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# **THE EFFECT OF USING ROUND TABLE AND DICTOGLOSS TECHNIQUES ON STUDENTS' WRITING ABILITY OF NARRATIVE TEXT: A COMPARATIVE STUDY AT THE FIRST YEAR OF ANSHARULLAH ISLAMIC SENIOR HIGH SCHOOL OF PULAU BIRANDANG**

## **THESIS**

Submitted to State Islamic University Sultan Syarif Kasim Riau  
in Partial Fulfillment of the Requirements for the Degree  
of Master in English Education



UIN SUSKA RIAU

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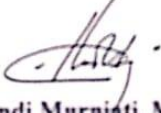
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Alhamdulillah, in the name of Allah, the most gracious and the most merciful, all praises belong to Allah the almighty. Regard and pray to prophet Muhammad, peace be upon him.

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## TRANSLITERATION GUIDELINES

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### A. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh

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ذ	Dhad	Dh
ث	Tha	Th
ظ	Zha	Zh
ع	‘Ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
هـ	Ha	H
ء	Hamzah	‘
ي	Ya	Y

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## B. Double Consonant

The double consonant is written *double* *أَلعَا مَه* written *al-ammah*.

## C. Short Vowel

- Fathah is written *a*, for instance قال
- Kasrah is written *i*, for instance قيل
- Dhomah is written *u*, for instance دون

## D. Double Vowel

او is written *a*, او' is written *uw*, اي' is aritten *ay*, and اي' is written *i*.

## E. Ta' Marbutah

The stopped Ta' Marbutah in the last verse *h*, for instance

الرسالة للمدرسة is written *arisalat li al-madrasah*.

## F. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letters

is written *al*.

## G. Capital Letter

The capitalization is adjusted with the enhanced Indonesian Spelling.

## ABSTRACT

### **Husnul Fitriyah Rohimah (2020): The Effect of Using Round Table and Dictogloss Technique on Students' Writing Ability of Narrative Text: A Comparative Study at the First Year of Ansharullah Islamic Senior High School of Pulau Birandang**

The purpose of this study is to investigate the comparison between Round Table and Dictogloss techniques on students' writing ability. The design study was A Quasi-Experimental Study by comparing two techniques of two experimental groups of pretest-posttest design. It involved 60 participants consisting of two experimental groups of the students of Islamic Senior High School of Ansharullah Pulau Birandang. Three research questions and six hypotheses were proposed in this study to determine the effect of the significant differences between Round Table and Dictogloss techniques on students' writing ability. Pretest and posttest were given in this study and independent t-test samples and paired t-test samples were used to analyze the data. The results indicate that there is a significant difference in the effect of using Round Table technique and using Dictogloss technique students' writing ability. The Round Table contributes to the improvement of students' writing ability to 86% while the Dictogloss contributes 91%. Finally, it was concluded that both Round Table and Dictogloss techniques can be applied in teaching writing ability at Islamic Senior High School of Ansharullah Pulau Birandang.

**Keyword:** Round Table Technique, Dictogloss Technique, Writing Ability

## ABSTRAK

### **Husnul Fitriyah Rohimah (2020) : Pengaruh Penggunaan Teknik Rond Table dan Dictogloss Pada Kemampuan Menulis Teks Narrative Siswa: Sebuah Studi Perbandingan pada Siswa Kelas Sepuluh di Madrasah Aliyah Pondok Pesantren Ansharullah Pulau Birandang**

Tujuan dari penelitian ini adalah untuk menyelidiki perbandingan antara teknik round table dan teknik dictogloss pada kemampuan menulis siswa. Desain penelitian adalah studi kuasi-eksperimental dengan membandingkan dua teknik dengan dua kelompok eksperimen pretest - posttest design. Ini melibatkan 60 peserta yang terdiri dari dua kelompok eksperimen dari siswa Madrasah Aliyah Pondok Pesantren Ansharullah Pulau Birandang. Tiga pertanyaan penelitian dan enam hipotesis yang diajukan dalam penelitian ini untuk mengetahui perbedaan yang signifikan antara teknik round table dan dictogloss pada kemampuan menulis siswa. Pretest dan posttest diberikan dalam penelitian ini dan sample t-test independen dan sampel berpasangan t-test digunakan untuk menganalisis data. Hasil penelitian menunjukkan ada perbedaan signifikan skor post-test antara kelas eksperimen 1 menggunakan teknik round table dan eksperimen kelas 2 menggunakan teknik dictogloss pada kemampuan menulis siswa. Teknik round table berkontribusi terhadap pengaruh peningkatan kemampuan menulis siswa dengan persentase sebesar 86% sedangkan dictogloss berkontribusi sebesar 91%. Akhirnya, dapat disimpulkan bahwa kedua teknik round table dan dictogloss dapat diterapkan dalam mengajar kemampuan menulis siswa di Madrasah Aliyah Pondok Pesantren Ansharullah Pulau Birandang

**Kata Kunci:** Teknik Round Table, Teknik Dictogloss, Kemampuan Menulis

## ملخص

حسن الفطرية رحيمة (2020) : أثر استعمال منهج Round Table و Dictogloss في مهارة

كتابة القصة لدى الطلاب: دراسة مقارنة على طلاب

الفصل العاشر في المدرسة العالية بمعهد أنصار الله بولو

بيرادنج

الغرض من هذا البحث هو لاكتشاف المقارنة بين منهج Round Table و Dictogloss

في مهارة كتابة القصة لدى الطلاب. ومنهج هذا البحث تقديم الأسئلة والتجربيات بمقارنة المنهجين

في فريقين وهما الاختبار البدائي والاختبار النهائي. وشرك هذا الاختبار ستون طالبا في المدرسة

العالية بمعهد أنصار الله بولو بيرادنج الذي يتكون من الفريقين. قدم لهم ثلاث أسئلة وست

فرضيات لمعرفة الفرق بين منهج Round Table و Dictogloss في مهارة الكتابة لدى الطلاب

وقدم الاختبار البدائي والاختبار النهائي في هذا البحث واستعمل أيضا عينة اختبار الفرضية واختبار

المقابلة لتحليل البيانات. وبعد أن تم البحث يعرف أن هناك فرق بين نتيجة الاختبار البدائي من

الفرقة الأولى التي تستعمل منهج Round Table ونتيجة الاختبار النهائي من الفرقة الثانية التي

تستعمل منهج Dictogloss في مهارة الكتابة. ويؤثر منهج زرز إلى ترقية مهارة الطلاب في الكتابة

بمقدار 86%. وأما أثر منهج زرز مقداره 91%. وخلاصة القول أن هذين المنهجين يستطيعان أن

يستعملوا في الدراسة والتعليم لترقية مهارة الكتابة لدى طلاب المدرسة العالية بمعهد أنصار الله بولو

بيرادنج.

الكلمة المرشدة: منهج Round Table، منهج Dictogloss، مهارة الكتاب



## CHAPTER I

### INTRODUCTION

This study is proposed to explore the Students' competence on writing ability of narrative text by using two techniques provided by the researcher at Ansharullah Islamic Senior High School, Riau Province. This chapter represents the background of the study, statement of the problem, the scope of the study, the purpose of the study, and the research questions. Moreover, it includes the significance of the study and the definition of the key terms used in this study.

#### 1.1 Background of the Study

Writing is a medium of human communication that represents language by sign and symbols. For language that utilize a writing system, inscriptions can complement spoken language by creating a durable version of speech that can be stored for future reference or transmitted across distance. White (1986:10) argued that writing is the process of expressing the ideas, information, knowledge or experience, and understand the writing to acquire the knowledge or some information to share and learn.

Human beings always need to interact with others to fulfill their needs. To achieve that, we use a means called language. Language is a system of choices by which we can communicate certain functions, allowing us to express our experiences of the world, to interact with others, and to create coherent messages Hylland (2004: 25). We use language to convey our ideas, feelings, and so on. We combine the ideas in our mind into verbal expressions using the language and create a communication. It is inseparable from almost every human activity. It is



not only used for daily conversation but also used in many important fields such as education, science, government, international relationship, and so on. Thus, language has an important role in human life and it can be the reason why people never stop learning language.

People learn language from the babbling of babies to the language needed in every new situation in our lives. Through language we can learn everything includes the language itself and make sense of the world. As we use language, we develop a relatively unconscious, implicit understanding of how it works. As we hear people use language to talk about what is going on, we can notice that their language changes along with what they are talking about and to whom they are talking to. Language changes according to different situation Butt et all (1995:10).

The environment of the speakers and writers affect on their ways in conveying their intents.

In globalization era, communication is easier to be done. People can communicate with other ones in difference country only by using the higher technology. It has served many kinds of application as the media to communicate. Recently, public are introduced by phone application named Whatsapp, Facebook, Messenger, and many others. People can apply those to do communication even in different country. How can it be? Through writing, everything can be delivered. Those applications allow the users to deliver messages by typing the letters. This phenomenon also shows the importance of writing.

Writing needs to be learned. One of ways to learn this aspect is to master language skill of writing for students at their school. According to Byrne



(1980:24) writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication, so that the writer can conclude that writing is very important as one media of communication that can help us to have a good socialization, express our ideas, feelings and our opinions. It can be concluded that writing needs to be taught maximally by the teachers for their students at school in order to develop students' ability to share ideas.

In Indonesia, English is considered as foreign language and taught formally from elementary school up to the university level. Powers (2010) defined that the main purpose of the EFL teaching to develop of four skills: are listening, speaking, reading, and writing. All skills are integrated and interconnected. For the level of elementary school up to senior high school, English is taught as integrated subject. Students learn the four skills in one subject, which is English. Moreover, for university level, students who take English Department as their focus will learn each skill separately.

English consists of four language skills, they are listening, speaking, reading and writing. The students must master the four of language skills so they can use English actively and accurately. Harris (2002), states that Writing is a part of the language skills besides listening, speaking and reading. It must be taught maximally by the teacher to the students. Writing is also one media of communication. According to Byrne (1980:24), writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication, so that it is assumed that writing is very important as one media of communication, that can help us to have a good socialization, can



express our idea, feeling, and our opinion so that we can have a good interaction with our society. In addition, Westwood (2008:56) states that composing for writing involves a complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription.

Among the four skills in English, writing is considered as a productive skill that needs a complex process to be mastered. It is supported by Hughey (1983: 90) pointed out that in writing, sentence structures and patterns must be carefully formulated, word choices more precise, and ideas organized in a manner readily coherent to the readers. It is defined as writing is a challenging and sometimes a frightening activity.

Writing is very important for us, White (1980:8) suggests three points about the importance of writing. They are: (1) the linguists become interested in studying the characteristics of written language as well as spoken language, (2) teachers of English become increasingly concerned with the need to teach writing to students of science and technology, for whom ability to use the spoken language might be secondary or even irrelevant, (3) coinciding with the increased interest in written language by both linguists and English teachers had been a considerable growth in the study of language beyond the sentences, that was on discourse. It is a difficult subject especially for the student. The reason is because writing is a mixture of our idea, vocabulary and also grammar. Heaton in his book "Writing English Language Test" (1975:138), states that writing skills are more complex and difficult to teach, requiring, and mastering not only of



grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing, some efforts have been done to solve the problem. The main objective is to make the writing become easier to learn for the students. From the Heaton's opinion, it is assumed that writing is a very important subject because in writing we must share idea from our brain, it is not easy to translate concept in our brain to be a written language, and we must also be clever to choose and to combine the vocabulary to create something that is meaningful. We also must pay attention to the grammar, so it is normal if the student think that writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar).

Besides that reason, there is another factor that makes writing be the most difficult subject. Quintero (2008) pointed out that problems with grammar, punctuations, lexical choice and the like have negative impact on the content the general understanding of a text. The other reason is that there are many kinds of texts in English, such as recount, narrative, descriptive, spoof and many more. Each text has different characteristics. There are generic social function, structure and lexicogrammatical features. Usually the student can differentiate each text from another and they mix all kinds of texts. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from another.

Msanjila (2005:15), states that reveals six glaring writing problems, namely: capitalization and punctuation problems, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problems and grammatical errors. There are some factors the students might think that writing is difficult. First, they



find difficulties in gathering their ideas and organizing them in a good paragraph unity. Second, students do not have much idea of what to write and how to start writing. As a matter of fact, they waste too much time thinking about what they are going to write instead of freewriting. Third, students are afraid of making errors. Most students only focus on not making errors –spelling, grammar, and punctuations - to their writing rather than strengthening their ideas to be vivid. Spelling, grammar, and punctuation are also important parts in writing.

In this research, the writer focuses on observing students' ability of writing on narrative text. The reasons have been presented above where writing is commonly use nowadays, and the students' fear to learn writing. The importance of writing can be seen from the English subject curriculum at school. In this research, the writer does the field research for a tenth grader. Curriculum 2013 provides 18 English basic competences to be taught in first class. There are eleven basic competences of writing to be mastered by the students, and two of them are the competences to write the text of narrative. It shows if learning writing at school supported fully by government of education.

The writer had been a preliminary research in Islamic Senior High School of Ansharullah Pulau Birandang. The writer talk with an English teacher and got two samples of students' hand writing, that can be seen in the pictures below:



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## Malin Kundang.

One upon a time, there malin  
 And he mother live poor .  
 he very love to mother and  
 make mother become rich.  
 He go to the city to change life .  
 He mother wait he too long time .  
 but he ~~got~~ come back .

One day, he come back but  
 he forget mother he . He become  
 Stone for He had .

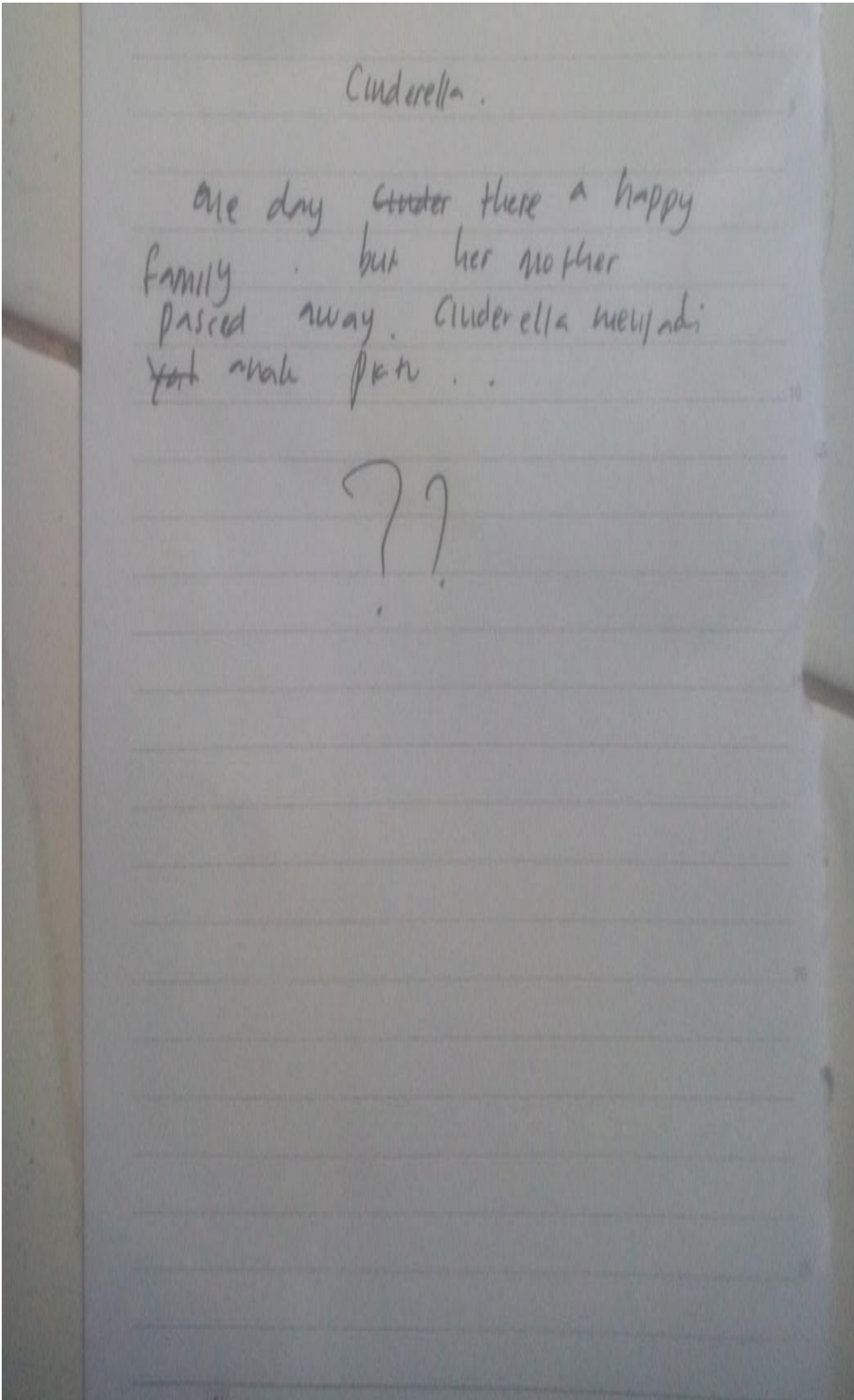
the end





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The teacher told the writer if those writing were adopted from two students in different class. Both of them are smart. But the weaknesses between them are the same. The students also said that writing is the most complex aspect of English. The writer can see the proof. From the samples above, the writer concludes that many characteristics of writing are not done well by the students. It is still so far from what the curriculum expects. In the first student's writing, the writer concludes if the student could not arrange the text well, not able to use grammar, mechanic, and vocabulary appropriately. That's why her writing cannot be categorized into the good one. The second student did the same, even the student did not have enough idea to write.

The writer in this research tries to use an innovation strategy in writing that is Round Table and Dictogloss Techniques. Kagan (1998:7) stated that Round Table technique is one of the cooperative learning that can be used to work well for assessing prior knowledge, practicing skills, recalling information, and creating cooperative art. Moreover Jacobs G. (2004) also has stated that Round Table is cooperative learning technique in which each person writes on idea for a multiple ability task and passes their paper to the person on the right. The paper circulates around the entire group at least once. Each time a person receives the paper, they should write a different task then whole class discussion should follow. So Round Table is defined a small group of students, with each student given chance to write a word or a phrase in their group in teaching writing. So, by doing a whole class discussion the students will be easier to develop their ideas.



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Dictogloss is also called *grammar dictation* or *dictocomp* considered as one of techniques that helps both teachers and students in teaching English. Based on Richards and Schmidt (2009) Dictogloss is a language teaching technique that is used to teach grammatical structures, this technique in classroom it is expected to make the students more interested in writing narrative text. Dictogloss can support the four skill of English in learning process activity. As mentioned by Wajnryb (1990) “Dictogloss activities have several advantages. They integrate the four language skills of listening, reading, speaking, and writing.”

Based on these problems, it is assumed those language learning techniques give significant influence toward the students’ English writing ability. So it is necessary to conduct a research entitled **The Effect of Using Round Table and Dictogloss Techniques on Students Writing Ability of Narrative Text: A Comparative Study at the First Year of Islamic Senior High School of Ansharullah Pulau Birandang.**

### 1.2 Statement of the Problem

Harmer (1991:53) states that writing is “When teaching writing, therefore, there are special considerations to be taken into account which include the organizing of sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse”. Based on the above, the narrative text is one of the functional texts that must be mastered by students in learning English.

Theoretically Kane (2000) defines narrative is a meaningful sequence of events told in words. Narrative text consists of orientation, complication,



resolution and re-orientation. Orientation tells about opening of the text where the characters of the story are introduced as well as time and place of occurrence, complication section contains an overview of the emergence of crises or problems experienced by the characters in the story or in other word where the problems developed in the story, re-resolution contains characters from a story about how the solve the problems that exist in the complication, and re-orientation is a closing remark to the story and it is optional, can be added or not. It consists of a moral lesson, advice or teaching from the writer. Narrative text is a story of the forms of legend, fable, myth, fairy tale, etc. It means that this kind of the text tells about the past events. So, students must master the language feature used is past tense.

Round Table is a conference or discussion involving several participants. Furthermore, Round Table Technique is one of the cooperative learning techniques which led the students to work together in a small group by taking turns in a round table. There are some elements of cooperative learning that differentiate it from other teamwork. This model helps students add words to their writing vocabulary, and also help them to generate the ideas. Round Table is a pleasurable activity. The students will interact each other to get any idea in writing process. This technique also introduces to them how to work in a team. That's called as team building exercise.

Dictogloss is also called *grammar dictation* or *dictocomp* considered as one of techniques that helps both teachers and students in teaching English. It is a relatively new technique and its classic version seems to have been developed in the early 1960s. The famous research was done by Ruth Wajnryb in 1990. Ruth



defined dictogloss technique as a relatively recent procedure in language teaching.

It is a task-based procedure designed to help language learning students towards a better understanding of how grammar works on a text basis.

### 1.3 Delimitation of the Problem

Based on the background and a statement of problems about students' writing ability above, this study focus on how important the writing ability itself.

It has large components followed by many kinds of the text such as narrative, descriptive, recount, report, procedure, fable, and many others.

To consider how important a writing ability is, this research focus on narrative text, other kinds of the text are not investigated in this study. Besides, this research includes students of class ten, both of students class eleven and twelve are not included.

### 1.4 Research Questions

In accordance with the delimitation of the problem above, research questions in this study are formulated as follow:

1. Is there any significant effect of using round table technique on students' writing ability at Ansharullah Islamic Senior High School of Pulau birandang?
2. Is there any significant effect of using dictogloss technique on students' writing ability at Ansharullah Islamic Senior High School of Pulau birandang?
3. Is there any significant difference in writing ability between students taught by using round table technique and those taught using dictogloss



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technique at Ansharullah Islamic Senior High School of Pulau birandang?

### 1.5 Purpose and Objectives of the Study

In accordance with the above research question, the research purpose and objectives in this study are presented as follows:

The purpose of this study is to compare the effect of using Round Table and Dictogloss Technique on students' writing ability at Islamic Senior High School of Ansharullah Pulau birandang. Specifically, the study is conducted to fulfil the objectives that can be stated as follows:

1. To measure any significant effect of using round table technique on students' writing ability at Islamic Senior High School of Ansharullah Pulau birandang.
2. To measure any significant effect of using Dictogloss Technique on students' writing ability at Islamic Senior High School of Ansharullah Pulau birandang.
3. To measure any significant difference of using Round Table and Dictogloss Technique on students' writing ability at Islamic Senior High School of Ansharullah Pulau birandang.

### 1.6 Significance of the Study

The significance of this research can be seen theoretically and practically. Theoretically, this research will enrich the technique of teaching and learning English and also to contribute the development of knowledge in teaching and

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learning English. Practically, this research is also hoped useful for English teachers and the students.

The teacher is hoped able to use the result of this study as a feedback on teaching activities and to increase their performances in teaching program well.

The student is also hoped able to improve their writing text through Round Table and Dictogloss techniques and develop their study in order to be successful in narrative text.

### 1.7 Rationale of the study

Slavin (in Agustinus), stated that there are four indicators to know the effectiveness of teaching learning process, they are quality of teaching, suitable level of teaching, incentive, and time Agustinus (2008:13). Quality of teaching including how many information that the teacher can serve to the students, and how far the student can learn it easily. Suitable level means that the teacher should ensure the students ready in leaning new material. Incentive means how far the teacher can motivate the students, the bigger motivation given to the students the more effective teaching learning process. How long the time for the students in the learning process also influencing the effectiveness of teaching learning process.

Bygate (1987) states that through writing, we can express our ideas, our feelings, our plans, our recommendations, our values, and our commitments to the other persons. As a researcher, therefore, we have to be able to make the readers understand what we want to inform. This study has been conducted to find out which strategy is better to implement in teaching and learning process of

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writing ability between using RT and DCT techniques. In writing ability, it is very important to use some appropriate strategies in instruction and learning process in order to achieve the learning goals. Applying appropriate learning strategies help to make language learning easier, faster, more self-directed, more effective and more transferable to new situations (Rubin 1987 and Oxford 1990).

### 1.8 Definition of Key Terms

To avoid mistakes of the little consideration, the researcher clarifies the term as the following:

1. **Writing Ability** White (1986) said that writing ability is the process of expressing ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. It can defined as Writing can be a medium for everyone to tell what they are feeling at that time, it can be the ability when someone understand to write and then share. By having that experience, someone's ability of writing can be measured and assessed.
2. **Narrative Text** Kane (2000:366) is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order. It means that narrative is one of the texts in writing



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subject in the learning process. This text tells the students' about something happened in the past. The students have to master this kind of the text in order to have a good writing.

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3. **Round Table** Kagan (1998:7) stated that Round Table technique is one of the cooperative learning that can be used to work well for assessing prior knowledge, practicing skills, recalling information, and creating cooperative art. Dealing with his statement, it is concluded if round table can be applied in the learning process, because the theory supports the aspect of teaching.

4. **Dictogloss** Jacob (2003) is an integrated skill technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher. It is clear, dictogloss can be applied in the classroom, this theory clearly asks to the students work together in team.



## CHAPTER II

### LITERATURE REVIEW

This chapter provides a more detailed presentation of the contexts in which this study is situated. The first section is explaining what's writing itself in a concept, the holistic of theory related to this issue. The second section reviews the nature of both round table and dictogloss techniques. The last section discusses the concept of operational of three variables. The last the researcher designed her assumption and hypotheses of the research.

The literature emphasizes the theories which are support the researcher's observation. A review of related study is also strongly mentioned and supported the research. Through the relevant literature, many researchers has conducted the research related to this research.

#### 2.1 The Concept of Writing

##### 2.1.1 Definitions of Writing

Writing is one of four skills besides listening, speaking, and reading, which is learned in English. It is as media to share and express a writer ideas, opinion, and felling about something. Ur (1991: 163) defines writing as the expression of idea. It means that through writing, can deliver message, idea, though, and felling in writing form. The writer should considered by attention to the correct spelling, punctuation, grammar and the collection of the vocabulary as aspect of writing in order to convey a correct message to the reader. It can be defined as it's a must for the writer to organize very well of



the writing in order to what they do write can be delivered and understandable by the readers.

However, writing is not easy. It needs a lot of knowledge to write well such as how to use appropriate vocabulary, grammar and how to select the ideas. According to Sakolik in Nunan (2003: 88), Writing is mental work of inventing ideas. He adds that the writer does a process such as imagination, organizing, drafting, editing, reading, and rereading. Furthermore, Linse (2005: 88) says that writing is a combination of process in gathering ideas and working with them and making the reader comprehensible to the writer ideas. Based on the two experts' opinion, it can be concluded that writing is a way to express ideas or thoughts and to organize them into sentence and paragraph based on the determined pattern.

In English, there are four basic skills that are learned by students in junior high school, senior high school and University. They are listening, speaking, reading and writing. Writing is the most difficult skill to be learned among the four skills. To support this opinion, Richards (2002:303) stated that writing is the most difficult skill for the second language learners to master. The difficulty is as someone starts to write on a piece of paper, they do not only generate and organize their ideas but they also need to translate their ideas into readable texts. The theory above is strongly proved if writing is really crucial and sometimes becoming frightening activity.

Many different definitions about writing are given by experts from many resources. According to Kane (1995:5), when we choose a subject, it



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ought to interest us, and interest others as well, at least potential. It should be within the range of our experience and skill, though it is best if it stretches us. It is not about what thing we want to about, but how we understand it. Good writing has personality. Readers enjoy sensing a mind at work, hearing a clear voice, responding to an unusual sensibility. If we have chosen a topic that is of general concern and if genuine feeling and intelligence come through, it will be interesting. It is also supported by Taylor (2009:2), He stated that if we are to write well we need to know (as well as we can) what we are talking about. Writer, subject matter, reader, and the forms of language are elements of the writing situation. All those elements must be handled together in the act of writing.

On the other side, Urquhart and McIver (2005:6) stated that writing is a complex process which is about expressing knowledge. Teachers want their students to express their knowledge as thoughtfully and clearly as they can. Teachers also have to make time for their students to engage in the writing process to get a pleasant result. It is concluded that writing is not spontaneous activity, it needs high effort to produce the words to be a good sentences and then becoming a good product of writing.

Writing is not an instant skill in English. According to Meyers (2005: 2) “Writing is partly a talent, but it mostly a skill, and like any skill, it improves with practice”. This skill is going to be better if it is practiced continually. This talent is possessed by everyone through a process. Pennebaker (p.2B) in Palmer, Hafner, and Sharp (1994: 4) argued “Writing is



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a powerful tool to organize overwhelming events and make them manageable". Writing is to show experience in a text and how to organize it. The management of writing is also important. Writing is a process of transferring idea. Giasson (2000: 131) stated writing is a means of learning, a way of „thinking on paper“. By writing, the students can gather and revise their ideas; they can express their responses. Writing is sharing an idea on story (fiction or non-fiction) through paper. The students completely create and check ideas after writing. Clearly explaining if writing cannot be only practiced once, twice, or a moment, but it needs times more and more to do practice continually.

Based on the related theories above, it is assumed that writing is the process of transferring ideas on paper, it is done continually through practice. Writing is organizable and manageable of events. Writing is important skill in the context of education. Harmer (2004:3) stated that as a matter of course, writing has to be taught. It is different from spoken language which is acquired naturally for a child, whereas for writing ability has to be consciously learned. Moreover, according to Meyers (2005:2), writing is partly a talent, but it"s mostly a skill. Talent is natural ability since people born without being taught before whereas skill is the opposite of it. It is an ability that is mastered by people because they have practiced it before and like any skills, it improves with practice. Writing is a process of discovering and organizing the ideas, putting them on paper, reshaping and revising them.



Writing should be learned early on because of its importance in daily life whether people are students, official servants, civil servants, or common people because based on Harmer (2004:4), “writing process is the stages a writer goes through in order to produce something in its final written form”. Final written form is the products of writing such as letter, essay, novel, text, paragraph, report, book, etc. According to Sokolik in Linse (2006:98), “writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers”. Writing is about collecting the data related to the topic, arranging, constructing, and revising them until the writing process is end, and it produced a writing product such as book, letter, text, etc. Those products play role in everyday life. Almost every day, we meet them in various conditions, for examples, sending email or letter to communicate with others, creating text or paragraph to be submitted to the teacher, etc. It is defined as without mastering writing skill, people will not be able to deal with those kinds of products in their lives.

Harmer (2004:3) talked about the importance of mastering writing skill. “Being able to write is a vital skill for „speakers“ of a foreign language as much as the everyone using their own first language”. So, foreign language speaking people are better to be able to write because writing is like when they are speaking using their own first language. Besides learning speaking fluently, people need to learn how to write.

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In the school setting, writing plays two distinct or aspects but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter (Keys, 2000; Shanahan, 2004; Sperling & Freedman, 2001 in Graham and Perin 2007:9). Sharples (1999:6), states that by writing, student will learn how to compile between information, ideas, thought and feeling become a unit product that available for everyone. That's why the teacher must be close to the students when they are in writing process so that the students can ask when they find the difficulties.

For the students in the school, writing is extremely important. It plays roles in both of writing subject itself especially in creating a text and other subject matter in the term of deepening students' knowledge. That is why writing is very important to be taught to the students in school level. Furthermore, according to Graham and Perin (2007:3), Writing well is not just an opinion for young people. It is anecessary. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy. Those all explanations show how important of mastering writing skill is. As one of skills that should be mastered by the students, writing as an active skills cannot come naturally, but it must be learned and practiced

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continuously until the students are be able to discover, organize the ideas and then revise them into good paragraphs as a product of writing. Those products can be a letter, text, notice, etc. By mastering writing skill, generally, students can master other knowledge with the good reading comprehension.

Writing is a process of producing words and sentences in a form of written language that should be readable and understandable by the readers. Writing is also defined as a way to share ideas, opinions, thoughts and feelings to other people. Melgis (2012: 1) said that writing is an activity of exploring the writers' thought to arrange the ideas into words which are communicated in a meaningful way. Through writing, the message is created and delivered to the readers. As the result, writing is a process of producing words and sentences to share ideas, opinions, thoughts and feelings to be read and understood by the readers. Closely meaning to the theory before, writing can be a medium to share writers' thought and then the readers take the messages, sometimes give an opinion.

In English, writing is learned as a productive skill in which the students are required to understand some components related to the writing skill. Those components will help the students to be able to write what they are going to write. Melgis (2012: 79) explained that to support the students' ability in writing, the students must understand what components involve in writing such as content, organization, vocabulary, language use,

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and mechanics and how to use these components in correct form of writing. In conclusion, writing as a productive skill requires the students to understand the components including content, organization, vocabulary, language use, and mechanics so that they are able to produce a correct form of writing.

In addition, Brown (2007: 220) divided two kinds of writing skill as follows:

#### a. MicroSkills

- Produce graphemes and orthographic patterns of English
- Produce writing at an efficient rate of speed to suit the purpose
- Produce an acceptable core of words and use appropriate word order patterns
- Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- Express a particular meaning in different grammatical forms
- Use cohesive devices in written discourse

#### b. MacroSkills

- Use the rhetorical forms and conventions of written discourse
- Appropriately accomplish the communicative functions of written texts according to form and purpose
- Convey links and connections between events and communications such relations as main idea, supporting idea,

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new information, given information, generalization, and exemplification.

- Distinguish between literal and implied meanings when writing.
- Correctly convey culturally specific references in the context of the written text.
- Develop and use a battery of writing strategies, such as accurately to access the audiences' interpretation, using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The mastery of those skills will determine the type of writing that the students are able to write. Generally, the micro skills apply more appropriately to imitative and intensive writing. While the macro skills are essential for the success mastery of responsive and extensive writing (composition or essay). In other words, in writing analytical exposition text, what the students need is the micro skills of writing.

From the definitions above, it can be said that writing can be distinguished as the most difficult skill from other ones. Many things must be considered in writing. Grammar, vocabularies, punctuation, and spelling knowledge are the factors that influence writing to be the good one. However, based on the ideas given writing is a way of remembering and a way of thinking. That is why, it makes writing difficult and complex. It needs a hard work because as we write we have to produce words,



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phrases, sentences, and paragraphs to be a text. None of us can write much of interest without thinking, probing, observing, asking question, experimenting, and reading.

### 2.1.2 The Components of Writing

Writing Alive Empowering Teachers and Students (2003) suggested that the writer should be pay attention while writing to these components:

1. *Content*, the writer must be pay attention to the relevance, clarity, originality, and logic of writing.
2. *Syntax*, the writer should be able to compose the sentence structures, sentence boundaries, stylistic choices, etc.
3. *Grammar*, in here the writer should pay attention to rules of verb, agreement, articles, pronouns, etc. It is one of the important points that must master first. Because it is base of writing to arrange all of the words to be a paragraph, sentences, even essay.
4. *Organization*, the writer should know about paragraph, topic and support, cohesion, and unity.
5. *Word Choice*, the writer should know how to apply vocabulary, idiom, and tone in writing appropriately.
6. *Purpose*, the writer should know the reason for writing. it is the important one for the writer. What for the reason they write or what aim they write.



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7. *The Writer's Process*, in here the writer should be aware of how to get ideas, write drafts, and revise in their writing.

### 2.1.3 The Purpose of Writing

The purpose is very important in all of the aspects in writing activity so pertaining to Nunan (2003:88), writing is both to express and impress. It is clearly that writing has many purposes. Coffin et al. (2003:20) mentioned that writing has several purposes, including:

1. As assessment.
2. As an aid to critical thinking, understanding, and memory.
3. To extend students' learning beyond lectures and other formal meetings.
4. To improve students' communication skills.
5. To train students as future professionals in particular disciplines.

From the theory of the purpose of the writing above, it is concluded that writing has many purposes to be learned by the students at school. By knowing the purposes, the students will have a guide about what they are going to write for.

### 2.1.4 The Types of Writing

Pertaining to the idea stated above, Brown (2003:220) defined that there are four types of writing, these are:

1. Imitative

This type is to produce a written language and the learner must attain skills in the fundamental, basic tasks of writing letters, words,



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punctuation, and very brief sentences. It includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. At this stage, form is the primary while context and meaning are secondary concern.

#### 2. Intensive (controlled)

This type focuses in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness.

#### 3. Responsive

Here, this type requires learners to perform a limited discourse level, connecting sentence into a paragraph and creating a logically connected sequence of two or three paragraphs.

#### 4. Extensive

It implies successful management all of the processes and strategies of writing for all purposes, up to length of an essay, a term paper, a major research project report, or even a thesis.

Information above tells writing has several types. The Types of writing is to determine the level of writing and also who's the writer for each types. Start from imitative to extensive types.

### 2.1.5 The Elements of Writing

According to Linse (2006:101), the process writing approach involves the process steps necessary to produce a good quality final piece



or product of writing such as text, letter, etc. To create a product of writing, the writers need to be creative enough to generate ideas which come to the mind and goal directed enough to organize those ideas into meaningful and readable text. (Lundsteen in Palmer et al, 1994:7). There are many versions from the experts about the process of writing. Brozo and Simpson in Palmer et al. (1994:7) stated that the various stages of writing presented by different educators throughout history do have much in common. “While there is considerable diversity in the labeling of these stages, the common motif across them all appears to be a concern for prewriting, writing, postwriting”.

The Art of Teaching Writing by Lucy McCormick Calkins (Heinemann in Palmer, et al., 1994:8) and Writing: Teacher and Children at Work by Donald Graves Calkins (Heinemann in Palmer, et al., 1994:8) presented the stages of the writing process includes Prewriting (rehearsal), Drafting, Sharing, Revising, Editing, and Publishing. Meanwhile, Harmer (2004:4-6) suggested the process of writing has four main elements: Planning, Drafting, Editing, and Final Draft.

In relation to the idea, Harmer (2004:4-5) suggested that writing has four main elements as follows:

### 1. *Planning*

In this point, the writers have to think about three main issues: the purpose of writing, the readers or audience of writing, and the content structure of the writing. In this step, the writers decide the



topic. The topic is selected depending on the purposes of themselves. Then, the writers brainstorm their ideas about all things that are related to the topic and take notes about the ideas. The last, the writers make outlining of their writing. The writers write the main points and sub points in the order in which they plan write about them.

## 2. *Drafting*

This is the first version of a piece of writing. The writers begin to write. The outline will be guided for the writers to write in the writing process. The writers should develop their ideas in the paragraph. The paragraph should be coherent between one with another.

## 3. *Editing*

This stage needs some revising to make it better. The writers edit their draft to improve the content and the style of their writing to make it more interesting and readable. In the editing process, the writers should check their writing. When writers edit their draft, they will make some changes. They often add a whole paragraph or more, take out one or more paragraphs, change the order of paragraph, add or take out whole sentences, rewrite the sentences, change the vocabularies and so on.

## 4. *Final Version*

After editing the draft and making the changes that are considered before, the writer can produce their final versions. In this

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step, the writers should rewrite their draft. The writer should take attention to detail of all words, sentences and paragraphs. It is the final paper of the writers writing and the result of the writing process.

Process of writing means the steps of creating a complete writing. By knowing the process, it will minimize the mistakes appear while writing. Although the mistakes found, there is a way to edit the sentences and change into best.

### 2.1.6 The Genres of Writing

A genre can be defined as a culturally specific text type which results from using language (written or speaking) to accomplish something. Based on Paterson (2015:59-62) in Campbell High School text type book, there are some text types have been designed to assist the students with their class work either at school or at home. They are:

#### 1.Recount

The text is to retell something that happened in the past and to tell a series of past even for the purpose of informing or entertaining.

#### 2.Description

The text that provides detail to show the reader what you are referring to. Use detail words to allow the readers to picture what you are describing.



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### 3. Discussion

The text is to examine (by argument) the consideration for and against an issue and come to a logical recommendation based on the evidence.

### 4. Explanation

The text that explains the processes involved in how and why anything works.

### 5. Exposition

The text is to persuade the reader to believe something by presenting one side of the argument.

### 6. Narration

The text is to amuse or entertain the readers and to tell a story.

### 7. Review

The text is to provide information on a topic (a film, a book or a restaurant) whilst also presenting an opinion.

### 8. Procedure

The text is to provide the readers with steps in logical order to understand the sequence or process.

### 9. Persuasion

The text is to encourage the readers to accept a point of view based on the evidence and points provided.





## 2.1.7 Types of Classroom Writing Performance

### 1. Imitative, or written down

At the beginning level of learning to write, students will simply “write down” English letters, words, and possibly sentences in order to learn the conventions of the orthographies code. Some forms of dictation fall into this category, although dictations can serve to teach and test higher-order processing as well.

### 2. Intensive, or controlled

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of writer.

A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. So, for example, they may be asked to change all present tense verbs to past tense; in such a case, students may need to alter other time references in the paragraph.

### 3. Self-writing

A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. The most salient instance of this category in classroom is note-taking, where students take notes during a lecture for the purpose of

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later recall. Other note-taking may be done in the margins of books and on odd scraps of paper.

#### 4. Display Writing

It was not earlier that writing within the school curricular context is a way of life. For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

#### 5. Real writing

While actually every classroom writing task will have an element of display writing in it, some classroom writing aims at genuine communication of messages to an audience in need of those messages. The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lay some combination of display and real writing.

#### 2.1.8 Characteristics of Good Writing

Writing has characteristic to be a reference if writing has good quality. There are five characteristics of good writing according to Harmer (2014: 19) in Maharani (2014). They are:

##### 1. Organization

This characteristic is about the reasonable topic with the sentences. It contains ideas, and it is supported by supporting sentences. Main



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sentences and supporting sentences should be organized well to make readers easy understanding text.

## 2. Content

The sentences are easy for readers. Readers can understand the meaning of writing.

## 3. Grammar

Grammar is to connect words into good sentences. Writer uses the appropriate tenses to appear meaning clearly.

## 4. Punctuation

Punctuation is symbol to sign sentences. Placing of punctuation is important for us to read text.

## 5. Style

Style of writing is the selection of vocabulary before combining sentences into paragraphs. Vocabulary is foundation that should be used students while writing process. To have good writing, students have to have enough vocabulary to support their writing.

According to Graham and Perin (2015: 14) “Writing quality served as the sole outcome measure because the authors were interested in identifying treatments that had a broad impact on writing performance. The only exceptions involved studies examining the teaching of summarization, in which completeness and accuracy of summaries were assessed, and writing-to-learn studies, in which content learning was the outcome measure.” The



author should extend the meaning of text by combining sentences into paragraph to the readers.

As the writer, it's a must to know what the good of characteristic of the writing in order to producing an amazing product. It is also as the additional information when the writer is becoming a reader for other. It is going to help them to develop the writing ability of them.

### 2.1.9 Teaching Writing

Teaching writing refers to the activity of teacher in guiding his/her students to become good writers. In teaching writing, the students will learn how to write any kinds of texts, paragraphs, sentences, even words effectively. Here, the role of teacher takes the important part. The teacher needs to understand well who his/her students are and how their ability. Then, it will be easy to find the effective strategies to be applied in writing class. Besides, suitable materials are also easy to be found. In conclusion, teaching writing is the activity of teacher to improve the students' ability in writing by using appropriate strategies and suitable materias.

Becoming a good teacher of writing is not easy as it sounds. There are some principles that should be considered by the teacher in which these principles become the guidelines to achieve the goals of teaching writing. Nunan (2003: 92) described the principles of teaching writing as follows:

- a. Understand the students' reasons for writing.

The teachers need to understand and convey the teachers' and the school's goals of study to make sense for the students. It means that the



teacher should consider what the focus of writing is so that there is no dissatisfaction with writing instruction in writing class.

b. Provide many opportunities for students to write.

Writing always improves with practice. The more practice, the more skill will be reached. The role of teacher here is carefully to create the lesson plans and making sure if the time for writing practice is completely enough. In addition, writing practice should provide students with different type of writing as well as possible. It can be journal entries, letter writing, summaries, poetry or any type of writing that teachers find useful to be practiced in writing class.

c. Make feedback helpful and meaningful

Helpful and meaningful feedback refers to the understandable comments that the teachers give to the students. As the result, they will pay attention much on it and try to correct the errors. Besides, the teachers may use any kinds of strategy to response the students' writing such as written comments, individual conferences, taped responses, typed summary responses, and so forth. Finally, the teachers should provide helpful and meaningful feedback that is understandable in order to construct students to look for problem and correct them on their own.

d. Clarify how the students' writing will be evaluated

It is very important to avoid discrepancy between the students' work with the teacher's assignments. So, the teachers should make the clear



evaluation rubric to evaluate the students' writing products. Therefore, they will know where their mistakes belong.

Not only the students get difficulties when develop the writing task from the teacher, so does the teacher. The teacher has difficulties to influence the students in order to have a good motivation to write. Other difficulties are, to grow a feeling of much love to continue writing. That concludes the teacher must have a best preparation before coming to the class of writing.

## 2.2 The Concept of Narrative Text

Anderson (1997:8) says that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Meanwhile, Percy in Permana and Zuhri (2013: 2) says that narrative text is a type of essay that tells a story or the series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From this statement, it can be inferred that narrative text is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. It concludes if written narrative texts are aimed to entertain the readers

According to Ayres (2008), narrative texts are a form to discourse that has been fixed by writing. Meanwhile, Parera (1993: 5) states that narrative is one of the forms of developing writing, for example characters that told the story of something based on the development of writing from time by time. In addition, Keraf (1989: 136) states that narrative text is a form of composition, which has the main objectives in the form of activities that are tied together become an event

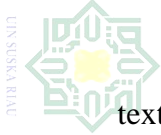


that happened in a certain time. From these opinions, it can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past.

Narrative text is a kind of the text that tells a story using a series of events.

According to Kane (2000:366) a narrative is a meaningful sequence of events told in words. Crown (2008:1) stated that narrative central to students' learning. They use it as a tool to help them organize their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for students to express themselves creatively and imaginatively. Besides, Hasibuan and Ansyari (2007:130) stated that the social purposes of narrative text are to amuse, create, stimulate emotions, motivate, guide and teach the readers. From these opinions, the primary purpose of narrative text is to amuse or entertain the readers or listeners.

Quoted from Anderson (2002:3), Floriasti stated that example of narrative texts which includes: myths, fairytales, science fiction, and romance novels. The generic structures of narrative text are as follows: the first is an orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about what, when and where the action is happening. The second, is a complication that tells the beginning of the problem which leads to the crisis of the main of participant. And the third is a resolution provides the final series of the events either in happy or sad ending. From the statement, writing narrative



text is not spontaneous activity, it has some rules and part by part must be written

well.

Derewianka (1990:32) states that the steps for construction the narrative

are:

### 1. Orientation

It tells about opening text where the characters of the story are introduced as well as time and place of occurrence.

### 2. Complication

Where, the story is pushed along by a series of events. During which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to temporally toward them for reaching their goal. Narrative mirror the complications we face in life and tend to reassure us that they are resolvable.

### 3. Resolution

In a “satisfying” narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering).

Meanwhile Anderson (1997: 8) shows the step for constructing a narrative text. They are: 1. Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place. 2. Complication, that





contains events of the story which stimulates the reader to guess what will happen in the story. 3. Sequence of events, where the characters react to the complication. 4. Resolution, where the characters finally solve the problem in the complication. 5. Coda, that contains a command or moral values which can be learned from the story, but it is an optional step.

In addition Koffman and Reed (2010: 1) states that narratives have been described as having several common components including a setting, plots (series of episodes based on goals, attempts, outcomes), resolution or story ending.

Based on the statements above, it can be concluded the generic structures of narrative text are: 1. Orientation, which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. 2. Complication where the writer tells the writer how the problem arises, sometimes something unexpected events will happen. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

### 2.3 The Students' Writing Ability of Narrative Text in Senior High School

Writing is an activity with purpose. It is a process that goes on between the writer and the idea, resulting in ability. Based on National Education Department, the purpose of writing is to share knowledge, give information, ideas and directions into written form. The purpose of writing is also to determine the appropriate approach to writing ability. Moreover, teaching writing will not be successful if the students only write the words, without any idea the message



being written. According to Nurhasanah (2014), writing ability is a skill of someone to explore her ideas and communicate them with somebody else through signs or symbols in written form. Thus, it is necessary for the students to master writing ability. If the students are able to develop the good idea, of course the process of writing will run well.

Writing narrative text can be easy if the student knows about narrative itself. When the students write about the narrative text, they have to know about the definition of narrative text, the generic structure of narrative text, the language features of narrative text, and the purpose of narrative text. According to Herman (2012:3), narrative is somebody telling somebody else, on some occasion, and for some purposes, that something happened to someone or something. He also said that narrative is often treated as a representation of a linked sequence of events. Therefore, narrative can be really enjoyable to write and to read. The writer will be able to write easily if they know what the things that they will write very well.

Kane (2000:366) mentioned that narrative is a meaningful sequence of events told in words. The content of narrative text is very familiar and very easy to find in daily life, because the themes of this story have close relationship with human life and human characteristics. Syafi'i (2014:5) noted that narrative text is storytelling of an event series. In short, narrative is a text that tells a story, it can be an imaginary or real event.

Students' writing ability of narrative text means that the students know and understand all components of narrative text, such as generic structures and language features of narrative text. It means if the students have good ability in



recognizing organization and features of narrative text, automatically they also have good writing ability of narrative text. The generic structures as are informed before such as, the orientation, complication, and resolution. Sudarwati (2006:154) stated there are some language features of narrative text: using noun, pronoun, noun phrase, time connectives and conjunction.

National Education Department creates a new program named curriculum 2013. What does this curriculum expect in learning process of English subject? In writing class of English especially this curriculum expects there is a relevant relationship between material taught by the teacher and competence needed. Learning process in the classroom should be student center, contextually, relevant text book, and appropriate evaluation. The teacher is as facilitator for the students, that's why the teacher needs to improve the learning process to make the students more active than.

There are some basic competences in curriculum 2013 talking about writing. It can be defined that the curriculum expects the students master these basic competences. Dealing with basic competence of narrative text for students at the first class of senior high school, it can be seen in curriculum 2013 at point 4.15 "apprehend the meaning of narrative texts by oral and written that form of the simple legend". It means that narrative text is one of kinds of the text which must be mastered by the students in English subject. That's one of the reasons of the writer to choose writing narrative text as the variable in this research.

curriculum 2013 mentions that the students can be called having ability in writing narrative text if they are able to develop the idea, using appropriate



vocabulary, knowing the generic structures and the language features also. Many appropriate techniques can be applied in curriculum 2013 one of them is both round table and dictogloss techniques. Round table and dictogloss techniques are used to increase students' ability in writing narrative text, so that the writer wants to know the effect. It is supported by National Education Department (2013) where both of these techniques are relevant to be applied in students' learning of writing narrative text in the classroom.

#### 2.4 The Factors Influencing Students' Writing Ability of Narrative Text

Writing is not spontaneous activity, but it needs a hard work to write sentences and also to consider the communicative purposes and manage it, as stated by Byrne (1998:1). It means that the students have to learn much about how to be a good writer. Moreover, the students have to know the factors that influence writing ability.

Based on National Education Department (2009:13), there are some factors that influence writing ability, it is categorized into internal and external factors. The internal factors involve psychologist factor, and facilities support are involved in external factors. Less experience can be a factor that causing the students having difficulties in writing. The more students write, the better their writing ability will be. The difficulties to mastering the concept of writing also influence the students' writing ability, it is the example of external factor. It means that the students do not have enough background information to be written in their writing.



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Lerner (1985:402) also mentioned some factors that influencing the students' writing ability such as, attitude, perception, memory, skill, and understanding. A hyperactive student will get difficulties in writing, because the students' attention tend to change every time. The problems of the students' visual perception also disturb their writing process, because they will be difficult to difference words. When the students are not able to memorize what they are going to write, it is also the thing that can cause a problem in writing ability process.

Based on the statement above, it can be concluded that there are some factors that influence students' writing ability; they are experience, attitude, perception, facility, memory and the understanding. It is better for the writer to know the factors that influence students' writing ability to minimize the struggle in writing process. So, in this research, the writer used Round Table and Dictogloss techniques that will help students to increase their writing ability, make them easy and familiar in writing narrative text.

## 2.5 Assessment of Writing Ability

Assessment of students' writing is a process. One of the major purposes of writing assessment is to provide feedback to students. Feedback is crucial to writing development. As the teacher, they must be sure to know what they want students to be able to do and why. In writing ability of narrative text, the teacher will assess t students' writing by considering grammatical aspect, vocabulary, punctuation, mechanic, language feature, organization, etc.

To assess students' writing of narrative text, the teacher can measure students' ability based on the component which is adapted from some experts



such as, Hughes, Jacob, Brown and Arikunto. In this field research, the writer will adapt the criteria of assessment by Hughes (2003). It can be seen in the following tables.

#### Assessment Aspects of Writing Narrative Text

Aspect	Criteria	Score
Content	Clear and effective	4
	Clear and ineffective	3
	Less clear	2
	Unclear and understandable	1
Organization	The connection between ideas is clear	4
	There is transition between ideas	3
	The connection between ideas is not clear enough	2
	The connection between ideas is unclear	1
Vocabulary	Appropriate and effective	4
	Appropriate, but less effective	3
	Less appropriate and ineffective	2
	Inappropriate and ineffective	1
Grammatical features	Appropriate	4
	Less appropriate but it does not influence the meaning	3
	Less appropriate but influence the meaning	2
	Inappropriate	1
Spelling and Punctuation	Appropriate	4
	Appropriate enough	3
	Less appropriate	2
	Inappropriate	1

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The writer has her own reason why choosing Hughes rubric of assessment to evaluate students' writing ability, it is more appropriate with the students' competence in level of senior high school and also support what the curriculum expects.

## 2.6 Teaching Technique

Based on Anita (2000) writing is taught based on a prescribed textbook in primary schools. Most teachers simply stick to the textbook and adopt a very traditional method. A typical composition lesson goes as follows: the teacher teaches the class a sample of writing in the unit, which usually consists of several sentences.

According to Rijlaarsdam dan Bergh, there are many lessons and teachers develop wonderful teaching strategies and teaching scenario's, and some of these teachers show their insights but in general writing lessons are uninspired and not stimulating. Because of that, students are not interested in writing. Moreover, their ability cannot be improved as what the teachers and others desired.

Based on the idea above, the ability of students in writing can be improved if the teacher can inspire the students in teaching writing. In other word, the technique used by the teacher takes important role in developing students' ability in writing especially in writing narrative text.

## 2.7 Round Table Technique and Teaching Writing Ability

### 2.7.1 Definition of Round Table Technique

Round Table is a conference or discussion involving several participants. Furthermore, Round Table Technique is one of the cooperative



learning techniques which led the students to work together in a small group by taking turns in a round table. There are some elements of cooperative learning that differentiate it from another team work. Those elements are described by Roger and David cited by Suprijono (2009:58) as follows:

#### 1. Positive interdependence

Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequence.

#### 2. Personal responsibility or individual accountability

All students in a group are held accountable for doing their shares of the work and for mastery of all of the material to be learned.

#### 3. Face to face interaction

Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

#### 4. Interpersonal skill

Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.





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## 5. Group processing

Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make the function more effectively in the future.

Then, according to Kagan (1998:7) stated that Round Table technique is one of the cooperative learning that can be used to work well for assessing prior knowledge, practicing skills, recalling information, and creating cooperative art. Moreover Jacobs G. (2004) also has stated that Round Table is cooperative learning technique in which each person writes on idea for a multiple ability task and passes their paper to the person on the right. The paper circulates around the entire group at least once. Each time a person receives the paper, they should write a different task then whole class discussion should follow.

Another opinion from Mandal (2009) states that round table can help the students to explore their ideas in writing, it is useful for brainstorming because each students in the group take turn in stating their findings, ideas, or opinions and the ideas can be used to develop a piece of good paragraph on a given topic. Moreover, Stenlev (2011) states that round table is a useful technique because each students elaborate and give the idea on the sheet of paper to a certain topic which is given by the teacher. So Round Table is defined a small group of students, with each student given chance to write a word or a phrase in their group in teaching writing.



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This research is also supported by theory from Knight, “Cooperative learning is learning mediated by students rather than the instructor. Incooperative learning, students work in groups to teach themselves content being covered. On the other hand, Jon E Pederson states that cooperative is students learn in groups of four or five. They are told to work together in order to achieve a common group goal. It deals with the concept of round table, it is one of cooperative learning techniques which led students to work together in a small group by taking turns in a round table.

A round table can be used for brainstorming, reviewing, and practicing while also serving as a team builder. Students take turns responding to a prompt with one or two words written on a paper before passing it on to next student. Round table is most effective when we used in a carefully sequenced series of activities. In round table, the multiple answer encourage creativity and deeper thinking. This activity builds positive interdependence among team members because of the characteristics of an effective leader of the attributes of terrorism before these topics are formally introduced.

In theory of Kagan also states the characteristics of round table are: each group consists of 4-6 students, a paper and a pen or pencil for each group, and each member of groups has to write his or her answer in the paper. But sometimes, these characteristics can be modified by teacher based on the class situations.



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According to Kathy Ellis Round table technique is a cooperative structure in which one piece of paper and pencil are systematically passed around a group. It can be seen from how students to use an opportunity to every member of the group to share the ideas. Not only to work as a group but students also learn how to transfer their idea to compare or to make a same their understanding of their learning. It can be defined as round table is not only to practice work in group, but also to make it same in understanding of the material or on topic given.

According to Mccafferty cited by Syifa Round table is one of cooperative learning techniques which implements learning that requires all group members to participate in turn by forming groups in a circle. This statement is defined as all students are hoped to be active in learning.

Furthermore, roundtable technique establishes students to work together in a team and try to learn something together. Kagan adds if roundtable is learning technique where the students take run in their learn by generating their response, solving problems, or making a contribution to a project. The students can make their work with their friend and can express the ideas easily in their team.

### 2.6.2 The Advantages of Round Table Technique

Pertaining to Stenlev at al. (2011) has defined that Round Table Technique is very useful for brainstorming, reviewing, and practicing skill and can be as a content-related team building exercise. Furthermore Kagan (1998) had an opinion that Round Table Technique will achieve some



advantages in terms of academic and social point of view. The advantages of Roundtable Technique are:

1. Assessing prior knowledge
2. Practicing skill especially writing skill
3. Recalling information
4. Creating cooperative art
5. Teambuilding, participation of all

From the theory above, it explains if the theory supports round table to be applied in teaching writing. It can assess prior knowledge, it is to measure the students' background information of the topic given before developing the ideas. The second practicing skill, it is exactly in writing ability will be very valuable when use this technique. The third is recalling information, it helps the students to memorize the information that they have gotten before. The fourth is creating cooperative art, it is to practice the students for studying in a group member. It is also help them to share though each other. And the last is team building, participation of all, it is to grow the solidarity for each group divided.

### 2.6.3 Teaching Writing by Using Round Table Technique

According to Barkley (2005:241-242), the steps of using Round Table Technique in teaching writing as follows:

1. The teacher forms some groups that consist of four or more students each group.



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2. The teacher determines which group member will begin and inform students that they will circulate the paper clockwise.
3. The teacher gives a topic to be discussed in group.
4. The teacher gives a clue dealing with the topic and asks the first student to write his word, phrase, or sentence as rapidly as possible.
5. The student passes the paper to the next student, who follows the same steps.
6. The process continues until all of the students have been participated and the teacher stops it.

## 2.8 Dictogloss Technique and Teaching Writing Ability

### 2.8.1 Definition of Dictogloss Technique

Dictogloss is also called *grammar dictation* or *dictocomp* considered as one of techniques that helps both teacher and students in teaching English. It is a relatively new technique and its classic version seems to have been developed in the early 1960s. The famous research was done by Ruth Wajnryb in 1990. Ruth (1995:6) defined dictogloss technique as a relatively recent procedure in language teaching. It is a task-based procedure designed to help language learning students towards a better understanding of how grammar works on a text basis.

### 2.8.2 The Purposes of Dictogloss Technique

According to Department of Education (2007) There are several purposes of dictogloss technique as follows :



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1. To introduce key words at the beginning of a work sequence
2. To encourage students to focus on meaning when listening to a text
3. To develop effective listening strategies
4. To develop proof reading and editing strategies
5. To provide an authentic opportunity for cooperative learning
6. To assist the students who need a lot of support with reading and writing activities

### 2.8.3 The Advantages of Dictogloss Technique

According to Vasijevic (2010) dictogloss has some advantages, as follows:

1. Dictogloss is an effective way of combining individual and group work activities. Students listen and take notes individually and then work together to reconstruct the texts.
2. Dictogloss procedures facilitate the development of learners' communicative competence. A collaborative reconstruction task give learners the opportunities to practice and use all modes of language in communication.
3. The reconstruction stage helps students to encourage their strengths and weaknesses. It helps them to compare input to their representation of the text.



4. Dictogloss develops strategies for solving problems. It leads learners to help each other in recreating their own version of text that depends on the teacher's information.
5. Working in small groups can reduce students' anxiety as they have to perform only in front of small audience.

#### 2.8.4 The Variation of Dictogloss Technique

George Jacobs elaborated variation on dictogloss as follows:

##### 1) Dictogloss Negotiation

There are several procedures of this variation as follows:

- In Dictogloss Negotiation, rather than group members discussing what they heard when the teacher has finished reading, students discuss after each section of text has been read. Sections can be one sentence long, or longer, depending on the difficulty of the text relative to students' proficiency level.
- Students sit with a partner, desks face to face rather than side by side. This encourages discussion. After reading the text once while students listen, during the second reading, the teacher stops after each sentence or two, or paragraph. During this pause, students discuss but do not write what they think they heard. As with standard dictogloss, the students' reconstruction should be faithful to the meaning and form of the original but does not employ the identical wording.
- One member of each pair writes the pair's reconstruction of the text section. This role rotates with each section of the text.



- Students compare their reconstruction with the original as in the step 5 of the standard procedure.

## 2) Student-Controlled Dictation

The procedures of student-controlled dictation are as follows:

- In Students-Controlled Dictation, students use the teacher as they would use a tape recorder. In other words, they can ask the teacher to stop go, go back, i.e. rewind, and skill ahead, i.e. fast-forward. However, students bear in mind that the aim of dictogloss is the creation of an appropriate reconstruction, not a photocopy.
- After reading the text once at normal speed with students listening but not taking notes, the teacher reads the text again at natural speed and continues reading until the end if no students say “stop” even if it is clear that students are having difficulty. Students are responsible for saying “stop, please” when they cannot keep up and “please go back to (the last word or phrase they have written)”. If students seem reluctant to exercise their power to stop us, we start reading very fast. We encourage students to be persistent; they can “rewind” the teacher as many times as necessary. The class might want to have a rule that each student can only say “please stop” one time. Without this rule, the same few students-almost invariably the highest level students – may completely control the pace. The lower proficiency students might be lost, but be too shy to speak. After each member of the class has controlled the teacher once, anyone can again control one time, until all have taken a turn. Once the class comprehends





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that everyone can and should control the teacher if they need help, this rule need not be followed absolutely.

- Partner conferencing (step 4 in standard dictogloss) can be done for this variation as well. Student-Controlled Dictation can be a fun variation, because students enjoy explicitly controlling the teacher.

- Another way of increasing students-control of dictation is to ask them to bring in texts to use for dictation or to nominate topics.

### 3) Student-Student Dictation

Rather than the teacher being the one to read the text, students take turns to read to each other. Student-Student Dictation works best after students have become familiar with the standard dictogloss procedure. This dictogloss variation involves key elements of cooperative learning, in particular equal participation from all group members, individual accountability (each member takes turns controlling the activity) and positive interdependence as group members explore meaning and correctness together. Student-Student Dictation can also be done by students bringing in the own texts rather than using a text supplied by the teacher.

The procedures of student-students dictation are as follows:

- A text - probably a longer than usual one - is divided into four or five sections. Each student is given a different section. Thus, with a class of 32 students and a text divided into four sections, eight students would have the first section, eight the second, etc. Students each read the section they have been given and try to understand it. If the text is challenging, students



with the same section can initially meet in groups of three or four to read and discuss the meaning.

- In their original groups, students take turns reading their section of the text as the teacher would for standard dictation while their group mates take notes.

- Students work with their partners to reconstruct the text, with the students taking the role of silent observer when the section they read is being reconstructed.

- For the analysis, Step 5 of the standard procedure, each student plays the role of the teacher when the section they read is being discussed. Every group member eventually plays the role of teacher.

#### 4) Dictogloss Summaries

While in the standard dictogloss procedure students attempt to create a reconstruction of approximately the same length as the original, in Dictogloss Summaries, students focus only on the key ideas of the original text.

- Steps 1, 2, and 3 are the same as in standard dictogloss, although to encourage summarizing rather than using the words of the original text, the teacher might ask students not to take any notes.

- Students work with a partner to summarize the key points of the text. Here, as well as in other dictogloss variations, we can provide visual cues, (sketch, flow chart, photo, mind map) that represents some elements of the story. This aids comprehension and may help students structure their reconstruction. Additionally, students can create visuals to accompany



their reconstructions, as another means to demonstrate comprehension and to promote unique reconstructions.

### 1. Scrambled Sentence Dictogloss

Scrambled Sentences is a popular technique for teaching a number of language skills. Scrambled Sentences Dictogloss employs this technique to raise the difficulty level of dictogloss and to focus students' attention on how texts fit together.

- The teacher jumbles the sentences of the text before reading it to students. When students reconstruct the text, they first have to recreate what they heard and then put it into a logical order.
- When analyzing students' reconstructions, the class may decide that there is more than one possible correct order. This fits with the overall spirit of dictogloss, i.e., that there is no one correct way to achieve a communicative purpose, although there are certain conventions that should be understood and considered.

### 2. Elaboration Dictogloss

In Elaboration Dictogloss, students go beyond what they hear to not just recreate a text but also to improve it.

- This dictogloss method may be preceded by a review of ways to elaborate, such as adding adjectives and adverbs, examples, facts, personal experiences, and causes and effects.
- After taking notes on the text read by the teacher, as in Step 3 of the standard procedure, students reconstruct the text. Then, they add



elaborations. These can be factual, based on what students know about the topic of the text or research they do, or students can invent elaborations.

### 3. Dictogloss Opinion

In Dictogloss Opinion, after students reconstruct the text, they give their opinion on the writers' ideas. These opinions can be inserted at various points in the text or can be written at the end of the text. If student commentary is inserted throughout the text, it promotes a kind of dialogue with the original authors of the text.

### 4. Picture Dictation

Dictation does not always have to involve writing sentences and paragraphs. Instead, students can do other activities based on what the teacher reads to them. For instance, they can complete a graphic organizer. Another possibility, described below, is to draw.

- The teacher finds or writes a description of a drawing. The description should include a great deal of detail. Relevant vocabulary and concepts can be reviewed in the discussion that occurs in Step 1 of the standard dictogloss procedure.
- Students listen to the description and do a drawing based on what they hear.
- Students compare drawings with their partners and make one composite drawing per pair. Students also can compare their drawing with the original. Alternatively, students can reconstruct the description text read by the teacher, as in standard dictogloss, and then do a drawing.



## 2.8.5 Using Dictogloss Technique toward Ability in Writing

### Narrative Text

According to Jacob, dictogloss is an integrated skills technique for language learning in which students work together to create a reconstructed versions of a text read to them by their teacher. Dealing with his idea, dictogloss cannot only be useful for writing but also for other skills such as listening, speaking and reading because in learning and teaching process by using dictogloss technique involves those components. First, when teacher dictates the text, the skill of listening is activated. Second, when students try to reconstruct the text, the skill of writing and reading is activated. Third, when students compare their texts with other and discuss it, the skill of speaking is activated. That is also stated by Lynne Cameron, dictogloss technique helps teacher providing a generic activity that offers many possibilities for students' classroom activity when reading and writing are established. Nation agreed this idea that the basic idea of this technique is half-way between dictation and composition if it is done as group work and if the learners take notes during two listening sessions. Not only practice those skills but students also learn how to do collaborative reconstruction text. They also learn how to make their internal decisions involve content, grammar, vocabulary, language styles, spellings, and composition in arranging an essay based on genre given.

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Through using dictogloss technique, teachers can help students in writing narrative text because the entire process of teaching writing by using dictogloss technique will activate students in learning involvement. They will interact with others to discuss the option of target language. So that, they can decide their decisions toward target language either conscious or subconscious. They create collaborative learning atmosphere. In this technique, students will be motivated to gain the meaning of the text through listening and note taking.

### 2.8.6 Teaching Writing by Using Dictogloss Technique

Based on Nation and Newton (2009:68), the steps of using Dictogloss technique in teaching writing described in this following table:



TABLE II.1

## REQUIRED STEPS FOR A DICTOGLOSS ACTIVITY

No	Step	Students	Teacher
1.	Preparation	Vocabulary study activities to prepare for the text. Discuss the topic (Predict vocabulary and content etc). Move into group.	Vocabulary study activities to prepare for the text. Discuss the topic (Predict vocabulary and content etc). Move into group.
2.	Listening for meaning	Listen to whole text	Reads the text at normal speed
3.	Listening and note-taking	Take notes and listing key words	Reads again at normal speed
4.	Text reconstruction in groups	Work in group to reconstruct an approximation of the text from notes (one learner acts as the writer)	Helps groups Offers guidance
5.	Text comparison between groups	Compare groups' versions of the text. Pay attention to points of usage that emerge from the discussion.	Facilitates class comparison of versions from different groups (on OHT or board) Facilitates discussion and correction of errors.

Based on the table illustrated, the standard procedure of Dictogloss can be described as follows:

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1. The teacher reads the text aloud once at normal speed as students listen but do not write. The text can be selected by teachers from newspapers, textbooks, etc., or teachers can write their own or modify an existing text. The text should be at or below students' current overall proficiency level, although there may be some new vocabulary. It may even be a text that students have seen before. The length of the text depend on students' proficiency level.
  2. The teacher reads the text again at normal speed and students take notes. Students are not trying to write down every word spoken; they could not even if they tried, because the teacher is reading at normal speed.
  3. Students work in groups of two-four to reconstruct the text in full sentences, not in point form (also known as bullet points). This reconstruction seeks to retain the meaning and form of the original text but is not a word-for-word copy of the text read by the teacher. Instead, students are working together to create a cohesive text with correct grammar and other features of the relevant text type, e.g., procedure, or rhetorical framework, e.g., cause and effect, that approximates the meaning of the original.
  4. Students, with the teacher's help, identify similarities and differences in terms of meaning and form between their text reconstructions and the original, which is displayed on an overhead projector or shown to students in another way.

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## 2.9 Related Studies

Related studies require some previous researches conducted by other researchers in which they are relevant to this research itself. Besides, the related studies have to analyze what the point that focuses on, informs the design, finding the conclusion of the previous researches, as follows:

1. Toshiyo Nabei (1996). He conducted a research which entitled “Dictogloss: Is It An Effective Language Learning Task?”. He tried to compare between the use of Dictogloss and Jigsaw in improving students’ grammar mastery. The subject of his research was four adult ESL students. Two are polish speakers and the other two speakers of Chinese Languages. They are female students studying in an Intensive English Program in A University in Philadelphia. They were enrolled in classes of higher intermediate proficiency level. From the research, he found that the dictogloss task requires students to engage in more language-form related processes than the jig-saw does. While interaction in the jigsaw requires only meaning-based communication, in dictogloss both meaning-based and grammar-based communication is expected. Students engaged in the dictogloss seem to be exposed to different amount of input, output, and feedback according to the different stages of the task. The reseach conducted by Nabei is different from this research in which in this research, the researcher tried to find the significant difference between students’ ability in writing narrative before being taught by using



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dictogloss technique and students' ability in writing narrative text after being taught by using dictogloss technique.

The similarity with this research was writing as variable Y. The Variable X was also Dictogloss technique. Nebei used three variables on his research, which were Dictogloss as Variable X1, Jigsaw as Variable X2 Writing ability as variable Y. While, this research has three variable which were Writing ability as variable Y and Round Table technique as variable X1 and Dictogloss technique as variable X2. The differences were about the location, population.

2. Ending Sartika has conducted a research in 2014. The title of this research was "The Effectiveness of Round Table Technique to Improve Students' Speaking Skill in the First Grade Students of SMAN 3 Salatiga". The research has conducted in Salatiga. The design of this research was also quasi-experimental design. The problems of her research were: many students were still lack of vocabulary, limitation of practice to speak English and psychological such as being nervous and fear to speak English. In her research, she has found that there was a significant effect of Round Table technique toward students' speaking skill in the first grade of SMAN 3 Salatiga. At the end she concluded that the students taught by using Round Table technique had higher speaking ability than the students taught without using Round Table technique. It means that this technique was successful to be applied in teaching and learning process.



3. Anggi Sinta Hapsari has conducted a research entitled “The Use of Round Table Technique to Improve Students’ Achievement in Writing Hortatory Exposition Text of Grade XI Students of SMAN 1 Batang” in 2011. The design of this research was a quasi-experimental design. The research has conducted in Semarang. She tried to find out whether or not the Round Table technique gave contribution to improve students’ achievement in writing hortatory exposition text of grade XI students of SMAN 1 Batang. She concluded that the use of roundtable technique could improve students’ achievement in writing hortatory exposition text very well. It could be shown that the students wrote hortatory exposition text in correct grammar and punctuation, and it could also increase students’ interest in writing hortatory exposition text. The students were more active, more interested during the learning process, and respond the lesson well.
4. Maliheh Nouraei Yeganeh (2015), an International Journal of Asian Social Science entitled A Comparison of The Effects of Dictogloss and Oral Dialogue Journal Techniques on Iranian EFL Learners’ Acquisition of Request Speech Act. In this research, the writer did an observation by applying both dictogloss and oral dialogue techniques on Iranian EFL learner. The writer compared these two techniques and found the effective one.
5. Handrini Astuti (2017), The Influence of Using Dictogloss Technique Towards Students’ Writing Ability In Analytical Exposition Text. This

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research also an experimental research, three meetings done to give treatment. The result also showed if dictogloss technique was recommended to be applied in learning English especially writing.

6. Oghie Yudha Herlangga (2012), *Improving Students' Writing Ability by Using Dictogloss Technique at Class VIII D of SMP Negeri 3 Ngaglik*.

This research also showed the improvement after applying dictogloss technique in his observation. Five aspects of writing improved significantly.

7. Dwi Astuti (2018), *The Use of Round Table Technique to Improve Students' Writing Ability Among The Eleventh Graders at SMA Negeri 1 Kotagajah in Central Lampung*. Three steps were used in this research, test, observation and documentation. This was an action classroom research finished through 4 steps (planning, act, observation and reflection). The finding also shown the effectiveness of Round Table itself, cycle two was higher than one.

8. Sri Sepianita (2010), *Increasing the Students' Writing Skill Through Round Table Technique at the Second Year Students of SMPN 1 Sinjai Tengah*. The finding of this research also showed the effectiveness of Round Table. Five aspects of writing improved after applying this technique. The students motivated well enough during the treatment.

9. Cici Puspasari (2018), *The Effect of Round Table Technique on Students' Writing of Descriptive Text*. This quantitative research taken 2 classes as sample. The result showed alternative hypotheses was accepted



and null hypotheses was rejected. It was concluded that this research was effective to increase students' writing of descriptive.

10. Sri Handayani (2012), *The Influence of Round Table Technique and Students Intelligence on Students' Writing Skill*. This research compared whether round table was more effective than direct instruction to improve students' writing skill. The finding showed that round table was more effective.

## 2.10 Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it is still operating in an abstract from the research, planning which should be interpreted into particularly words in order to be easy to measure.

### 2.10.1 The indicators of Variable X1 Round Table Technique

According to Barkley (2005:241-242), the steps of using Round Table Technique in teaching writing as follows:

1. The teacher forms some groups that consist of four or more students each group.
2. The teacher determines which group member will begin and inform students that they will circulate the paper clockwise.
3. The teacher gives a topic to be discussed in group.
4. The teacher gives a clue dealing with the topic and asks the first student to write his word, phrase, or sentence as rapidly as possible.



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5. The student passes the paper to the next student, who follows the same steps.
6. The process continues until all of the students have been participated and the teacher stops it.

### 2.10.2 The indicators of Variable X2 Dictogloss Technique

Based on Nation and Newton (2009:68), The steps of using dictogloss technique in teaching writing as follows:

1. The class engages in some discussion on the topic of the upcoming text. This topic is one on which students have some background knowledge and, hopefully, interest. The class may also discuss type of the text, e.g., narrative, procedure, or explanation, and the purpose, organizational structure, and language features of that text type.
2. The teacher reads the text aloud once at normal speed as students listen but do not write. The text can be selected by teachers from newspapers, textbooks, etc., or teachers can write their own or modify an existing text. The text should be at or below students' current overall proficiency level, although there may be some new vocabulary. It may even be a text that students have seen before. The length of the text depends on students' proficiency level.
3. The teacher reads the text again at normal speed and students take notes. Students are not trying to write down every word



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spoken; they cannot even if they tried, because the teacher is reading at normal speed.

4. Students work in groups of two-four to reconstruct the text in full sentences, not in point form (also known as bullet points). This reconstruction seeks to retain the meaning and form of the original text but is not a word-for-word copy of the text read by the teacher. Instead, students are working together to create a cohesive text with correct grammar and other features of the relevant text type, e.g., procedure, or rhetorical framework, e.g., cause and effect, that approximates the meaning of the original.
5. Students, with the teacher's help, identify similarities and differences in terms of meaning and form between their text reconstructions and the original, which is displayed on an overhead projector or shown to students in another way.

### 2.10.3 The Indicators of variable Y Students' Writing Ability

Hughes stated The Indicator of variable Y (students' writing ability) follow:

1. Content.
2. Organization.
3. Vocabulary
4. Language Feature.
5. Mechanic.



## 2.11 Assumption and Hypotheses

### 2.11.1 The Assumption

In this research, there are two techniques that can be used by the teacher in teaching learning process. After applying these techniques the writer assumes if round table and dictogloss techniques will be:

1. Round table technique is assumed able to increase students' writing ability of narrative text rather than dictogloss technique.
2. Dictogloss technique is assumed able to increase students' writing ability of narrative text rather than round table technique.
3. Dictogloss techniques are assumed more effective to increase students' writing ability of narrative text than round table one.

### 2.11.2 The Hypotheses

There are six hypotheses in this research, consist of three null hypotheses and three alternative hypotheses.

**Ho1:** There is no significant effect of using round table technique on students' writing narrative text ability.

**Ha1:** There is a significant effect of using round table technique on students' writing narrative text ability.

**Ho2:** There is no significant effect of using dictogloss technique on students' writing narrative text ability.

**Ha2:** There is a significant effect of using dictogloss technique on students' writing narrative text ability.

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**Ho3:** There is no significant difference in writing ability between students taught by using round table and students taught using dictogloss technique.

**Ha3:** There is a significant difference in writing ability between students taught using round table and students taught using dictogloss technique.

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## CHAPTER III

### RESEARCH METHODS

This section explains about the research paradigm and approach utilized in the conduct of this study by discussing the methodology and the context in which the study take place. This section begun with a discussion of the research design, population and the sample, technique collecting and analyzing the data, and also the result of homogeneity of the test. Each of these sections was presented below.

#### 3.1 Research Design

The design of this research is an Experimental Design that focused on Quantitative research with (pre-test and post-test) design. Two groups serve as an experimental group and the other one as comparative group. Creswell (2009:155) states that when individual are not randomly assigned, the procedure is called Quasi experiment. According to L. R Gay (2000: 364), the Quasi-experimental design involves selecting two groups differing on some independent variables and comparing them on some dependent variables. According to L.R Gay (2000:349), the experimental method is a method of the research that can test hypotheses concerning with cause and effect relationship in the experimental research. The group may differ in a number of ways.

One group may possess a characteristic that other does not, one group may passes more of characteristics than the other, or the two group may have different kind of experiences. Gay said “An experiment typically involves a comparison of two groups (although as you will see later, there may be only one group, or there may be three or more groups). The experimental comparison is usually one of



three types: 1. Comparison of two different approaches (A versus B); 2. Comparison of a new approach and the existing approach (A versus no A); 3. Comparison of different amount of a single approach (A little of A versus a lot of A)” (2000, p.368). Type 1 (comparison of two different approaches) is conducted in this research. There are three variations. In this research; Round Table Technique (X1) and Dictogloss Technique (X2) was independent variables, while the students’ writing ability was dependent variable. Both classes was taught by using Round Table Technique and Dictogloss Technique. Therefore, the experimental class was provided with pre-test, treatment and posttest.

This research aimed to find out the effect of Round Table Technique and Dictogloss Technique toward students’ writing ability in the experimental group. Creswell (2009, p.160) explains both groups take a pre-test and post- test. Only the experimental group received the treatment. The research design can be seen as follows:

**Table III.1**  
**Research Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post test</b>
EG 1	O1	X1	O2
EG 2	O3	X2	O4

*Figure Creswell (2009, p.160)*

EG 1: Experimental Group 1 (Round Table Technique)

EG 2: Experimental Group 2 (Dictogloss Technique)

X1 : Independent Variable 1 (Round Table Technique)



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X2 : Independent Variable 2 (Dictogloss Technique)

O1 : Pre-test (Group 1)

O3 : Pre-test (Group 2)

O2 : Post-test (Group 1)

O4 : Post-test (Group 2)

### 3.2 The Location and Time of the Research

This research was conducted at Islamic Senior High School of Ansharullah Pulau Birandang. It was located on Pekanbaru-Bangkinang Street. This research was conducted in February to March 2020.

### 3.3 The Subject and Object of the Research

The subject of the research was the first year students of Islamic Senior High School of Ansharullah Pulau Birandang. The object of this research was the difference in writing ability of narrative text between students taught by using Round Table Technique and those taught by using Dictogloss Technique.

### 3.4 The Population and the Sample of the Research

#### 3.4.1 The Population

The population of this research was the first students of Islamic Senior High School of Ansharullah Pulau Birandang in 2019-2020 academic years. It had four classes. The number of the first year students of the Islamic Senior High School of Ansharullah Pulau Birandang was 122 students.

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**Table III.2**  
**Population of the first year students of MA Ansharullah Pulau Birandang**

No	Class	Male	Female	Total
1.	X1	10	22	32
2.	X2	11	19	30
3.	X3	10	20	30
4.	X4	13	17	30
<b>Total Population</b>				<b>122</b>

The table above is telling the total number of population at the first year. It consists of four classes. Total number of the students of X1 is 32, consist of 10 male students and 22 female students. X2 consist of 11 male students and 19 female ones, the total number is 30. X3 consists of 10 students of male, and 20 female students, the total number is 30. And the last is class X4, consist of 13 male students, and 17 female students, the total number of class X4 is 30 students. Overall number of population of the first year students is 122 students.

### 3.4.2 The Sample

According to Gay (2000), sampling is the process of selecting a number of individuals or a study in such a way that they represented the larger group from which are selected. The total number of the population of the tenth grade students at Islamic Senior High School of Ansharullah Pulau Birandang in academic 2019-2020 is 122 students. The sample was 60 students divided two classes which consist of X2 as an experimental class I,

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X3 as an experimental class II. The sample was taken by using *cluster random sampling*. In cluster random sampling all members of selected groups need to have similar characteristics. Among six classes of the first year, two classes was taken as the sample of this research as follows:

**Table III.3**  
**The Total Sample of the Research**

No	Class	Male	Female	Total of Students	Class
1	X2	11	19	30	Experiment I (Round Table Technique)
2	X3	10	20	30	Experiment II (Dictogloss Technique)
<b>Total</b>				<b>60</b>	

The sample of this research was the students of class X2 and X3. The reasons are both of these two classes have similar characteristics. They are the total number of male and female students, the population of the class, and then after doing interview with the teacher, the students in the class have almost same capability of English. So that the researcher take these classes as the sample.

### 3.5 Homogeneity of the Test

Levene Statistic was used to check whether homogeneity of variances of data was equal or not. If p-value under 0.05, it means that variances are not equal. In contrary, if p value above 0.05, it means that variances are equal. The homogeneity test of the data is presented as follows:



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**Table III.4**  
**The Result of Pretest Homogeneity Test**  
 Pretest

Levene Statistic	df1	df2	Sig.
2.279	2	87	0.102

The table 3.4 above indicates that the Sig. Value of the students' pretest both at experimental group 1 and experimental group 2 is 0.102 which is higher than 0.05. Thus, the students' pretest variances are homogenous.

**Table III.5**  
**The Result of Posttest Homogeneity Test**  
 Posttest

Levene Statistic	df1	df2	Sig.
.620	2	87	0.525

The table 3.5 above shows that the Sig. Value of the students' posttest both at experimental group 1 and experimental group 2 is 0.525 which is higher than 0.05. Thus, the students' posttest variances are homogenous.

### 3.6 The Technique of Collecting Data

The research instrument in this research was giving some topics of narrative text to the students and they could choose what topic should be written by themselves as attached in appendix. The following procedures of this research were:



## 1. Test

Only experimental classes have pre-test and post-test of writing ability. The students were given a writing ability test to measure their ability in writing of narrative text.

### a. Pre-Test

Pre-test used to collect the data about students' writing ability of narrative text before they were taught by using Round Table Technique and before they were taught by using Dictogloss Technique. It was given to both experimental 1 and experimental 2. In this test, the researcher used written test by giving some topics of narrative text.

### b. Post-Test

Post-test used to collect the data about students' reading comprehension in narrative text after they were taught by using Round Tale Technique and after they were taught by using Dictogloss Technique. It was given to both experimental 1 and experimental 2 classes. In this test, the researcher used written test also by giving them some different topics of narrative text.

### c. Observation Checklist

Observation is a technique to collect the data which the reseacher directly observe the object in a research to know all of the situation and activities during do Round Table Technique and Dictogloss Technique in a research.

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### 3.7 The Technique of Analyzing Data

In order to find whether there was a significant difference or not of Round Table and Dictogloss techniques on writing ability, the data was analyzed by using SPSS 20. The researcher used the score of the students' writing ability from two writing raters by considering the aspect of content, organization, vocabulary, language feature and mechanic as adopted from Hughes. In analyzing the data, Independent Sample T-test, Paired Sample T-test and Effect size were used.

#### 3.7.1 Independent Sample T-test

Parmjit et al. (2006: 160) say that Independent sample t-test is used to measure the significance of the difference between the means of two samples. Gay (2000: 484) adds that the t-test for independent sample is used to determine whether there is probably a significant difference between the means of two independent samples. The formula is used:

$$t = \frac{M_X - M_Y}{\sqrt{\frac{(SD_X)^2}{N_1 - 1} + \frac{(SD_Y)^2}{N_2 - 1}}}$$

Where:

- t = The value of comparing two means
- $M_x$  = Mean of the score in pre-test
- $M_y$  = Mean of the score in post-test
- $SD_x$  = Standard deviation of experimental group
- $SD_y$  = Standard deviation of compare group



$N_1$  = Number of the sample in pre-test

$N_2$  = Number of the sample in post-test

$t_1$  = The constant number

The t-table has the function to see if there is a significant difference between the mean of the score of both experimental and compare group. The t-obtained value is consulted with the value of t-table at the degree of freedom (df) =  $(N_1+N_2)-2$  which is statistically hypotheses:

$H_0$ :  $t_o < t\text{-table}$

$H_a$ :  $t_o > t\text{-table}$

$H_0$  is accepted if  $t_o < t\text{-table}$  or there is no effect after giving the treatment Round Table and Dictogloss Techniques toward students' writing ability.

$H_a$  is accepted if  $t_o > t\text{-table}$  or there is effect after giving treatment Round Table and Dictogloss Techniques toward students' writing ability.

### 3.7.2 Paired Sample T-test or Non Independent Sample T-test

Non-independent sample t-  $t_{test}$  is known also as Paired-Sample  $t_{test}$ . L.R. Gay states that t-test for non-independent sample is used to compare groups that are formed by some types of matching or to compare a single group's performance on a pre-test and post-test or on two different treatments (L.R. Gay, 2000: 488). The writer uses this formula to obtain the result of to find out whether there is a significant effect of using Round Table and Dictogloss techniques of first year students' writing ability of narrative texts at MA Ansharullah Pulau Birandang.



The Pre-test and Post-test scores are used in the experimental class in order to find the significant effect of using Round Table and Dictogloss techniques of the first year students at MA Ansharullah Pulau Birandang. To obtain the data, SPSS.20 was used.

The formula of paired-sample t test is as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$D$ : Gain Score ( $D=X_2-X_1$ )

The t-table has the function to see if there is a significant improvement among the mean of the score of both pre-test and post-test.

The t-obtained value is consulted with the value of t-table at the degree of freedom ( $df$ ) =  $N-1$  which is statistically hypotheses:

$H_a$ :  $t_o > t\text{-table}$

$H_o$ :  $t_o < t\text{-table}$

$H_a$  is accepted if  $t_o > t\text{-table}$  or there is a significant effect after giving the treatment Round Table and Dictogloss techniques toward students' writing ability of the first year students of MA Ansharullah Pulau Birandang.

$H_o$  is accepted if  $t_o < t\text{-table}$  or there is no significant effect after giving treatment Round Table and Dictogloss techniques of the first year students at MA Ansharullah Pulau Birandang.



### 3.7.3 Effect Size (Eta Square)

Afterward, it was better to find the effect size of T-test by following

formula:

$$\eta^2 = \frac{t^2}{t^2 + n - 1}$$

$$kp = \eta^2 \times 100\%$$

Where:

kp: Coefficient effect

$\eta^2$ : Coefficient

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## CHAPTER V

### CONCLUSIONS AND RECOMMEDATIONS

There are three parts in this chapter. The first part presents the conclusion of the reserach. The second part presents some implications of this research in terms of the weaknesses of this research. Meanwhile, the last part presents some recommendations which are relevant to research investigating this issue. Furthermore, for the other researchers who give contribution to do further researches for this issue.

#### 5.1 Conclusion

The main of this research was to find out whether there was any significant difference between students' writing ability using RT technique and students' writing ability using DCT technique. The research design was a causal-comparative study that focuses on quantitative research. The design involved selecting two groups differing on some independent variables and comparing them on some dependent variables. The subject of the research was the first year students' at Ansharullah Islamic Senior High School of Pulau Birandang, and the object of this study was comparison between students' using RT technique and DCT technique toward students' writing ability.

Based on the analysis displayed at chapter IV, finally the researcher made conclusion of the research about "The Effect of Using Round Table and Dictogloss Techniques on Students' Writing Ability of Narrative Text: A Comparative Study at the First Year of Islamic Senior High School of Ansharullah Pulau Birandang". It can be drawn as follows:



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1. Round Table technique was effective to improve students' writing ability of narrative text. It had been seen in the findings of the research.
2. Dictogloss technique was effective to improve students' writing ability of narrative text. It also had been seen in the findings of the research.
3. Dictogloss technique was more effective than Round Table technique in improving the students' writing ability. In detail, the data description showed that the students who were taught using Dictogloss Technique has higher score than ones who were taught using Round Table technique especially for indicator of Content, Organization, Vocabulary, language feature and mechanic.

## 5.2 Implication of the Research

In teaching and learning process, the teacher should find the suitable approach, method, technique and strategy to teach his/her students in order to give effective learning. In this research, RT and DCT techniques are compared toward students' writing ability. Both techniques are suitable to carry out in teaching writing ability.

Kagan (1998:7) stated that Round Table technique is one of the cooperative learning that can be used to work well for assessing prior knowledge, practicing skills, recalling information, and creating cooperative art. Moreover Jacobs G. (2004) also has stated that Round Table is cooperative learning technique in which each person writes on idea for a multiple ability task and passes their paper to the person on the right.



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Besides, Ruth (1995:6) defined dictogloss technique as a relatively recent procedure in language teaching. It is a task-based procedure designed to help language learning students towards a better understanding of how grammar works on a text basis.

Based on the result obtained in this research, there are some implications need to be formulized as follows:

1. Round Table and Dictogloss techniques had a significant effect on students' writing ability. It is hoped to teachers and students develop these techniques in learning activity effectively.
2. Pertaining to there is a significant effect of round table and dictogloss techniques on students' writing ability in this research, it is hoped to teachers and students cooperate to find the best solution in learning process which round table and dictogloss are involved simultaneously.
3. The findings of this research needs to be applied as feedback for teachers. The teacher is required to do an evaluation related to teaching and students' achievement by considering appropriate learning method.

### 5.3 Recommendation

The research findings of this study could be regarded as a valuable contribution to enrich literature review on the success of proving the comparison of RT and DCT techniques toward the students' Writing ability at Ansharullah Islamic Senior High School of Pulau Birandang. It means that both RT and DCT techniques are suitable techniques to apply in teaching writing. Despite the research findings show significant improvement on students' writing ability of



both RT and DCT techniques, and there are still gaps which could be filled with new and further researches.

The researcher would like to recommend for the future research of comparison teaching techniques of both RT and DCT techniques on the students' writing ability. The numbers of students involved were only 60 participants of Ansharullah Islamic Senior High School of Pulau Birandang. The next research would be spread out to other schools or universities in the other ten regencies, Pekanbaru city and one administrative town of Riau province.

Another aspect which is also related to sample or participant is focused on students, teachers, instructors as well as the educational context concerned. Even though, the need to improve learning is more emphasized on English learners, the person in charge of the class, namely the teachers should be able to conduct or apply the RT and DCT techniques in teaching writing ability especially narrative text. It is also recommended that the students on high level capability, RT is used in teaching writing ability because the students will be able to enhance knowledge and writing ability.

Based on the data analysis conducted in the chapter IV and the conclusion of this research found that there is a significant difference of round table and dictogloss techniques on students' writing ability at the first year students of Islamic Senior High School of Ansharullah Pulau Birandang. The researcher proposed some suggestions as follows:

For the teachers:





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1. Teacher is as facilitator, motivator and mediator has to be more creative, innovative and effective in teaching learning process. Teachers has to be able to create and use appropriate methods in teaching. The teacher should has a good competence in using the suitable learning model in order to activate the student's involvement in teaching learning process and behave them to be the center of learning process.
2. teacher should use the cooperative learning model which suitable with the students' need and their condition so that the learning process can be done more interesting, active, creative, and enjoyable. It can increase the students' learning motivation and their learning achievement as well.
3. The teacher should give the democratic learning situation for the students; that the learning process was held from the students, by the students and for the students. By giving this atmosphere, the students will feel that their participation in learning process is very important to obtain the improvement for their learning process and achievement as well. To help the students to overcome their learning difficulties, the teachers are suggested to do the classroom action research as an effective way to improve the students' learning achievement and the teacher professional development as well.
4. Especially English teachers are recommended to vary their teaching technique appropriate to material taught in order that the students are able to understand the lesson easier. Besides, teaching with the right technique, the students will study more fun than when the teachers use conventional



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way. Dictogloss is one of good techniques that can be used by English teacher to improve their students' writing ability. Besides, the school institution should support teachers to create enjoyable, fun and interesting atmosphere in learning English including teaching reading. Furthermore, it is highly hoped the headmaster of the school support the teachers' quality in teaching.

5. The headmaster should provide time to supervise the teachers in order that evaluation can be carried out. In addition, the headmaster must be able to encourage the teachers for upgrading and updating their skill in teaching for example by holding an education seminar or giving training. The last but not the least, it is also suggested to the other researchers to develop this research using different perspective and different method so that it can give a greater contribution to the school, teachers, students, and all sides related to the education.

For the Students:

1. Interest in writing and belief in ability are absolutely indispensable; students are expected to increase writing ability for supporting their learning. All students should be motivated in writing and have ability to accomplish specific task. Thus, they can develop their learning through writing ability.
2. Students should study harder. Even though their writing ability was good, they still need to learn more and they have to do more practice to increase their writing ability.



For the further research:

1. Further research needs be continued on similar topic so that different findings could be produced for better teaching and learning both on the part of teachers and students.
2. It is suggested that the next research would take longer time and wide range of sample in order to give better result of the research.
3. The research recommends for conducting further research in the form of experimental research in order to find out which variable is better to affect students' writing ability.

For the institution:

There are several points need to be suggested, as follows:

1. RT and DCT techniques to be introduced and developed further to the teacher, students, and other educators as an alternative teaching strategy, particularly in teaching writing ability. The process of introduction and development of writing ability can be conducted through English clubs or English zone, meetings, or training.

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## APPENDICES

### Appendix 1. Lesson Plan

#### LESSON PLAN

School	: Islamic Senior High School of Ansharullah
Class/Semester	: X
Subject	: English
Meeting Number	: 1
Time Allocated	: 2 x 45 minutes
Type of Text	: Narrative Text

#### A. Core Competence

1. Comprehending and applying the religion divine values.
2. Comprehending and applying the honesty, self-discipline, care to others (cooperation, tolerance, peace-loving) polite, responsive and proactive attitudes in solving various matters in interacting effectively with the social and natural environment and being good Indonesian in world socialization.
3. Understanding, applying, analyzing factual, conceptual, and procedure knowledge based on the interest in science, technology, culture art, and humanities with humanity, nationalistic, and civilized views in relating to the causes of phenomena and matters and applying to procedural knowledge in the desired science in solving the actual problems.
4. Processing, analyzing, and presenting the development in the concrete and abstract domains of the learned materials independently and able to applying the rightful methods.

#### B. Basic Competence

- 1.1 Be grateful for the chance in learning English as the International medium language.



2.3 Develop polite and care to other attitude in personal communication with teacher and friends.

3.9 Analyze social function, the structure of the text, and linguistic elements in a simple narrative text form folk legend, according to the context of the use.

4.15 Apprehend the meaning of narrative texts by oral and written that form of the simple legend.

**C. Indicators**

1. Identify the meaning of narrative text.
2. Identify the generic structure of narrative text.
3. Identify the language feature of narrative text.
4. Write narrative text.

**D. Learning Objectives**

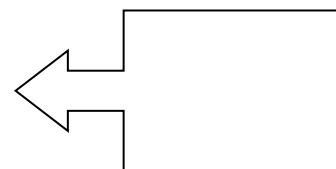
1. Students are able to identify the meaning of narrative text.
2. Students are able to identify the generic structure of narrative text.
3. Students are able to identify the language feature of narrative text.
4. Students are able to write narrative text.

**E. Learning Material**

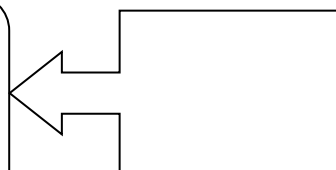
Example of narrative text:

**Cinderella**

Once upon a time, there was a beautiful girl called Cinderella. She lived with her step sisters and step mother. They were very bossy. She had to do all the homework.



One day an invitation to the ball came to the family. Her stepsister went to the ball without her. Cinderella was so sad.



Fortunately, the fairy good mother came and helped her get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then married her. They lived happily ever after.

## 1. Definition of Narrative Text

A narrative text is a text that tells a story. It tells about a series of events or actions. These events are arranged in time sequence with a definite beginning, middle and end. They may be organized in a chronological order (in respect to the order in which the events happened) or by using flashbacks and retrospection. Be they are chronologically arranged or not, the stories in narrative text are used to illustrate or demonstrate a point, i.e. to make us laugh (to entertain), or to make us understand something, or to change our attitudes (to instruct). As a consequence, developing a strong topic sentence is important.

## 2. Generic Structure

Narrative text is intended to tell story or event so that the reader and listener will be able to visualize the story. Writing narrative text, generally, you have to consider the following generic structure.

### a. Orientation

It is about the opening paragraph where the characters of the story are introduced. (provides an introduction to the characters, place and time of the story (who, what, when, where, why and how)).

### b. Complication

It tells the problems in the story developed. (Problems arise/start going and growing).

### c. Resolution

It is the solution of the problem (problem solving).

The ending of the problem, happy ending or bad ending. It usually tells about moral value from the story.

### 3. Grammatical Features of Narrative:

1. Characters with defined personalities.
2. Focus on specific and individualized participants.
3. The use of past tense.
4. The use of material process (action verbs), relating, and mental verbs.
5. The use of temporal conjunction and circumstances.

## F. Learning Method

- Round Table Technique

## G. Learning Activity

### 1. Opening

- a. Teacher opens the learning process by greeting and checks the students' attendance list.
- b. The teacher constructs the students' minds by giving questions about their condition.
- c. The teacher explains the aim of learning.

### 2. Main Activities

#### Observing

- a. The teacher gives some pictures relating to narrative text.
- b. The students try to get the story according to the pictures.
- c. The teacher gives some examples of narrative text.
- d. The students observe and understand these pictures pertaining to the example of narrative text.

#### Questioning

- a. The teacher asks the students about the picture.
- b. The students ask the teacher about what narrative text is.
- c. The students ask the teacher about generic structure, purpose, language feature of narrative text.
- d. The students ask the teacher how to write narrative text.



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### Exploring

- a. The teacher divides the students into 5 groups, each group consists of 6-7 students.
- b. The teacher gives explanation about generic structure, purpose, and language feature of narrative text.
- c. The students comprehend to the teacher's explanation.
- d. The students try to understand about the material.

### Associating

- a. The teacher shows about round table technique.
- b. The students provide a paper and a pen.
- c. The teacher gives each group a title of narrative text.
- d. The teacher asks the first student to write one word or phrase related to the title by starting with word classification, nouns, verbs, and so on.
- e. The teacher asks the first student to give the paper to the right side (clockwise) to do the same thing.
- f. It continues until the students cannot find any word or phrase related to the title anymore.

### Communicating

- a. The students make a narrative text by using their ideas that have been written on the paper.
- b. The students discussed the result of narrative text in each group.
- c. Each group will present the result of narrative text in front of class.

## H. Learning Resources

1. Students' text book
  - Kementerian Pendidikan dan Kebudayaan. 2016. *Bahasa Inggris SMA/MA Kelas X Semester 2*. Jakarta
  - Kementerian Pendidikan dan Kebudayaan. 2014. *LKS Bahasa Inggris SMA/MA Kelas X Semester 2*. Jakarta
2. Whiteboard and marker



## I. Assessment

1. Technique : Round Table

2. Instrument: Written test

Instructions!

1. Write a simple narrative text about Cinderella.
2. Consider to the organization, grammatical feature, and mechanic of the text.
3. Time allocated 30 minutes.

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## LESSON PLAN

School : Islamic Senior High School of Ansharullah

Class/Semester : X

Subject : English

Meeting Number : 2

Time Allocated : 2 x 45 minutes

Type of Text : Narrative Text

### A. Core Competence

1. Comprehending and applying the religion divine values.
2. Comprehending and applying the honesty, self-discipline, care to others (cooperation, tolerance, peace-loving) polite, responsive and proactive attitudes in solving various matter in interacting effectively with the social and natural environment and being good Indonesian in world socialization.
3. Understanding, applying, analyzing factual, conceptual, and procedure knowledge based on the interest in science, technology, culture art, and humanities with humanity, nationalistic, and civilized views in relating to the causes of phenomena and matters and applying to procedural knowledge in the desired science in solving the actual problems.
4. Processing, analyzing, and presenting the development in the concrete and abstract domains of the learned materials independently and able to applying the rightful methods.

### B. Basic Competence

- 1.1 Be grateful for the chance in learning English as the International medium language.
- 1.2 Develop polite and care to other attitude in personal communication with teacher and friends.



1.3 Analyze social function, the structure of the text, and linguistic elements in a simple narrative text form folk legend, according to the context of the use.

1.4 Apprehend the meaning of narrative texts by oral and written that form of the simple legend.

### C. Indicators

1. Identify the meaning of narrative text.
2. Identify the generic structure of narrative text.
3. Identify the language feature of narrative text.
4. Write narrative text.

### D. Learning Objectives

1. Students are able to identify the meaning of narrative text.
2. Students are able to identify the generic structure of narrative text.
3. Students are able to identify the language feature of narrative text.
4. Students are able to write narrative text.

### E. Learning Material

Example of narrative text:

#### The Rabbit and The Turtle

In a small forest on the edge of the village there was a rabbit that arrogant. It liked to Taunt Weaker animals of other animals. Animals of Reviews such as turtles, snails, ants and animals of small animals no one liked the rabbits was cocky. One day, the rabbit walked arrogantly seek to be insulted weak opponent. Incidentally, it met the tortoise.

Rabbit: "Hey, turtle, the slow, you do not run off the road. Let's run, let me quickly intervening up.

Turtle: "Let the hare, slow path indeed. The important thing I got to my destination safely, rather than quickly intervening later fall and get hurt."

Rabbit: "Hey turtles, what if we run the race. If you win, I'll give you anything you ask for a gift." Whereas in the rabbit heart says.

Rabbit : "How could he be Able to beat me."



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Turtle : "Well, how could I Compete rabbit racing with you, you can run and jump quickly intervening, while I go step by step while carrying this heavy my house."

Rabbit : "I cannot, you should not reject my challenge this. Anyway, I'll see you tomorrow morning under the banyan tree. I will call the wolf pack to be the referee."

Turtle can only be silent gawking. Said in his heart.

Turtle : "How can I beat the rabbit?"

The next day the rabbit waited proudly under the banyan tree. Mr. Wolf Also had come to be a referee. Once the turtle came a pack of wolves said.

Wolf pack: "The rules are like this, you start from the tree line on the other side under the mango tree. Can you not see?"

Rabbit : "Can ...."

Turtle : "Can ...."

Wolf pack: "Now who could come first under the banyan tree, that's what wins. Okay, One ... Two...Three...Started!"

The rabbit jumped immediately preceded the turtle, roomates begin to move slowly because it could not leave his house.

Rabbit : "Come turtles, run!" Well, I'm waiting here."

Rabbit sat while singing. The wind was blowing softly and when cool, so made a sleepy bunny rabbit and soon felt asleep. Slowly but surely the turtle was stepping over backwards. With turtles, he passed a rabbit who had fallen asleep. A few more steps it would reach the finish line. That was when the rabbit got up. How shocked it as turtles reached the finish over backwards he ran and jumped to catch turtles. But it was too late, turtles foot has touched the finish line and a pack of wolves had been decided that the winner was the turtles. The arrogant rabbit stunned silence, as if not believing that he could fall asleep. So who was the winner yes, turtles.





A narrative text is a text that tells a story. It tells about a series of events or actions. These events are arranged in time sequence with a definite beginning, middle and end. They may be organized in a chronological order (in respect to the order in which the events happened) or by using flashbacks and retrospection. Be they are chronologically arranged or not, the stories in narrative text are used to illustrate or demonstrate a point, i.e. to make us laugh (to entertain), or to make us understand something, or to change our attitudes (to instruct). As a consequence, developing a strong topic sentence is important.

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The ending of the problem, happy ending or bad ending. It usually tells about moral value from the story.

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- a. Characters with defined personalities.
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- c. The use of past tense.
- d. The use of material process (action verbs), relating, and mental verbs.
- e. The use of temporal conjunction and circumstances.

## F. Learning Method

- Round Table Technique

## G. Learning Activity

### 1. Opening

- a. Teacher opens the learning process by greeting and checks the students' attendance list.
- b. The teacher constructs the students' minds by giving questions about their condition.
- c. The teacher explains the aim of learning.

### 2. Main Activities

#### Observing

- a. The teacher gives some titles relating to narrative text.
- b. The students try to get the story.
- c. The teacher gives some examples of narrative text.
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#### Questioning

- a. The teacher asks the students about the picture.
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#### Exploring

- a. The teacher divides the students into 5 groups, each group consists of 6-7 students.
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- c. The students comprehend to the teacher's explanation.
- d. The students try to understand about the material.

### **Associating**

- a. The teacher shows about round table technique.
- b. The students provide a paper and a pen.
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- d. The teacher asks the first student to write one word or phrase related to the title by starting with word classification, nouns, verbs, and so on.
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### **Communicating**

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  - Kementerian Pendidikan dan Kebudayaan. 2014. *LKS Bahasa Inggris SMA/MA Kelas X Semester 2*. Jakarta
2. Whiteboard and marker

## **I. Assessment**

1. Technique : written test
2. Instrument  
Instructions!

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- a. Write a simple narrative text about The Rabbit and The Turtle.
- b. Consider to the organization, grammatical feature, and mechanic of the text.

Time allocated 30 minutes.



## LESSON PLAN

School	: Islamic Senior High School of Ansharullah
Class/Semester	: X
Subject	: English
Meeting Number	: 3
Time Allocated	: 2 x 45 minutes
Type of Text	: Narrative Text

### A. Core Competence

1. Comprehending and applying the religion divine values.
2. Comprehending and applying the honesty, self-discipline, care to others (cooperation, tolerance, peace-loving) polite, responsive and proactive attitudes in solving various matters in interacting effectively with the social and natural environment and being good Indonesian in world socialization.
3. Understanding, applying, analyzing factual, conceptual, and procedure knowledge based on the interest in science, technology, culture art, and humanities with humanity, nationalistic, and civilized views in relating to the causes of phenomena and matters and applying to procedural knowledge in the desired science in solving the actual problems.
4. Processing, analyzing, and presenting the development in the concrete and abstract domains of the learned materials independently and able to applying the rightful methods.

### B. Basic Competence

- 1.1 Be grateful for the chance in learning English as the International medium language.
- 2.3 Develop polite and care to other attitude in personal communication with teacher and friends.



3.9 Analyze social function, the structure of the text, and linguistic elements in a simple narrative text form folk legend, according to the context of the use.

4.15 Apprehend the meaning of narrative texts by oral and written that form of the simple legend.

### C. Indicators

1. Identify the meaning of narrative text.
2. Identify the generic structure of narrative text.
3. Identify the language feature of narrative text.
4. Write narrative text.

### D. Learning Objectives

1. Students are able to identify the meaning of narrative text.
2. Students are able to identify the generic structure of narrative text.
3. Students are able to identify the language feature of narrative text.
4. Students are able to write narrative text.

### E. Learning Material

Example of narrative text:

#### The Monkey and The Crocodile

Once upon a time there was a clever monkey who lived by the river Ganga. A crocodile and his wife lived in the same river. One day, the crocodile's wife fell very ill. She wanted to eat something special. She asked her husband to get her a monkey's heart. The crocodile did not know what to do. Then he thought of his neighbour, the monkey. He said, "Friend Monkey, why do you waste your time eating the fruits of this tree? There are juicy fruits on the other side of the river." When the monkey said that the river was too big for him to cross, the crocodile offered to take him on his back.

After a while, the crocodile sank in the water along with the monkey. He told the monkey that his wife was sick and wanted his heart. The monkey realised that he had been foolish to trust the crocodile. He quickly thought of a clever plan to escape. He said, "Alas friend! Our hearts are



not inside us. We have to keep them hanging on trees. I wish you had told me earlier. Let's go back and bring my heart."

The crocodile believed the monkey and brought him back to the tree. The monkey at once climbed up the tree and escaped. He said to the crocodile, "You have a big body but no brains!" The crocodile had nothing to do but repent for his foolishness on being tricked by the monkey.

### 1. Definition of Narrative Text

A narrative text is a text that tells a story. It tells about a series of events or actions. These events are arranged in time sequence with a definite beginning, middle and end. They may be organized in a chronological order (in respect to the order in which the events happened) or by using flashbacks and retrospection. Be they are chronologically arranged or not, the stories in narrative text are used to illustrate or demonstrate a point, i.e. to make us laugh (to entertain), or to make us understand something, or to change our attitudes (to instruct). As a consequence, developing a strong topic sentence is important.

### 2. Generic Structure

Narrative text is intended to tell story or event so that the reader and listener will be able to visualize the story. Writing narrative text, generally, you have to consider the following generic structure.

#### a. Orientation

It is about the opening paragraph where the characters of the story are introduced. (provides an introduction to the characters, place and time of the story (who, what, when, where, why and how).

#### b. Complication

It tells the problems in the story developed. (Problems arise/start going and growing).



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### c. **Resolution**

It is the solution of the problem (problem solving).

### d. **Reorientation**

The ending of the problem, happy ending or bad ending. It usually tells about moral value from the story.

### 3. **Grammatical Features of Narrative:**

1. Characters with defined personalities.
2. Focus on specific and individualized participants.
3. The use of past tense.
4. The use of material process (action verbs), relating, and mental verbs.
5. The use of temporal conjunction and circumstances.

### F. **Learning Method**

- Round Table Technique

### G. **Learning Activity**

#### 1. **Opening**

- a. Teacher opens the learning process by greeting and checks the students' attendance list.
- b. The teacher constructs the students' minds by giving questions about their condition.
- c. The teacher explains the aim of learning.

#### 2. **Main Activities**

##### **Observing**

- a. The teacher gives some titles relating to narrative text.
- b. The students try to get the story.
- c. The teacher gives some examples of narrative text.
- d. The students observe and understand these pictures pertaining to the example of narrative text.

##### **Questioning**

- a. The teacher asks the students about the picture.
- b. The students ask the teacher about what narrative text is.





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- c. The students ask the teacher about generic structure, purpose, language feature of narrative text.
- d. The students ask the teacher how to write narrative text.

### **Exploring**

- a. The teacher divides the students into 5 groups, each group consists of 6-7 students.
- b. The teacher gives explanation about generic structure, purpose, and language feature of narrative text.
- c. The students comprehend to the teacher's explanation.
- d. The students try to understand about the material.

### **Associating**

- a. The teacher shows about round table technique.
- b. The students provide a paper and a pen.
- c. The teacher gives each group a title of narrative text.
- d. The teacher asks the first student to write one word or phrase related to the title by starting with word classification, nouns, verbs, and so on.
- e. The teacher asks the first student to give the paper to the right side (clockwise) to do the same thing.
- f. It continues until the students cannot find any word or phrase related to the title anymore.

### **Communicating**

- a. The students make a narrative text by using their ideas that have been written on the paper.
- b. The students discussed the result of narrative text in each group.
- c. Each group will present the result of narrative text in front of class.

## **H. Learning Resources**

1. Students' text book



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  - Kementerian Pendidikan dan Kebudayaan. 2014. *LKS Bahasa Inggris SMA/MA Kelas X Semester 2*. Jakarta
2. Whiteboard and marker

### I. Assessment

1. Technique : written test
2. Instrument

#### Instructions!

- a. Write a narrative text about the monkey and the crocodile.
- b. Consider to the organization, grammatical feature, and mechanic of the text.
- c. Time allocated 30 minutes.



## LESSON PLAN

School	: Isamic Senior High School of Ansharullah
Class/Semester	: X
Subject	: English
Meeting Number	: 4
Time Alocated	: 2 x 45 minutes
Type of Text	: Narrative Text

### A. Core Competence

1. Comprehending and applying the religion divine values.
2. Comprehending and applying the honesty, self-discipline, care to others (cooperation, tolerance, peace-loving) polite, responsive and proactive attitudes in solving various matters in interacting effectively with the social and natural environment and being good Indonesian in world socialization.
3. Understanding, applying, analyzing factual, conceptual, and procedure knowledge based on the interest in science, technology, culture art, and humanities with humanity, nationalistic, and civilized views in relating to the causes of phenomena and matters and applying to procedural knowledge in the desired science in solving the actual problems.
4. Processing, analyzing, and presenting the development in the concrete and abstract domains of the learned materials independently and able to applying the rightful methods.

### B. Basic Competence

- 1.1 Be grateful for the chance in learning English as the International medium language.
- 2.3 Develop polite and care to other attitude in personal communication with teacher and friends.



2.9 Analyze social function, the structure of the text, and linguistic elements in a simple narrative text form folk legend, according to the context of the use.

4.15 Apprehend the meaning of narrative texts by oral and written that form of the simple legend.

### C. Indicators

1. Identify the meaning of narrative text.
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4. Write narrative text.

### D. Learning Objectives

1. Students are able to identify the meaning of narrative text.
2. Students are able to identify the generic structure of narrative text.
3. Students are able to identify the language feature of narrative text.
4. Students are able to write narrative text.

### E. Learning Material

Example of narrative text:

#### The Ant and the Grasshopper

It was summer, hot and sunny, and, instead of working and preparing for winter, a Grasshopper preferred to dance, sing and play his violin at his leisure, not minding that these wonderful days will soon be over, that cold and rainy days will soon be near. On seeing a hardworking Ant passing by him, preparing for the hard winter that was to come one day, he invited him to join him and share his fun. "Unfortunately, I don't have time for this", the Ant answered, "I must work hard, so that winter won't find me without shelter and food."

"Stop worrying so much, there is still plenty of time to prepare for winter. Let's sing and dance together, let's laugh and enjoy life". But Ant was very wise and wouldn't pay attention to the Grasshopper's words and continued to work hard and store food for the long winter that was to come. The winter came sooner than expected, and the Grasshopper found



himself without home and without food. He went to the Ant's house and begged him for food and shelter.

"I'm sorry, but I can't help you", the Ant said. "I only have room and food for me and my family, so go find help somewhere else." "I should have followed Ant's example in the summer", the Grasshopper thought sadly. "I would have been so happy now."

### 1. Definition of Narrative Text

A narrative text is a text that tells a story. It tells about a series of events or actions. These events are arranged in time sequence with a definite beginning, middle and end. They may be organized in a chronological order (in respect to the order in which the events happened) or by using flashbacks and retrospection. Be they are chronologically arranged or not, the stories in narrative text are used to illustrate or demonstrate a point, i.e. to make us laugh (to entertain), or to make us understand something, or to change our attitudes (to instruct). As a consequence, developing a strong topic sentence is important.

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Narrative text is intended to tells story or event so that the reader and listener will be able to visualize the story. Writing narrative text, generally, you have to consider the following generic structure.

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It is about the opening paragraph where the characters of the story are introduced. (provides an introduction to the characters, place and time of the story (who, what, when, where, why and how).

#### b. Complication

It tells the problems in the story developed. (Problems arise/start going and growing).

#### c. Resolution

It is the solution of the problem (problem solving).



#### d. **Reorientation**

The ending of the problem, happy ending or bad ending. It usually tells about moral value from the story.

### 3. **Grammatical Features of Narrative:**

- a. Characters with defined personalities.
- b. Focus on specific and individualized participants.
- c. The use of past tense.
- d. The use of material process (action verbs), relating, and mental verbs.
- e. The use of temporal conjunction and circumstances.

## F. **Learning Method**

- Round Table Technique

## G. **Learning Activity**

### **Opening**

- a. Teacher opens the learning process by greeting and checks the students' attendance list.
- b. The teacher constructs the students' minds by giving questions about their condition.
- c. The teacher explains the aim of learning.

### **Main Activities**

#### **Observing**

- a. The teacher gives some titles relating to narrative text.
- b. The students try to get the story.
- c. The teacher gives some examples of narrative text.
- d. The students observe and understand these pictures pertaining to the example of narrative text.

#### **Questioning**

- a. The teacher asks the students about the picture.
- b. The students ask the teacher about what narrative text is.
- c. The students ask the teacher about generic structure, purpose, language feature of narrative text.



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d. The students ask the teacher how to write narrative text.

### Exploring

- a. The teacher divides the students into 5 groups, each group consists of 6-7 students.
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### Associating

- a. The teacher shows about round table technique.
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- c. The teacher gives each group a title of narrative text.
- d. The teacher asks the first student to write one word or phrase related to the title by starting with word classification, nouns, verbs, and so on.
- e. The teacher asks the first student to give the paper to the right side (clockwise) to do the same thing.
- f. It continues until the students cannot find any word or phrase related to the title anymore.

### Communicating

- a. The students make a narrative text by using their ideas that have been written on the paper.
- b. The students discussed the result of narrative text in group.
- c. Each group will present the result of narrative text in front of class.

## H. Learning Resources

1. Students' text book
- Kementerian Pendidikan dan Kebudayaan. 2016. *Bahasa Inggris SMA/MA Kelas X Semester 2*. Jakarta



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2. Whiteboard and marker

## I. Assessment

1. Technique : written test

2. Instrument

Instruction!

- a. Write a narrative text about The Ant and The Grasshopper.
- b. Consider to the organization, grammatical feature, and mechanic of the text.
- c. Time allocated 30 minutes.





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## Appendix 2. Observation Checklist

### OBSERVATION CHECKLIST (ROUND TABLE TECHNIQUE)

**Day/Date** : February 2020

**Topic** : Narrative Text

**Instruction** : Give the score by signing ( ✓ ) to the suitable column.

No	Item Observed	Meeting 1		Meeting 2		Meeting 3		Meeting 4	
		Yes	No	Yes	No	Yes	No	Yes	No
1	The teacher forms some groups that consist of four or more students each group.	✓			✓		✓	✓	
2	The teacher determines which group member will begin and inform students that they will circulate the paper clockwise.	✓		✓		✓		✓	
3	The teacher gives the topic to be discussed in group.	✓			✓	✓			✓
4	The teacher gives a clue dealing with the topic and asks the first students to write the word, phrase, or sentence as rapidly as possible.	✓		✓		✓		✓	
5	The students passes the paper to the next student, who follows the same steps.	✓		✓		✓		✓	
6	The process continues until all of the students have been participated and the teacher stops it.	✓		✓		✓		✓	

Observer

Nurul Kusuma Wardani,S .Pd



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## OBSERVATION CHECKLIST (DICTOGLOSS TECHNIQUE)

**Day/Date** : February 2020

**Topic** : Narrative Text

**Instruction** : Give the score by signing ( ✓ ) to the suitable column.

No	Item Observed	Meeting 1		Meeting 2		Meeting 3		Meeting 4	
		Yes	No	Yes	No	Yes	No	Yes	No
1	The class engages in some discussion on the topic of the upcoming text.	✓		✓		✓		✓	
2	The teacher reads the text aloud once at normal speed as students listen but do not write.	✓		✓		✓		✓	
3	The teacher reads the text again at normal speed and students take notes.	✓		✓		✓		✓	
4	Students, with the teacher's help, identify similarities and differences in terms of meaning and form between their text reconstructions and the original, which is displayed on an overhead projector or shown to students in another way.	✓		✓		✓		✓	

Observer

Nurul Kusuma Wardani,S.Pd

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## Appendix 4

### Students' Writing Scripts

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The Golden egg

Once upon a time, a poor farmer lived in a small home. In one evening he listened to the hen ~~Yase~~ he caught and tried to kill but the hen said that it will give a golden egg everyday. The man was happy. He saw one golden egg. He was happy and sold it to the town but because he was greedy, he killed the hen to get many golden eggs. But he was sad and he didn't get any golden egg again. any more

FINISH

Contents = 4  
 Organization = 3  
 Vocabulary = 3  
 Language Features = 3  
 Mechanics = 3





KETERANGAN :

w.

HARI  
TANGGAL  
TAHUN

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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Malin Kundang

One day, a man poor live with his mother in the village. His mother named Wande Rihaya who went at forest to search firewood.

Some years later, Malin want to go to other places. He permission at her mom. asked her to become rich and forget his mom. He received a stone forever.

- Content : 3
- Organization : 3
- Vocabulary : 3
- Language Features : 2
- Mechanics : 2



KETERANGAN :

9.

HARI :

TANGGAL :

TAHUN :

Cinderella

Cinderella <sup>was</sup> is a beautiful girl. <sup>had</sup> she have a stepmother

and sisters. She always get a bad condition from her stepmothers.

One day, she <sup>got</sup> invitation to go to a party. But her sisters didn't want her to go. They looked Cinderella in the bedroom.

But, Cinderella <sup>could</sup> go by helping a kind fairy.

In the party, Cinderella <sup>met</sup> meet a handsome prince.

and they like each other. A prince gave a shoes

to the girl who take that, and Cinderella take that shoes.

They <sup>got</sup> marry <sup>see</sup>

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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## Appendix 5. Documentation

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كلية الدراسات العليا  
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Nomor : 0241/Un.04/PPs/PP.00.9/2020  
Lamp. : 1 berkas  
Perihal : Izin Melakukan Kegiatan Penelitian Tesis

Pekanbaru, 04 Februari 2020

Kepada Yth.  
Kepala Dinas Penanaman Modal dan Pelayanan  
Terpadu Satu Pintu Provinsi Riau  
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh.  
Dengan hormat, dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Husnul Fitriyah Rohimah
NIM	: 21790125753
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: VI (Enam)
Judul Tesis	: The Effect of Using Round Table and Dictogloss Techniques on Students' Writing Ability of Narrative Text: "a Comparative Study at The First Year of Islamic Senior High School of Ansharullah Pulau Birandang"

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang  
diperlukannya dari Pondok Pesantren: Ansharullah Pulau Birandang.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Afrizal M. MA  
9591015 198903 1001



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## KEMENTERIAN AGAMA YAYASAN ANSHARULLAH



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MADRASAH ALIYAH (MA) PONDOK PESANTREN ANSHARULLAH PL. BIRANDANG  
KECAMATAN KAMPA KABUPATEN KAMPAR PIAGAM NO. Kw.04.4/4/ PP.03.2/ MAJ66/ 2005  
NPSN :10498771 E-mail : ansharullah\_pp@yahoo.co.id NSS : 131214010027

Alamat : Pinggir Jalan Kabupaten Lintas Pekanbaru – Bangkinang KM. 42 ( Kampa ) Hp. 081378230121

### SURAT KETERANGAN RISET

Nomor: 129 / SKR/MA-YAS-PPA/ III /2020

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Pondok Pesantren.

Ansharullah Kecamatan Kampa, menerangkan bahwa:

Nama : Husnul Fitriah Rohimah,S.Pd  
NIM : 21790125753  
Universitas : UIN Suska Riau  
Jurusan : Bahasa Inggris

Benar yang bersangkutan di atas telah melakukan riset di Madrasah Aliyah Pondok Pesantren Ansharullah selama 1 bulan terhitung mulai tanggal Februari 2020 s/d Maret 2020, dengan judul riset:

“ THE EFFECT OF USING ROUND TABLE AND DICTOGLOSS TECHNIQUES ON STUDENTS’ WRITING ABILITY OF NARRATIVE TEXT: A COMPARATIVE STUDY AT THE FIRST YEAR OF ISLAMI :SENIOR HIGH SCHOOL OF ANSHARULLAH PULAU BIRANDANG”.

Demikianlah surat ini keterangan riset ini dibuat dengan sesungguhnya agar dipergunakan sebagaimana mestinya.

Pulau Birandang, 14 Maret 2020

Kepala Madrasah







# PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553  
PEKANBARU

Pekanbaru, 27 Feb 2020

No : 071/Disdik/1.3/2020/2446  
Sifat : Biasa  
Lampiran :  
Hal : Izin Riset / Penelitian

Kepada  
Yth. Kepala SMA Islam Ansharullah Pulau  
Birandang

di-  
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/31358 Tanggal 25 Februari 2020 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : HUSNUL FITRIYAH ROHIMAH  
NIM : 21790125753  
Program Studi : PENDIDIKAN AGAMA ISLAM  
Konsentrasi : PENDIDIKAN BAHASA INGGRIS  
Jenjang : S2  
Judul Penelitian : THE EFFECT OF USING ROUND TABLE AND DICTOGLOSS TECHNIQUES ON STUDENTS' WRITING ABILITY OF NARRATIVE TEXT: "A COMPARATIVE STUDY AT THE FIRST YEAR OF ISLAMIC SENIOR HIGH SCHOOL OF ANSHARULLAH PULAU BIRANDANG"  
Lokasi Penelitian : ISLAMIC SENIOR HIGH SCHOOL OF ANSHARULLAH PULAU BIRANDANG

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN  
PROVINSI RIAU  
SEKRETARIS



AHYU SUHENDRA, SE  
Pembina  
NIP. 19711209 200012 1 006

Tembusan:  
Direktur Program Pascasarjana UIN Suska Riau



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0781) 39084 Fax. (0781) 39117 P E K A N B A R U  
 Email : dpmpstp@riau.go.id

**REKOMENDASI**

Nomor : 503/DPMPSTP/NON IZIN-RISET/31358  
 TENTANG



1.04.02.01

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Direktur Program Pascasarjana UIN Suska Riau, Nomor : 0241/Un.04/PPa/PP.00.9/2020 Tanggal . dengan ini memberikan rekomendasi kepada:

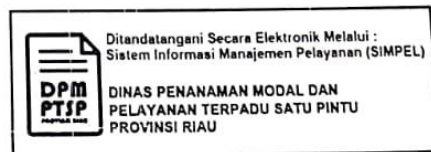
- |                      |   |  |
|----------------------|---|--|
| 1. Nama              | : | HUSNUL FITRIYAH ROHIMAH  |
| 2. NIM / KTP         | : | 21790125753  |
| 3. Program Studi     | : | PENDIDIKAN AGAMA ISLAM   |
| 4. Konsentrasi       | : | PENDIDIKAN BAHASA INGGRIS  |
| 5. Jenjang           | : | S2   |
| 6. Judul Penelitian  | : | THE EFFECT OF USING ROUND TABLE AND DICTOGLOSS TECHNIQUES ON STUDENTS' WRITING ABILITY OF NARRATIVE TEXT: "A COMPARATIVE STUDY AT THE FIRST YEAR OF ISLAMIC SENIOR HIGH SCHOOL OF ANSHARULLAH PULAU BIRANDANG" |
| 7. Lokasi Penelitian | : | ISLAMIC SENIOR HIGH SCHOOL OF ANSHARULLAH PULAU BIRANDANG  |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 25 Februari 2020



**Tembusan :**

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



1. Dilarang menyalin atau menyalin sebagian atau seluruh karya tulis ini tanpa menuliskan dan mencantumkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

**KARTU KONTROL  
KONSULTASI  
BIMBINGAN TESIS / DISENTANI MAHASISWA**

NAMA	HUSNUL FIRZAH P.
NIM	21790125753
PROGRAM STUDI	PAI
KONSENTRASI	PBI
PENBIMBING / PROMOTOR	ABDUL HADI, MA, PhD
PENBIMBING II / CO PROMOTOR	Dr. HJ. HELMIATI, M-AG
JUDUL TESIS/ DISENTASI	The Effect of Using Round table and diagnostic techniques on students' writing ability. A comparative study at the first year of Ansharullath Islamic Senior High school of Pulau Biringday

PROGRAM PASCASARJANA  
UNIVERSITAS ISLAM NEGERI  
SULTAN SYARIF KASIM RIAU





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if Kasim Riau

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI \*

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing / Promotor	Keterangan
1.	01/01/20	Revisi + Konsultasi Bab I		
2.	27/11/20	Revisi bab I		
3.	10/1/20	Konsultasi Revisi Bab 2		
4.	20/1/20	Revisi Bab 2 & 3		
5.	12-2	Revisi bab 2 & instrumen		
6.	11/4/20	ACC to be examined		

Catatan :  
\*Corel yang tidak perlu

Pekanbaru, ..... 20....  
Pembimbing I / Promotor\*

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI \*

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing / Co Promotor	Keterangan
1.	selasa 2/11-19.	Revisi Operasional Concept & prepare the instrument	H	
2.	Rabu 02/11	instrumen	H	
3.	Rabu 23/11	Operational concept Revision Instrument approval	H	
4.		Chapter 10	H	
5.		Chapter 11	H	
6.		ACC to be examined	H	

Catatan :  
\*Corel yang tidak perlu

Pekanbaru, ..... 20....  
Pembimbing II / Co Promotor\*



- Hak Cipta Dilindungi
- © Hak Cipta
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    - Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  - Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : HUSNUL F.K.  
 NIM :  
 PROGRAM :  
 PRODI :  
 KONSENTRASI: PBI

NO	TGL / HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET	
1	1)	The influence of reading interest and self efficacy on reading comprehension of the fourth grade students of AS Shofa Islamic senior H. school PKU	2	R.A Ad	
2					
3					
4					
5	2)	The effect of using graphic strategy and prior knowledge on students' reading comprehension of SMA (PKU) BIMA BANGSA PKU			Rahli
6					
7					
8				2	
9	3)	The effect of using problem solving strategy and students learning participation of narrative text at SMA 2 MANBAU			Beharunisa
10					
11					
12	4)	Code switching English in to Arabic teaching English at Ganatul Firdaus Islamic boarding school Belusalam Aceh			Agus Durya
13					
14					
15					

Pekanbaru,  
Direktur,

**Prof. Dr. H. Afrizal M, MA**  
NIP. 19591015 198903 1 001

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar  
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi peserta Seminar



**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : HUSNUL PITRIYAH ROHIMAH  
 NIM : 21790125753  
 PROGRAM : S2  
 PRODI : PA1  
 KONSENTRASI : pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	12/12/2017	Pengaruh Kepemimpinan Profesional	J 12/12/17	
2		Isme terhadap Kerja guru di		
3		Pandah Pesantren sc. kec. Rambang		
4		lob. Kampus Prov. Riau		
5				
6		Kemampuan Interaksi edukatif		
7		Guru pada pembelajaran PA1		
8		di tingkat SMP sc kec.		
9		lampau		
10				
11				
12				
13				
14				
15				

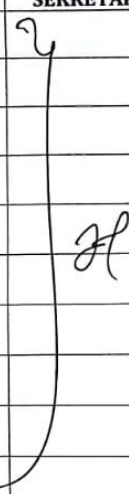
Pekanbaru, 12-12-2017  
 Direktur,

**Prof. Dr. H. Ilyas Husti, M.Ag**  
 NIP. 19611230 198903 1 002

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar  
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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

1 : HUSNUL FITRIYAH R.  
NIM : 21790125753  
PROGRAM : Pascasarjana  
PRODI : PAI  
KONSENTRASI: pbi

NO	TGL / HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	9/9/2019	The effect of using youtube video and motivation on the student listening skill of state senior high school 2 Pekanbaru		Fakhrunnisa
2				
3				
4		The implementation of English Camp Community Program in polytechnic LP3I Bandung - Pekanbaru Campus		Tuti H
5				
6				
7		The effect of collaborative writing strategy and anxiety on students' writing ability at Madrasah Tsanawiyah Al - Ummatuech		Zahiyah
8				
9				
10				
11				
12				
13				
14				
15				

Pekanbaru, 4 Juli 2019  
Direktur,

Prof. Dr. H. Afrizal M, MA  
NIP. 19591015 198903 1 001

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
 PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Husnul Fu  
 NIM : 21790125753  
 PROGRAM :  
 PRODI :  
 KONSENTRASI: pbl

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	1)	the implementation of bilingual	<i>[Signature]</i>	Murida
2		education in Teaching and learning of Islamic school Riau		
3		Global Terpadu PKU		
4				
5				
6	2)	An analysis the students' grammatical error at IAIN padang sidulupang	<i>[Signature]</i>	Muhyid
7				
8				
9	3)	the effect of Dow-tree and power strategy in writing essay of fourth semester at Fkip unilak	<i>[Signature]</i>	Murida
10				
11				
12				
13	4)	Spiritual Values Integration in English language teaching (ELT) at MTS in Pekanbaru	<i>[Signature]</i>	Amisa
14				
15				

Pekanbaru,  
 Direktur,

**Prof. Dr. H. Afrizal M, MA**  
 NIP. 19591015 198903 1 001

- NB: 1.** Kartu ini dibawa setiap kali mengikuti Seminar  
**2.** Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : HURNUL PR  
NIM :  
PROGRAM :  
PRODI :  
KONSENTRASI:

NO	TGL / HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET	
1		Implementasi pengawasan	Z	Mngkela	
2		PAI dlm meningkatkan			
3		kompetensi guru			
4					
5		Konsep Pendidikan Multikul-			
6		tural Dalam perspektif Al-		Z	Alq A
7		Quran as. Al Hujurat-16-15			
8					
9		Studi komparasi pendidikan			med
10		Afahlah menurut Ibnu			
11		Kemur dan Abd. M. Blum			
12					
13					
14					
15					

Pekanbaru,  
Direktur,

**Prof. Dr. H. Afrizal M, MA**  
NIP. 19591015 198903 1 001

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar  
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi peserta Seminar

## **HUSNUL FITRIYAH ROHIMAH**

**Pekanbaru-Bangkinang Street KM. 42  
Kampar Regency**

# CURRICULUM VITAE

### 1. PERSONAL DETAIL

Name : Husnul Fitriyah Rohimah  
Place and Date of Birth : Padang Mutung, July 20<sup>th</sup> 1995  
Gender : Female  
Religion : Moeslems  
Address : Pulau Tinggi, Kampar Regency  
Marital Status : Married  
Phone Number : 082285573490  
Email : [husnulfitriyah83@gmail.com](mailto:husnulfitriyah83@gmail.com)



### 2. EDUCATION BACKGROUND

#### FORMAL :

2001-2007 In Elementary School 027 Pulau Tinggi  
2007-2010 In Junior High School 3 Kampar  
2010-2013 In Senior High School 1 Bangkinang Kota  
2013-2017 In English Education Department of UIN SUSKA RIAU (S1)  
2017-2020 In Magister of English Education of UIN SUSKA RIAU (S2)  
GPA = 3.31 (Scale 4)  
Predicate = Very satisfactory

### 3. JOB EXPERIENCE

2016 Teacher at MA Kampar Timur  
2017-2020 Teacher at Ansharullah Boarding School

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



**Hak Cipta Dilindungi Undang-Undang**

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.