

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Reading

Reading as one of the language skills is an important skill that students should master. There are many types of reading. Reading is the particular way in which reader understands a text or a book. It is the ability to understand and to find out the information presented in written form, even the information is explicitly stated or not in a passage. It is the way to compare the information with the reader's own knowledge. It is also the way to interpret the authors' purposes.

In reading, readers need to interact between the printed symbols and the readers' prior knowledge. Readers also have to use their language skills such as; grammatical knowledge, vocabulary, experience and reading skills in order to understand the text well. Reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning.¹

Reading consists of a variety of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses,

¹ David Nunan, *Practical English Language Teaching*, (Sydney: Mc Graw Hill, 2003). p. 68

each of this can be further broken down into varying kinds of behavior. There are three definitions of reading. The first is pronouncing words, second is identifying words and the last is bringing meaning to a text in order to get meaning from it.

Reading means a process to understand and reconstruct the meaning in reading material. Message or meaning in the text reading is a mutual interaction, active interaction, and dynamic interaction between the readers that have basic knowledge with the sentences, facts, and information in the reading texts.

2. The Nature of Reading Comprehension

Students may be aware of reading carefully, students should understand the components of reading, they are:²

a. Main Idea

The main idea of a paragraph is what the author wants you to know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually expressed as complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message

² Syafi'i., *et al. From Paragraph to a Research Paper: Writing of English for Academic Purpose.* (Pekanbaru: Lembaga Belajar Syaf Intensive. 2007). p. 2.

he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

Main idea can be worded in many ways. For example, the following questions are asking for the same information: (1) What is the main idea?, (2) What is the subject? (3) What is the topic? (4) What would be a good title?

b. Supporting Sentences

Supporting sentences/supporting details should also help you from an impression that will reveal the topic. The support can take the form of examples, reasons, statistics, explanations, or simply relevant information. It also supports main idea in order that all contents of text can be understood easily.

c. Making Inference/Concluding Sentences

The problem including in the test of English as a foreign language is making inferences. In this question type, you need to use the evidence that you have to make an inference. It means that after you have evidence from reading a passage, you can make a logical conclusion based on the evidences; it can be about the author's

viewpoints.

In addition, there are some reading comprehension questions features that can be evaluated:

- 1) Main ideas
- 2) Expressions/idiom/phrase in context
- 3) Inference (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated detail)
- 7) Supporting ideas
- 8) Vocabulary in context.³

From the components of reading above, it can be known that the students will understand the paragraphs and they must master the components of reading first.

3. The Characteristics and Skills in Reading Comprehension

When someone needs a success in reading she/he must know well about the characteristics of efficient reading. They are as follows:

³ Brown, H. Douglas.. *Language Assessment: Principles and Classroom Practices*. (San Francisco: San Francisco State University. 2004). p. 206.

- a) Language, the language of the text is comprehensible to the learner.
- b) Content, the content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge.
- c) Speed, the reading progresses are fairly fast: mainly because the reader has automatic recognition of common combination, and does not waste the time, working about each or group of new words.
- d) Attention, the reader concentrates on the significant bits, and skims the rest, may even skip part about what he or she knows to be significant.
- e) Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride: guessing its meaning from the surrounding text, or ignoring it and managing without using a dictionary only when these strategies are insufficient.
- f) Prediction, the reader thinks a head, hypothesizes and predicts.
- g) Background information, the reader has and uses background information to help understand the text.
- h) Motivation, the reader is motivated to read an interesting content or a challenging task.
- i) Purpose, the reader is aware of a clear purpose in reading to find out something, or to get pleasure.

- j) Strategies, the reader uses different strategies for a different kind of reading.⁴

In reading, the reader employs a number of specific skills when reading and their success at understanding the content of what they see depends on the large extent in these specific skills. The six skills of reading are:

- 1) Predictive skills.
- 2) Extracting specific information
- 3) Getting specific picture
- 4) Extracting detail information
- 5) Recognizing function and discourse patterns
- 6) Deducing meaning from context.⁵

The main purpose of reading is to understand and to find out the information from the passage. To be able to understand and find the information, the readers should know the characteristics and skills above because understanding the contents is not easy, but it will be overcome if we use the skills above when we read the contents in English. By using the skills, we will find the information or the authors' purposes.

⁴ Ur, Penny. *A course in Language Teaching*. (Cambridge: University Press. 1993). p. 148.

⁵ Harmer, Jeremy. *The Practice of English Language Teaching*. New Edition Longman Hand Books for Language Teachers. (London and New. 1995). p.183-184.

4. The Factors that Influence Students' Reading Comprehension

Many factors influence students' reading comprehension. The important one comes from the teacher. Roles of teachers that have particular relevance if we are trying to get students to read well:

- a) The teacher should be organizer, it means that the teacher need to tell to the students exactly what the reading purpose is and gives them clear instructions about how to achieve it, and then how long they have to do it.
- b) The teacher is as an observer, it means that the teacher observes the students work.
- c) The teacher is as a feedback provider: the vexed question of when and how to give feedback in reading activities is answered by considering the effect of possible approaches. It means that when students have completed the task, the teacher can lead a feedback session to check that they have completed the task successfully.
- d) The teacher is as a prompter; it means that when students have read a text the teacher can prompt them to notice languages features in that text. On the other hand, these roles are needed by teachers to adopt when asking students to read in order to get students to read enthusiastically in class.⁶

⁶Harmer, Jeremy, *Ibid.* p. 213.

In assessing student's reading comprehension, it is divided into two skills, micro skills and macro skills, to become the objectives of an assessment task.

1) Micro skill

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize the grammatical word classes.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.
- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macro skills

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative functions of written texts.
- c) Infer context that is not explicit by using background knowledge.

- d) Infer links and connections between events, deduce causes and effect, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Distinguish between literal and implied meanings.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategy, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.⁷

In short, from the theory above the researcher will assess the students' reading comprehension according to Brown theory. To assess the students' reading comprehension there are some indicators, they are; main ideas, phrase in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated detail), vocabulary in context.

5. The Aspects of Reading Comprehension Assessment

The aspects of reading comprehension in Narrative text Assessment can be seen as follows:

- a. The students ability in identifying the main idea of the narrative

⁷ Brown, H. Douglas, *Op. Cit.*, p. 142.

texts.

The main idea is what the author wants you to know about the topic.⁸ The readers understand not only the ideas, but also the relative significances as expressed by the writer. It is selected in the beginning, middle and the end of paragraph. Sometimes, the main idea is not stated clearly.

b. The students' ability in identifying supporting idea of the narrative texts.

One of the reading comprehension assessments is to identify supporting idea.⁹ When determining the main idea the reader uses text details, in conjunction with their prior knowledge, to think about what the main message of the text might be.

c. The students ability in identifying the generic structure of the narrative text.

Narrative text also has generic structure of the story¹⁰. There are; orientation: the function of orientation is to set the scene, creating a visual picture of the setting and time of the story. Complication: the function of complication is to revolve the around the conflict of

⁸ Kasnila. 2009. The Effect of The Teacher Modeling and Guided Repeated Reading (TMGRR) on Reading Comprehension of The Second Year at SMAN 01 Kubu Rokan Hilir (Unpublished) p. 14-15.

⁹ Brown, H. Douglas, *Op. Cit.*, p. 206.

¹⁰ Kristin Lems, Leah D. Miller and Tenena M Soro. *Teaching Reading to English Language Learner*, (new York: the Guilford press, 2012), p. 177

problems that affects setting and characters. Resolution: this part brings the series of events to a close and resolves the main problem, challenge the situation.

d. The students' ability in identifying the meaning of vocabularies of the narrative text.

Nuttal says that locating the meaning of the vocabulary in context, it is to identify the meaning of unfamiliar words.¹¹ It means that the reader could develop his guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the information and the topic of the paragraph.

e. The students ability in identifying the locating references of the narrative text.

According to Nuttal recognizing locating references word and being able to identify the words or phrases to which they refer will help the reader understand the reading passage.¹² In order to avoid repeated word or phrases, the researcher uses references words.

6. Reading comprehension in Narrative Text

There are various kinds of text learned by the students. One of them is narrative text. Syafi'i stated that narration is the telling or relating

¹¹ Christen, Nuttal. *Teaching reading skills in a foreign language*. (London: Heineman Educational Book, 1982). p. 90

¹² Ibid, 77

of occurrences or a series of events.¹³ It can be concluded that narrative is a kind of written or oral account that happened at the past and it may be real or just a fiction for entertainment.

Kalayo and Ansyari also stated that the purpose of narrative is to entertain, create, stimulate emotions, motivate, guide and teach.¹⁴ It is true because the narrative text always contains various message for the reader that may entertain or give education to the reader. Examples of narrative text are legend, fairy tales, science fiction, myths, and adventure stories.¹⁵

Narrative also has the structure of the story. There are three stages in narrative. They are as follows:¹⁶

a. Orientation

The function of orientation is to set the scene, creating a visual picture of the setting, atmosphere and time of the story.

b. Complication

The function of complication is to revolve the around the conflicts or problems that affect the setting, time or characters.

c. Resolution

¹³M Syafi'i S, Muhammad Fauzan Ansyari and Jonri Kasdi, *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensif (LSBI) , 2011), p. 18

¹⁴KalayoHasibuan and Muhammad Fauzan Ansyari, Op. Cit., p 130

¹⁵Ibid

¹⁶Ibid

This part brings the series of events to a close and revolves the main problem, challenge or situation.

Reading comprehension is the ability to construct the meaning of a written text. Being able to read effectively, the readers must concern with their reading purpose before they interact with the text. Catherine Snow mentioned that comprehension entails three elements¹⁷. They are:

- a. The reader who is doing comprehension.
- b. The text is to be comprehended
- c. The activity in which comprehension is a part

Reading comprehension means understanding what has been read. It is an active process which not only depends on comprehension skills, but also readers' background knowledge and experiences.

There are some texts which are taught in junior high school, such as recount, narrative, procedure, and expository in form of monologue or essay. Narrative text is one of the types of paragraph in reading that should be mastered by the students especially for the eighth grade of junior high school.

Reading comprehension is a process of understanding the text in order to get the information and the meaning of the text. There are several kinds of narrative text such as fairytales, legends, cartoon, and adventure

¹⁷Snow, Chaterine. *Reading for Understanding Toward An Research and Development Program in Reading Comprehension.* (Santa Monica: RAND, 2002).p. 11

stories¹⁸. All of the narrative paragraph types have the social purpose to entertain and instruct the reader. The generic structure of narrative text consists of three parts : orientation, complication/ problems, and resolution.¹⁹ In reading narrative text, the readers should be able to find out main idea, characters, setting, recognize events, and cause and effect happened in narrative text. In the other side, the common grammatical features that are used in narrative texts, they are²⁰:

- a. Defined character
- b. Descriptive language
- c. Dialogue
- d. Usually past tense

7. Approach, Method, Technique And Strategy

In the context of learning, there are familiar with of approaches, methods, techniques, and strategy. But many students of education and even the teachers who do not understand deeply, so it cannot be explained what the exact the differences of these terms are. Most of them understand each of those terms. Others differently think to these terms, but they are not able to explain how the differences are.

¹⁸Kalayo. Op.Cit, p. 130

¹⁹Ibid.

²⁰Ibid.

Approach is the way of teachers view the learning process. It is the personal philosophy of teaching related to the nature of education, the role of the teacher, the students, the administration, the parents, or how the teacher approaches the students in teaching and learning process. It may vary depending on students he teaches. Anthony defined an approach to language teaching is something that reflects a certain model or research paradigm.²¹ In short, approach is like a collection of theories, there is no procedure and it is still general.

Then, method can be considered as a way of learning that must be taken to realize the teachers in a real and practical activities in the classroom to achieve learning objectives. Anthony, furthermore, explained that method is a set of procedures or a generalized set of classroom specifications for accomplishing linguistic objectives.²² In short, method is more specific than approach and less specific than technique. Thus, method is about theory and also the procedures of theory.

Afterwards, a technique is a classroom device or activity and thus represents the narrowest among the three (approach, method and technique).²³ On the other hand, techniques are specific activities manifested in classroom that are consistent with a method and thus are in

²¹Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language (Third Edition)*, (Boston: Heinle&Heinle –Thomson Learning, 2001). p.5

²²Anthony, E. M. Approach, method, technique. *English Language Teaching*, 17 (1963).

²³*Ibid.*

harmony with an approach as well. It includes a wide variety of exercises, activities or tasks used in a language classroom. Thus, a technique is a very specific type of learning activity used in one or more methods.

Strategy is under the learner's conscious control; they are operations which a learner chooses to use to direct or check his or her own comprehension.²⁴ Thus, strategy is about what students perform a few steps in learning process.

B. Dictogloss Technique

1. The Nature of Dictogloss Technique

Dictogloss technique is a remarkably one of the effective techniques in improving all of the language skills (listening, writing, reading, and speaking). This technique is the great one to get the students' concentration and really help them to focus on particular language. Basically, Dictogloss technique means a classic activity in which we are required to reconstruct a text by listening and noting down key words which are then used as a base for reconstruction, last there are analysis and correction stage in which the students compare their work to the original text.

Dictogloss is a task-based procedure designed to help language learning students towards a better understanding of how grammar works

²⁴*Ibid.*, p.90

on a text basis. It is designed to expose where their language learner shortcomings (and needs are) so that teaching can be directed more precisely towards these areas. In this sense it is eminently learner-needs base.²⁵ Dictogloss technique encourages students to focus on the form of their language, also being based in communication, and are used in task-based language teaching.

a. The purposes of Dictogloss technique

The purposes of Dictogloss technique are as follows:²⁶

1. To provide an opportunity for learners to use their productive grammar in the task of text creation. Learners' linguistic resources are called upon as they pool their fragmented notes and consider the various language options available to them.
2. To encourage learners to find out what they do and do not know about English. This is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts.
3. To upgrade and refine the learners' use of the language through a comprehensive analysis of language options in the correction of the learners' approximate texts.

²⁵Wajnryb, Ruth. *Resource Books for Teachers: Grammar Dictation*. (Oxford: Oxford University Press, 1995), p. 6

Dictogloss technique has several purposes are that useful for language skills especially for reading comprehension, the students improve their comprehensive analysis of the texts.

b. The variation of Dictogloss technique ²⁷

George Jacobs in Melgis stated the elaborated variation on dictogloss as follows:

1. *Dictogloss Negotiation*

There are several procedures of this variation as follows:

- a. 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.
- b. 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

²⁷ Melgis Dilkawaty Pratama. *Teaching Writing A Handbook of Teaching Productive Skills*. (Pekanbaru: Education Matters Most Publishing, 2012), p. 114

to the meaning and form of the original but does not employ the identical wording.

- c. One member of each pair writes the pair's reconstruction of the text section. This role rotates with each section of the text.
- d. 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.

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

- b. 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.
- c. 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. 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.
- b. 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.
- c. 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.

- d. 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.

- a. 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.
- b. 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.

5. *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.

- a) 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.

- b) 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.

6. *Elaboration Dictogloss*

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

- a. 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.
- b. 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.

7. *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.

8. *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.

- a. 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.
- b. Students listen to the description and do a drawing based on what they hear.
- c. 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.

The variations of Dictogloss are the effective ways to improve students' cooperative learning, to make language learning more meaningful. Dictogloss promotes output that is focused on form. It encourages both bottom up and top down processing strategies. Learners usually start by being concerned with identifying individual elements in the text – a bottom up strategy. But in order to complete the task, they need to engage the following top down strategies:

1. Making predictions.
2. Making inferences.
3. Identifying the topic of the text.
4. Identifying the text type.
5. Identifying various sorts of semantic relationships in the text.²⁸

Based on the explanation above, it can be concluded that Dictogloss technique is a good technique to be applied in the classroom, because it can be applied in all of the language skills, there are many

²⁸ Department of Education and Early Childhood Development. 2008. *ESL Developmental Continuum P-10*. (Retrieved on February 23, 2014) www.education.vic.gov.au/studentlearning/teachingresources/esl/

variations in applying the technique. The consideration for choosing the variation, it is based on the learning focus.

2. The Ways in Implementing Dictogloss Technique

The ways in implementing Dictogloss technique are as follows:²⁹

- a. The teacher chooses a short text to be read to students.
- b. The teacher reads the text twice at a normal speed and students note any words or phrases that are familiar to them.
- c. The teacher asks the students work in pairs of small groups to share their lists of words and phrases.
- d. The teacher asks the students to use words and phrases noted by group members in order to reconstruct a version of the text they read.
- e. The teacher gives a copy of the text to the students and asks them to analyze and compare their versions to the original.
- f. The teacher can then use students' versions of the text to discuss grammar and context of words in a passage.
- g. The teacher can use Dictogloss to determine students' understanding and misunderstanding of the way language works. This will enable teachers to make thoughtful decisions about next steps for students.

²⁹ Allen, Janet. *Inside Words: Tools for Teaching Academic Vocabulary, Grades 4-12*. (Portland: Stenhouse Publishers, 2007), p. 48

C. The Effect of Using Dictogloss Technique on Reading Comprehension

Dictogloss is one of the reading techniques that can help the students' comprehension in reading text. Dictogloss is a task-based procedure designed to help language learning students towards a better understanding of how grammar works on a text basis.³⁰ It means that Dictogloss technique can be applied in four skills (speaking reading, listening, and writing). When teacher dictates the text, the skill of listening is activated, when the students reconstruct the text, the skill of writing is activated, when the students discuss their note, the skill of speaking is activated, and last when the students analyze and compare their text to the original text, the skill of reading is activated. Dictogloss technique in reading skill, the students are required to reconstruct the text and the last the students analysis and compare the text to the original one.³¹ That is also stated by Lynne Cameron³², Dictogloss technique helps teacher in providing a generic activity that offers many possibilities for students' classroom activity when reading and writing are established.

³⁰ Wajnryb, Ruth. Op. cit. p. 6

³¹ Eneida, Gomes. *Linguistics*. (France: EAD University, 2012), p. 126

³² Lynne Cameron. *Teaching Languages to Young Learners*. (Cambridge: Cambridge University Press, 2001), pp.119

It has explained more deeply by Diane and Summer, Dictogloss technique is an excellent technique to develop both listening and reading comprehension skills even at grade, intermediate and higher grade level.³³ Actually the indicators of Dictogloss technique have similarities to reading comprehension' indicators that include (bottom up and top down strategies), it will help them to comprehend the reading text.

Through this technique, teacher can help students' reading comprehension in reading text. They also learn how to make their internal decisions that involve content, grammar, vocabulary, language styles, and spellings. the students create collaborative learning atmosphere. It will make the students active in learning involvement.

D. The Relevant Research

According to syafi'i³⁴, relevant research is required to observe some previous researches conducted by other writer in which they are relevant to our research. Besides, we have to analyze what the point that was focussed on, inform the design, finding and concluding of the previous research:

³³ Diane and summer. 2001. Dictogloss procedure. (Retrieved on January 16, 2014). p.1
<http://www.carla.umn.edu/cobaltt/modules/strategies/Dictogloss.pdf>

³⁴M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LBSI, 2007). p. 122

1. A research was conducted by Melgis Dilkawaty Pratama (2010) with title "*The Effect of Using Dictogloss Technique toward Ability in Writing Essay Text at the Second Year Students of SMAN 4 Pekanbaru*". The objective of the research was to find out students' ability in writing essay text before being taught by using dictogloss technique, to find out students' ability in writing essay text after being taught by using dictogloss technique and to find out whether there was significant effect of using dictogloss technique toward ability in writing essay text at the second year students of SMAN 4 Pekanbaru. the type of research used was pre experimental research. She took one group pretest-posttest design. She had concluded that there was significant effect of using dictogloss technique toward ability in writing essay text at the second year students of SMAN 4 Pekanbaru by considering $F_{\text{calculated}} = 15.562$ is higher than $F_{0.05} = 3,38$. It means that H_a is accepted and H_o is rejected..
2. A research was conducted by Layla Tussaidah (2012) with title "*the effect of using Dictogloss technique on listening comprehension at the second year students of SMA 1 Rumbio Jaya of Kampar Regency*". The objective of the research was to find out students' listening comprehension before being taught by using dictogloss technique, to find out students' listening comprehension after being

taught by using dictogloss technique and to find out whether there was significant effect of using dictogloss technique on listening comprehension at the second year students of SMA 1 Rumbio Jaya of Kampar Regency. the type of research used was pre experimental research. She took one group pretest-posttest design. She had concluded that there was significant effect of using dictogloss technique on listening comprehension at the second year students of SMA 1 Rumbio Jaya of Kampar Regency. By considering The $t_{obtained}$ was higher than t_{table} ; 2.00 3.542 2.67.If: $t_{obtained} > t_{table}$, the null hypothesis (H_0) was rejected and (H_a) was accepted.

E. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation in the research. There are two variables used in this research, they are variable X and variable Y. using Dictogloss technique is as Variable X and students' reading comprehension is variable Y. The indicators that will be compared are about students' reading comprehension before and after being taught by using Dictogloss technique. The indicators are as follows:

1. Variable X (teaching using Dictogloss technique)
 - a) The teacher chooses a short text to read to students.
 - b) The teacher reads the text twice at a normal speed and students note any words or phrases that are familiar to them.
 - c) The teacher asks the students work in pairs of small groups to share their lists of words and phrases.
 - d. The teacher asks the students to use words and phrases noted by group members in order to reconstruct a version of the text they were read.
 - e. The teacher gives a copy of the text to the students and asked them to analyze and compare their versions to the original one.
 - f. The teacher can then use students' version of the text to discuss grammar and context of words in a passage.
 - g. The teacher can use Dictogloss to determine students' understanding and misunderstanding of the way language works. This will enable teachers to make thoughtful decisions about next steps for students.
2. Variable Y (students' reading comprehension)
 - a. The students are able to identify main ideas of the narrative text by using Dictogloss technique.
 - b. The students are able to identify supporting ideas of the narrative text by using Dictogloss technique.

- c. The students are able to identify the generic structure of the narrative text by using Dictogloss technique.
- d. The students are able to identify the meaning of vocabularies of the narrative text by using Dictogloss technique .
- e. The students are able to identify the locating reference by using Dictogloss technique.

F. The Assumption and Hypothesis

a. The Assumption

Before starting the hypothesis as temporary answer of the problem, the researcher would like to offer assumption, if the more effective of using Dictogloss technique is the better the students' reading comprehension will be.

b. The Hypothesis

Based on the assumptions above the writer formulates two hypotheses as follows:

- a. H_0 : There is no significant difference between the students' reading comprehension in narrative text taught by Dictogloss

technique and taught without using Dictogloss technique of the eighth grade at State Junior High School 2 Kampar.

- b. H_a : There is a significant difference between the students' reading comprehension in narrative text taught by using Dictogloss technique and taught without using Dictogloss technique of the eighth grade at State Junior high school 2 Kampar.