

**USING THE DICTOGLOSS STRATEGY IN HELPING JUNIOR  
HIGH SCHOOL STUDENTS WRITE A NARRATIVE TEXT**

**PAPER**

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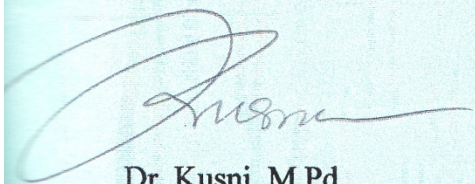
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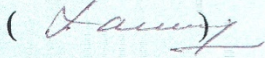
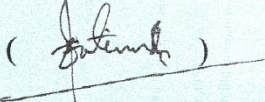
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## ABSTRAK

**Agustin, Melani Eldadri. 2011. *Using The Dictogloss Strategy in Helping Junior High School Students to Write A Narrative Text*. Makalah. Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Padang.**

Menulis teks naratif merupakan salah satu keterampilan yang harus diajarkan pada mata pelajaran Bahasa Inggris. Pengajaran keterampilan menulis ini bertujuan agar para siswa mampu mengembangkan ide, pendapat, pemikiran dan perasaannya secara logis dan berstruktur dalam bahasa yang baik. Namun kenyataannya banyak siswa mengalami kesulitan dalam menulis sebuah teks naratif berbahasa Inggris. Hal ini disebabkan oleh beberapa factor yaitu: siswa memiliki kesulitan dalam mengembangkan ide, siswa masih ragu dalam menentukan struktur dari teks, dan sedikitnya kosa kata yang dimiliki oleh siswa. Untuk mengatasi permasalahan tersebut, guru sebaiknya menggunakan strategi yang menarik yang bisa mempengaruhi proses belajar siswa lebih efektif dan efisien. Tidak hanya itu, strategi ini akan membuat siswa termotivasi dalam menulis teks naratif. Strategi yang dapat digunakan dalam pengajaran menulis teks naratif adalah *dictogloss*. *Dictogloss* merupakan salah satu aktifitas dimana siswa diminta menyusun kembali atau menciptakan kembali teks narrative yang telah mereka dengar. Ada tiga tahap pengajaran dalam menggunakan strategi *dictogloss*, yaitu: *pre activity*, *whilst activity*, dan *post activity*. *Pre activity* merupakan tahap awal yang difokuskan pada pengenalan teks naratif yang akan diberikan kepada siswa. *Whilst activity* merupakan tahap dimana siswa diminta mendengarkan teks naratif melalui audio. Siswa juga membuat catatan kecil ketika mereka mendengarkan teks tersebut. Setelah itu, siswa bekerja dengan kelompok untuk mendiskusikan dan menulis kembali teks naratif yang telah mereka dengarkan. *Post activity* merupakan tahap akhir dimana guru mendiskusikan dan menyimpulkan hasil karangan siswa.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

The aim of learning English at junior high school has not yet got optimal results. These conditions can be seen from the fact that most of the students cannot communicate in English well, both in the spoken and written way. For example, the students are able to listen and understand what people say to them, but they cannot give the feedback and response. The other way, the students cannot tell something orally but they can give information writtenly. It is clear that to get the results maximally, the students must be able to develop their ability in four language skills, namely listening, speaking, writing, and reading.

In teaching writing, the teacher has to pay attention to curriculum. In curriculum of School Based Curriculum (KTSP) at junior high school, students are taught by using genre based approach in writing. In this approach, the students are introduced with different kinds of text. Actually, there are twelve kinds of texts that will be taught to the students in junior high school such as recounts, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, analytical exposition, explanation, discussion and review. One of texts that should be learned at junior high schools is narrative text.

The narrative text tells a story that has characters, a setting, a time, a place, a problem, attempts at solving the problem, and a solution to the problem. This text has a social function, generic structure and significant lexicogrammatical feature. The social function or purpose of a narrative text is to entertain or to amuse the readers and listeners about the story. This text has generic structure; they are orientation, evaluation, complication, resolution and re-orientation. The narrative text has also significant lexicogrammatical feature: they are use of past tense, use temporal circumstance and use relational processes and mental process. In conclusion, a narrative text is one of text types that will be learned by junior high school students.

Although studying a narrative text is interesting, the students at junior high school are still bored in writing and have many reasons to avoid writing activities. It caused by several factors. First, the students got difficulties in developing and organizing their idea. When the teacher asked the students to write a narrative text, the students do not know what to write because they do not have more knowledge and ideas to develop their writing.

Second, the students also lack of vocabulary. When the teacher asked the students to find the meaning of the difficult words in the dictionaries, the students just find the meaning without use and combine them become a sentences or paragraph. As a result, they do not know the appropriate words that they should use and stop writing after make a few sentences.

Finally, the students have low motivation in writing. The teacher does not motivate the students in writing activities. It is because the teacher find difficulties in determining the media, choosing the format of writing, and choosing the text. Sometimes the teachers give uninteresting materials and apply in appropriate teaching techniques and media. This makes the students have low motivation in learning writing and they will be bored everytime the teacher asks them to write.

The problems faced by the students above have to be paid attention by the teacher. It is important for the teacher to motivate students to improve their writing skill. One of the ways to motivate the students is the teacher choose the strategy that is appropriate for the students. One strategy that can be used by the teacher in teaching narrative text for junior high school students is by using *dictogloss*. The strategy makes the students more active during and after the activity in the classroom. The students are forced to focus to every sentence that they listen to the audio of the story. The students also play with their fantasy to produce some texts. For example, the students are asked to note every important thing and at the end they have to make a narrative text in pair from the list what they have written before. It can also increase their motivation in writing narrative text.

### **B. Limitation of the problem**

The problem of this paper is limited on the use of the *dictogloss* as a strategy to help students in writing a narrative text, especially for junior high school students. This medium can help the students in developing ideas.

### **C. Formulation of the problem**

The problem of this paper is formulated in the following question:

“How does the teacher use dictogloss to help junior high students write a narrative text?”

### **D. Purpose of the Problem**

The main purpose of writing in this paper is to discuss how the teachers use dictogloss in learning process to help students to write a narrative text, and make the teaching and learning process more interesting and more fun.