

CHAPTER I

INTRODUCTION

1.1 Background of the Research

The usefulness of the dictogloss technique for teaching narrative text composition is the subject of this study. It is crucial that educators and learners alike comprehend the fundamentals of written English syntax and the distinctions between speaking and writing. In the classroom, as a teacher, inspire pupils and motivate them to practice more in order to reap the rewards. Because they believe writing takes a lot of time, students in the educational system typically detest or steer clear of writing assignments (Pirang and Giuliani 2006:245). Pupils frequently struggle with writing because they lack the appropriate language. Students find vocabulary frustrating, which is why vocabulary is crucial for words or sentences when conversing with one another. Because pupils' vocabulary will grow in proportion to how easy it is for them to acquire a language. Thus, teachers need to support their pupils' learning by giving them writing guidelines and vocabulary preparation. Writing may also be described as the process of putting thoughts into words on paper. Fitrawati and Kurniawan (2014, p. 160). Put another way, writing needs to be cohesive and coherent, with its ideas making sense and making logical connections. According to Graham et al. (2022), writing is a process of communication in which the writer expresses his ideas and thoughts to the reader in written form. This implies that learning to write involves a greater number of processes. To ensure that the reader grasps the meaning of the author's intended message in this instance, the writer must construct a coherent sequence of phrases and assertions. Thus, writing can be used with strategies like dictogloss.

One dictation method that can be used to teach cooperative writing is called dictogloss. In the dictation exercise known as "dictogloss," students listen to readings, highlight important terms, and then work on them in the classroom (Vasiljevic, 2010). This method goes beyond simple transcription (Mark and Anderson, 2003). Pupils emphasize relationships among themselves as well as meaning over words. Additionally, the Dictogloss approach is applied to enhance student accomplishment in writing and is taught in the classroom to enable pupils to write (Putra, 2014). Students can benefit from using dictogloss approaches to compose narrative texts when they are learning to write (Evi, S. 2015).

Narrative text is a form of story text that aims to provide entertainment to its readers. This narrative text tells an experience or imaginary representation in a different way. Narrative texts are stories that show the cultural environment of society in the past and are related to problematic events that led to a crisis or turning point, which ultimately found a resolution (Watkins 2005:220). Next, narrative text refers to written material that takes the shape of a story or fairy tale. These can be of many different genres, such as science fiction, romance, horror, mystery, and fairy tales. In addition to being entertaining, narrative texts also impart moral lessons through the course of the narrative (Djarmika

and Wulandari 2013, p. 3). Thus, studies were done to find out how well the Dictogloss Technique worked for teaching people how to compose narrative texts.

1.2 Research problems

1. How are students' writing abilities in narrative texts before treatment and after treatment when the dictogloss technique taught in writing is used?
2. How is the dictogloss technique applied in teaching writing narrative texts?
3. How to make the dictogloss technique effective, which will be studied in learning to write narrative texts in class IX of Smp Parulian 3 Medan?

1.3 Objectives of the Research

The following is the formulation of the research objectives in light of the background and research difficulties mentioned above:

1. To determine students' ability to write narrative text before being given treatment and after being given treatment whe using the dictogloss technique which is taught in writing?
2. To find out how the dictogloss technique is applied in teaching writing narrative texts?
3. To find out how to make the dictogloss technique effective, which will be studied in learning to write narrative texts in class IX Smp Parulian 3 Medan?

1.4 Limitations of the Research

In the analysis of improving the dictogloss technique by teaching writing narrative texts at SMP Parulian 3 Medan, the researcher only focused on mastering writing skills, first considering the meaning of words and use of words. Second, the pretest and posttest were entered in a pre-experimental manner.

1.5 Significance of the Research

The goal of the study is to give both students and teachers relevant information from a theoretical and practical standpoint, and other researchers.

1. Theoretical Significance

This paper was written to analyze the Dictogloss Technique's efficacy in teaching writing narrative texts using theory. Even though there is a lot of material on this topic, the researcher hopes that this article can support other researchers or other readers.

2. Practical Significance

A. For students

It is hoped that students will find this information helpful in motivating them to write better.

B. For Researchers

This study can serve as a resource and motivation for additional research to be conducted by other researchers related to the dictogloss technique in writing.