentence for constructing the story. He would also ask the students to look at their mistakes in Cycle 1 to get them clear about their mistakes.

In the second meeting, the researcher planned to improve students' knowledge about fable and dictogloss. He would explain about dictogloss briefly and provide some tasks related to fable to make the students familiar with it. The researcher would also still giving materials about regular-irregular verbs and past tense. But, in this meeting the researcher allocated more of the time for writing.

For the third meeting, the researcher would use it to recall students' knowledge about the materials that they got in the first and second meetings. He would help the students if they still had any questions or problems related to the materials. Then, he would continue the activity by focusing in writing using dictogloss. The students were expected to have better writing result than their result in Cycle 1.

The researcher also planned to give feedback in each meeting about the activities that students had done, their mistakes and also their progress from the previous meeting to avoid them in making the same mistakes in the next time. He would also able to have more interaction with the students which could reduce the habit of the students who usually crowded during the class.

The researcher also designed some questions to interview the English teacher, collaborator and the students. The questions dealt with their comments on the teaching and learning process during the research.

b. Action and observation

1) First meeting

The first meeting of Cycle 2 was held on Tuesday, October 28th 2014 from 11.45 a.m. – 01.05 p.m. The researcher entered the class with the collaborator and the English teacher. The researcher started the class by greeting the students, checking students' attendance and saying a prayer.

The researcher gave feedback about students' previous writing. In this meeting, the feedback focused on their mistakes in regular-irregular verbs and past tense. He said that the students still had some problems with verbs and past tense sentences.

The researcher said to the students that they still have some problems with the verbs and the past tense sentences. "From your previous writing, you still make some mistakes, especially in past tense. Many of you forget to change the verbs into past". *Jadi kalian masih sering lupa buat mengganti verb di kalimat past tense, padahal di fabel itu kalimatnya pasti menggunakan past tense*". ('many of you still used infinitive verbs, whereas in the fable it uses past tense').

FN.06 – 28/10/2014

In the previous meetings, the mistakes that the students made were the use of punctuation (comma and dot), the use of connection words (then, after that), the writing of a.m. and p.m., the absence of subject or verb in the sentences and also double verbs.

To improve students' knowledge about regular-irregular verbs, he gave tasks to the students related to it. First, the students had to decide whether the verbs belonged to regular or irregular verbs. Then he asked the students to change the form of the verb into past. After the students finished their work, he and the students checked the answer together. He also asked the students to spell the words to make them more familiar with the words.

“Have you finished? Let’s check and discuss it”. The researcher asked the students for their answer. The students one by one wrote their answer on the whiteboard. *“ini jawaban yang di papan tulis sudah betul semua belum?”* (‘Does the answer correct?’). *“Sudah benar Pak”*. (‘Yes it does’). Then he asked the students to spell the answer on the whiteboard together. After that, he asked the students whether the students had questions or not about regular-irregular verbs and they said that they didn’t have any questions.

FN.06 – 28/10/2014

Then researcher continued to the past tense tasks. He asked the students to do some tasks related to past tense. He walked around the class while the students did the tasks to check and

help them when they found difficulties or confused about what they had to do with the task. Some of the students still confused with the instruction of the tasks, so the researcher had to translate the instruction into Indonesian.

“Pak, ini maksudnya disuruh bagaimana? (‘What should I do in this task Sir?’) one of the students asked. “Kamu harus melengkapi kalimat yang kosong ini dengan verb 2 yang tepat lalu kalian tentukan itu termasuk regular atau irregular verb”. (‘You have to complete the sentences using verb 2 and decide whether it belongs to regular or irregular verbs’). 30 minutes had pass, he asked the students whether they had finish their work or not and the students said that they had finish their work.

FN.06 – 28/10/2014

After the students finished their work, the researcher and the students checked and discussed the answer together. He asked the students randomly to give their answer. He still found that some of the students still made mistakes. He reminded the students about past tense and they should always change the verb into past.

Because the time was almost up, he asked the students whether they still had questions or not. He gave the summary of the explanation on that meeting to remind again the students about regular-irregular verbs and past tense. He ended up the meeting by saying prayer and thanking to the students.

2) Second meeting

The second meeting of Cycle 2 was held on Monday, November 3rd 2014 from 07.40 a.m. – 09.00 a.m. The researcher entered the class with the collaborator and the English teacher. The researcher started the class by greeting the students, checking students' attendance and saying a prayer.

The researcher recalled students' knowledge about the fable text by asking them to identify parts of the fable. He also asked the students to correct the verbs in the story. It was aimed to make them more familiar about past tense. The researcher walked around the class to check and help the students if they found any difficulties while they did the task.

Then after the students finished their task, the researcher and the students discussed the answer. Most of the students got the right answer in identifying the parts of fable text and they also got the right answers in correcting the verbs in the fable. The researcher checked again by asking students' understanding about parts of the fable text.

“Okay, do you understand the generic structure of fable text? *Kalian juga sudah tau kan apa saja yang disebutkan atau dibahas di setiap bagian dari teks fable?*” (‘You have already understand about what is discussed in each parts of fable text, right?’). “*Sudah Pak, ada orientation, complication, resolution sama coda*”. (‘Yes Sir, there are orientation, complication, resolution and coda’). The researcher continued to the next activities.

FN.07 – 03/11/2014

He continued to the next activity, matching the right title and resolution of fable. The students worked in pairs, so they could discuss with their partner to find the answer and understand the story. After they finished their works, the researcher asked some students randomly to read their answer in front of the class. Almost all of the students got the right answer. It showed that their understanding about fable was better than before.

The next activity was about dictogloss. The researcher reminded the students about dictogloss first before he gave task to them. The students paid their attention when he explained about dictogloss and the task.

“Sekarang kita kembali ke dictogloss lagi ya, kalian masih ingat kan dengan langkah-langkah di dictogloss?” (‘Let’s move to dictogloss, do you still remember with the steps in dictogloss?’). *“Masih Pak, tapi ceritanya jangan yang susah ya. Terus bacanya di ulang beberapa kali ya Pak”*. (‘Yes Sir. But don’t use a long story and also read the story for some times’). *“Okay, I’ll help you by play a video first and also read the keywords repeatedly during reading the story”*.

FN.07 – 03/11/2014

He told the students that they would write a fable story entitled *“The Goose that Laid the Golden Eggs”*. He played the video about it first to build students’ background knowledge about the story. The video was played twice. Then, he started to

read the story while the students wrote down the keywords. He read the story three times. After that he asked the students to start writing their fable based on the keywords that they got before. They worked in pairs but wrote their fable individually. They could share and changed their keywords with their partner.

The researcher walked around the classroom to give support to the students if they found any difficulties or had any questions related with the task. The time was almost up. He asked the students to stop their writings.

“Time is up guys. It’s time to stop and collect your works. *Sudah selesai kan nulisnya*”? (‘You have finished your writing, right?’). Almost of the students had already finished their writing. “*Susah ga barusan nulisnya*” (‘Is it difficult?’). “*Lumayan Pak, tapi kalau ada video dan bacanya diulang-ulang gitu jadi lebih gampang*”. (‘It becomes easier if there is video before the story and you read it repeatedly’). One of the students replied.

FN.07 – 03/11/2014

Then the researcher collected students’ works. He thanked the students for their attention and participation on that meeting. Finally he said goodbye to the students and left the class.

3) Third meeting

The third meeting was the last meeting of the research. It was held on Tuesday, November 4th 2014 from 11.45 a.m. – 01.05 p.m. The researcher entered the class with the collaborator

and the English teacher. The researcher started by greeting the students, checking students' attendance and saying a prayer.

In this meeting the researcher focused on the use of dictogloss for writing fable. The researcher started the activity by asking students whether they still had problems or not related to the materials in the two previous meetings.

“Kalian masih ada kesulitan ga sama materi di dua pertemuan kemarin?” (‘Do you still have problems related to the materials in the two last meetings?’) *”Enggak Pak, tapi kadang masih suka lupa ganti verb nya”* (‘No Sir, but sometimes we still forget to change the verbs’). *“Iya Pak, kadang suka lupa ganti verb nya, trus masih liat kamus juga”*. (‘Sometimes forget to change the verbs and still look in to the dictionary’), the other student replied.

FN.08 – 04/11/2014

Then the researcher explained again briefly about past tense. He continued to the next activity that focused on fable and dictogloss. He asked the students to arrange jumbled paragraphs into a good fable story and identified the generic structure of it. The students worked in pairs. When they finished their work, they and the researcher discussed it together. Almost all of the students' answers were correct.

He continued to the next activity, writing fable using dictogloss. Just like the previous meeting, the researcher prepared a fable story equipped with video. The video will be played first to build students' background knowledge about the

story. It will only be played once. The fable for this activity entitled “*The Tortoise and The Hare*”. The researcher explained again about the steps to the students in writing using dictogloss. The students worked in pairs to discuss the keywords and also to share their idea. But, they should write the story individually.

The students wrote the text seriously and seemed more easily than before. Some of the students still asked about some difficult words to the researcher but seemed writing easier than before. They had more confidence in their writing and finished their work faster.

“*Waktunya sudah mau habis, sudah selesai nulisnya?*” (‘Have you finished?’). “*Sudaaahhhhhh*” (‘Yes we have’). Almost of the students replied. Then the researcher collected their works. The students looked confidence with their works when they submitted it.

FN. 08 – 04/11/2014

Finally, the researcher ended the class by thanking to the students for their participation in the six meetings. He closed the meeting by saying prayed and saying goodbye to the students.

c. Reflection

From the data gathered from Cycle 2, the researcher did not find any significant problems related to the students’ writing of the fable text. Almost all of the students got better result than in Cycle 1. They also made less mistakes in their writing. The students also

looked enthusiastic and interested in learning English. The students were also able to get the keywords, develop the text, organize the text, use the appropriate words and use the correct tense, pronouns, punctuation and capitalization.

The dictogloss successfully helped the students to write. From the result of the students' writing, it can be seen that the students wrote good fable story by using dictogloss. The students were no longer confused with what they wanted to write for their fable story because they got the keywords and the plot of the story before they wrote the story. It can be seen from this interview transcript.

-
- R : *Setelah belajar sama saya selama enam pertemuan ini, menurut kamu penjelasan saya bagaimana? Materi yang saya sampaikan jelas nggak?* (Well, after these six meetings, what do you think about my explanation about the materials?)
- S4 : *Penjelasannya enak mas, lebih santai dan asik jadinya kita ga takut buat nulis dan bisa ngerti mas tentang fabel.* (Your explanation was clear, enjoyable and fun. It made us enjoy to write. We also could understand about fable.)
- R : *Jadi kamu seneng diajarin nulis?* (Do you like learning to write?)
- S4 : *Seneng mas.* (Yes I do.)
- R : *Trus kemarin waktu kamu nulis fabel pake dictogloss itu menarik ga?* (Is it interesting to write fable using dictogloss?)
- S4 : *Menarik mas.* (It is interesting.)
- R : *Itu membantu kamu dalam menulis ga?* (Is it helpful for you to learn writing?)
- S4 : *Iya mas.* (Yes it is.)
- R : *Membantunya dalam hal apa?* (How is it helpful?)
- S4 : *Membantu buat menyusun cerita mas, jadi ga bingung apa yang mau ditulis.* (It helps us to arrange the story and clear about what we will write.)

(Interview 8 – 4/10/2014)

In Cycle 2 the students were more confident in making their own writing. They were able to write past sentences correctly. The use of dictogloss also helped the students to write sequentially. It could create more organized-text and lead to a good coherent from the orientation, complication, resolution and coda.

-
- R : *Saya mau melakukan interview dengan bapak tentang penelitian saya selama enam pertemuan ini. Bagaimana pendapat bapak mengenai penggunaan dictogloss untuk mengajar writing?* (I would like to ask some questions about my research in these six meetings. What do you think about the use of dictogloss technique in teaching writing?)
- T : *Bagus mas, beda sama biasanya anak-anak belajar nulis. Anak-anak terlihat tertarik buat mengikuti pelajaran . Mereka juga berani dan mau untuk menulis.* (It is quite good, different with the usual technique that used by the students to write. They look interested to participate in the learning process and enthusiastic to write.)
- R : *Menurut bapak dictogloss ini kelebihannya apa sehingga bisa membantu siswa dalam menulis?* (What do you think about the benefits of using dictogloss in writing?)
- T : *Dictogloss membantu siswa untuk mengembangkan idenya mas lewat keyword yang dicatet. Mereka jadi tau apa yang mau ditulis.* (Dictogloss helps students to develop their ideas through the keywords that they write. It helps students deciding what to write.)

(Interview 11 – 05/11/2014)

From the interview transcript above, the use of the dictogloss technique for teaching writing gave positive impact to the students' attitude towards writing. The English teacher also stated that dictogloss improves students' organization skill in writing a text.

Before using dictogloss, the students needed very long time to start their writing. They could not express their idea about the story. After using dictogloss, they were able to write the story using their own sentences based on the keywords that they wrote before.

-
- R : *Kalau menurut bapak sendiri respon siswa bagaimana terhadap dictogloss?* (What do you think about students' respond toward the use of dictogloss?)
- T : *Siswa terlihat cukup tertarik mas. Mungkin karena ini baru buat mereka dan menyenangkan. Mereka bisa mengikuti prosesnya.* (I think the students are quite interested with the dictogloss. It's something new for them and fun. They are able to follow the steps well.)
- R : *Jadi dictogloss ini membantu siswa dalam menulis kan Pak?* (So, do you think that dictogloss is helpful to help the students in writing?)
- T : *Iya mas, dictogloss bisa membantu.* (Yes I do, dictogloss is really helpful.)

(Interview 11 – 05/11/2014)

From the interview with the English teacher above, it can be inferred that the steps in dictogloss can be understood and followed by the students although it was a new thing for the students. They got new knowledge and new way to learn which lead them to like writing and they could improve their mastery in writing.

It was a nice experience for the students. The English teacher also stated that the dictogloss technique improved many aspects of the students' writing skills, not only the scores, but also their motivation to write. The students were more interested in writing

and they were not hesitate to ask and involved more in the lesson. It can be seen in the following transcript.

-
- R : *Menurut Bapak aktivitas yang saya berikan kemarin berkaitan dengan dictogloss bisa meningkatkan motivasi siswa beajar?* (Do you think that the dictogloss technique activities that I implemented improve students learning motivation?)
- T : *Saya lihat motivasi siswa meningkat mas. Meskipun selama enam pertemuan mereka focus untuk menulis, motivasi mereka tetap meningkat dan hasil tulisannya semakin baik.* (I think the students' learning motivations increase although their lesson in the six meetings focus on writing and their writing products are improved.)
- R : *Kalau menurut bapak peningkatannya dimana?* (What aspect is improved?)
- T : *Ya itu mas, dilihat dari nilainya lama-lama juga semakin baik. Selain itu apa yag ditulis siswa juga semakin banyak yang awalnya cuma baru nulis sedikit-sedikit. Jadi ya hampir semua aspek menigkat.* (Their scores are improved. They can write more sentences. Overall, most of the aspects in learning writing are improved.)

(Interview 11 – 05/11/2014)

Here is an example from one of the students' writing in Cycle

2.

Title : The Goose that Laid The Golden Eggs	
Orientation :	one day, a couple ^{had} <u>to have a</u> goose ^{the} <u>goose</u> always laid golden eggs
Complication :	^T he man to think for cut the goose. in order faster rich. Finally ^{he} cut her open goose. it appears inside goose no golden eggs
Resolution / Coda :	Finally, a couple ^{the} to regret for no there is ^{was no} golden eggs inside goose. and they <u>are</u> ^{lost} <u>lose</u> goose who for this to help them.

Figure 4 : one of the students' work in Cycle 2

One of the students' works above shows the improvement of students' writing skill compared to the students' work in Cycle 1. Although there are still some mistakes, but not as many as in Cycle 1. The fable elements that exist in the text were also more complete and well organized.

After conducting Cycle 2 and the post test, the researcher found significant change in the students' behavior towards writing. They got more enthusiastic to write and they were able to follow the lesson well. The students also only made few mistakes after they learned using dictogloss technique. The improvement was also felt

by the students, they had more confidence to write their own text and enjoy to write.

C. The Result of the Research

This section presents the qualitative and quantitative data gathered during the research. The qualitative data deal with the general findings of the results in each cycle while the quantitative data present the writing score of the pre-test, Cycle 1, Cycle 2 and the post-test. The following descriptions are the findings on the use of dictogloss technique in improving the students' writing skills.

1. The Students' Responses Towards Dictogloss

The researcher used scale questionnaires to get students' responses towards the use of the dictogloss technique in the six meetings. The results are shown below.

Table 4: The Questionnaire Results on the Implementation of Dictogloss

Statements	Option	Students' Choice	
Dictogloss motivates me to write in English	Strongly Agree	5	15.62 %
	Agree	22	68.75 %
	Disagree	5	15.62 %
	Strongly Disagree	0	0 %
Dictogloss helps me to write fable in English.	Strongly Agree	8	25 %
	Agree	24	75 %
	Disagree	0	0
	Strongly Disagree	0	0
Dictogloss makes me able to write fable in English.	Strongly Agree	7	21.88 %
	Agree	23	71.88 %
	Disagree	2	6.25 %
	Strongly Disagree	0	0 %

(continued)

(continued)

The steps in dictogloss are understandable.	Strongly Agree	2	6.25 %
	Agree	25	78.12 %
	Disagree	5	15.62 %
	Strongly Disagree	0	0 %
I can get the keywords from the story using dictogloss.	Strongly Agree	6	18.75 %
	Agree	20	62.5 %
	Disagree	6	18.75 %
	Strongly Disagree	0	0 %
I can develop the keywords into a story using dictogloss.	Strongly Agree	2	6.25 %
	Agree	26	81.25 %
	Disagree	4	12.5 %
	Strongly Disagree	0	0 %
Dictogloss help me to understand the generic structure of narrative (fable) texts.	Strongly Agree	4	12.5 %
	Agree	24	75 %
	Disagree	4	12.5 %
	Strongly Disagree	0	0 %
The activities in dictogloss is fun.	Strongly Agree	2	6.25 %
	Agree	23	71.88 %
	Disagree	7	21.88 %
	Strongly Disagree	0	0 %

From the table above, there are some statements that show students' responses towards the use of dictogloss for writing. The first statement, "Dictogloss motivates me to write in English". This statement was used to know whether the dictogloss improved students' motivation to write in English or not. There were 32 respondents who gave their opinion. There were five students who strongly agreed that dictogloss could motivate them to write in English. It showed that 15.62 % of the students were very motivated to write in English using dictogloss.

Then, there were 22 students who agreed that dictogloss motivated them to write in English. It showed that 68.75% of the students were motivated to write in English using dictogloss. The result of their writing improved from the pre-test, Cycle 1, Cycle 2 and the post-test. So, it can be said that their motivation to write in English also improved when using dictogloss. By improving their writing motivation, the students also improved their writing results.

Although more than 50% of the students were motivated to write in English using dictogloss, there were 5 students or 15.62% of the students who were not motivated to write in English using dictogloss. They also had participated for six meetings but the dictogloss still could not motivate them to write. Although they were not motivated to write, the overall writing scores for the whole students were improved. So, it can be said that their writing results also improved.

Although few of the students disagreed with the statement that dictogloss motivates them to write in English, there were no students that strongly disagreed about that statement. It can be concluded that almost all of the students agreed that dictogloss motivated them to write in English. It is a strong point from dictogloss. When the students got motivated, they would be able to write.

The second statement is “Dictogloss helps me to write fable in English”. This statement will show whether the dictogloss helped the students to write fable in English or not. There were 32 students who gave their responses toward that statement. There were 8 students who

strongly agreed that the dictogloss helped them to write fable in English. So, about 25 % of the students were really helped by the use of dictogloss to help them writing fable in English. They agreed that dictogloss was very helpful for them to write during the meeting of the research.

Then, there were 28 students that agreed that dictogloss helped them to write in English. It showed that 75 % of the students were helped by dictogloss to write fable in English. Dictogloss helped them to write fable, starting from writing down the keywords, working in pairs to discuss the keywords and discuss the story draft and finally writing the full story using their own sentences. There were no students who strongly disagreed or disagreed about the statement that dictogloss helps them to write fable in English. It showed that all of the students got helped to write fable through dictogloss.

The third statement said that dictogloss made the students able to write fable in English. This statement would show how many students were enabled to write fable using dictogloss. There were 7 students who strongly agreed with the statement. So, there were 21.88 % of the students who thought that they were able to write fable by using the dictogloss. They used the steps in dictogloss to help them constructing the keywords into a good story.

There were 23 students who agreed that dictogloss enabled them to write fable in English. There were 71.88 % of the students could write fable through dictogloss. So, more than half of the students were able to

write fable because of the use of dictogloss. There were 2 students who thought that they still could not write fable although using dictogloss. From the students' responses toward the statement, it can be concluded that dictogloss gives benefit for them. Enabling almost all of the students to write fable in English.

The next statement said that the steps in dictogloss are understandable. As mentioned in Chapter II, there are some steps in the dictogloss. These steps help and enable students to write fable in English through dictogloss. The statement would show how the students responded, whether they understood the steps in the dictogloss or not. There were two students who gave response that they strongly agreed with the statement. So, it can be concluded that 6.25 % of the students could clearly understand with the steps used in dictogloss. They were able to follow each steps that helped and guided them to write a good fable text.

There were 25 students who agreed towards the statement. So, 78.12 % of the students agreed that the steps in dictogloss were understandable for them. It showed that more than 75 % of the students could understand with the steps that used in dictogloss. When the students understood the steps in dictogloss, they would be able to follow each activities in the teaching and learning process that used dictogloss. Although almost of the students could understand the steps in dictogloss, there were 5 students who gave disagree response towards the statement. It showed that 15.62 % of the students could not

understand and follow the step in dictogloss. Because more than 75 % of the students could understand the steps in dictogloss, it could be concluded that the steps in dictogloss were understandable for the students in the teaching and learning process of writing fable text.

The next statement will show whether the students can get the keywords from the story by using dictogloss or not. This statement also supported the statement before about the students' understanding about the steps in dictogloss. There were 32 students who gave their responses to the statement. There were 6 students who strongly agreed that they could get the keywords of the story by using dictogloss. It was very important for the students to get the keywords from the story because it will be used by them to develop the full fable story.

Then, there were 20 students who agreed that they could get the keywords of the story by using dictogloss. The students not only got the keywords of the story from the dictation but also from the pair works activity. They could discuss and exchange the keywords with their partners. So, dictogloss offers two ways for the students to help them getting the keywords. From these ways, more than 80 % of the students could get the keywords of the story that would be used as the basic for them to develop and write the story.

There were still 6 students who disagreed towards the statement that dictogloss could help them in getting the keywords of the story. It shows that although dictogloss offered two ways to help the students get

the keywords of the story, there were 18.75 % of the students still could not get the keywords of the story.

The sixth statement will show whether the students were able or not to develop the keywords into a story by using dictogloss. This statement also supports the statement before because after they got the keywords, they should be able to develop it into a good story. There were 28 students who gave positive responses towards this statement. There were 2 students who strongly agreed that they were able to develop the keywords into a story. Then, the 26 students also agreed with the statement. They were able to use and develop the keywords that they got from the dictation and pair work activities into a good fable story using their own sentences.

Although almost all of the students could develop the keywords of the story into a fable story, there were still 4 students who were not able to develop their keywords into a fable. It shows that some students still found difficulty in developing the keywords using their own sentences to make a fable story. The developing process of the keywords into a fable story is a crucial process because it is the process for the students to produce their own writing.

The generic structure of a narrative texts or fable is very important. So, the students should know and understand the generic structure of the text that they will write. The next statement will show students' responses whether they can understand the generic structure of fable by using or not. The strongly agree choices were chosen by 4 students.

They felt that dictogloss really helped them to understand the generic structure of fable through the activities in the dictogloss.

There were also 24 students who gave positive responses towards the statement. They agreed that dictogloss helped them to understand the generic structure of fable. It can be seen that most of the students understood the generic structure of fable through the use of dictogloss in the six meetings. It was very important for them because the generic structure of fable is different from the other text types such as recount or descriptive texts. There were still 4 students who could clearly understand about the generic structure of fable. It was shown by the responses that they gave towards the statement. They disagreed that dictogloss helped them to understand the generic structure of fable.

The last statement showed whether the activities in dictogloss are fun or not. It is very important to provide fun activities in the teaching and learning process to the students. There were 25 students who gave positive response towards the statement. The 2 students were strongly agreed that the activities in dictogloss were fun. There were also 23 students who agreed with the statement. But, there were 7 students gave negative responses. They disagreed with the statement. So, there were more than 70 % of the students agreed that activities in dictogloss were fun. It can concluded that dictogloss provided fun activities to the students during the teaching and learning process.

From the result above, it can be seen that more than 50 % of the students responded that dictogloss motivated them in writing. The use

of dictogloss was effective to motivate the students, helping them to write fable story in English. After learned fable using dictogloss, more than 70 % of the students were able to write fable story in English.

It also shows that dictogloss is understandable and fun for them. They could follow the steps in dictogloss technique. More than 50 % of the students were able to get the keywords when they used dictogloss. Then, they were able to develop the keywords into a fable story. Dictogloss also helped the students to understand the generic structure of fable texts.

2. Improvements in Cycle 1 and Cycle 2

Table 5: The Improvements in Cycle 1 and Cycle 2

Aspects	Cycle 1	Cycle 2
Content	Some students were able to develop texts that were relevant to the topic.	The students were able to develop their writing adequately and were relevant to the topic.
Organization	The students were able to produce well-organized and cohesive text. The ideas were clearly stated and supported.	The students were able to produce well-organized and cohesive texts. The ideas were clearly stated and supported.
Vocabulary	The students were able to use correct and appropriate words.	The students were able to use correct and appropriate words. Their vocabulary mastery was improved.
Language use	Some students were able to use correct tenses and pronouns.	The students were able to use correct tenses and pronouns.
Mechanics	Some students were able to use correct punctuation and capitalization.	The students were able to use correct punctuation and capitalization. They also did not miss spell the words.

3. Improving Students' Mastery of Vocabulary, Grammar, Punctuation and Mechanics

There were many aspects of writing that should be improved to help the students in creating good narrative texts. The researcher used videos to help the students getting the background or the big picture of the story. It also had other function such as improving students' mastery of vocabulary. When the students watched the video, they found many new vocabularies. They could check the meaning of the new vocabularies from the dictionary or asking to the researcher.

The researcher also provided many examples of fable stories for the students to improve their vocabulary mastery. From the stories they would find many new vocabularies. The students also needed to master the grammar that was used in the narrative texts. The researcher asked the students in each meetings to do exercises about past tense. It would help the students to understand about past tense.

The students also needed to have good punctuation and mechanics in their writing. The researcher asked the students to arrange and write fable texts for many times to improve their mastery of punctuation and mechanics. He gave feedbacks on the students' writing by correcting the miss punctuation and mechanics. It would help the students improving their mastery of punctuation and mechanics.

4. Improvement on the students' writing skill

This part presents the discussion about the result of the students' score from the pre-test, Cycle 1, Cycle 2 and the post-test. The

discussion deals with the mean of the students' score related to the five aspects of writing which are content, organization, vocabulary, language use and mechanics. The following tables present the mean score in the five aspects.

Table 6: The students' Mean Score in the Content Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Content	1.94	3.19	3.22	3.59

The students' mean score in the content aspect increased after the actions of the implementation of the dictogloss technique. The students gain score was 1.65. It is obtained by comparing the mean score in the pre-test and the post-test.

Table 7: The Students' Mean Score in the Organization Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Organization	1.84	2.75	2.94	3.31

Table – above shows the mean score of the organization aspect achieved by the students. In the pre-test, the mean score was 1.84 and in the post-test, the mean score was 3.31. Therefore, the gain score was 1.47.

Table 8: The students' Mean Score in the Vocabulary Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Vocabulary	1.91	2.44	2.66	2.94

In the vocabulary aspect, the students also make some improvements. In the pre-test, the mean score was 1.91. After the actions were implemented in Cycle 1, the mean score increased into 2.44. It continues increasing in Cycle 2 in which the mean score was 2.66. In the post-test, the mean score becomes 2.94. The gain score obtained was 1.03.

Table 9: The Students' Mean Score in the Language Use Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Language Use	1.50	2.19	2.34	2.72

The result of the mean score in the language use aspect presented above in the table which also shows meaningful improvement. In the pre-test, the mean score was 1.50. After implemented the actions in Cycle 1, the mean score increased into 2.19. The mean score after conducting Cycle 2 was increased into 2.34. In the post-test, the mean score was 2.72. The gain score was 1.22.

Table 10: The Students' Mean Score in the Mechanics Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Mechanics	1.31	1.91	2.44	2.84

The table above represents the mean score in the mechanics aspect. The mean score in the pre-test was 1.31 and the score in the post-test was 2.84. The gain score was 1.53. It shows that improvements was achieved in the mechanics aspect.

The overall improvements achieved by the students of VIII C class at SMP N 1 Mungkid are presented in the following chart.

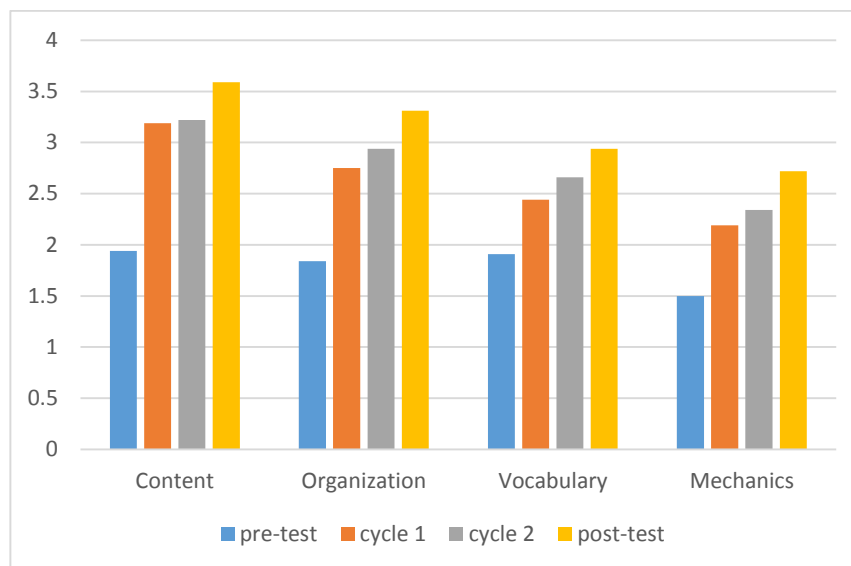


Figure 5: The Students' Mean Scores in Five Aspects of Writing

In reference to the discussion above, the students writing skills improved in five aspects of writing which include (1) content, (2) organization, (3) vocabulary, (4) language use and (5) mechanics. The researcher also presents the general findings of the students' scores in five aspects of writing from the pre-test, Cycle 1, Cycle 2 and post-test as follows.

Table 11: General Findings of the Students' Score from the Pre-test, Cycle 1, Cycle 2 and the Post-test

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Mean Score	8.50	12.44	13.63	15.38

The scores were obtained from the accumulation of the students' scores in all five aspects of writing in the pre-test, Cycle 1, Cycle 2 and

the post-test. In the pre-test, the mean score was 8.50. It increased into 12.44 in Cycle 1. In Cycle 2, the mean score was 13.63, and it was higher than Cycle 1. It keeps increasing in the post-test in which the mean score was 15.38. The gain from pre-test to post-test was 6.88 showing that there is an improvement of students' writing skills.

The following score charts show improvements made by the students.

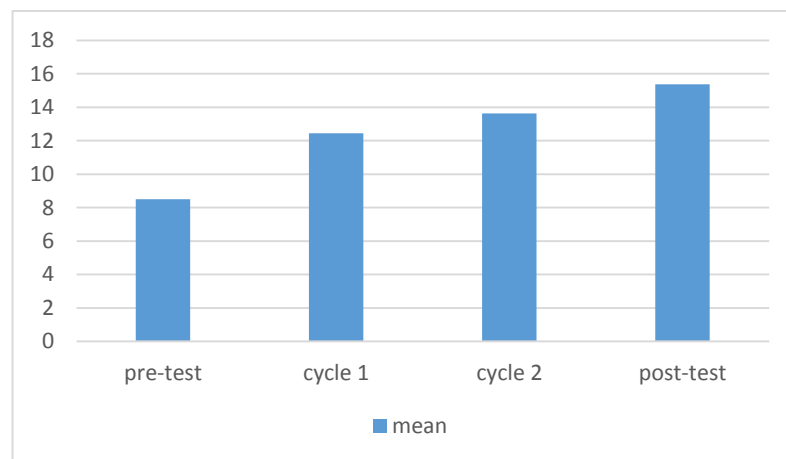


Figure 6: General Findings of the Students' Score from the Pre-test, Cycle 1, Cycle 2 and the Post-test

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents the information about the conclusion of the research, implication and suggestion. The explanation of each point will be presented as follows.

1. Conclusions

The aim of this research is to improve students' writing skills through the use of dictogloss. This research was conducted at the VIII C Class of SMP N 1 Mungkid. Based on the data and discussion gathered in the previous chapters, it can be concluded that the implementation of the dictogloss technique in the teaching and learning process of writing improves the students' writing skills. Dictogloss helped the students in generating ideas, organizing texts and improving their vocabulary mastery. Dictogloss facilitated students to write more sequentially and well organized.

The result of this research revealed the improvements contributed by the implementation of the dictogloss technique in the teaching and learning process of writing in grade VIII of SMP N 1 Mungkid. First, dictogloss could improve students' motivation. It was able to engage the students' attention and interests during the teaching and learning process of writing. Besides, dictogloss could provide the students with illustrations and ideas in their minds. Second, the improvement could also be seen in the teaching and learning process. Dictogloss could be combined with other media such as pictures or video that could create various fun learning activities so it decreased students' boredom

during their learning process in the classroom. The students became more confident to write and active in the classroom activities. Third, since the students were motivated and the writing class ran well, the students' writing skills were also improved.

The average of the students' scores obtained from the pre-test, Cycle 1, Cycle 2 and post-test also showed the improvement of the use of the dictogloss technique in improving the students' writing ability. Besides the writing score, the students also showed the positive response towards writing. At first, the students were reluctant to do the writing task, but after the implementation of the dictogloss, they became more excited to write. Based on the facts above, the dictogloss technique was believed to be useful to improve the students' writing skills and the attitude towards the teaching and learning process.

2. Implications

Based on the conclusions above, the implementation of the dictogloss technique is successful to improve the writing skills of grade VIII students of SMP N 1 Mungkid. Dictogloss is able to attract the students' attention and motivation in learning writing. The dictogloss helped students in the writing process started by listening to the story, writing down the keywords, discussing with friends and writing the story. The dictogloss also helps the students improve their skill in organizing the text because it helped them remembering the elements in narrative text. The dictogloss also made the students to focus on the lesson. It implies that the dictogloss technique could be used to improve the writing ability of grade VIII students at SMP N 1 Mungkid.

3. Suggestions

Regarding to the results of the study, the interpretation and the conclusion, some suggestions are proposed to increase the students' writing ability below.

1. For the English Teacher

Based on the result of this action research, the dictogloss technique is useful to improve the students' writing skills. It helps the students in generating ideas, enrich the text content and organizing the text. It also improves the students' motivation and attention towards writing. The dictogloss technique also can be customized with other media and other text types that will be taught. The English teacher is suggested to use the dictogloss technique to teach writing in order to improve students' writing ability.

2. For Other Researchers

This study is limited only to the VIII grade students at SMP N 1 Mungkid. This research study is aimed at improving the students' writing ability. However there are still some problems which were not yet solved. Related to the focus of the study, it is advisable that the results of the study can be used as one of references for the other researchers who conduct the similar studies related to the development of the students' writing ability.

3. For the Students

The students are suggested to continue this activity. It will be very useful for them in improving their writing ability. It can also be used as a reference when they need to write the same topics. The students should

always practice writing to build their writing habits, one of the ways is by using dictogloss.

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APPENDICES

APPENDIX A

Interview Guidelines

INTERVIEW GUIDELINE FOR TEACHER

A. Before Implementation

Good morning, Mr. I am Dzaky, student from English Education Department, Yogyakarta State University. Thank you for your willingness to do this interview. The interview will spend about 15 minutes. There will be seven questions dealing with the activities in teaching writing, current writing teaching technique, material, students' writing ability, students' motivation, problems in writing and dictogloss.

Blueprint

No.	Topic Areas	Item Number	The Number of the Items
1.	Activities in teaching writing	1	1
2.	Current writing teaching technique	2	1
3.	Students' writing ability	3	1
4.	Students' motivation	4	1
5.	Problems in writing	5	1
6.	Dictogloss	6	1

Question Items

1. What kind of activities that you use in teaching writing?
2. How do you explain the material to the students?
3. How is your opinion about the students' writing ability?
4. Do you think the students have high motivation in writing activities?
5. What kind of difficulties that you find in teaching writing?
6. Have you ever used Dictogloss in teaching writing?

B. After Implementation

Good morning, Mr. Thank you for sparing your time to do this interview. The interview will spend about 15 minutes. There will be seven questions dealing with your comments on my teaching and the students' motivation.

Blueprint

No.	Topic Areas	Item Number	The Number of the Items
1.	Comments on the teaching writing process	1, 2, 3, 5, 8, 9	6
2.	Students' motivation	6	1
3.	Students' writing	7	1
4.	Dictogloss	4	1

Question Items

1. How is your opinion about the use of Dictogloss technique in teaching writing?
2. What are the strengths of Dictogloss technique that you see help the students to write?
3. Does Dictogloss help students to write?
4. What is your opinion about the students' response toward Dictogloss?
5. Are the activities suitable for teaching writing to the students?
6. Do you think the students have high motivation in writing activities?
7. Do you think there is an improvement in the students' writing?
8. What aspects that have to be improved?
9. What do you expect in the next meeting?

INTERVIEW GUIDELINE FOR STUDENTS

A. Before Implementation

Selamat pagi/ siang/ sore. Sebelumnya saya ucapkan terima kasih atas kesediaan Anda meluangkan waktu untuk interview ini. Interview ini akan berlangsung sekitar 15 menit. Akan ada enam pertanyaan terkait kegiatan dalam pelajaran menulis, materi, proses belajar mengajar di kelas, motivasi Anda, masalah yang Anda temui dalam menulis dan *Dictogloss*.

Blueprint

No.	Topic Areas	Item Number	The Number of the Items
1.	Activities in teaching writing	1	1
2.	Material	2	1
3.	Teaching-learning process	3	1
4.	Students' motivation	4	1
5.	Problems in writing	5	1
6.	Dictogloss	6	1

Question Items

1. Kegiatan apa saja yang diberikan guru ketika mengajarkan menulis di pelajaran Bahasa Inggris?
2. Bagaimana pendapat Anda mengenai cara guru menyampaikan materi?
3. Apakah proses belajar mengajar dapat berjalan dengan menyenangkan/ baik?
4. Apakah Anda senang mengikuti kegiatan pembelajaran menulis? Kenapa?
5. Kesulitan apa yang Anda temui dalam menulis?
6. Apakah guru pernah menggunakan *Dictogloss* dalam mengajarkan menulis?

B. After Implementation

Selamat pagi/ siang/ sore. Sebelumnya saya ucapkan terima kasih atas kesediaan Anda meluangkan waktu untuk interview ini. Interview ini akan berlangsung sekitar 10 menit. Akan ada lima pertanyaan terkait kegiatan dalam pelajaran menulis, materi, proses belajar mengajar di kelas, masalah yang Anda temui dalam menulis dan *Dictogloss*.

Blueprint

No.	Topic Areas	Item Number	The Number of the Items
1.	Activities in teaching writing	1	1
2.	Material	3	1
3.	Teaching-learning process	4, 7	2
4.	Problems in writing	2	1
5.	Dictogloss	5, 6	2

Question Items

1. Apakah kegiatan menulis kali ini dapat diikuti dengan baik?
2. Apakah kamu menemukan kesulitan dalam menulis?
3. Bagaimana menurut kamu mengenai cara guru menyampaikan materi? Apakah sudah jelas?
4. Apakah proses belajar mengajar dapat berjalan dengan menyenangkan/ baik?
5. Apakah *Dictogloss* menarik?
6. Apakah penggunaan *Dictogloss* dapat membantu Anda dalam menulis?
7. Apakah guru memberikan *feedback* dengan baik?

INTERVIEW GUIDELINE FOR COLLABORATOR

After Implementation

Good morning/ afternoon. Thank you for sparing your time to do this interview. The interview will spend about 10 minutes. There will be five questions dealing with your comments on my teaching and the students' motivation.

Blueprint

No.	Topic Areas	Item Number	The Number of the Items
1.	Comments on the teaching writing	1, 2, 3, 4	4
2.	Students' motivation	5	1

Question Items

1. How is your opinion about the use of Dictogloss in teaching writing?
2. What are the strengths of Dictogloss that you see help the students to write?
3. Does Dictogloss help students to write?
4. Are the activities suitable for teaching writing to the students?
5. Do you think the students have high motivation in writing activities?

APPENDIX B

Interview Transcripts

Interview 1

Hari, tanggal : Selasa, 12 Agustus 2014

Jam : 09.00 - 09.30

**Responden : R (peneliti)
T (guru Bahasa Inggris)**

Topik : interview sebelum pelaksanaan penelitian

- R : Selamat pagi pak.
- T : Selamat pagi mas. Ada yang bisa saya bantu?
- R : Begini pak, saya disini ingin minta bantuan bapak. Saya berencana melakukan penelitian untuk skripsi saya di sekolah ini dan saya minta izin kepada bapak untuk melakukannya di salah satu kelas dari kelas VIII yang bapak ajar.
- T : Boeh mas, yang penting sudah ada surat dan dapat ijin dari kepala sekolah. Saya mengajar di kelas VII A, B, dan C dan saya menjadi wali kelas juga di kelas VIII C. Silahkan mas mau milih kelas yang mana.
- R : Suratnya dan ijinnya sudah beres ak. Kalau begitu saya mau di kelas VIII C saja pak. Terus untuk jadwalnya setiap hari apa dan jam berapa pak?
- T : Pelajarannya setiap hari Senin jam kedua dan ketiga dan hari Selasa jam ketujuh dan kedelapan. Terus itu penelitiannya tentang apa mas?
- R : Panenlitian saya focus ke writing pak. Adi saya mau menggunakan tehnik dictogloss untuk mengajarkan writing pada anak-anak. Topiknya nanti akan fokus untuk teks naratif. Selain itu materi tersebut sebenarnya untuk semester dua pak. Apakah boleh saya mengajarkannya di semester ini pak?
- T : ooo..jadi tentang writing ya. Boleh itu mas, tidak masalah meskipun itu materi untuk semester dua. Justru anak-anak akan mendapatkan banyak pengetahuan baru.
- R : Kalau biasanya bapak kalau mengajar writing terutama untuk teks seperti naratif, teknik atau cara megajarnya bagaimana pak?
- T : Pertama saya akan jelaskan dulu teksnya. Setelah itu saya jelaskan juga kalimat apa yang nantinya digunakan dalam teks tersebut. Lalu saya beri mereka latihan terlebih dulu dari buku paket tentang teks yang akan mereka tulis dan tenses yang nantinya akan mereka gunakan. Setelah itu baru saya suruh mereka untuk menulis.
- R : Kalau untuk materi dan penjelasannya biasanya bapak pakai media apa?
- T : Kalau untuk teks naratif, biasanya saya pakai gambar mas. Itu kan nanti jadi ilustrasi buat mereka dalam memahami teks. Apalagi untuk cerita-cerita yang belum pernah mereka dengar.
- R : Lalu untuk kemampuan writing siswanya sendiri bagaimana pak?
- T : Kalau untuk saat ini, karena mereka masih di semester satu, mereka baru sebatas menulis kalimat dan paragraf pendek mas. Tapi kalau melihat dari siswa saya tahun lalu, mereka biasanya kesulitan untuk menuangkan ide mereka dalam tulisan. Selain itu mereka juga kurang teliti dalam penggunaan huruf capital dan tanda baca. Ada juga yang masih salah dalam menggunakan tenses dalam kalimat.
- R : Terus kalau pas disuruh menuis begitu biasanya siswanya semnangat dan antusias atau tidak pak?

- T : Macam-macam mas. Ada yang semangat, ada yang males. Ada juga yang malah ramai sendiri. Mereka harus terus dipantau dan diingatkan ketika menulis.
- R : Kalau esulitan yang biasanya ada dalam kegiatan writing di kelas apa pak?
- T : Ya itu mas, kadang mereka kesulitan untuk merangkai ide mereka menjadi sebuah cerita utuh. Terus untuk grammarnya juga masih banyak yang salah.
- R : Bapak pernah menggunakan atau tau tentang tehnik dctogloss?
- T : Belum mas, saya baru ini dengar tentang tehnik ini. Itu bagaimana tehniknya mas?
- R : Itu kita nanti akan mendikte cerita kepada siswa pak, sementara mereka mendengarkan dan mencatat kata-kata penting dari cerita tersebut. Nah nanti mereka akan mengembangkan kata-kata penting tadi menjadi sebuah cerita. Garis besarnya kurang lebih seperti itu pak.
- T : Oooo..begitu. Sepertinya itu akan menarik untuk siswa dan juga menambah pengetahuan saya mas.
- R : Kalau begitu besok Senin saya minta ijin untuk melakukan observasi di kelas bapak, bisa kan pak?
- T : Bisa mas, silahkan. Dusahakan datang sekitar lima belas menit sebelum kelasnya dimulai ya mas. Biar tidak terlambat.
- R : Baik pak. Kalau begitu saya pamit dulu sekarang pak. Terimakasih banyak untuk waktunya.
- T : Iya mas, sama-sama.

Interview 2

Hari, tanggal : Senin, 18 Agustus 2014

Responden : R (peneliti)

S1 (siswa 1)

Topik : interview sebelum pelaksanaan penelitian

- R : Selamat pagi, nama kamu siapa?
- S1 : Selamat pagi juga mas. Nama saya Hasna Farida.
- R : Saya ada beberapa pertanyaan ini buat kamu. Biasanya kalau di kelas ketika guru mengajarkan menulis, kegiatannya seperti apa?
- S1 : Ya menuis gitu mas, dijasin materinya terus nulis.
- R : Terus menurut kamu pak guru cara menyampaikan materinya gimana?
- S1 : Sudah lumayan mas. Tapi kadang ada yang ga jelas, ga paham maksudnya gitu.
- R : Jadi penjelasan di kelas itu asik, biasa saja, atau bikin bosen?
- S1 : Ga selalu mas, kadang nyenengin tapi kadang bosen juga.
- R : Terus kamu sendiri kalau sama menulis bagaimana? Seneng nggak?
- S1 : Tergantung mas. Kalau pas mudeng dan materinya gampang saya jadi seneng nulisnya..hehe
- R : Oooo.jadi begitu. Terus kalau menulis gitu suka ada kesulitan ga? Kalau ada, kesulitannya apa?
- S1 : Ya itu mas, buat mengungkapkan idenya lewat bahasa Inggris.
- R : Terus kalau waktu nyusun kalimatnya susah ga?

- S1 : Lumayan mas
 R : Sudah pernah dengar tentang dictogloss belum? Itu salah satu teknik untuk membantu menulis teks bahasa Inggris.
 S1 : Belum pernah mas, baru tahu ini.
 R : Oke kalau begitu, sekian dulu ya untuk interviewnya. Terima kasih banyak buat waktunya.
 S1 : Iya, sama-sama mas.

Interview 3

Hari, tanggal : Senin, 18 Agustus 2014

Responden : R (peneliti)

S2 (siswa 2)

Topik : Interview sebelum penelitian

- R : Selamat pagi. Namanya siapa?
 S2 : Selamat pagi mas. Saya Mufidatunisa.
 R : Pas kegiatan menulis di kelas biasanya pak guru ngasih kegiatan apa aja?
 S2 : Kadang nulis kata-kata sulit, sama nulis kalimat juga mas.
 R : Terus kalau menulis teks gimana kegiatannya?
 S2 : Dulu itu pernah disuruh nulis nyritain tentang diri kita sendiri mas. Kita disuruh nulis di buku terus dikumpulkan.
 R : Oh, begitu. Terus cara pak guru menyampaikan materinya gimana? Enak ga?
 S2 : Enak mas, cuma kadang ada yang kurang jelas.
 R : Apa kecepetan gitu jelasinnya?
 S2 : Iya mas, kadang ada yang kecepetan.
 R : Terus kamu sendiri seneng ga belajar bahasa Inggris?
 S2 : Lumayan seneng mas.
 R : Terus kalau nulis bahasa Inggris seneng ga?
 S2 : Hehe..aga seneng mas. Tapi kalau disuruh nulis yang panjang gitu masih suka males.
 R : Emang ada kesulitan apa waktu disuruh nulis?
 S2 : Masih bingung nyusun kalimat yang bener mas. Saya sering ga hapal rumus kalimatnya.
 R : Oh...tenses ya maksudnya?
 S2 : Iya mas. Sama kadang masih susah nyari kata-kata yang mau dipakai.
 R : Teurs sudah pernah denger dictogloss belum? Itu salah satu teknik yang bisa dipakai buat nulis teks bahasa Inggris.
 S2 : Belum pernah mas.
 R : Oke, kalau begitu sampai disini ya interviewnya. Terima kasih buat waktunya.
 S2 : Iya mas.

Interview 4

Hari, tanggal : Senin, 18 Agustus 2014

Responden : R (peneliti)

S3 (siswa 3)

Topik : interview sebelum pelaksanaan penelitian

- R : Pagi, namanya siapa?
- S3 : Pagi juga mas, saya Novia, lengkapnya Novia Anjani.
- R : Pak guru suka ngasih kegiatan apa waktu menulis di kelas?
- S3 : Kalau selama ini masih nulis percakapan-percakapan pendek mas sama nulis kata-kata sulit dari buku. Oiya..sama jawab pertanyaan-pertanyaan dari buku mas.
- R : Terus udah pernah nulis teks belum? Kalau udah kegiatannya apa?
- S3 : Mmm..udah pernah mas, nulis tentang diri sendiri gitu.
- R : Terus pak guru kalau nerangin enak ga? Jelas atau ga?
- S3 : Lumayan enak mas, kadang bercanda juga soalnya.
- R : Kamu bisa mengerti semua penjelasan pak guru?
- S3 : Ya ga semua mas, kadang ada yang bingung juga.
- R : Pak guru pakai bahasa Inggris terus kalau jelasin atau pakai bahasa Indonesia juga?
- S3 : Kadang pakai bahasa Indonesia juga mas.
- R : Terus kamu sendiri seneng ga belajar bahasa Inggris?
- S3 : Sebenarnya saya ga begitu suka mas, susah soalnya menurut saya.
- R : Terus buat kegiatan menulis teks gitu seneng ga?
- S3 : Tergantung mas, kalau pas gampang seneng..hehe
- R : Kalau pas nulis gitu kesulitannya apa?
- S3 : Itu mas, bikin kalimatnya. Terus bingung juga waktu ngartiin kata-katanya ke bahasa Inggris.
- R : Jadi tenses sama kosakatanya ya?
- S3 : Iya mas.
- R : Udah pernah nulis pake tekhnik dictogloss belum?
- S3 : Belum pernah mas.
- R : Oke kalau begitu, sekian dulu interviewnya. Terima kasih banyak buat waktunya ya.
- S3 : Iya mas, sama-sama.

Interview 5

Hari, tanggal : Senin, 27 Oktober 2014

Responden : R (peneliti)

T (guru bahasa Inggris)

Topik : feedback Cycle 1

- R : Selamat pagi pak, maaf bolehkah saya melakukan interview sebentar?
- T : Iya mas, ini interview tentang apa ya?
- R : Saya ingin melakukan interview sebentar dengan Bapak terkait pendapat Bapak terhadap proses belajar mengajar ketika saya mengajar, pendapat Bapak bagaimana?
- T : Iya mas, menurut saya sudah cukup bagus, anak- anak terlihat antusias. Meskipun awalnya mereka terlihat bingung, tapi lama kelamaan mereka bisa mengerti dan mau

menulis. Tapi ya selalu saja ada beberapa siswa yang rame sendiri, kita harus selalu terus mengingatkan mereka untuk memrphatkan.

- R : Kalau menurut bapak, setelah saya mengajar selama tiga pertemuan ini, aspek atau materi apa saja yang perlu saya tingkatkan untuk cycle selanjutnya?
- T : Mungkin tentang past tense dan regular-irregular verb nya ditambah lagi latihannya mas. Biar anak-anak makin paham dan ga bingung lagi. Kalau sering dapat latihan tentang materi itu kana lama-lama mereka jadi lebih terbiasa dan ingat.
- R : Jadi materi yang sudah saya sampaikan kemarin diajarkan lagi ya pak? Tapi mungkin dengan variasi yang berbeda bagitu ya pak?
- T : Iya mas, diajarkan lagi aja. Dicoba pake variasi latihan yang berbeda biar anak-anak juga ga bosen sama materinya.
- R : Baik pak kalau begitu, untuk cycle kedua nanti akan saya ajarkan lagi tentang materi yang kemarin.

Interview 6

Hari, tanggal : Senin, 27 Oktober 2014

Responden : R (peneliti)

S1 (siswa 1)

S2 (siswa 2)

Topik : feedback cycle 1

- R : Dek, minta waktunya bentar ya. Mas mau Tanya-tanya dikit ini.
- S1 : Iya mas, gimana?
- R : Kemaren waktu saya ngajar, kalian bisa mengikuti pelajarannya ga? Ada yang kecepeten atau kurang jelas ga?
- S1 : Bisa diikuti kok mas, penjelasannya sudah jelas dan ga kecepeten.
- S2 : Jelas kok mas, saya bisa mengikutinya.
- R : Kemarin kalian dapat tugas kaya ngrubah verb, bikin kalimat past tense, nyatet keyword, sama nulis fabel, susah ga?
- S1 : Ada yang gampang ada yang susah mas. Yang ngerubah verb masih gampang mas, tapi pas bikin kalimat past tense aga susah mas.
- S2 : Itu mas, susah waktu harus nyatet keyword. Trus pas nulis ceritanya juga masih bingung nyusun kalimatnya.
- R : Jadi kalian masih ada kesulitan di past tense, nulis keyword, sama nyusun kalimat jadi cerita ya?
- S1 : Iya mas, kadang suka lupa pas nulis kalimat past tense suka lupa ngrubah verbnnya.
- S2 : Iya, bingung kalau nyusun kalimatnya jadi cerita mas, mikirnya lama.
- R1 : Baik, itu jadi masukan buat saya. Jadi kemarin saya kurang jelas ya jelasinnya? Terus materi yang saya sampaikan jelas ga? Terutama pas saya jelasin fabel sama dictogloss?
- S1 : Kalau penjelasannya sudah jelas mas.
- S2 : Jelas mas, mungkin karena masih belum terbiasa saja.
- R : Wah..bagus kalau begitu, terus kalian suka ga nulis pake *dictogloss*?
- S1 : Suka mas.

- S2 : Suka, jadi lebih gampang mas.
 R : Terus *dictogloss*-nya membantu kalian buat nulis ga?
 S1 : Ngebantu mas.
 S2 : Iya mas, soalnya kita jadi bertahap gitu nulisnya dan terbantu sama *keyword*-nya. Kalau langsung nulis gitu aja susah mas.
 R : Oke...terima kasih banyak ya buat waktunya.
 S1, S2 : Iya mas, sama-sama.

Interview 7

Hari, tanggal : Senin, 27 Oktober 2014

Responden : R (peneliti)

C (kolaborator)

Topik : feedback cycle 1

- R : Setelah Cycle 1 ini, bagaimana pendapatmu tentang penggunaan *dictogloss* untuk mengajar writing?
 C : Menurutku itu lebih menarik karena berbeda dari cara menulis biasanya. Biasanya guru hanya menjelaskan dan langsung menyuruh muridnya menulis begitu saja. Tentu saja siswa tertarik untuk menulis dengan *dictogloss*.
 R : Menurutmu *dictogloss* punya kelebihan apa ketika digunakan dalam mengajar menulis?
 C : Itu bisa membantu siswa mengungkapkan ide dan juga membuat mereka ingat dengan alur cerita dari *keyword* yang mereka catat. Jadi ya siswa jelas dengan apa yang akan ditulis.
 R : Trus buat penjelasannya gimana tentang regular-irregular verbs, past tense, penjelasan tentang *dictogloss* sama contoh-contohnya, sudah jelas apa belum?
 C : Penjelasannya sudah jelas.
 R : Terus kira-kira yang perlu diperbaiki atau ditambahi buat cycle selanjutnya apa?
 C : Ya dijelaskan lagi aja materinya, ini kan masih baru untuk siswa. Semakin sering mereka mendapatkan penjelasan dan latihan, mereka akan semakin mengerti.
 R : Kalau menurutmu minat siswa terhadap menulis bagaimana?
 C : Kalau dilihat minat mereka meningkat dibandingkan ketika pre-test.
 R : Oke, terima kasih untuk waktunya.
 C : Ya, sama-sama.

Interview 8

Hari, tanggal : Selasa, 4 November 2014

Responden : R (peneliti)

S4 (siswa 4)

Topik : interview setelah pelaksanaan penelitian

- R : Dek, mas mau minta tolong. Minta waktunya sebentar ya buat wawancara.
- S4 : Boleh mas, tapi jangan lama-lama ya.
- R : Iya, Cuma bentar kok. Namanya siapa?
- S4 : Wahyu Aditya mas.
- R : Setelah belajar sama saya selama enam pertemuan ini, menurut kamu penjelasan saya bagaimana? Materi yang saya sampaikan jelas nggak?
- S4 : Penjelasannya enak mas, lebih santai dan asik jadinya kita ga takut buat nulis dan bisa ngerti mas tentang fabel.
- R : Jadi kamu seneng diajarin nulis?
- S4 : Seneng mas.
- R : Trus kemarin waktu kamu nulis fabel pake dictogloss itu menarik ga?
- S4 : Menarik mas.
- R : Itu membantu kamu dalam menulis ga?
- S4 : Iya mas.
- R : Membantunya dalam hal apa?
- S4 : Membantu buat menyusun cerita mas, jadi ga bingung apa yang mau ditulis.
- R : Terus sekarang masih bingung ga sama dictogloss?
- S4 : Sudah enggak mas, sudah mudeng sama langkah-langkahnya.
- R : Nah..kalau ada yang tanya gitu terus saya kasih penjelasan, menurutmu penjelasan saya itu sudah jelas belum?
- S4 : Sudah jelas mas.
- R : Yasudah, wawancaranya sudah cukup. Terima kasih banya ya.
- S4 : Iya mas, sama-sama.

Interview 9

Hari, tanggal : Selasa, 4 November 2014

Responden : R (peneliti)
S5 (siswa 5)

Topik : Interview setelah pelaksanaan penelitian

- R : Siang dek, namanya siapa?
- S5 : Ferdi mas.
- R : Boleh minta waktunya sebentar nggak buat wawancara?
- S5 : Boleh mas, monggo.
- R : Selama saya mengajar kemarin kan saya diajarin menulis, kamu nulisnya sudah lancar belum?
- S5 : Lumayan mas.
- R : Masih ada kesulitan apa kalau menulis?
- S5 : Itu mas, bingung milih kata-katanya sama suka lupa ganti verbnya.
- R : Maksudnya ngartiin kata-katanya ke bahasa inggris begitu?
- S5 : Iya mas, kadang jadi salah milih kata padahal artinya hamper sama.
- R : Tapi selama saya ngajar menurutmu penyampaian materi saya bagaimana? Sudah jelas belum?

- S5 : Enak mas, meskipun saya belum benar-bener bagus nulisnya tapi saya jadi bisa untuk menulis. Soalnya ada langkah-langkahnya gitu mas.
- R : Kamu seneng ga diajarin tentang menulis?
- S5 : Seneng mas, asal ga sulit..hehe
- R : Kemarin nulis pake dictogloss itu menarik ga?
- S5 : Menarik mas, soalnya itu masih baru juga. Kita jadi bisa nulis cerita dari keywords yang kita tulis. Terus kan kita ada kerja kelompoknya juga, jadi bisa diskusi sama temen.
- R : Berarti dictogloss membantumu waktu nulis ya?
- S5 : Iya mas.
- R : Membantunya dimana kalau boleh tau?
- S5 : Ya itu mas, bisa nulis cerita dari keywords yang dicatet.
- R : Misal ada yang tanya karena bingung, terus kan saya jelasin, itu penjelasan saya jelas nggak?
- S5 : Sudah jelas kok mas.
- R : Oke, makasih banyak ya buat waktunya.
- S5 : Iya mas.

Interview 10

Hari, tanggal : Selasa, 04 November 2014

Responden : R (peneliti)
S6 (siswa 6)

Topik : Interview setelah pelaksanaan penelitian

- R : Dek, namanya siapa? Minta waktunya bentar ya buat wawancara.
- S6 : Wahyu Gani, Iya boleh mas, cepet ya.
- R : Kamu bisa ngikutin penjelasan saya ga selama saya menjelaskan enam pertemuan ini?
- S6 : Bisa mas, bisa ngikutin kok.
- R : Terus ada kesulitan ga selama menulis?
- S6 : Ada sedikit mas, kadang lupa aja buat ngeruba verb nya sama belum apal yang regular-irregular verb.
- R : Hmmm...terus selama saya menyampaikan materi kan saya ngasih contoh, itu udah bagus belum contohnya? Bikin mudeng atau ga?
- S6 : Sudah bagus kok mas, bikin pejelasanannya jadi lebih jelas.
- R : Bagus deh kalau begitu. Terus kemarin nulis pakai dictogloss menarik nggak?
- S6 : Menarik mas. Soalnya kita jadi tahu apa yang mau ditulis.
- R : Berarti pakai dictogloss menulisnya jadi lebih mudah?
- S6 : Iya mas.
- R : Kemarin ada yang ga jelas terus tanya, kan terus tak jelasin lagi, itu penjelasan saya udah jelas belum?
- S6 : Udah kok mas, mungkin ditambah lagi penjelasannya pakai bahasa Indonesianya pas bagian yang rumit biar semuanya jelas mas.
- R : Oke kalau begitu. Wawancara sudah selesai kok ini. Terima kasih banyak ya.

S6 : Iya, sama-sama mas.

Interview 11

Hari, tanggal : Rabu, 05 November 2014

Responden : R (peneliti)

T (guru bahasa Inggris)

Topik : interview setelah pelaksanaan penelitian

- R : Selamat pagi pak, maaf mengganggu jam istirahat bapak. Saya mau minta waktunya sebentar untuk interview.
- T : Oiya mas, nggak papa, mau interview disini atau didepan ruang guru?
- R : Disini saja pak, nggak banyak kok pertanyaannya.
- T : Oiya, monggo langsung dimulai saja.
- R : Saya mau melakukan interview dengan bapak tentang penelitian saya selama enam pertemuan ini. Bagaimana pendapat bapak mengenai penggunaan dictogloss untuk mengajar writing?
- T : Bagus mas, beda sama biasanya anak-anak belajar nulis. Anak-anak terlihat tertarik buat mengikuti pelajaran . Mereka juga berani dan mau untuk menulis.
- R : Menurut bapak dictogloss ini kelebihanannya apa sehingga bisa membantu siswa dalam menulis?
- T : Dictogloss membantu siswa untuk mengembangkan idenya mas lewat keyword yang dicatet. Mereka jadi tau apa yang mau ditulis.
- R : Kalau menurut bapak sendiri respon siswa bagaimana terhadap dictogloss?
- T : Siswa terlihat cukup tertarik mas. Mungkin karena ini baru buat mereka dan menyenangkan. Mereka bisa mengikuti prosesnya.
- R : Jadi dictogloss ini membantu siswa dalam menulis kan pak?
- T : Iya mas, dictogloss bisa membantu.
- R : Menurut bapak aktifitas yang saya berikan kemarin berkaitan dengan dictogloss bisa meningkatkan motivasi siswa belajar?
- T : Saya lihat motivasi siswa meningkat mas. Meskipun selama enam pertemuan mereka focus untuk menulis, motivasi mereka tetap meningkat dan hasil tulisannya semakin baik.
- R : Kalau menurut bapak peningkatannya dimana?
- T : Ya itu mas, dilihat dari nilainya lama-lama juga semakin baik. Selain itu apa yang ditulis siswa juga semakin banyak yang awalnya cuma baru nulis sedikit-sedikit. Jadi ya hampir semua aspek meningkat.
- R : Kira-kira aspek apa lagi ya pak yang bisa ditingkatkan?
- T : Kalau menurut saya selama enam pertemuan ini sudah cukup baik peningkatannya. Banyak aspek yang sudah meningkat, tinggal dipertahankan.
- R : Apakah bapak ada harapan untuk pengajaran writing kedepannya dan apakah bapak tertarik untuk menggunakan dictogloss untuk mengajar?
- T : Boleh juga mas, mungkin nanti akan saya coba.

- R : Wah..saya iut senang kalau bapak tertarik menggunakan dictogloss. Interviewnya cukup segini dulu pak. Terima kasih atas waktunya dan bantuannya selama ini pak.
- T : Iya mas, sama-sama.. Semoga lancar dan cepat selesai skripsinya.

Interview 12

Hari, tanggal : Rabu, 05 November 2014

Responden : R (peneliti)

: C (kolaborator)

Topik : interview setelah pelaksanaan penelitian

- R : Menurutmu bagaimana penggunaan dictogloss untuk menulis selama enam pertemuan kemarin?
- C : Bagus, kalau dilihat dari nilai siswa lama-lama nilaiya terus meningkat. Motivasi mereka untuk nulis juga bertambah.
- R : Menurutmu apa kelebihan dari dictogloss ini untuk menulis?
- C : Siswa jadi punya bahan untuk mengembangkan tulisan mereka lewat keywords yang dicatet. Mereka juga bisa berdiskusi terlebih dahulu ketika menyusun draft teksnya.
- R : Jadi kesimpulannya dictogloss ini membantu siswa untuk menulis kan?
- C : Iya.
- R : Kalau kamu lihat, motivasi siswa waktu nulis menggunakan dictogloss bertambah ga?
- C : Iya, keliatan bertambah motivasinya. Waktu awal dulu kan mereka keliatan males banget buat nulis gara-hara banyak yang masih bingung gimana caranya nulis teks bahasa Inggris. Dan akhirnya mereka mau dan bisa untuk nulis teks bahasa Inggris.
- R : Oke. Terima kasih untuk waktu dan bantuannya.
- C : Iya, sama-sama.

APPENDIX C

Field Notes

FN.01**Hari, tanggal : Selasa, 12 Agustus 2014****Tempat : Ruang guru SMP N 1 Mungkid****Kegiatan : Meminta ijin penelitian**

The Researcher arrived at the school at 08.30 a.m. and went directly to the teachers' office to meet the English Teacher. Actually, the English Teacher was teaching in a class, so the Researcher had to wait until 09.00 a.m. The Researcher went to the class where the English Teacher taught. The Researcher met the English Teacher in front of the class. The English Teacher recognized well the Researcher because they had already met before, when the Researcher did KKN-PPL in that school. The Researcher asked about the students' problems in English lesson especially in writing. They discussed the students' problems in writing and the solution for about fifteen minutes. The English Teacher suggested to conduct the research in class VIII C and the Researcher agreed.

Later, the English Teacher gave permission to the Researcher to observe the class VIII C in English lesson. The Researcher will observe the teaching and learning process on Monday 18th August 2014. The English Teacher also asked him to prepare and consult the lesson plans to the English Teacher before he conducted the research. Finally, he thanked the English Teacher and asked permission to leave the school.

FN.02**Hari, tanggal : Senin, 18 Agustus 2014****Tempat : Ruang kelas VIII C****Kegiatan : Observasi**

The researcher arrived at school at 07.30 a.m. and waited for the English teacher who joined the morning ceremony. When the morning ceremony finished, the researcher met the teacher and they went to the VIII C class. Before the English teacher started the lesson, he introduced the researcher to the students. He also told the students that the researcher would teach them for six meetings. Then the English teacher asked the researcher to sit at the back of the class.

The English teacher started the class by saying greeting and praying. Then he checked the students' attendance. On that day, all of the students were present. He started the lesson by asking the students about what they had done in the last meeting. Then, he asked some questions related to the materials that they learned in the last meeting. After that, the English teacher told the students that they would learn new materials about giving instructions, invitation, asking permission and refusing. The teacher presented using LCD an examples of the expression that used in the dialog. Then, the teacher asked the students to write down some difficult words from the dialog. Then they were asked to answer some questions related to the dialogue. Some of the students did not directly do but talked to each other. The teacher walked around the classroom to check and help the students. Not all of the students wrote down the difficult words because they did not pay attention to the teacher's explanation before.

Later, the teacher and the students checked and discussed together the task that they did. When the teacher asked the answer, only few students answered. They seemed passive and did not have passion to learn English. Then because the time was almost up, the English teacher give the students homework to write short dialog using expressions of giving instructions, invitation, asking permission or refusing. The result should be submitted in the next meeting.

The English teacher ended the lesson by praying. The English teacher and the researcher leaved the class then they discussed about the teaching and learning process that just happened in the classroom.

FN.03

Hari, tanggal : Senin, 20 Oktober 2014

Tempat : ruang kelas VIII C

Kegiatan : pertemuan 1 cycle 1

Kolaborator : Taufiqur Rochman

The researcher arrived at school with the collaborator at 07.30 a.m. They and the English teacher entered the classroom at 07.45 a.m. The students just finished the morning ceremony. The English teacher also stayed in the classroom to look the teaching and learning process.

The researcher started the class by greeting the students. Then, he asked for the students' attendance and no one was absent. The researcher introduced the collaborator to the students and told the students that he would also stay in the class for the six meetings accompanying the researcher.

The researcher asked the students "Do you know what is narrative text?" and some of the students answered "*teks tentang dongeng atau cerita rakyat Pak*". Then he said "Yes, so a narrative text is a story that created to entertain people, *cerita untuk menghibur*. Then he asked the students "What do you call a story that tells about animals?" and some of the students answered "*fabel Pak*". Then the researcher explained to the students that fable is also a narrative text.

The researcher showed a picture of fable entitled "The Rabbit and The Tortoise" followed by the text of the story. "Now, I'll give you some times to read the story. Please read it carefully". After a moment, he asked the students "Have you finished?" the students replied "*sudah mas*". Then, he asked some questions related to the story to the students. After that, he explained about the generic structure of narrative text or fable. He distributed handout to the students about narrative text, past tense and regular-irregular verbs. "*Jadi teks fabel atau naratif itu terdiri dari orieantation, complication, resolution, sama coda. Coba kalian lihat di handout yang saya bagikan*" a student asked "*pak, coda itu maksudnya bagaimana?*" then he replied "*Coda itu isinya pesan moral yang ada dalam cerita, sudah paham sekarang?*" the student replied "*oh..iya pak, sudah paham sekarang*".

"*Di naratif teks ada juga past tense dan regular-iregular verbs, coba kalian baca penjelasannya di handout*" after a moment, "Do you understand about the explanation of regular and irregular verb?" One students replied "*Sedikit pak, saya masih bingung sama yang irregular verb.*" The researcher explain more clearly, "*regular dan irregular verb itu*

digunakan dalam kalimat past atau lampau. Kalau yang regular verb tinggal ditambah –ed dibelakangnya, kalau yang irregular verb harus kalian hafalkan. Then he continued by explaining past tense to the students. He asked the students to do some tasks about past tense and regular-irregular verbs. Then, he and the students discussed the tasks together. Most of the students still get confused with regular-irregular verbs and past-tense.

The researcher continued to the next activity, he explained again about orientation, complication, resolution and coda. After that, he asked the students “now, it’s your turn to write your own fable text. Please write the fable entitled “The Rabbit and The Tortoise” using your own words” some of the students replied “aaa....jangan pak, susah” the researcher said “tenang..bapak akan tampilkan lagi gambar yang tadi sama bapak bacain dulu ceritanya”. The researcher read the story twice. The students seemed getting many difficulties to write the story.

The researcher walked around the classroom to help the students and reminded them about the use of past tense and regular-irregular verbs. After a moment, the time was almost up. He asked the students to submit their works. Then he ended the class by thanking to the students “*Terimakasih banyak ya buat partisipasinya hari ini, sampai bertemu lagi besok, wassalamualaikum warah matullahi wabarakatuh*”.

FN.04

Hari, tanggal : Selasa, 21 Oktober 2014

Tempat : ruang kelas VIII C

Kegiatan : pertemuan 2 cycle 1

Kolaborator : Taufiqur Rochman

The second meeting was conducted on October 21st 2014 at 11.45 a.m. – 01.05 p.m. The researcher and the collaborator arrived at the school about thirty minutes before the class started. He met the teacher first to tell the teacher about the materials that will be given to the students in this meeting.

The class was started by sating prayer and then the researcher greet the students. No one was absent. The researcher asked “*Kalian masih ingat ga pertemuan kemarin kalian belajar apa?*”, “*naratif sama fabel pak*” “*belajar past-tense sama regular-irregular verbs*” the students replied. “*Bagus, hari ini kita masih akan belajar tentang itu lagi, tapi kita akan pakai dictogloss buat membantu kalian nulis cerita fabel*”.

In this meeting, the researcher prepared a video of fable entitled “The Ant and The Grashopper”. “*Bapak ada video cerita fabel buat kalian, diperhatikan ya*”, “*iya pak*” the students replied. The researcher played the video using LCD while the students paid attention to the video. After that, the researcher distributed handout to the students. “*Okay, now let’s take a look to the handout, disitu ada teks cerita fabel “The Ant and The Grashopper”, silahkan dibaca, isinya kurang lebih sama dengan yang ditampilkan di video barusan*”.

The researcher asked the students “Have you finished?”, “Yes Mr.” the students replied. “*Nah...cerita fabel itu susunannya terdiri dari apa saja?*” the researcher asked the students. “*Ada orientation, complication, resolution sama coda pak*” the students replied. The researcher explained again about narrative text to the students. “*Jadi kalian harus ingat klaau fable itu cerita naratif yang menceritakan tentang hewan*”. (“So you should remember that fable is a narrative text that tell about animals”). “*Kalian juga harus selalu ingat generic structure dari teks naratif atau fabel, ada orientation, complication, resolution, dan coda*”. (“You also have to remember the generic structure of narrative or fable text, orientation, complication, resolution and coda”). Then, he continued the class discussion.

The researcher asked “*Kalian tahu ga pesan moral dari cerita tadi?*” some of the students replied “*itu mas, kita harus selalu siap*” “*kita gs boleh santai-santai saja mas*”. “That’s right, *jadi kalian harus selalu prepare sama sesuatu*” the researcher replied. Then the researcher asked the students to change the form of regular-irregular verbs on the white board. He also asked the students to do tasks about past tense in the handout. After that he discussed it together with the students. Many of the students got the right answer.

The researcher continued “*Oke sekarang kita coba beajar nulis pake dictogloss ya, have you ever heard about dictogloss before?*”. “*Belum Pak, dictogloss itu apa?*”. The researcher explained to the students, “*dictogloss itu tekhnik yang bisa digunakan untuk membantu kalian dalam menulis text narrative dan fabel. “Dictogloss mengkombinasikan listesning dan writing, pertama kalian harus mendengarkan terlebih dahulu lalu setelah itu baru menulis.”* The researcher continued the explanation of dictogloss briefly to the students. The researcher asked the students “*sudah ada gambaran belum?*”, “*sudah pak, sedikit*” the students replied. “*Oke, biar makin jelas, langsung dicoba latihan aja ya?*” the researcher asked the students. “*Tapi jangan yang sulit ya pak*” the students replied. “*Iya, ini pake cerita yang tadi, “The Ant and The Grashopper”*”.

The researcher asked the students to prepare a paper, it will be used to write down the keywords and the draft of the story. The researcher told the students that he would read the story twice, but the students could start writing down the keywords on the second time of reading. After the researcher finished the first reading, he asked the students “*kalian sudah dapat gambaran belum kata-kata mana yang penting dan mau ditulis?*”, the students replied “*belum pak*”, “*cuma beberapa pak*”. Have you got the keywords? “*Belum pak, susah. Bingung milih keyword-nya.*” “*Oke, ingat lagi kalau di fabel itu ada tokohnya, setting nya dan juga kejadiannya., jadi temukan hal-hal itu dan tulis kata-kata yang bisa mewakilnya*”. The researcher read again the story for the second time and he repeated the keywords while read the story to help the students. “*Gini aja..ntar pas kata-kata penting tak baca berulang dan agak pean ya, biar kalian bisa nyatet*”. “*Iya pak*” the students replied.

Then, he reminded again the students about the steps in dictogloss. After they got the keywords, he asked the students to start writing the fable text. They were asked to work in pairs so they could discuss and exchange their keywords. In this step, the researcher walked around the classroom to help the students and also consequently reminded them about the generic structure of fable and also the use of past tense.

When the time was almost up, the researcher asked the students to collect their works. Many students complained because they were only able to write few sentences. The researcher ended the class by saying prayer together with the students. The class ended at 01.05 p.m.

FN.05**Hari, tanggal : Senin, 27 Oktober 2014****Tempat : ruang kelas VIII C****Kegiatan : pertemuan 3 cycle 1****Kolaborator : Taufiqur Rochman**

The third meeting was conducted on October 27th 2014 at 07.40 a.m. – 09.00 p.m. The researcher and the collaborator arrived at the school about twenty minutes before the class started. He met the teacher first to tell the teacher about the materials that will be given to the students in this meeting.

The class was started by saying prayer and then the researcher greet the students. He asked who was absent on that day, what they learned in the last meeting and the students replied that they learned past tense, regular-irregular verbs, fable/narrative text and dictogloss in the last meeting.

“Today we will continue to learn about how to write fable using dictogloss. What do you think about the use of dictogloss in writing dictogloss in the last meeting? *Pertemuan kemarin kita menulis fabel dengan dictogloss, itu membantu ga?jadi lebih mudah tidak nulisnya*” the researcher asked the students. Some of the students answered, “*iya pak, membantu, tapi pas disuruh nulis keywordnya masih susah*”. “*Oke,hari ini kit alatian lagi ya biar nanti tambah lancar pake dictogloss buat nulis fabel*”.

Then the researcher told the students that they would learn about fable and dictogloss again in that day to make them more familiar with the use of dictogloss. But, he asked the students first to do some tasks before they learned again about dictogloss. The researcher distributed handout to the students. “Now, look at the handout, there are some tasks about regular-irregular verbs and past-tense that you should do” the researcher asked the students. After a moment, the researcher and the students checked and discussed it. Many of the students got the right answer this time.

After that the researcher asked the students working in pairs to arrange some jumbled paragraph into a good fable story. The researcher walked around the class while the students did the task. After a moment, they discussed the result and the coda of the story. “*Gimana, udah lebih mudeng belum sekarang sama teks fabel?*” the researcher asked. “*Sudah lumayan pak*” the students replied.

“Okay, it’s the time to learn again about dictogloss. You will write a fable text again today entitled “*The Lion and The Mouse*. We will use dictogloss to help you writing the text. Masih ingat kan langkah-langkah dalam dictogloss kemarin?”. “*Masih Pak, tapi jangan cepet-cepet baca ceritanya, terus diulang beberapa kali bacanya*”. “Okay, I will help you by playing the video of the story first and also repeat the keywords”.

The researcher started the writing activity by playing the video of “*The Lion and The Mouse*”. The students paid attention to the video. After the video finished, the researcher asked the students to listen while he read the story. The researcher read the story slowly. In the second time of the reading, he repeated some words that can be used as the keywords to help the students. “Have you got the keywords?” the researcher asked. “*sudah pak*”, “*lumayan pak*”, the students replied.

“Now, work in pairs with your partner, discuss the keywords and make the draft” the researcher asked the students. The students worked in pairs to discuss the keywords and made the draft of the story. The researcher walked around the classroom to monitor and help the students. “*Jangan lupa pakai past tense sama regular-irregular verb nya*” the researcher reminded the students. After a moment, the researcher asked the students to stop their pair works activity “Okay, now it’s the time for you to write individually your own story”. Then the students started to write individually. When the time was 08.55 a.m. the researcher asked the students to stop their activity. “The time is up, let’s submit your works” the teacher asked the students. Then, the students submitted their works.

The researcher ended the class by thanking to the students for their attentions and participations. The researcher greet the students “See you next time, *wassalamuallaikum warahmatullahi wabarakatuh*”.

FN.06

Hari, tanggal : Selasa, 28 Oktober 2014

Tempat : ruang kelas VIII C

Kegiatan : pertemuan 1 cycle 2

Kolaborator : Taufiqur Rochman

The first meeting of Cycle 2 was held on Tuesday, October 28th 2014 from 11.45 a.m. – 01.05 p.m. The researcher entered the class with the collaborator and the English teacher. The researcher started the class by greeting the students, checking students’ attendance and saying prayer. On that day, all of the students were present.

The researcher gave feedback to the students’ writing in the previous meetings. The researcher said to the students that they still have some problems with the verbs and the past tense sentences. “From your previous writing, you still make some mistakes, especially in past tense. Many of you forget to change the verbs into past”. *Jadi kalian masih sering lupa buat mengganti verb di kalimat past tense, padahal di fabel itu kalimatnya pasti menggunakan past tense*”.

Then, the researcher continued by asking the students to do tasks about regular-irregular verbs. The researcher distributed handouts to the students. He gave about fifteen minutes for the students to do the tasks. “Have you finished? Let’s check and discuss it”. The researcher asked the students for their answer. The students one by one wrote their answer on the whiteboard. “*ini jawaban yang di papan tulis sudah betul semua belum?*”. “*Sudah benar Pak*”. Then he asked the students to spell the answer on the whiteboard together. After that, he asked the students whether the students had questions or not about regular-irregular verbs and they said that they didn’t have any questions.

Then researcher continued to the past tense tasks. He asked the students to do some tasks related to past tense. He walked around the class while the students did the tasks to check and help them. *“Pak, ini maksudnya disuruh bagaimana?”* one of the student asked. *“Kamu harus melengkapi kalimat yang kosong ini dengan verb 2 yang tepat lalu kalian tentukan itu termasuk regular atau irregular verb”*. 30 minutes had passed, he asked the students whether they had finish their work or not and the students said that they had finish their work.

After the students finished their work, the researcher and the students check and discuss the answer together. He asked the students randomly to give their answer. There were few students who got the wrong answers but most of the students got the right answers. *“Nah..ternyata kalian bisa kan ngerjain soal dan bikin kalimat past-tense, yang penting kalian jangan sampai lupa buat merubah verb nya jadi bentuk past. Kalau kalian tidak tau atau lupa, coba dilihat di kamus”* the researcher told the students.

“Do you have any questions about regular-irregular verbs or past tense?” the researcher asked the students. *“Enggak pak”*, *“Sudah capek pak, waktunya sudah mau habis”* the students replied. Because the time was almost up, the researcher ended the class by thanking to the students and saying prayer.

FN.07

Hari, tanggal : Senin, 3 November 2014

Tempat : ruang kelas VIII C

Kegiatan : pertemuan 2 cycle 2

Kolaborator : Tauqur Rohman

The second meeting of Cycle 2 was held on Monday, November 3rd 2014 from 07.40 a.m. – 09.00 a.m. The researcher and the collaborator arrived in the school at 07.30 a.m. After fifteen minutes, they entered the classroom, accompanied by the English teacher.

The researcher started the class by greeting the students *“Good morning, how are you today?”*. *“Good morning Mr. I’m fine, thank you, and you?”* the students replied. *“I’m fine too”* the researcher answered. Then, the researcher checking students’ attendance and saying prayer. No one was absent on that day.

“Okay, do you understand the generic structure of fable text? Kalian juga sudah tau kan apa saja yang disebutkan atau dibahas di setiap bagian dari teks fable?”. *“Sudah Pak, ada orientation, complication, resolution sama coda”*. The researcher continued to the next activities. He distributed handouts to the students. He asked the students to do some tasks in the handout. *“Sekarang kalian lihat handoutnya, disitu ada tugas untuk mencocokkan judul sm coda dari cerita yang ada disitu, kalian kerjakan berpasangan ya”* the researcher asked the student. *“Iya pak”* the students replied.

The researcher walked around the classroom to monitor and help the students. *“Have you finished?”* the researcher asked the students. *“Yes Mr.”* the students replied. The researcher asked randomly some students to read their answer in front of the class. Almost of the students got the right answer. Then, the researcher moved to the next activity. *“Sekarang kita kembali ke dictogloss lagi ya, kalian masih ingat kan dengan langkah-langkah di dictogloss?”*. *“Masih Pak, tapi ceritanya jangan yang susah ya. Terus bacanya di ulang beberapa kali ya Pak”*.

“Okay, I’ll help you by play a video first and also read the keywords repeatedly during reading the story”.

“For this meeting, the story entitled “The Goose that Laid The Golden Egg” the researcher told the students. Then, he played the video of the fable while the students paid their attention to the video. After that, the researcher asked the students to be ready for writing the story suing dictogloss. *“Sekarang dengarkan bapak baca ceritanya ya. Speerti biasa, untuk pembacaan yang pertama kalian belum boleh nulis apa-apa. Nanti waktu pembacaan yang kedua baru kalian tulis keyword nya, jelas?”*, *“Jelas pak”* the students replied. The researcher read the story twice. He repeatedly read some words that can be used as the keywords to help the students.

“Nah..sekarang kaya kemarin, kalian kerja berpasangan untuk mendiskusikan keyword dan draft seritanya”, *“Baik pak”*. Then the students started to work in pairs with their partner. After that, they worked individually to write the story. *“Time is up guys. It’s time to stop and collect your works. Sudah selesai kan nulisnya”?* Almost of the students had already finished their writing. *“Susah ga barusan nulisnya”*. *“Lumayan Pak, tapi kalau ada video dan bacanya diulang-ulang gitu jadi lebih gampang”* one of the students replied.

Then the researcher collected students’ works. He thanked to the students for their attention and participation on that meeting.

FN.08

Hari, tanggal : Selasa, 4 November 2014

Tempat : ruang kelas VIII C

Kegiatan : pertemuan 3 cycle 2

Kolaborator : Taufiqur Rochman

The last meeting of the research was held on Tuesday, November 4th 2014 form 11.45 a.m. – 01.05 p.m. The researcher and the collaborator arrived at the school about fifteen minutes before the class began. Then, the researcher entered the classroom with the collaborator and the English teacher. As usual, the researcher started the class by greeting, checking students’ attendance and saying prayer.

The researcher asked the students *“Kalian masih ada kesulitan ga sama materi di dua pertemuan kemarin?”*. *“Enggak Pak, tapi kadang masih suka lupa ganti verb nya”*. *“Iya Pak, kadang suka lupa ganti verb nya, trus masih liat kamus juga”* the students replied. *“Kalian lama-lama akan semakin terbiasa dengan past tense dengan banyak belajar dan latihan, yang penting kalian sudah tau dasarnya kalau past tense itu verb nya harus diganti ke bentuk past”* the researcher told the students.

The researcher distributed handouts to the students. *“Okay, today we will learn about dictogloss again. But before it, you should do some tasks from the handout”*. The researcher asked the students to arrange jumbled paragraphs into a good fable story and identified the generic structure of it. The students worked in pairs. *“Pak, ini paragraphnya disusun jadi cerita gitu ya?”* one of the student asked. *“Iya, terus dianalisa juga bagian-bagiannya”* the teacher replied. The researcher walked around the classroom to monitor and help the students.

When they finished their work, the researcher and the students discussed the answer together. Almost of the students' answer were correct. They were able to arrange the jumbled paragraphs into a good fable story and identified the generic structure of it.

"Oke, sekarang kita masuk ke menulis pakai dictogloss ya" the researcher told the students. *"Siap pak, jangan yang susah ya ceritanya..hehe"* one of the student replied. "Today, we will write the story entitled "The Tortoise and The Hare. First I will play the video of the story for you". Then, the researcher played the video of the story using LCD while the students paid attention.

"Oke,...sekarang bapak akan membacakan ceritanya dua kali, sama kaya biasanya, kalian baru boleh menulis keywordnya ketika pembacaan yang kedua" the researcher told the students. The students listened carefully and wrote down the keywords from the story. *"Sekarang kalian kerja berpasangan lagi buat bertukar keywords dan membuat draft ceritanya"*. The students worked in pairs to share their keywords and make draft with their partners. After a moment, "Oke..now it's the time for you to work individually writing the story" the researcher asked the students.

The researcher walked around in the classroom to monitor and help the students. The students wrote the text seriously and seemed more easily than before. Some of the students still asked the difficult words to the researcher. *"Waktunya sudah mau habis, sudah selesai nulisnya?"*. *"Sudaaahhhhhh"* almost of the students replied. Then the researcher collected their works. The students looked confidence with their works when they submitted it.

Finally, the researcher ended the class by thanking to the students for their participation in the six meetings. He closed the meeting by saying prayed and saying goodbye to the students.

APPENDIX D

Writing Rubrics

Aspects	Criteria	Scores
Content	• Relevant to topic.	4
	• Mostly relevant to topic but lacks detail.	3
	• Inadequate development of topic.	2
	• Not relevant to topic.	1
Organization	• Ideas clearly stated and supported, well organized, cohesive.	4
	• Loosely organized but main ideas stand out, not well organized.	3
	• Ideas confused or even no main ideas, bad organization.	2
	• Does not communicate, no organization.	1
Vocabulary	• Effective word /idiom choice and usage.	4
	• Occasional errors of word /idiom form, choice and usage.	3
	• Frequent errors of word /idiom form, choice and usage.	2
	• Little knowledge of English vocabulary, idioms and word form.	1
Language Use	• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.	4
	• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.	3
	• Frequent errors of agreement, tense, number, word order, articles, pronouns or prepositions.	2
	• Dominated by errors.	1
Mechanics	• Few errors of spelling, punctuation, capitalization and paragraphing.	4
	• Occasional errors of spelling, punctuation, capitalization and paragraphing.	3
	• Frequent errors of spelling, punctuation, capitalization and paragraphing.	2
	• Dominated by errors.	1

Adapted from Jacob et al.'s (1981)

APPENDIX E

Course Grids

IMPROVING THE EIGHTH GRADE STUDENTS' WRITING SKILL OF NARRATIVE TEXT THROUGH DICTOGLOSS AT SMPN 1 MUNGKID

Grade : VIII

Semester : 2

Core and Basic Competence :

CORE COMPETENCE	BASIC COMPETENCE
1. Menghargai dan menghayati ajaran agama yang dianutnya	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya	2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori	4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.

CYCLE 1					
Indicators	Learning Materials	Teaching and Learning Activities	Assessment	Time Allocation	Sources
Students are able to: 1. Identify the social function of narrative texts (fable). 2. Answer questions related to the fable text. 3. Identify the generic structure of narrative texts (fable). 4. Identify the language features of narrative texts (fable). 5. Rearrange jumbled paragraphs into a good narrative texts (fable). 6. Complete unfinished Simple Past and Simple Continuous Past sentences with the correct verbs. 7. Write a narrative texts (fable) in pair using dictogloss. 8. Write a narrative texts (fable)	Fable texts: <ul style="list-style-type: none"> • The Ant and The Grasshopper • The Fox and The Crow • The Wolf in Sheep's Clothing • The Lion and The Mouse • The Dog and His Reflection • The Fox and The Mask Explanation of the social function, generic structures and language features of fable text.	Pre-Teaching 1.The researcher introduces himself to the students. 2.The researcher calls the students' name one by one. 3.The researcher start the class activities by saying prayer. 4.The researcher proposes rules to the students for the whole process during the research. BKOF 5.The researcher presents pictures about fable through the LCD projector. 6.The students discuss and answer questions related to the picture. 7.The researcher play a video about fable using the LCD projector and ask the students about the video. 8.The researcher and the students discuss together the students' answer related to the video. MOT 9.The researcher give an example of fable followed by questions. In pairs, the students read the fable and answer the questions. 10.The researcher and the students discuss the students' answer. 11.In pairs, the students study the explanation related to the text.	Students' work (writing)	4 X 40 minutes	1. Murphy, Raymond. 1998. <i>English Grammar in Use</i> . Cambridge: Cambridge University Press. 2. http://www.eastoftheweb.com 3. http://www.storyit.com/ 4. http://www.youtube.com

<p>individually using dictogloss.</p> <p>9. Get the moral values from the fable story.</p>		<p>12. In pairs, the students do the task about Simple Past and Past Continuous.</p> <p>13. The students study explanation about narrative text and fable.</p> <p>14. The researcher gives chances to the students to ask if they have any difficulties.</p> <p>JCOT</p> <p>15. In pairs, the students arrange the jumbled paragraph of fable into a good order.</p> <p>16. The students write down the moral value that they get from the fable arranged before.</p> <p>17. The researcher and the students discuss their work together.</p> <p>18. The researcher gives chances to the students to ask if they have any difficulties.</p> <p>19. The researcher explains about dictogloss technique to the students.</p> <p>20. In pairs, the students write a fable using dictogloss technique.</p> <p>ICOT</p> <p>21. The researcher gives handout to the students used to write fable individually.</p> <p>22. The students write fable using dictogloss technique.</p> <p>23. The researcher collects students' work.</p> <p>Post-Teaching</p> <p>24. The researcher gives further guidance.</p> <p>25. The researcher makes reflection.</p>			
CYCLE 2					

Indicators	Learning Materials	Teaching and Learning Activities	Assessment	Time Allocation	Sources
<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Identify the social function of narrative texts (fable). 2. Identify the generic structure of narrative texts (fable). 3. Identify the language features of narrative texts (fable). 4. Finish incomplete fable text. 5. Rearrange jumbled paragraphs into a good narrative texts (fable). 6. Students are able to make some simple past sentences. 7. Identify Simple Past sentence from fable text. 8. Write a narrative texts (fable) in pair using dictogloss. 9. Write a narrative texts (fable) individually using dictogloss. 	<p>Fable Texts:</p> <ul style="list-style-type: none"> • The Goose that Laid Golden Egg • The Rooster and The Fox • The Tiger and The Crane • Sour Grapes • The Peacock's Complaint • The Wind and The Sun • The Wolf and The Crane • The Wolf and The Goat <p>Explanation of the social function, generic structures and language features of fable text.</p>	<p>Pre-Teaching</p> <ol style="list-style-type: none"> 1.The researcher greets the students. 2.The researcher ask who are absent from the class. 3.The researcher calls the students' name one by one. 4.The researcher start the class activities by saying prayer. 5.The researcher ask about what they get from the last meeting. <p>BKOF</p> <ol style="list-style-type: none"> 6.The researcher presents pictures about fable through the LCD projector. 7.The students discuss and answer questions related to the picture. 8.The researcher play a video about fable using the LCD projector and ask the students about the video. 9.The researcher and the students discuss together the students' answer related to the video. <p>MOT</p> <ol style="list-style-type: none"> 10.The researcher give an example of fable followed by questions. In pairs, the students read the fable and answer the questions. 11.The researcher and the students discuss the students' answer. 12.In pairs, the students study the explanation related to the text. 13.In pairs, the students do the task about Simple Past. 	<p>Students' work (writing</p>	<p>4 X 40 minutes</p>	<ol style="list-style-type: none"> 1. Murphy, Raymond. 1998. <i>English Grammar in Use</i>. Cambridge: Cambridge University Press. 2. http://www.eastoftheweb.com 3. http://www.storyit.com/ 4. http://www.youtube.com

<p>10. Get the moral values from fable story.</p>		<p>14.The students identify the parts of a fable text and correct the verbs.</p> <p>15.The researcher gives chances to the students to ask if they have any difficulties.</p> <p>JCOT</p> <p>16.In pairs, the students complete fable texts and write down the moral values that they get.</p> <p>17.In pairs, the students arrange the jumbled paragraph of fable into a good order.</p> <p>18.The students write down the Simple Past sentences that they get from the fable and identify the verbs.</p> <p>19.The researcher and the students discuss their work together.</p> <p>20.The researcher gives chances to the students to ask if they have any difficulties.</p> <p>21.The researcher explains about dictogloss technique to the students.</p> <p>22.In pairs, the students write a fable using dictogloss technique.</p> <p>ICOT</p> <p>23.The researcher gives handout to the students used to write fable individually.</p> <p>24.The students write fable using dictogloss technique.</p> <p>25.The researcher collects students' work.</p> <p>Post-Teaching</p> <p>26.The researcher gives further guidance.</p> <p>27.The researcher makes reflection.</p>			
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APPENDIX F

Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Negeri 1 Mungkid
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / 2 (dua)
Materi Pokok : Teks Lisan dan Tulis Naratif Berbentuk Fabel
Alokasi Waktu : 3 X pertemuan (6 JP)

A. Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
7. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
8. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	<ul style="list-style-type: none"> • Siswa mampu memahami isi dari teks fable. • Siswa mampu menjawab pertanyaan terkait teks fable. • Siswa mengerti ciri kebahasaan dari teks fable.
2.	2.3. Menunjukkan perilaku tanggung jawab, peduli,	

	kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	<ul style="list-style-type: none"> • Siswa mengerti struktur dari teks fable. • Siswa mengerti tentang <i>Simple Past</i> dan <i>Past Continuous</i>. • Siswa mampu mengerjakan soal tentang <i>Simple Past</i> dan <i>Past Continuous</i>.
3.	3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Siswa mampu menyusun paragraph acak menjadi teks fable yang utuh. • Siswa mampu mengambil nilai moral dari teks fable yang mereka baca atau susun. • Siswa mampu menulis teks fable menggunakan <i>Dictogloss</i> secara berpasangan • Siswa mampu menulis teks fable menggunakan <i>Dictogloss</i> secara individu.
4.	8.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.	

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa dapat :

1. Memahami fungsi dari teks naratif berbentuk fabel.
2. Memahami struktur dari teks naratif berbentuk fabel.
3. Mengidentifikasi ciri kebahasaan dalam teks naratif berbentuk fabel.
4. Melengkapi kalimat *Simple Past* dan *Past Continuous* dengan kata kerja yang sesuai.
5. Menulis teks naratif berbentuk fabel secara berpasangan menggunakan *Dictogloss*.
6. Menulis teks naratif berbentuk fabel secara individu menggunakan *Dictogloss*.

D. Materi Pembelajaran**TASK 1**

Look at the picture and then answer the questions.

**Questions:**

1. How many animals are there in the picture?
2. What animals are they?
3. What are they doing?
4. Have you ever heard a story about animals?
5. What is the name of a story tells about animals?
6. Can you mention an example of story about animals?

TASK 2

Work in pairs, read the story and then answer the questions.

The Ant and the Grasshopper

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; "We have got plenty of food at present." But the Ant went on its way and continued its toil.

When the winter came the Grasshopper had no food and found itself dying of hunger - while it saw the ants distributing every day from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for days of need.

Sources: <http://www.eastoftheweb.com/short-stories/UBooks/AntGra.shtml>

Questions:

1. What did the Grasshopper do in a field one summer's day?
2. What did the Ant bring to the nest?
3. What did the Ant suggest to the Grasshopper?
4. Did the Grasshopper do what the Ant suggested to him?
5. What happened to the Grasshopper when the winter came?

Vocabularies

grasshopper [ˈgræs,hɑ:pə]	: belalang
chirp [tʃɜ:p]	: berkicau, mencicit
bearing [ˈber.ɪŋ]	: bantalan
toil [tɔɪl]	: jala
nest [nest]	: sarang
lay up [leɪ ʌp]	: menyimpan
winter [ˈwɪn.tə]	: musim dingin
bother [ˈbɔ:.ðə]	: bersusah-susah, bersusah payah
plenty [ˈplen.ti]	: banyak

TASK 3

Work in pairs, study the explanation below.

From the text in TASK 2 you find some sentences such as:

- An Ant **passed** by, bearing along with great toil an ear of corn he was taking to the nest.
- When the winter **came** the Grasshopper **had** no food and **found** itself dying of hunger.
- While it **saw** the ants distributing every day from the stores.
- Then the Grasshopper **knew**.

Those sentences are called *Simple Past Tenses* sentences.

Very often the Simple Past Tense ends in **–ed** (regular verbs):

V1	V2	Sentence
work	worked	I worked in a shop last year.
invite	invited	We invited them to come to our party
study	studied	I studied very hard last night.

But many verbs are *irregular*. The Simple Past Tense does *not* end in **–ed**. For example:

V1	V2	Sentence
write	wrote	Mozart wrote more than 600 pieces of music.
see	saw	We saw Rose in town a few days ago.
go	went	I went to the cinema last week.

In questions and negatives we use **did/didn't** + *infinitive* (V1):

I	enjoyed
She	saw
They	went

	you	enjoy?
Did	she	see?
	they	go?

I		enjoy
She	didn't	see
They		go

A : **Did** you **go** out last night?

B : Yes, I **went** to the cinema but I **didn't** enjoy the film much.

The past of **be (am/is/are)** is (**was/were**):

I/he/she/it	was/wasn't
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We/you/they	were/weren't
-------------	---------------------

was	I/he/she/it?
------------	--------------

were	we/you/they?
-------------	--------------

Note that we do *not* use **did** in negatives and questions with **was/were**:

- I **was** angry because they **were** late.
- **Was** the weather good when you **were** on holiday?
- They **weren't** able to come because they **were** so busy.

TASK 4

A. Put one of these verbs in each sentences in the correct form.

sell teach win drink catch throw ~~write~~

1. Mozart**wrote**..... more than 600 pieces of music.
2. "How did you learn to drive?" " My father me"
3. We couldn't afford to keep our car, so we it.
4. I was very thirsty. I the water very quickly.
5. Paul and I played tennis yesterday. He's much better than me, so he easily.
6. Jim the ball to Sue, who it.

B. Complete the sentences. Put the verb into the correct form, positive or negative.

1. It was warm, so I**took**... off my coat. (take)
2. The film wasn't very good. I**didn't enjoy**... it very much. (enjoy)
3. I knew Sarah was very busy, so I her. (disturb)
4. I was very tired, so I to bed early. (go)
5. The bed was very uncomfortable. I very well. (sleep)
6. Sue wasn't hungry, so she anything. (eat)

7. We went to Kate's house but she at home. (be)
8. It was a funny situation but nobody (laugh)
9. The window was open and a bird into the room. (fly)
10. The hotel wasn't very expensive. It very much. (cost)
11. I was in a hurry, so I time to phone you (have).
12. It was a hard work carrying the bags. They very heavy. (be)

TASK 5

Work in pairs, study the explanation below.

From the text in TASK 2 you find such sentence:

- In a field one summer's day a Grasshopper **was hopping** about, chirping and singing to its heart's content

That sentence is called *Past Continuous Tense* sentence.

Was/were –ing is the *past continuous*:

I/he/she/it	was	playing
we/you/they	were	cooking
		reading
		working etc

We use past continuous to say that somebody was in the middle of doing something in the certain time in the past.

For example:

- Ann **was watching** television when the phone rang.
- I **was walking** home when I met Dave.

TASK 6


Complete the sentences. Put the verb into the correct form.

1. I TV when she called. (watch)
2. When the phone rang, she a letter. (write)
3. While we the picnic, it started to rain. (have)
4. I to my iPod, so I didn't hear the fire alarm. (listen)
5. While John last night, someone stole his car. (sleep)
6. Sammy for us when we got off the plane. (wait)
7. While I the email, the computer suddenly went off. (write)

Sources: <http://www.englishpage.com/verbpage/pastcontinuous.html>

TASK 7

Study the explanation about fable below.

The Fox and The Crow		
		
A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree.		Orientation
"That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree.		Complication

<p>"Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds."</p> <p>The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox.</p>	
<p>"That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future: "Do not trust flatterers."</p>	Resolution / Coda

Sources : <http://www.eastoftheweb.com/short-stories/UBooks/TorHar.shtml>

Explanation

Definition of Narrative Text:

- A narrative text is an imaginative story to entertain people.
- A narrative is a story that is created in a constructive format (as a work of speech, writing, song, film, television, video games, in photography or theatre) that describes a sequence of fictional or non-fictional human events.

Definition of Fable:

A short story that usually is about animals, especially one in which animals speak and act like human beings, and that is intended to teach a lesson.

Generic Structure of Narrative Text:

Orientation	Complication	Resolution	Coda
It is about the opening paragraph where the characters of the story are introduced. It usually consist of Who, When, Where.	Where the problems in the story developed.	Where the problems in the story is solved.	The moral value from the story.

Language Feature of Narrative Text:

- Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. "That's for me, as I am a Fox," said Master Reynard). The direct speech uses present tense.

TASK 8

In pairs, arrange the jumbled paragraphs into a good narrative text. Then, write down the moral value that you get from the story.

1.	The Wolf in Sheep's Clothing
	The Lamb that belonged to the sheep whose skin the Wolf was wearing began to follow the Wolf in the Sheep's clothing. So, leading the Lamb a little apart, he soon made a meal off her.
	A Wolf found great difficulty in getting at the sheep owing to the vigilance of the shepherd and his dogs.
	For some time he succeeded in deceiving the sheep, and enjoying hearty meals. Appearances are deceptive.
	But one day it found the skin of a sheep that had been flayed and thrown aside, so it put it on over its own pelt and strolled down among the sheep.

2.	The Lion and the Mouse
	Swat! went his huge paw upon one the little creatures. The mouse pleaded for mercy from the stately beast. The lion took compassion upon the tiny mouse and released him.
	A few days later, the lion became trapped in a hunter's net. His roars made the whole forest tremble.
	One day a lion was woken from his afternoon nap by a group of mice scurrying all about him.
	The little mouse whose life was spared approached the lion in the snare and used his sharp little teeth to gnaw the strong ropes until the lion was free.

3.	The Dog and His Reflection
	He snapped at the dog to grab his meat which caused him to drop his dinner in the river.

	A dog was walking home with his dinner, a large slab of meat, in his mouth.
	On his way home, he walked by a river. Looking in the river, he saw another dog with a handsome chunk of meat in his mouth. "I want that meat, too," thought the dog.

4.	The Fox and The Mask
	"What a handsome face this person has. It's a pity he has no brains." he said.
	One day a fox went rummaging in the house of an actor.
	He came across a pile of the actor's stage accessories and noticed a mask in the midst of the pile. He swatted and played with the mask for a few moments.

TASK 9

Work in pairs. Listen to your teacher and write down the narrative text in your answer sheet. Write down the moral value you get from the story.

TASK 10

Listen to your teacher. Write your own narrative text in your answer sheet.

E. Metode Pembelajaran

Genre Based Approach (GBA):

1. BKOF (Building Knowledge of The Field)
2. MOT (Modelling of The Text)
3. JCOT (Joint Construction of The Text)
4. ICOT (Individual Construction of The Text)

F. Sumber Belajar

5. Murphy, Raymond. 1998. *English Grammar in Use*. Cambridge: Cambridge University Press.

6. <http://www.eastoftheweb.com>
7. <http://www.storyit.com/>
8. <http://www.youtube.com>

G. Media Pembelajaran

1. Video
2. Gambar
3. LCD
4. Speaker
5. Kamus

H. Langkah – Langkah Kegiatan Pembelajaran

Pre-Teaching	<ol style="list-style-type: none"> 1. The researcher introduces himself to the students. 2. The researcher calls the students' name one by one. 3. The researcher start the class activities by saying prayer. 4. The researcher proposes rules to the students for the whole process during the research.
BKOF	<ol style="list-style-type: none"> 5. The researcher presents pictures about fable through the LCD projector. 6. The students discuss and answer questions related to the picture. 7. The researcher play a video about fable using the LCD projector and ask the students about the video. 8. The researcher and the students discuss together the students' answer related to the video.
MOT	<ol style="list-style-type: none"> 9. The researcher gives an example of fable followed by questions. In pairs, the students read the fable and answer the questions. 10. The researcher and the students discuss the students' answer.

	<p>11. In pairs, the students study the explanation related to the text.</p> <p>12. In pairs, the students do the task about Simple Past and Past Continuous.</p> <p>13. The students study explanation about narrative text and fable.</p> <p>14. The researcher gives chances to the students to ask if they have any difficulties.</p>
JCOT	<p>15. In pairs, the students arrange the jumbled paragraph of fable into a good order.</p> <p>16. The students write down the moral value that they get from the fable arranged before.</p> <p>17. The researcher and the students discuss their work together.</p> <p>18. The researcher gives chances to the students to ask if they have any difficulties.</p> <p>19. The researcher explains about dictogloss technique to the students.</p> <p>20. In pairs, the students write a fable using dictogloss technique.</p>
ICOT	<p>21. The researcher gives handout to the students used to write fable individually.</p> <p>22. The students write fable using dictogloss technique.</p> <p>23. The researcher collects students' work.</p>
Post-Teaching	<p>24. The researcher gives further guidance.</p> <p>25. The researcher makes reflection.</p>

I. Penilaian

Writing Assessment Rubric

Aspects	Criteria	Scores
Content	• Relevant to topic.	4
	• Mostly relevant to topic but lacks detail.	3
	• Inadequate development of topic.	2
	• Not relevant to topic.	1
Organization	• Ideas clearly stated and supported, well organized, cohesive.	4
	• Loosely organized but main ideas stand out, not well organized.	3
	• Ideas confused or even no main ideas, bad organization.	2
	• Does not communicate, no organization.	1
Vocabulary	• Effective word /idiom choice and usage.	4
	• Occasional errors of word /idiom form, choice and usage.	3
	• Frequent errors of word /idiom form, choice and usage.	2
	• Little knowledge of English vocabulary, idioms and word form.	1
Language Use	• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.	4
	• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.	3
	• Frequent errors of agreement, tense, number, word order, articles, pronouns or prepositions.	2
	• Dominated by errors.	1
Mechanics	• Few errors of spelling, punctuation, capitalization and paragraphing.	4
	• Occasional errors of spelling, punctuation, capitalization and paragraphing.	3
	• Frequent errors of spelling, punctuation, capitalization and paragraphing.	2
	• Dominated by errors.	1

Adapted from Jacob et al.'s (1981)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Negeri 1 Mungkid
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Materi Pokok : Teks Lisan dan Tulis Naratif Berbentuk Fabel
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A. Kompetensi Inti

9. Menghargai dan menghayati ajaran agama yang dianutnya
10. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
11. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
12. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	<ul style="list-style-type: none"> • Siswa mampu memahami isi dari teks fable. • Siswa mampu menjawab pertanyaan terkait teks fable. • Siswa mengerti ciri kebahasaan dari teks fable.
2.	2.3. Menunjukkan perilaku tanggung jawab, peduli,	

	kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	<ul style="list-style-type: none"> • Siswa mengerti struktur dari teks fable. • Siswa mengerti tentang <i>Simple Past</i>.
3.	3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Siswa mampu mengerjakan soal tentang <i>Simple Past</i>. • Siswa mampu mengenali kalimat <i>Past Tense</i> dalam teks fable.
4.	12.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.	<ul style="list-style-type: none"> • Siswa mampu menentukan judul dari sebuah teks fable. • Siswa mampu melengkapi bagian yang hilang dari teks fable. • Siswa mampu menggunakan <i>verbs</i> dengan tepat dalam teks fable. • Siswa mampu menyusun paragraph acak menjadi teks fable yang utuh. • Siswa mampu mengambil nilai moral dari teks fable yang mereka baca atau susun. • Siswa mampu menulis teks fable menggunakan <i>Dictogloss</i> secara berpasangan • Siswa mampu menulis teks fable menggunakan <i>Dictogloss</i> secara individu.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa dapat :

7. Memahami fungsi dari teks naratif berbentuk fabel.

8. Memahami struktur dari teks naratif berbentuk fabel.
9. Mengidentifikasi ciri kebahasaan dalam teks naratif berbentuk fabel.
10. Melengkapi kalimat *Simple Past* dengan kata kerja yang sesuai.
11. Membuat pertanyaan dalam bentuk *Simple Past*.
12. Menyusun kalimat *Simple Past* dari kata-kata yang disusun acak.
13. Menulis teks naratif berbentuk fabel secara berpasangan menggunakan *Dictogloss*.
14. Menulis teks naratif berbentuk fabel secara individu menggunakan *Dictogloss*.

D. Materi Pembelajaran**TASK 1**

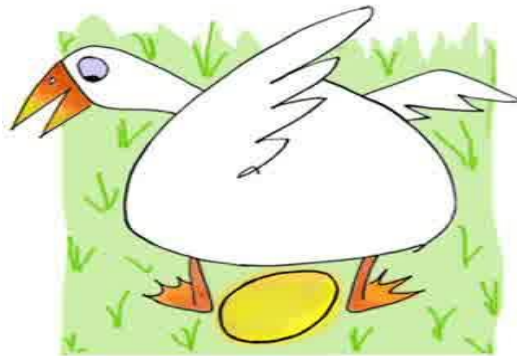
Look at the picture and then answer the questions.

**Questions:**

1. What animals are they?
2. What happened with the lion?
3. What is the mouse doing?
4. Do you know the title of the fable from that picture?
5. Is the fable ended with happy ending?

TASK 2

Work in pairs, read the story and then answer the questions.

The Goose that Laid The Golden Egg

A man and his wife owned a very special goose. Every day the goose would lay a golden egg, which made the couple very rich.

"Just think," said the man's wife, "If we could have all the golden eggs that are inside the goose, we could be richer much faster."

"You're right," said her husband, "We wouldn't have to wait for the goose to lay her egg every day."

So, the couple killed the goose and cut her open, only to find that she was just like every other goose. She had no golden eggs inside of her at all, and they had no more golden eggs.

Sources: <http://www.storyit.com/Classics/Stories/goldengooseegg.htm>

Questions:

1. Who did have a very special goose?
2. What did the goose lay every day?
3. What they did to the goose?
4. Did they get what they want?
5. What lesson can you get from the story?

Vocabularies

goose [gu:s]	: angsa
lay [leɪ]	: bertelur
couple ['kʌp.l]	: pasangan
rich [rɪtʃ]	: kaya
egg [eg]	: telur
husband ['hʌz.bənd]	: suami
wife [waɪf]	: istri
golden ['gəʊl.d ə n/]	: emas
inside [ɪn'saɪd]	: di dalam

TASK 3

Work in pairs, study the explanation below.

From the text in TASK 2 you find some sentences such as:

- A man and his wife **owned** a very special goose
- So, the couple **killed** the goose and cut her open.
- She **had no** golden eggs inside of her at all, and they **had no** more golden eggs.

Those sentences are called *Simple Past Tenses* sentences.

Very often the Simple Past Tense ends in **–ed** (regular verbs):

V1	V2	Sentence
work	worked	I worked in a shop last year.
invite	invited	We invited them to come to our party
study	studied	I studied very hard last night.

But many verbs are *irregular*. The Simple Past Tense does *not* end in **–ed**. For example:

V1	V2	Sentence
write	wrote	Mozart wrote more than 600 pieces of music.
see	saw	We saw Rose in town a few days ago.
go	went	I went to the cinema last week.

In questions and negatives we use **did/didn't** + *infinitive* (V1):

I	enjoyed
She	saw
They	went

	you	enjoy?
Did	she	see?
	they	go?

I		enjoy
She	didn't	see
They		go

A : **Did** you **go** out last night?

B : Yes, I **went** to the cinema but I **didn't** enjoy the film much.

The past of **be (am/is/are)** is (**was/were**):

I/he/she/it	was/wasn't
-------------	-------------------

We/you/they	were/weren't
-------------	---------------------

was	I/he/she/it?
------------	--------------

were	we/you/they?
-------------	--------------

Note that we do *not* use **did** in negatives and questions with **was/were**:

- I **was** angry because they **were** late.
- **Was** the weather good when you **were** on holiday?
- They **weren't** able to come because they **were** so busy.

TASK 4

A. Write the past simple of these verbs.

1. copy _____
2. revise _____
3. cycle _____
4. listen _____
5. practice _____
6. play _____
7. like _____
8. move _____
9. shout _____
10. start _____

B. Complete the sentences. Put the verb into the correct form, positive or negative.

1. On Sunday I (play) computer games with my cousin.
2. My mom (not cook) dinner last night.
3. I (walk) to school because there weren't any buses.

4. They (not dance) at the party.
5. My brother (travel) to Ireland last summer.

C. Arrange the jumbled words into a good question.

Example:

night? - meet - did - you - them - last

Did you meet them last night?

1. film? - like - you - did - the
2. you - many - did - ask? - how - people
3. a - have - time? - they - did - good
4. did - weekend? - the - what - do - we - at
5. she - DVD? - where - that - buy
6. party - on - your - go - Saturday - he - did - to
7. did - yesterday? - who - you - see
8. go - school - yesterday? - did - he - to
9. English? - did - learn - you - where
10. early? - why - you - did - go - home

D. Write five sentences using Simple Past.

TASK 5

Identify the parts of the story and correct the verbs in the story.

The Rooster and The Fox



A rooster (**perch**) on a branch of a very high tree, crowing loudly. His powerful exclamations were heard throughout the forest and (**catch**) the attention of a hungry fox who (**is**) out and about looking for a prey.

The fox (**see**) how high the bird was positioned and (**think**) of a sly way to bring the rooster down for his meal.

"Excuse me, my dear proud Rooster," he gently spoke, "Have you not heard of the universal treaty and proclamation of harmony that is now set before all beasts and birds and every creature in our forest. We (**is**) no longer to hunt or prey nor ravish one another, but we (**is**) to live together in peace, harmony, and love. Do come down, Rooster, and we shall speak more on this matter of such great importance."

Now, the rooster, who (**know**) that the fox was known for his sly wit, (**say**) nothing, but (**look**) out in the distance, as if he (**are**) seeing something.

"At what are you looking so intently?" (**ask**) the fox.

"I see a pack of wild dogs," (**say**) the rooster, "I do believe they're coming our way, Mr. Fox."

<p>"Oh, I must go," said the fox.</p> <p>"Please do not go yet, Mr. Fox," said the rooster, "I was just on my way down. We will wait on the dogs and discuss this new time of peace with all."</p> <p>"No, no," said the fox, "I must go. The dogs (has) not heard of this treaty of peace yet."</p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

TASK 6

Complete the story with the appropriate title and resolution from the right box.

1.	<p>.....</p> <p>A peacock was very unhappy with his ugly voice, and he spent most of his days complaining about it.</p> <p>"It is true that you cannot sing," said the fox, "But look how beautiful you are!"</p> <p>"Oh, but what good is all this beauty," moaned the dishearten bird, "with such an unpleasant voice!"</p> <p>"Oh hear," said the fox, "Each one has it's special gift.</p> <p>.....</p> <p>.....</p>	<p>"Those grapes surely must be sour," he said as he walked away, "I wouldn't eat them if they were served to me on a silver platter."</p>
2.	<p>.....</p> <p>A very hungry fox walked into a vineyard where there was an ample supply of luscious looking grapes. Grapes had never looked so good, and the fox was famished.</p>	<p>"How much I love you, little crane!" exclaimed the tiger, and he had the bird for dessert.</p> <p>You have such beauty, the nightingale has his song, the owl has his eyes, and the eagle his strength. Even if you had a eloquent voice, you would still complain about another thing."</p>

	<p>However, the grapes hung higher than the fox could reach. He jumped and stretched and hopped and reached and jumped some more trying to get those yummy grapes, but to no avail.</p> <p>No matter what he tried, he could not reach the grapes. He wore himself out jumping and jumping to get the grapes.</p> <p>.....</p> <p>.....</p>		<p>The Tiger and The Crane</p>
3.	<p>.....</p> <p>One day another larger crane came along and treated the young one harshly. He bullied the little crane so badly that the young one cried out for help. Up rushed the tiger and without any thought, he gobbled up the bully crane.</p> <p>Now having the taste of flesh in his mouth, he realized how good the bird taste. He turned to his little playmate.</p> <p>.....</p> <p>.....</p>		<p>. Sour Grapes</p> <p>The Peacock's Complaint</p>

TASK 7

Write down the moral values that you get from each story in Task 6

TASK 8

In pairs, arrange the jumbled paragraphs into a good story and identify the orientation, the complication, and the resolution.

1.	The Wind and The Sun	
	The wind blew harder and longer, and the harder the wind blew, the tighter the man held his coat against him. The wind blew until he was exhausted, but he could not remove the coat from the man's back.	
	The wind and the sun argued one day over which one was the stronger. Spotting a man traveling on the road, they sported a challenge to see which one could remove the coat from the man's back the quickest.	
	It was now the sun's turn. He gently sent his beams upon the traveler. The sun did very little, but quietly shone upon his head and back until the man became so warm that he took off his coat and headed for the nearest shade tree.	
2.	The wind began. He blew strong gusts of air, so strong that the man could barely walk against them. But the man clutched his coat tight against him.	
	The Wolf and the Crane	
	"Reward!" cried the wolf, "You greedy, insolent bird! Why do you deserve a reward? You're lucky that I didn't bite your head off when you stuck it in my mouth!"	

	<p>She used her long thin bill to reach down his throat and remove the bone. And after removing the bone, she asked the wolf for the promised reward.</p>	
	<p>He howled and howled in agony and offered a rich reward to anyone who could remove the bone. A crane passing by considered the money, and after seeing the wolf and hearing him scream in such pain, took pity upon him.</p>	
	<p>A wolf ravished his prey one day. He ate so fiercely and hungrily that a bone got lodged in his throat, causing him grievous pain.</p>	

3.	The Wolf and the Goat	
	<p>But the goat knew too well of the wolf's intent. "You don't care if I injure myself or not. You don't care if I eat good grass or bad. What you care about is eating me."</p>	
	<p>Wishing to get the goat to climb down from the rock and into his grasp, he called out to her.</p> <p>"Excuse me, dear Goat," he said in a friendly voice, "It is very dangerous for you to be at such a height."</p>	
	<p>A wolf, who was out searching for a meal, saw a goat feeding on grass on top of a high cliff.</p>	
	<p>"Do come down before you injure yourself. Besides, the grass is much greener</p>	

	and thicker down here. Take my advice, and please come down from that high cliff."	
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TASK 9

Write down three Simple Past sentences for each story from TASK 8. Find the verbs by underline it.

TASK 10

Work in pairs. Listen to your teacher and write down the fable text in your answer sheet.

E. Metode Pembelajaran

Genre Based Approach (GBA):

5. BKOF (Building Knowledge of The Field)
6. MOT (Modelling of The Text)
7. JCOT (Joint Construction of The Text)
8. ICOT (Individual Construction of The Text)

F. Sumber Belajar

9. Murphy, Raymond. 1998. *English Grammar in Use*. Cambridge: Cambridge University Press.
10. <http://www.eastoftheweb.com>
11. <http://www.storyit.com/>
12. <http://www.youtube.com>

G. Media Pembelajaran

6. Video
7. Gambar
8. LCD

9. Speaker

10. Kamus

H. Langkah – Langkah Kegiatan Pembelajaran

Pre-Teaching	<p>26. The researcher greets the students.</p> <p>27. The researcher ask who are absent from the class.</p> <p>28. The researcher calls the students' name one by one.</p> <p>29. The researcher start the class activities by saying prayer.</p> <p>30. The researcher ask about what they get from the last meeting.</p>
BKOF	<p>31. The researcher presents pictures about fable through the LCD projector.</p> <p>32. The students discuss and answer questions related to the picture.</p> <p>33. The researcher play a video about fable using the LCD projector and ask the students about the video.</p> <p>34. The researcher and the students discuss together the students' answer related to the video.</p>
MOT	<p>35. The researcher give an example of fable followed by questions. In pairs, the students read the fable and answer the questions.</p> <p>36. The researcher and the students discuss the students' answer.</p> <p>37. In pairs, the students study the explanation related to the text.</p> <p>38. In pairs, the students do the task about Simple Past.</p> <p>39. The students identify the parts of a fable text and correct the verbs.</p> <p>40. The researcher gives chances to the students to ask if they have any difficulties.</p>

JCOT	<p>41. In pairs, the students complete fable texts and write down the moral values that they get.</p> <p>42. In pairs, the students arrange the jumbled paragraph of fable into a good order.</p> <p>43. The students write down the Simple Past sentences that they get from the fable and identify the verbs.</p> <p>44. The researcher and the students discuss their work together.</p> <p>45. The researcher gives chances to the students to ask if they have any difficulties.</p> <p>46. The researcher explains about dictogloss technique to the students.</p> <p>47. In pairs, the students write a fable using dictogloss technique.</p>
ICOT	<p>48. The researcher gives handout to the students used to write fable individually.</p> <p>49. The students write fable using dictogloss technique.</p> <p>50. The researcher collects students' work.</p>
Post-Teaching	<p>51. The researcher gives further guidance.</p> <p>52. The researcher makes reflection.</p>

I. Penilaian

Writing Assessment Rubric

Aspects	Criteria	Scores
Content	• Relevant to topic.	4
	• Mostly relevant to topic but lacks detail.	3
	• Inadequate development of topic.	2
	• Not relevant to topic.	1
Organization	• Ideas clearly stated and supported, well organized, cohesive.	4
	• Loosely organized but main ideas stand out, not well organized.	3
	• Ideas confused or even no main ideas, bad organization.	2
	• Does not communicate, no organization.	1
Vocabulary	• Effective word /idiom choice and usage.	4
	• Occasional errors of word /idiom form, choice and usage.	3
	• Frequent errors of word /idiom form, choice and usage.	2
	• Little knowledge of English vocabulary, idioms and word form.	1
Language Use	• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.	4
	• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.	3
	• Frequent errors of agreement, tense, number, word order, articles, pronouns or prepositions.	2
	• Dominated by errors.	1
Mechanics	• Few errors of spelling, punctuation, capitalization and paragraphing.	4
	• Occasional errors of spelling, punctuation, capitalization and paragraphing.	3
	• Frequent errors of spelling, punctuation, capitalization and paragraphing.	2
	• Dominated by errors.	1

Adapted from Jacob et al.'s (1981)

APPENDIX G

Dictogloss' Template

Name :
Student Number :
Class :

Keywords		
Orientation	Complication	Resolution / Coda

Title : The Tortoise and The Hare	
Orientation :	
Complication :	
Resolution / Coda :	

APPENDIX H

Fable Stories

The Tortoise and the Hare



One day there was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, the tortoise challenged him to a race. All the animals in the forest gathered to watch.

Hare ran down the road for a while and then paused to rest and fell asleep, thinking, "There is plenty of time to relax." The tortoise walked and walked. He never, ever stopped until he came to the finish line. The animals who were watching cheered so loudly for Tortoise.

The animals woke up the Hare, he shocked because the Tortoise was over the line.

After that, the Hare always reminded himself, "Don't be arrogant".

Adapted from:

<https://www.storyarts.org/library/aesops/stories/tortoise.html>

The Lion and the Mouse



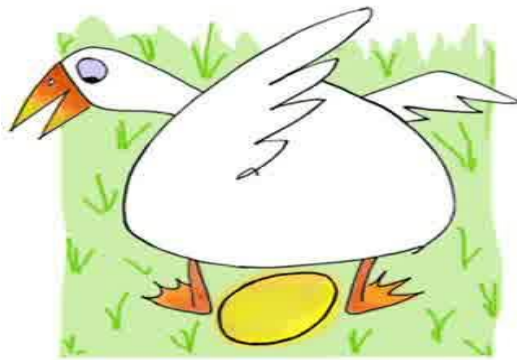
Once when a Lion was asleep a little Mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him.

"Pardon, O King," cried the little Mouse: "forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn some of these days?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go. Sometime after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on.

Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little Mouse. Finally, they became best friend forever. Little friends may prove great friends. Good deeds are rewarded

Sources: <http://www.taleswithmorals.com/aesop-fable-the-lion-and-the-mouse.htm>

The Goose that Laid The Golden Eggs



A man and his wife owned a very special goose. Every day the goose would lay a golden egg, which made the couple very rich.

"Just think," said the man's wife, "If we could have all the golden eggs that are inside the goose, we could be richer much faster." "You're right," said her husband, "We wouldn't have to wait for the goose to lay her egg every day."

So, the couple killed the goose and cut her open, only to find that she was just like every other goose. She had no golden eggs inside of her at all, and they had no more golden eggs. They realized that they should not greedy.

Sources: <http://www.storyit.com/Classics/Stories/goldengooseegg.htm>

The Ant and the Grasshopper



In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; "We have got plenty of food at present." But the Ant went on its way and continued its toil.

When the winter came the Grasshopper had no food and found itself dying of hunger - while it saw the ants distributing every day from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for days of need.

Sources: <http://www.eastoftheweb.com/short-stories/UBooks/AntGra.shtml>

The Fox and the Crow



A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree.

"That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree.

"Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds."

The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox.

"That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future: "Do not trust flatterers."

Sources : <http://www.eastoftheweb.com/short-stories/UBooks/TorHar.shtml>

The Rooster and the Fox



A rooster was perched on a branch of a very high tree, crowing loudly. His powerful exclamations were heard throughout the forest and caught the attention of a hungry fox who was out and about looking for a prey.

The fox saw how high the bird was positioned and thought of a sly way to bring the rooster down for his meal.

"Excuse me, my dear proud Rooster," he gently spoke, "Have you not heard of the universal treaty and proclamation of harmony that is now set before all beasts and birds and every creature in our forest. We are no longer to hunt or prey nor ravish one another, but we are to live together in peace, harmony, and love. Do come down, Rooster, and we shall speak more on this matter of such great importance."

Now, the rooster, who knew that the fox was known for his sly wit, said nothing, but looked out in the distance, as if he were seeing something.

"At what are you looking so intently?" asked the fox.

"I see a pack of wild dogs," said the rooster, "I do believe they're coming our way, Mr. Fox."

"Oh, I must go," said the fox.

"Please do not go yet, Mr. Fox," said the rooster, "I was just on my way down. We will wait on the dogs and discuss this new time of peace with all."

"No, no," said the fox, "I must go. The dogs have not heard of this treaty of peace yet."

Sources : <http://www.eastoftheweb.com/short-stories/UBooks/RoosFox.shtml>

APPENDIX I

Students' Writing Scores

Pre-test

Students	Content		Organization		Vocabulary		Language Use		Mechanics		Jumlah	
	R	C	R	C	R	C	R	C	R	C	R	C
S1	1	1	1	2	1	2	2	2	2	1	7	8
S2	3	2	2	2	2	2	2	2	2	2	11	10
S3	1	2	2	2	1	1	1	1	2	1	7	7
S4	1	2	1	2	2	1	2	2	1	2	7	9
S5	3	2	2	2	3	2	2	2	2	1	12	9
S6	3	2	3	3	3	3	2	2	2	2	13	12
S7	3	2	3	2	2	2	2	3	2	2	12	11
S8	2	2	3	3	2	3	2	3	2	2	11	13
S9	2	2	2	2	2	2	2	2	1	2	9	10
S10	2	2	2	2	1	2	1	2	2	1	8	9
S11	2	2	1	2	1	2	1	1	1	1	6	8
S12	2	2	2	1	2	1	2	2	1	1	9	7
S13	2	1	2	2	2	1	2	2	1	1	9	7
S14	2	2	2	3	1	1	1	2	1	1	7	9
S15	2	1	2	1	1	2	2	2	1	1	8	7
S16	1	1	1	1	2	2	1	2	1	1	6	7
S17	3	2	2	2	2	2	2	2	2	1	11	9
S18	1	2	1	1	3	3	2	2	1	1	8	9
S19	1	2	1	1	2	2	1	2	1	1	6	8
S20	1	1	1	1	2	1	1	1	1	1	6	5
S21	1	2	1	2	2	2	2	1	1	1	7	8
S22	1	1	1	2	2	2	1	2	1	1	6	8
S23	4	3	3	3	2	1	2	2	1	1	12	10
S24	1	3	1	2	2	2	1	1	1	1	6	9
S25	3	2	3	3	2	2	1	2	1	1	10	10
S26	1	2	1	2	2	2	1	2	1	1	6	9
S27	4	3	4	3	2	2	1	2	2	1	13	11
S28	3	2	3	3	2	2	1	1	1	2	10	10
S29	1	2	1	1	2	1	1	1	1	2	6	7
S30	2	2	2	3	2	1	1	2	1	1	8	9
S31	2	2	2	2	2	2	2	2	1	1	9	9
S32	1	2	1	2	2	1	1	1	1	1	6	7
Mean	1.94	1.91	1.84	2.03	1.91	1.78	1.50	1.81	1.31	1.25	8.50	8.78

R : Researcher

C : Collaborator

Cycle 1

Students	Content		Organization		Vocabulary		Language Use		Mechanics		Jumlah	
	R	C	R	C	R	C	R	C	R	C	R	C
S1	1	2	1	2	1	2	2	2	1	2	6	10
S2	4	4	4	4	3	3	3	3	2	2	15	16
S3	3	2	3	3	2	3	1	2	1	2	10	12
S4	2	3	2	3	1	2	1	2	1	2	7	12
S5	3	3	2	2	1	2	1	1	1	1	8	9
S6	4	3	3	3	3	3	2	1	2	1	14	11
S7	4	3	3	3	3	2	3	3	3	2	16	13
S8	3	3	2	2	2	2	3	3	1	2	11	12
S9	4	3	3	3	3	2	3	3	3	2	16	13
S10	3	3	3	3	3	2	2	2	2	2	13	12
S11	2	2	2	3	2	3	2	2	1	1	9	11
S12	3	3	3	2	2	3	2	2	2	1	12	11
S13	3	2	2	2	2	3	2	3	2	1	11	11
S14	2	3	2	3	2	2	2	3	2	1	10	12
S15	2	2	2	3	2	2	2	3	1	2	9	12
S16	2	2	2	2	2	2	2	2	1	1	9	9
S17	3	3	3	3	2	2	3	2	2	1	13	11
S18	3	3	3	3	2	2	2	3	2	2	12	13
S19	3	3	3	3	2	3	2	3	2	2	12	14
S20	3	3	3	3	3	2	2	2	2	2	13	12
S21	4	3	3	2	3	2	3	2	2	2	15	11
S22	4	3	3	3	3	3	3	2	2	2	15	13
S23	4	3	4	3	3	3	2	2	2	2	15	13
S24	4	3	3	3	3	3	3	2	3	2	16	13
S25	4	3	3	3	3	3	2	2	2	2	14	13
S26	4	4	3	2	3	3	2	2	3	3	15	14
S27	4	4	3	3	3	2	2	2	2	2	14	13
S28	3	3	3	3	3	2	2	2	2	2	13	12
S29	3	3	2	3	2	2	2	2	2	2	11	12
S30	3	4	3	3	3	3	2	2	2	2	13	14
S31	4	2	4	3	3	2	3	2	3	2	17	11
S32	4	3	3	3	3	2	2	3	2	2	14	13
Mean	3.19	2.91	2.75	2.78	2.44	2.41	2.19	2.25	1.91	1.78	12.44	12.13

R : Researcher

C : Collaborator

Cycle 2

Students	Content		Organization		Vocabulary		Language Use		Mechanics		Jumlah	
	R	C	R	C	R	C	R	C	R	C	R	C
S1	3	3	3	3	3	2	3	3	3	2	15	13
S2	4	3	4	3	3	3	3	3	3	2	17	14
S3	3	3	3	3	2	3	2	2	3	3	13	14
S4	3	3	2	2	3	3	2	2	2	3	12	13
S5	3	3	3	2	3	2	3	3	2	3	14	13
S6	3	3	3	2	2	2	2	3	2	3	12	13
S7	4	3	4	3	3	3	3	3	3	2	17	14
S8	3	3	2	2	3	3	2	2	2	2	12	12
S9	3	3	3	3	3	3	3	2	2	3	14	14
S10	3	3	3	3	3	3	3	2	3	3	15	14
S11	3	3	3	2	2	3	2	3	2	2	12	13
S12	3	3	3	3	2	3	3	3	2	3	13	15
S13	3	3	2	3	2	2	2	3	2	3	11	14
S14	3	3	2	2	2	2	2	3	2	3	11	13
S15	3	3	2	2	3	3	2	2	2	2	12	12
S16	3	3	2	2	2	2	2	2	2	2	11	11
S17	3	3	3	3	2	3	2	2	2	2	12	13
S18	3	3	3	3	2	2	2	3	3	3	13	14
S19	3	4	3	3	3	3	2	2	3	3	14	15
S20	4	3	4	3	3	3	3	3	4	3	18	15
S21	3	3	3	2	3	3	2	2	2	2	13	12
S22	3	4	3	2	3	3	2	3	3	2	14	14
S23	4	3	3	2	3	3	2	2	3	3	15	13
S24	4	3	3	2	3	3	2	3	3	3	15	14
S25	4	3	4	3	4	3	3	3	3	3	18	15
S26	4	4	3	3	3	3	3	3	3	3	16	16
S27	4	4	3	3	3	3	3	3	3	3	16	16
S28	3	4	3	3	3	3	2	2	2	3	13	15
S29	3	4	3	3	2	3	2	2	2	3	12	15
S30	3	3	3	3	3	3	2	3	2	2	14	14
S31	3	3	3	2	2	3	2	2	2	2	12	12
S32	2	3	3	3	2	3	2	2	1	2	10	13
Mean	3.22	3.19	2.94	2.59	2.66	2.78	2.34	2.53	2.44	2.59	13.63	13.69

R : Researcher

C : Collaborator

Post-test

Students	Content		Organization		Vocabulary		Language Use		Mechanics		Jumlah	
	R	C	R	C	R	C	R	C	R	C	R	C
S1	4	3	4	4	3	3	3	3	3	3	17	16
S2	4	4	4	4	3	3	3	3	4	4	18	18
S3	3	3	3	3	3	3	2	3	3	2	14	14
S4	4	3	3	3	3	3	3	3	2	3	15	15
S5	3	3	3	4	3	3	3	2	3	4	15	16
S6	4	3	4	4	3	3	3	3	3	3	17	16
S7	4	4	3	3	3	2	2	3	3	2	15	14
S8	4	4	4	4	3	3	3	3	3	2	17	16
S9	3	4	3	4	3	3	2	2	3	3	14	16
S10	4	3	4	4	3	3	3	2	2	3	16	15
S11	3	3	3	3	2	2	2	2	3	4	13	14
S12	4	3	3	4	3	3	3	3	3	3	16	16
S13	3	3	3	3	2	3	2	2	2	3	12	14
S14	3	3	2	2	3	2	3	2	2	3	13	12
S15	3	3	3	4	3	3	3	3	2	3	14	16
S16	3	3	3	4	3	3	2	2	2	2	13	14
S17	3	4	3	3	3	3	2	2	3	3	14	15
S18	4	4	4	3	3	3	3	3	3	3	17	16
S19	4	4	3	3	3	4	3	3	3	3	16	17
S20	4	4	4	3	4	3	3	3	3	2	18	15
S21	4	4	4	3	3	3	3	3	3	3	17	16
S22	4	3	4	3	3	3	2	2	3	3	15	14
S23	4	3	4	3	3	3	3	2	3	3	17	14
S24	4	4	4	4	3	2	3	3	4	4	18	17
S25	4	4	4	4	3	3	3	3	4	3	18	17
S26	4	3	4	3	3	3	3	2	4	3	18	14
S27	4	3	3	3	3	3	2	3	3	4	15	16
S28	4	4	3	4	3	3	3	3	3	3	16	17
S29	3	4	3	3	3	3	3	3	2	2	14	15
S30	3	4	3	3	3	3	3	3	2	2	14	15
S31	3	3	2	3	3	3	3	3	3	3	14	15
S32	3	3	2	2	2	3	3	3	2	2	12	13
Mean	3.59	3.44	3.31	3.34	2.94	2.91	2.72	2.66	2.84	2.91	15.38	15.25

R : Researcher

C : Collaborator

APPENDIX J

Questionnaires

KUESIONER

Nama :

Kelas :

No :

Berilah tanda (√) pada salah satu jawaban yang sesuai menurut anda.

Keterangan:

SS: Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS: Sangat Tidak Setuju

No.	Pernyataan	STS	TS	S	SS
1	Kemampuan menulis itu penting.				
2	Menulis bahasa Inggris itu mudah.				
3	Kemampuan menulis saya baik.				
4	Saya merasa percaya diri ketika menulis bahasa Inggris.				
5	Saya bisa menulis banyak kosa kata dalam bahasa Inggris dengan benar.				
6	Guru selalu berbicara dengan bahasa Inggris ketika mengajar.				
7	Instruksi-instruksi guru jelas dan dapat dimengerti.				
8	Handout yang diberikan guru membantu saya dalam belajar.				
9	Materi-materi yang diberikan mudah.				
10	Materi-materi yang diberikan menarik.				
11	Topik-topik pembelajaran sesuai dengan ketertarikan saya.				
12	Kamus membantu saya untuk menemukan makna kata.				
13	Saya mendapat koreksi dan feedback dari guru.				

14	Guru berkeliling kelas ketika kami mengerjakan tugas.				
15	Saya mendapat banyak latihan menulis				
16	Saya belajar menulis sendiri dan berpasangan (<i>pair work</i>).				
17	Guru menggunakan media gambar dan video dalam kegiatan di dalam kelas.				
18	Kegiatan dalam <i>dictogloss</i> bisa saya pahami dan ikuti.				
19	Saya bisa mencatat <i>keywords</i> dari cerita melalui <i>dictogloss</i> .				
20	Saya bisa mengembangkan <i>keywords</i> menjadi sebuah cerita menggunakan <i>dictogloss</i> .				
21	<i>Dictogloss</i> membantu saya memahami struktur teks fabel.				
22	<i>Dictogloss</i> memotivasi saya untuk menulis dalam bahasa Inggris.				
23	<i>Dictogloss</i> membantu saya untuk menulis cerita fabel dalam bahasa Inggris.				
24	<i>Dictogloss</i> membuat saya bisa menulis cerita fabel dalam bahasa Inggris.				
25	Kegiatan-kegiatan selama menggunakan <i>dictogloss</i> menyenangkan.				

APPENDIX K

Questionnaire Analysis

THE RESULT OF THE QUESTIONNAIRE

Scale :

SA : Strongly Agree

A : Agree

D : Disagree

SD : Strongly Disagree

Total Respondent : 32 students of SMP N 1 Mungkid Grade VIII C

Aspect	Item Number	Statement	Option	Frequency	Percentage
The students' attitudes (towards writing)	1	Writing skill is important.	Strongly Agree	17	53.13
			Agree	15	48.88
			Disagree	0	-
			Strongly Disagree	0	-
The students' writing abilities	2,3,4,5	Writing English is easy.	Strongly Agree	2	6.25
			Agree	20	62.50
			Disagree	10	31.25
			Strongly Disagree	0	-
		My writing ability is good.	Strongly Agree	0	-
			Agree	13	40.63
			Disagree	15	46.88
			Strongly Disagree	4	12.50

		I am confident to write in English.	Strongly Agree	3	9.38
			Agree	21	65.63
			Disagree	8	25.00
			Strongly Disagree	0	-
		I can write many English vocabularies correctly.	Strongly Agree	0	-
			Agree	8	25.00
			Disagree	23	71.88
			Strongly Disagree	1	6.25
The roles of the teacher	6,7,13,14	The teacher always speaks English when teaching.	Strongly Agree	1	3.13
			Agree	5	15.63
			Disagree	24	75.00
			Strongly Disagree	2	6.25
		The teacher's instructions are clear and understandable.	Strongly Agree	8	25.00
			Agree	20	62.50
			Disagree	4	12.50
			Strongly Disagree	0	-
		I get correction or feedback from the teacher.	Strongly Agree	8	25.00
			Agree	22	68.75
			Disagree	2	6.25
			Strongly Disagree	0	-
		The teacher moves around when we are doing the tasks.	Strongly Agree	15	46.88
			Agree	13	40.63
			Disagree	4	12.50
			Strongly Disagree	0	-

The learning materials	8,9,10,11, 12	The handout from the teacher help me in learning.	Strongly Agree	4	12.50
			Agree	26	81.25
			Disagree	2	6.25
			Strongly Disagree	0	-
		The materials are easy.	Strongly Agree	4	12.50
			Agree	23	71.88
			Disagree	5	6.25
			Strongly Disagree	0	-
		The materials are interesting	Strongly Agree	7	21.88
			Agree	23	71.88
			Disagree	2	6.25
			Strongly Disagree	0	-
		The topic suits my interest.	Strongly Agree	8	25.00
			Agree	22	68.75
			Disagree	1	3.13
			Strongly Disagree	0	-
		Dictionary helps me to find the word meanings.	Strongly Agree	8	25.00
			Agree	21	65.63
			Disagree	3	9.38
			Strongly Disagree	0	-
The classroom activities	15, 16, 17 18, 25	I experience a lot of writing practice.	Strongly Agree	4	12.50
			Agree	28	87.50
			Disagree	0	-
			Strongly Disagree	0	-

		I experience individual work and pair work.	Strongly Agree	7	21.88
			Agree	23	71.88
			Disagree	2	6.28
			Strongly Disagree	0	-
		The teacher uses pictures and videos in the teaching and learning process.	Strongly Agree	7	21.88
			Agree	25	78.13
			Disagree	0	-
			Strongly Disagree	0	-
		The activities in dictogloss can be understood and followed.	Strongly Agree	12	37.50
			Agree	16	50.00
			Disagree	4	12.50
			Strongly Disagree	0	-
		The activities in dictogloss are fun.	Strongly Agree	2	6.25
			Agree	23	71.88
			Disagree	7	21.88
			Strongly Disagree	0	-
The benefits of using dictogloss in the teaching and learning process.	19, 20, 21, 22, 23, 24	I can get the keywords from the story using dictogloss.	Strongly Agree	6	18.75
			Agree	20	62.50
			Disagree	6	18.75
			Strongly Disagree	0	-
		I can develop the keywords into a story using dictogloss.	Strongly Agree	2	6.25
			Agree	26	81.25
			Disagree	4	12.50
			Strongly Disagree	0	0

		Dictogloss helps me to understand the generic structure of narrative (fable) text.	Strongly Agree	4	12.50
			Agree	24	75
			Disagree	4	12.50
			Strongly Disagree	0	-
		Dictogloss motivates me to write in English.	Strongly Agree	5	15.62
			Agree	22	68.75
			Disagree	5	16.62
			Strongly Disagree	0	0
		Dictogloss helps me to write fable in English.	Strongly Agree	8	25
			Agree	24	75
			Disagree	0	0
			Strongly Disagree	0	0
		Dictogloss makes me able to write fable in English.	Strongly Agree	7	21.88
			Agree	23	71.88
			Disagree	2	6.25
			Strongly Disagree	0	-

APPENDIX L

Students' Writings

Name : Sani Lita karuni .
 Student Number : 28 .
 Class : VIII C .

The Rabbit and The Tortoise



^{was} one day, in the jungle, a rabbit was sitting. The rabbit
 is ^{is} very arrogant. He challenged all animals to compete
 running. Suddenly, the tortoise ^{came} come. He accepted
 challenge ^{challenge} a rabbit's. On the day of the race, the
 rabbit and the tortoise ^{stand} stand ^{by} by race running.
 The rabbit ^{mocked} mocked the tortoise, because the tortoise
 slowly ^{running} running. But when ^{the} the race running, the rabbit ~~of~~ ^{took} take
 a nap. The winner ^{was} is the tortoise.

Name : Rizha Prarresti A
 Student Number : 25
 Class : VIII C

The Rabbit and The Tortoise



Once upon a time, in the ^{forest} wood the arrogant rabbit ^{way} is standing under the ^{tree} three. "I am ^a fast runner," said the rabbit. He challenged all animals to race running. Suddenly, the tortoise ^{and} accept rabbit's challenge, he said "I accept your challenge" all the animals ^{laughed} look ^{ed} at Tortoise, and they ~~are~~ laugh.

Before ^{the running race} run ~~challenge~~, the rabbit busy invited all their friends to look run ^{running race} challenge and he ^{did} does not sleep at the night.

On the day of the race, the rabbit dancing around the way, but the tortoise ^{was} is run ~~full~~ full of spirit. Because sleepy, the rabbit ~~is~~ sleep under ^{slept} three. ^{tree} The tortoise is ^{won} ~~win~~ won.

Name : Mufidatunisa
 Student Number : 17
 Class : VIII C

The Rabbit and The Tortoise



Once upon a time there ^{were} ~~are~~ a rabbit, a crow,,
 a cat, a rooster, and a fox. They ^{were} ~~are~~ gathering in
 the forest.

Later a Tortoise ^{came} close to ^{them} ~~they~~.
^{the} ~~a~~ rabbit arrogant with ability run very
 speedy, ~~he~~ a then a tortoise ^{eat} ~~challenge~~ ^{the} ~~a~~ rabbit
 to a race run.

The following ^{day} ~~today~~ they ^{came} ~~last~~ together
 in ^a ~~place~~. Later they ^{began} ~~begin~~ something contest, ^{the} ~~a~~
 rabbit run ^{fast} ~~speedy~~ but a tortoise run ^{slowly} ~~late~~.

In ^{the} ~~center~~ ^{of the} ~~Contest~~ a rabbit ^{slept} ~~a sleep~~, ~~last~~
^{the} ~~a~~ tortoise follow ^{eat} ~~a~~ rabbit run ^{fast} ~~speedy~~, ~~fast~~ ^{finally}
 a tortoise ^{eat} ~~reach~~ Finish line.

Name : Yenni Agustini
 Student Number : 32
 Class : VII C

the little mouse		Keywords
little the mouse climb up The chouse The lion Paw, Jaw, Swallow best friend forever trapping	tired the take a nap in jungle captured Struggled trapping apologized	Big Paw jump one gnaw scrambled pitied the mouse free Stop on the trap the lion wake up one day

the mouse the lion - mouse

Title :
<p>Orientation : one day when lion triad and take a nap, the little mouse jump ^{and} ^{at} ^{and} scrambled on the lion's body and the lion ^{trapped} was trap the little mouse. He have ^{had} pow to pawing the mouse. the lion pitied to the mouse, the mouse was apologized to lion.</p>
<p>Complication : the mouse the to take leave the lion so that escaped his body - And then the lion escaped the mouse the mouse said "I want to help you someday, because you already help me". And the mouse ^{was} free."</p>
<p>Resolution / Coda : Some day the lion ^{stepped on} ^{heard} the trap and the lion trapping. The mouse hard the lion trying the mouse climb up to gnaw the rope. And the lion ^{was} free. finally the mouse and the lion ^{became} best friend forever. The moral of the story is good deeds are rewarded.</p>

was trapped

Name : Sani Lita Karuni.
 Student Number : 28.
 Class : VIII C.

Keywords		
The Lion	Paw = Cakar	apologized : Minta maaf
The Mouse.	Trap : Jebakan.	Pitied : kasihan.
sleep	One day	Free
Take a nap.	tired	sometime : suatu saat
Best friend	sleeping	stap
Forever.	scrambled = Meloncat	captured : Terjebak
	Trapping = Menjebak.	struggled : Berjuang
		heard = mendengar
		Gnaw = Menggrogoti

Rope = jaring
 net

Title : The Lion and The Mouse. ^a ^{that}
Orientation : One day, there ^{was} the lion is tired, and he ^{is} slept. Then, there ^{was} ^a mouse is ^{scrambling} scrambled on the body ^{at the} lion.
Complication : The lion was angry. The lion ^{trapped} trapping the mouse. Then, the lion ^{was} pitied ^{by} for the mouse. Sometime, the lion ^{was} captured in the net. The lion struggled to exit from the net.
Resolution / Coda : The mouse heard the lion ^{was} crying. Then, the mouse gnaw ^{ed} the net. Finally, they ^{are} became best friend forever. ^{became}

Name : Gibang Jati SA
 Student Number : 09
 Class : VIII C

Keywords		
Tired	Paw	captured
Lion	trapping	struggled
Jungle	apologized	cry
sleep	Pitied	gnaw
scrambled	Free	rope
mouse	trap	friend
		net

Title :	The Lion and The mouse
Orientation :	One day in the jungle the lion was tired and slept. The mouse scrambled ^{on} the lion.
Complication :	The lion very angry. The lion trapped the mouse. The mouse apologized. The lion let the mouse free. The lion trapped in a rope. The mouse gnawed a rope and the lion free.
Resolution / Coda :	The lion and the mouse ^{to be} best friends forever.

3 November 2014

Name : Riaki Nur Utami
 Student Number : 26
 Class : VIII C

Keywords		
Orientation	Complication	Resolution / Coda
goose, owned, men, wife, special goose, every, golden eggs laid, very rich, couple	said, in the goose inside, faster, lay, every day, killed the goose, cut her open	the farmer, found nothing, greedy

Title : The Goose that Laid The Golden Eggs		
Orientation : The long day, there a couple had a special goose and the goose laid the golden eggs. The couple were very rich.		
Complication : Once, the man said, "How if we kill and cut her open?" The wife said, "Yes I agree." Then the man killed and cut her open the goose but ^{he} found nothing in the inside.		
Resolution / Coda : The man was very sad and ^{already} regret because already killed his goose. The fable teaches that one should be content with what one has, and not be greedy.		

Name : Riakia Mawada
 Student Number : 27
 Class : VIII C

Keywords		
Orientation	Complication	Resolution / Coda
Goose A man and use the wife Every day Golden eggs Laid The couple very rich owned	The man said to his wife Golden eggs inside Faster Egg lay every day The man killed the goose and cut her open	The farmer found nothing greedy

Title : The Goose that Laid The Golden Eggs		
Orientation : once upon a time, a man and ^{his} use the wife owned very special goose. Every day the goose laid 'golden eggs'. The couple very ^{was} rich		
Complication : The man said to his wife "How if we cut her open? we ^{could} rich faster". The wife said "You right!". The man killed the goose and cut her open.		
Resolution / Coda : And then the farmer found nothing. Because the farmer greedy. This fable teaches that one should be content with what one has, and not be greedy.		

Name : Rizha Ramech A
 Student Number : 25
 Class : VII C

Keywords		
Orientation	Complication	Resolution / Coda
<ul style="list-style-type: none"> - man - wife - special goose - laid - golden eggs - owned 	<ul style="list-style-type: none"> - Faster - Couple - Inside - killed - cut - open - lay 	<ul style="list-style-type: none"> - Farmer - Found - nothing - no more

Title : The Goose that Laid The Golden Eggs		
Orientation : <p>Once upon a time, in the village. A man and his wife owned a special goose. Everyday, the goose laid golden eggs. So, the couple became very rich.</p>		
Complication : <p>One day, the wife said : "If we could had all of golden eggs inside the goose, we could be rich faster." "You right" said husband. Then, the man killed the goose, and cut her open. He hoped had ^{for having} more of golden eggs.</p>		
Resolution / Coda : <p>The Farmer found nothing. But they ^{already} lost their special goose. This fable, teach for : "One should be content with what one has, and not be greedy."</p>		

Name : Nisa Melia Qur'ani
 Student Number : 20
 Class : VIII C

Keywords		
Orientation	Complication	Resolution / Coda
<ul style="list-style-type: none"> * Speedy * Run * Fast * Boast * Challenged * Race * Gathered * Watch 	<ul style="list-style-type: none"> - Paused - Fell a sleep - walked - Finish line - Reached 	<ul style="list-style-type: none"> ➤ Make up ➤ Shocked ➤ Over the line ➤ Arrogant ➤ Over confidence ➤ Under estimate

Title : The Tortoise and The Hare	
<p>Orientation : One day in the forest, ^{there} were animals talking about who was the fastest run animal. The hare claim that he was boast to run fast. So, he challenged the tortoise and hare run race. The animal gathered to watch the challenged.</p>	
<p>Complication : The hare running fast. He was confidence to win the race, because he look the tortoise running slow. The hare fell a sleep. The tortoise walked and then he never stop. The tortoise reached finish line.</p>	
<p>Resolution / Coda : The hare wake up a sleep. He was shocked, that the tortoise has passed him and over the line. Don't be arrogant, over confidence, and under estimate.</p>	

Name : Novia Angani
 Student Number : 21
 Class : VIII C

Keywords		
Orientation	Complication	Resolution / Coda
one day The tortoise run The hare Speedy Fast boast challenged race gathered watch	run down Paused Fell asleep walked Finish line Reached	wake up Shocked over the line arrogant over confidence under estimate

Title : The Tortoise and The Hare
Orientation : one day gathered group animals in the forest. there was arrogant hare because he can run fast. Suddenly the tortoise came. then the hare challenged the tortoise run race
Complication : Next morning there are race. The Hare run with speedy leave the tortoise in the start line. After that the hare stop and fell sleep. afterwards the tortoise reached Finish line
Resolution / Coda : Finally, the hare woke up and shocked see the tortoise over the line. The tortoise said "don't be arrogant and don't be like under estimate".

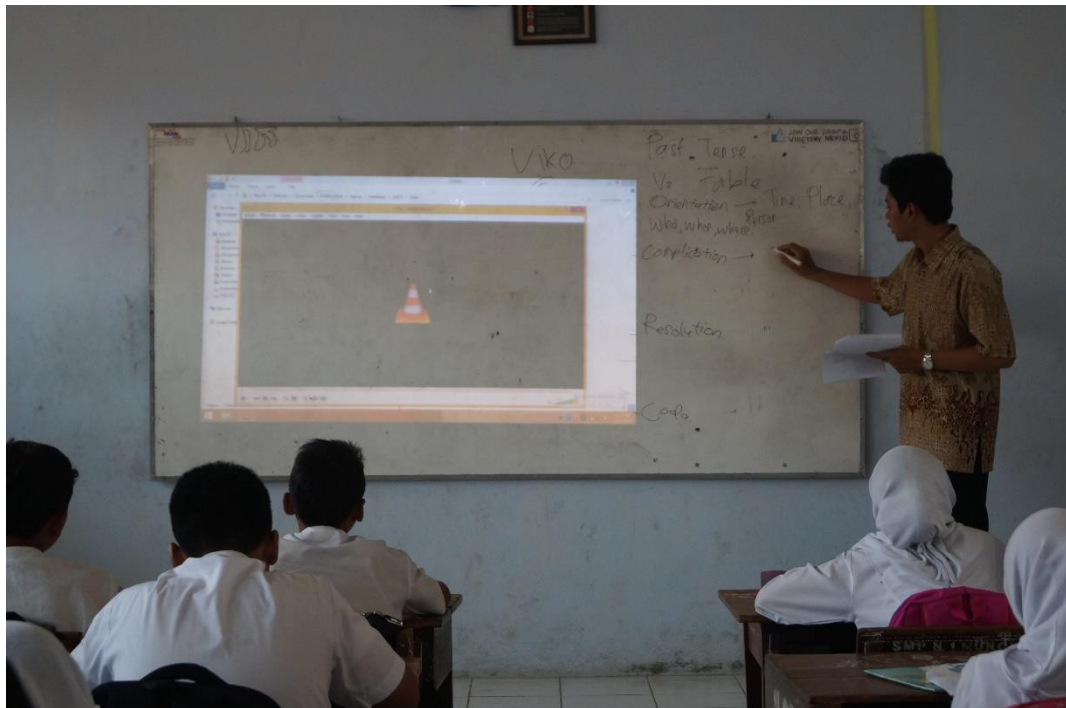
Name : Priya Apriliana
 Student Number : 22
 Class : VIII C

Keywords		
Orientation	Complication	Resolution / Coda
1. Speedy 2. run 3. Fast 4. Boast 5. Challenged 6. Race 7. Gathered 8. Watch	1. Paused : berenti 2. Fell asleep 3. Walked 4. Finish line 5. Reached	1. Wake up. 2. Shocked 3. Over the line 4. Arrogant 5. Over confidence 6. Under estimate

Title : The Tortoise and The Hare	
Orientation : One day in the jungle ^{there} were animals talking about who was the fastest run animals. The hare boast that he was the fastest to run fast. So he challenged the tortoise to have run race. The animals gathered to watch to challenge.	
Complication : The hare running fast, he was confidence to win the race because he look the tortoise running slow. The hare fell asleep. The tortoise walked and then he never stop. And then tortoise reached finish line.	
Resolution / Coda : The hare wake up he is shocked that the tortoise has passed him. And over the line. Don't be arrogant, over confidence and under estimate.	

APPENDIX M

Documentation



The researcher was explaining about past tense.



The students wrote their answer on the whiteboard.



The students used dictionary when they were writing the fable.



The students worked in pairs in writing fable.



The researcher also used video as the media.



One of the problems, the student did not pay attention during the lesson.

APPENDIX N

Permit Letter



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
 10 Jan 2011

Nomor : 1055e/UN.34.12/DT/IX/2014
 Lampiran : 1 Berkas Proposal
 Hal : Permohonan Izin Penelitian

11 September 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
 c.q. Kepala Bakesbanglinmas DIY
 Jl. Jenderal Sudirman No. 5 Yogyakarta
 55231

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING THE EIGHTH GRADE STUDENTS' WRITING SKILL OF NARRATIVE TEXT THROUGH DICTOGLOSS AT SMP N I MUNGKID IN THE ACADEMIC YEAR OF 2014/2015

Mahasiswa dimaksud adalah :

Nama : DZAKY MUBARAK FASYA
 NIM : 09202241042
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : September - Oktober 2014
 Lokasi Penelitian : SMP N I Mungkid

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
 Kasubbag Pendidikan FBS,



Indun Probo Utami, S.E.
 NIP. 19670704 199312 2 001

Tembusan:

1. Kepala SMP N I Mungkid