

**STUDENTS' PERCEPTION ON THE USE OF DICTOGLOSS  
TECHNIQUE IN WRITING NARRATIVE TEXT**

(A Case of the 8<sup>th</sup> Graders of SMP N 2 Bandungan in Academic Year 2023/2024)

**A FINAL PROJECT**

**Presented as Partial Fulfillment of the Requirements to Obtain the *Sarjana  
Pendidikan* Degree in English Education**



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SULTAN AGUNG ISLAMIC UNIVERSITY**

**2024**

**PAGE OF APPROVAL**

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2023/2024)**

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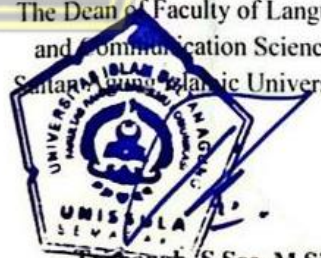
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## STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that undergraduate final project I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future. I absolutely agree to accept an academic sanction in the form of revocation of my paper and degree obtained from that paper.



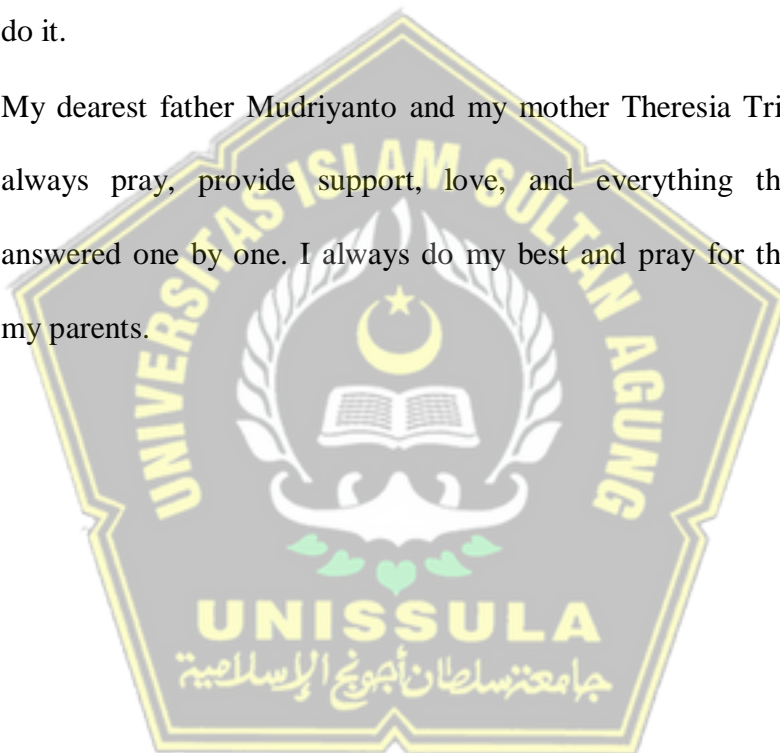
## **MOTTO**

*“If you never bleed, you’re never gonna grow”*

**(Taylor Swift)**

## **DEDICATION**

- For myself, thank you for fighting and getting to the point where you can do it.
- My dearest father Mudriyanto and my mother Theresia Tri Ari Ani who always pray, provide support, love, and everything that cannot be answered one by one. I always do my best and pray for the goodness of my parents.



## ABSTRACT

Ardanto, Hudadini. 31801900022. *“Students’ Perception on The Use of Dictogloss Technique in Writing Narrative Text (A Case of the 8<sup>th</sup> graders of SMP N 2 Bandungan in Academic Year 2023/2024)*. A final project, English Education Study Program, The Faculty of Language and Communication Science, Sultan Agung Islamic University. Advisor: Mega Mulianing Maharani, S.Pd.,M.Pd.

This research aims to describe students' perceptions of using the dictogloss technique as an English language learning medium. This research involved 31 students of 8<sup>th</sup> graders of SMP N 2 Bandungan as respondents. This research uses descriptive quantitative methods and a questionnaire is used as a research instrument. The results of this research show 47.7% strongly agree that the dictogloss technique can motivate students to write and interested in using the dictogloss technique in learning.

**Keywords:** *Dictogloss Technique, Writing, Narrative Text*

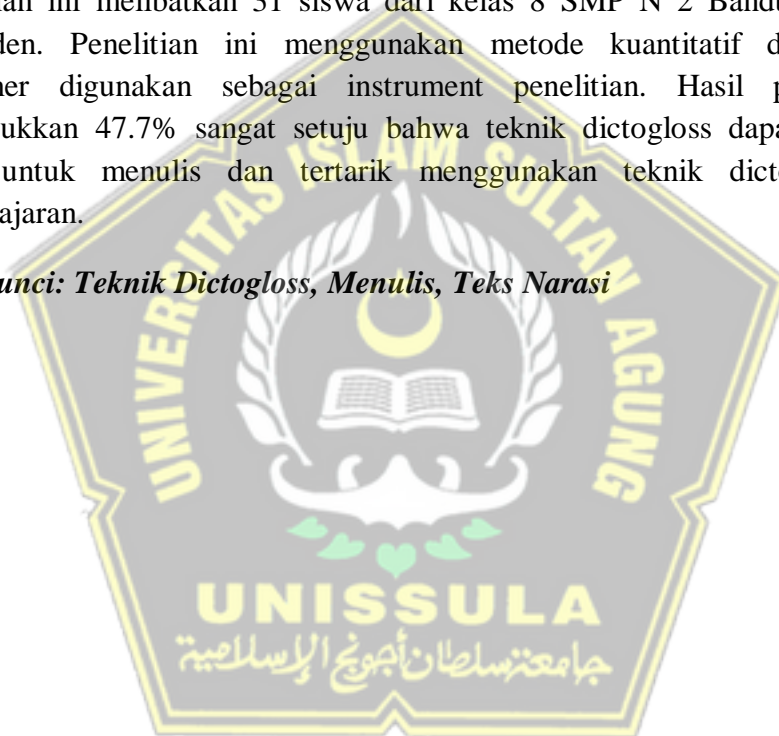


## INTISARI

Ardanto, Hudadini. 31801900022. *“Students’ Perception on The Use of Dictogloss Technique in Writing Narrative Text (A Case of the 8<sup>th</sup> graders of SMP N 2 Bandungan in Academic Year 2023/2024).* Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Ilmu Komunikasi. Universitas Islam Sultan Agung Semarang. Pembimbing: Mega Mulianing Maharani, S.Pd.,M.Pd.

Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa dalam menggunakan teknik dictogloss sebagai media pembelajaran bahasa Inggris. Penelitian ini melibatkan 31 siswa dari kelas 8 SMP N 2 Bandungan sebagai responden. Penelitian ini menggunakan metode kuantitatif deskriptif dan kuesioner digunakan sebagai instrument penelitian. Hasil penelitian ini menunjukkan 47.7% sangat setuju bahwa teknik dictogloss dapat memotivasi siswa untuk menulis dan tertarik menggunakan teknik dictogloss dalam pembelajaran.

***Kata Kunci: Teknik Dictogloss, Menulis, Teks Narasi***





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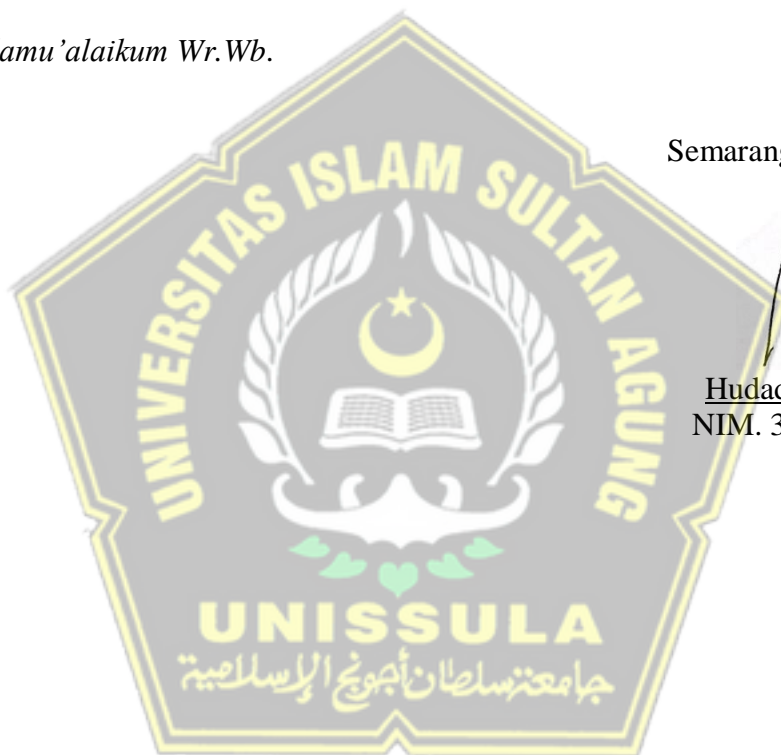


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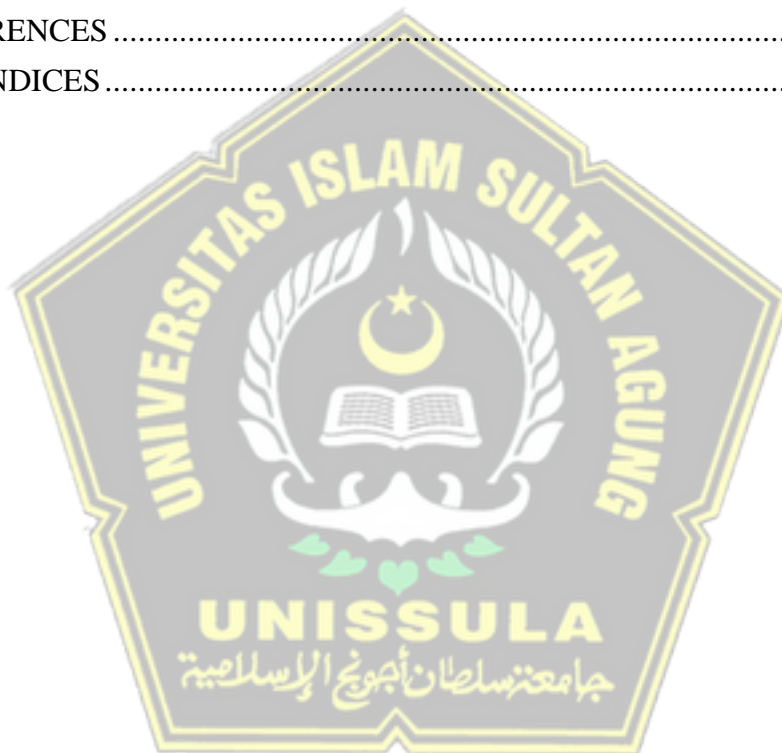
Hudadini Ardanto  
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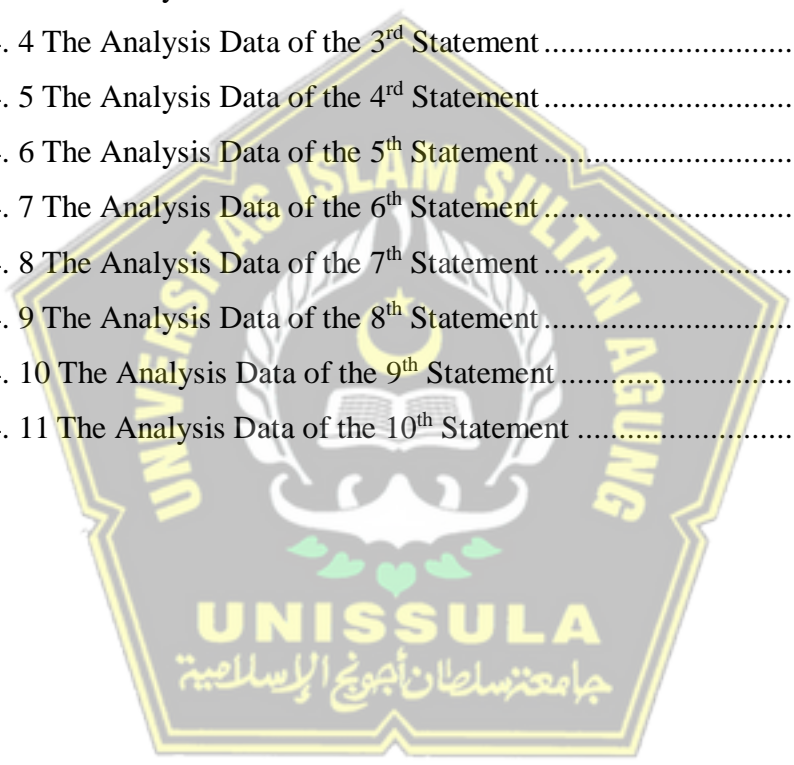
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# CHAPTER I

## INTRODUCTION

This chapter focuses on discussing the Background of the Study, Reasons for Choosing the Topic, Statement of the Problems, Objectives of the Study, Hypotheses of the Study, Significance of the Study, Definition of Key Terms, and Organization of the Study.

### 1.1. Background of Study

Listening, speaking, writing, and reading are the four skills that students must learn. Writing is one of the most important skills for students. Writing is important skills in learning a language teaching and learning process but it's easy. According to Zaki (2022), as foreign learners, writing is as the next level of ability to be mastered. The ability to includes certain skills such as, use of punctuation, vocabulary, sentence structure and paragraph structure. It is use to express feelings and opinions as well as to communicate with others.

According to Richards (2002), mastering writing is the most challenging task for individuals learning a second or foreign language. The challenges lie not just in coming up with and arranging ideas, but also in turning them into a prose that can be easily read. If their command of the language is poor, the difficulty stands out more. Furthermore, according to Harmer (2007), some pupils lack the confidence necessary to write. Students become less enthusiastic. According to the author, there are a few reasons why students choose not to write, such as the



fact that they lack ideas or have never written much in their first language or languages.

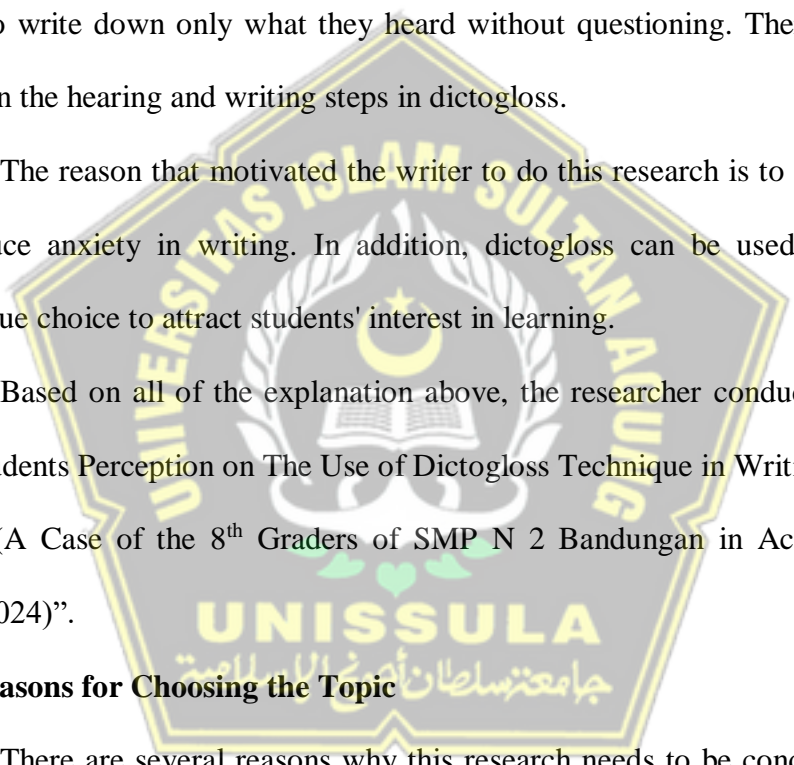
Writing is one of the most useful English language skills, but it is also challenging for English learners it is a complex process. It is the most complicated and frustrated subject to be encountered (Zuhairi & Umamah, 2016). According to Harmer (2004), expository, descriptive, narrative, persuasive, and creative writing are the five main categories in writing.

Sometimes when writing, people find it difficult to know or find a topic that they will develop or apply their ideas to become a good writing. Many students consider writing as a struggle and hindrance in coming up with a good text (Rasuan & Wati, 2021).

Fear of writing in English is one of the problems that students often face when learning English and is a problem for all students, including students at SMPN 2 Bandungan who sometimes feel anxious and afraid of making mistakes to improve their knowledge. For example, when given a reading assignment, they choose following or imitating their classmates' answers. This is in accordance with the number of writing lessons in group 5 of SMP N 2 Bandungan. It is shown from the beginning of this question that they feel very stressed and anxious about their writing ability. According to the writer's experience while teaching at that school. The teacher instructed the students to provide examples of narrative texts. Many students complained their of difficulty in writing. There are many things they are not familiar with writing.

Therefore, it can be concluded that the teacher a need to use teaching technique that are appropriate to the students' conditions. Dictogloss is one of technique that can be writing used for teaching. Dictogloss technique is considered acceptable for solving that problem (Huda & Rahadiano, 2019). According to Pertiwi et al. (2018), dictogloss is different with other dictation because the teacher reads the text aloud to the students repeatedly while asking them to write down only what they heard without questioning. There is a pause between the hearing and writing steps in dictogloss.

The reason that motivated the writer to do this research is to help students to reduce anxiety in writing. In addition, dictogloss can be used as a useful technique choice to attract students' interest in learning.

Based on all of the explanation above, the researcher conducted research on “Students Perception on The Use of Dictogloss Technique in Writing Narrative Text” (A Case of the 8<sup>th</sup> Graders of SMP N 2 Bandungan in Academic Year 2023/2024)”.  


## **1.2. Reasons for Choosing the Topic**

There are several reasons why this research needs to be conducted, they are as follows:

1. Identifying students' perception in writing narrative text.
2. Identifying students' perception in applying dictogloss to write a narrative text.

## **1.3. Research Question**

Based on the background of the study, the research question is formulated

into:

“What is the students’ perception on the use of dictogloss technique in writing narrative text?”.

#### **1.4. Objective of the Study**

The objective of the study is stated into:

To find the students’ perception on the use of dictogloss technique in writing narrative text.

#### **1.5. Limitation of the Study**

This study was conducted to 8<sup>th</sup> graders of SMP N 2 Bandung in Academic Year 2023/2024. It was focused on the students’ perception in narrative text and the teaching dictogloss used by teachers to solve it.

#### **1.6. Significance of the Study**

According to the problem of the study, the significance of the study are:

##### **1. Theoretical Significant**

Theoretically, the results of this research are expected to provide positive value to enrich knowledge related to good teaching techniques according to the subject matter

##### **2. Practical Significance**

- a. The teachers can employ the dictogloss technique as an alternative teaching technique to achieve learning objectives, in particular for writing and can help them develop their teaching technique so that they can engage all of their students in the learning process by actively participating themselves.

- b. The students can participate in the activity of using dictogloss in writing of narrative text.

### 1.7. Definition of Key Terms

Defining key terms is highly crucial grasping the meaning of the topic. The key terminologies of this study are elucidated as follows: perception, dictogloss technique, writing, and narrative text.

1. Perception

Nugroho (2020), states the process of perception begins with the use of the five senses to take in a stimuli. It is then arranged and processed to provide an understanding of what is perceived..

2. Dictogloss Technique

Retnowaty (2017), state dictogloss is a students can acquire vocabulary and grammar at the same time by mixing a variety of meanings in written form.

3. Writing

Hammad (2013), states writing is a thought process that requires mental work. It include coming up with ideas, organizing, establishing goals, keeping track of, assessing what has been written as well as what is planned to be written, and employing language to convey precise meanings.

4. Narrative Text

A narrative text is a discourse that recounts a sequence of events and is generally imaginative or fictional in nature and aims to entertain the

readers (Mislaini, 2015).

### **1.8. Organization of the Study**

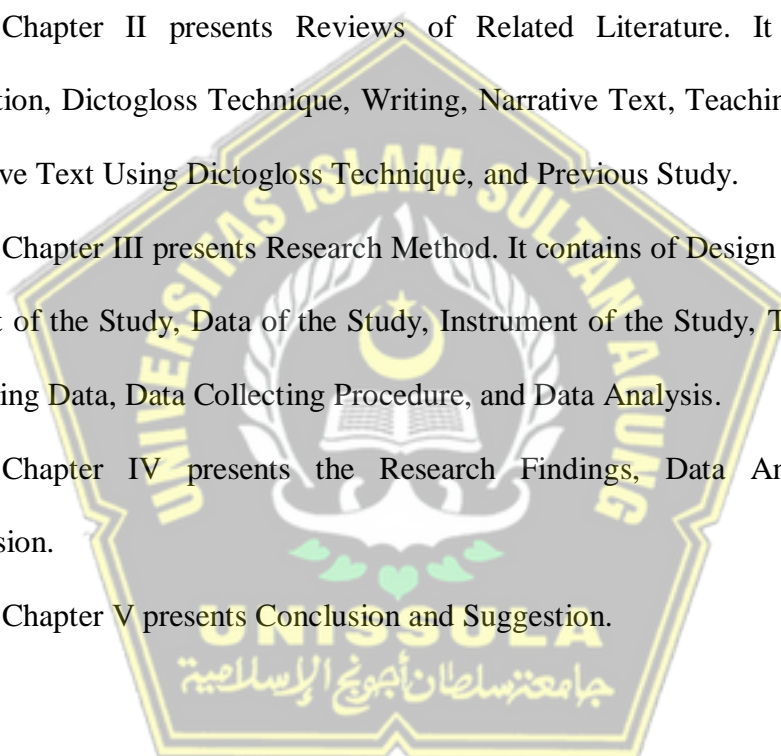
Chapter I presents Introduction. It contains Background of Study, Reasons for Choosing the Topic, Research Question, Objective of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Organization of the Study.

Chapter II presents Reviews of Related Literature. It contains of Perception, Dictogloss Technique, Writing, Narrative Text, Teaching Writing of Narrative Text Using Dictogloss Technique, and Previous Study.

Chapter III presents Research Method. It contains of Design of the Study, Subject of the Study, Data of the Study, Instrument of the Study, Technique for Collecting Data, Data Collecting Procedure, and Data Analysis.

Chapter IV presents the Research Findings, Data Analysis, and Discussion.

Chapter V presents Conclusion and Suggestion.



## CHAPTER II

### LITERATURE REVIEW

This chapter presents of Reviews of Related Literature. It contains of Perception, Dictogloss Technique, Writing, Narrative Text, Teaching Writing of Narrative Text Using Dictogloss Technique, and Previous Study.

#### **2.1. Perception**

In this sub chapter, there are three topics which discussed: definition of perception, types of perception, and the process of perception.

##### **2.1.1. Definition of Perception**

Perception indeed involves the psychological processes through which individuals interpret and make sense of their experiences, often through the information gathered by their five senses. Erin and Maharani (2018) states this process typically involves three stages: selection, interpretation, and reaction.

Rahmat (2017), state highlight different aspects of perception, but both emphasize its subjective nature and its reliance on individual experience and interpretation.

Perception as the result of inferring information from experiences and interpreting messages. This suggests that perception involves not only the raw sensory input but also the cognitive processes involved in making sense of that input. In other words, perception is influenced by one's prior knowledge, beliefs, and cultural context.

On the other hand, Sugihartono (2017), state focuses more on the sensory aspect of perception, highlighting its role in translating stimuli into human



senses. This perspective emphasizes the physiological basis of perception, where sensory organs receive stimuli from the environment and transmit them to the brain for processing.

The idea that perception is shaped by individual experiences, feelings, and interpretations. Positive or negative perceptions can arise from this process, influencing an individual's actions and behaviors. This understanding underscores the importance of considering subjective factors when studying perception, including the role of personal experiences, biases, and cultural background..

### **2.1.2. Types of Perception**

According to Irwanto (2020), categorization of perception into positive and negative perceptions provides a clear distinction based on the responses and attitudes associated with each type.

- a) Positive perception, refers to perceptions that are aligned with the perceived object. Individuals with positive perceptions tend to acknowledge, accept, and support the object of perception. Moreover, they may actively engage with or utilize the perceived object, demonstrating an inclination toward continuation and involvement.
- b) Negative perception, on the other hand, encompasses perceptions that are discordant with the perceived object. Individuals with negative perceptions may exhibit passivity, rejection, or opposition toward the perceived object. This suggests a lack of alignment or agreement with the object of perception, leading to behaviors or attitudes that are



contrary to acceptance or support.

### **2.1.3. The Process of Perception**

Walgito (2017), state of perception provides a comprehensive framework for understanding how individuals process stimuli from their environment:

- a) The first stage involves the natural or physical process of capturing stimuli by the human senses. This stage highlights the initial reception of external stimuli through sensory organs such as the eyes, ears, nose, tongue, and skin.
- b) In the second stage, known as the physiological stage, the stimuli are transmitted to the brain via sensory nerves. This stage emphasizes the role of sensory receptors in converting physical stimuli into neural signals that can be transmitted to the brain for further processing.
- c) The third phase, known as the psychological process, entails the person's consciousness and comprehension of the inputs that are detected by their sensory receptors. This stage emphasizes the cognitive aspect of perception, where individuals make sense of the incoming stimuli based on their experiences, beliefs, and mental frameworks..
- d) Finally, the fourth stage encompasses the outcomes or results of the perceptual process, which manifest in the form of responses and behaviors. This stage underscores how perception influences individuals' actions, attitudes, and interactions with their environment.

Perception into these stages, elucidates the complex interplay between sensory input, neural processing, cognitive interpretation, and behavioral output. Understanding these stages can provide valuable insights into how individuals perceive and respond to the world around them.

## **2.2. Dictogloss Technique**

In this sub chapter, there are two topics which discussed: definition of dictogloss technique, the steps of dictogloss technique, the goal of dictogloss technique, and advantages and disadvantages of dictogloss technique.

### **2.2.1. Definition of Dictogloss Technique**

Dictogloss is a teaching method originating from English, combining "dictation" or "dictate" with "gloss," meaning interpretation. Ruth Wanjryb pioneered its use in 1990 for listening instruction. Dictogloss serves diverse teaching goals like enhancing listening comprehension, reconstructing texts, and integrating skills. Its collaborative nature encourages students to collaborate and self-learn (Ajmal, et al. 2020).

Dictogloss, a dynamic educational approach, fosters creative engagement. Its aim is to spotlight language structure, fostering both meaning and form negotiation among learners. Through collaborative avenues like pairs, groups, or other interactive activities, students engage in discussions, enriching the learning and teaching experience (Calzada and Mayo, 2021).

Dictogloss is an educational strategy that can be integrated with collaborative learning methods to support English as a Foreign Language (EFL) students in enhancing their skills. By combining dictogloss with collaborative

learning, students have the opportunity to work together, share ideas, and collectively improve their language abilities. This approach encourages active participation, facilitates peer interaction, and provides a supportive environment for language development. Overall, dictogloss within collaborative learning can be a valuable tool for EFL students seeking to enhance their proficiency (Hardiningsih dan Amalo, 2023).

The dictogloss technique shares similarities with the dictation method. Both involve listening activities, where students play the role of listeners. Consequently, the relationship between listening and the dictogloss technique is evident, as they both center around listening comprehension (Gibran dan Qalby, 2021).

In conclusion, Dictogloss is an effective teaching method that combines dictation with interpretation, fostering collaborative learning and enhancing listening comprehension skills among EFL students. Its focus on language structure and collaborative engagement makes it a valuable tool for language development and proficiency improvement.

### **2.2.2. The steps of Dictogloss Technique**

The steps outlined in Dictogloss tasks, as described by Mackenzie (2011), typically involve the following sequence:

1. Preparation: This step involves preparing students for the dictogloss task by engaging them in discussions related to the topic of the text and presenting vocabulary that may be encountered. The goal is to ensure that

students are familiar with the subject matter and have the necessary language resources to engage effectively with the task.

2. Dictation: In this phase, the teacher reads a passage aloud at a natural speed, typically twice. Students listen carefully and take notes while the text is being dictated. The focus is on capturing the main ideas, key phrases, and important details of the passage rather than transcribing it verbal.
3. Reconstruction: Following the dictation, students work collaboratively in small groups or pairs to reconstruct their own version of the passage using the notes they have taken. This step encourages students to actively engage with the material, synthesize information, and practice their language skills.
4. Analysis/Feedback: After completing their reconstructions, students receive feedback on their efforts. This may involve the teacher providing corrections or suggestions for improvement. Additionally, students may compare their versions of the passage with the original text to identify any different or areas where they can enhance their understanding.

These steps in the dictogloss task are designed to promote language learning by integrating listening, note-taking, collaboration, and reflection. By engaging students in a structured and interactive process, dictogloss tasks help develop their language proficiency, comprehension skills, and ability to communicate effectively in the target language.

### 2.2.3. The goal of Dictogloss Technique

According to Wajnryb (1990), dictogloss has several goals:

1. The goal is to provide give opportunity to students to productively use their grammar skills in text writing tasks. Learners use language resources when they combine them fragment notes and consider the different language options available to them.
2. This is to encourage students to know what they know and don't know about the English language. This is evident in an effort to reconstruct the text and subsequent analysis of the company.
3. The goal is to improve and complement students' language use by comprehensively analyzing the language choice of students' approximate text corrections.

### 2.2.4. Advantages and Disadvantages of Dictogloss Technique

The advantages and disadvantages of the dictogloss technique are important to consider when evaluating its effectiveness in language teaching. Here are some common points associated with both:

#### 1. Advantages

##### a) Language Practice

Dictogloss provides learners with extensive practice in listening, note-taking, and reconstructing texts, which can improve their language skills.

##### b) Grammar Acquisition

By reconstructing passages, students are exposed to various

grammatical structures and linguistic features in context, aiding in grammar acquisition.

c) Authentic Language Use

Dictogloss exposes learners to authentic language use, helping them develop skills for understanding and producing natural speech patterns.

d) Critical Thinking

Students engage in critical thinking as they analyze and synthesize information from the dictation, deciding what details to include in their reconstruction.

e) Collaborative Learning

Dictogloss encourages collaboration among students as they work together to reconstruct the text, fostering communication and peer support.

f) Flexibility

Dictogloss can be adapted to different proficiency levels and topics, making it a versatile technique for language teaching.

2. Disadvantages

a) Time-Consuming

Dictogloss can be time-consuming, especially in large classes, as it requires multiple steps including dictation, reconstruction, and analysis.

b) Dependence on Teacher



Dictogloss relies heavily on the teacher's ability to provide clear dictations and effective feedback, which may vary in quality.

c) Limited Output

Dictogloss primarily focuses on receptive skills such as listening and reading, with limited opportunities for learners to produce original language output.

d) Challenge for Lower Proficiency Levels

Dictogloss may be challenging for learners with lower proficiency levels, as they may struggle to understand the dictation or reconstruct the text accurately.

e) Potential for Frustration

Students may become frustrated if they find the dictogloss task too difficult or if they receive unclear feedback on their reconstructions.

f) Not Suitable for All Topics

Dictogloss may not be suitable for all topics or text types, particularly those that require more extensive discussion or analysis.

While dictogloss has several advantages for language teaching, it also has limitations that should be considered when deciding whether to use this technique in the classroom. Adaptations and modifications may be necessary to address these challenges and maximize the effectiveness of dictogloss instruction.

### 2.3. Writing

In this sub chapter, there are three topics which discussed: definition of



writing and process of writing.

### **2.3.1. Definition of Writing**

Other than speaking, writing is a useful talent. Writing is the process of employing a traditional system to convey the writer's ideas, emotions, and feelings. Consequently, the information or message delivered is understood by the readers (Harmer, 2004 in Najogi and Adnan, 2019). Writing is an activity that progresses. Writing something down for the first time involves planning what you want to write and how you want to express it. You go back over your writing after you've done it and make any necessary edits (Oshima, et al, 1997 in Ramadhanty, et al. 2021).

Weigle, as referenced in Arnila and Astari (2022), adds that the ultimate objective of writing instruction is, for the majority of students, to enable them to fully engage in many facets of society outside of the classroom; for others, this entails pursuing occupations involving substantial writing.

According to Koura and Zahran (2017), writing is viewed as a tool for idea generation and interactive idea application for communication purposes. As a result, the effective flow of ideas through text and information through writing between addressers becomes a potent tool for fostering and enhancing language proficiency. Writing is a skill that is only required in the international literary community to convey ideas in written language, including scientific, business, transactional, record-keeping, legal, political, and military agreements.

Writing, according to Nguyen (2015) in Nugraha and Listyani (2021), is a means of extending human language across temporal and spatial dimensions.

Writing most likely started as a result of ancient nations' governmental expansion and the necessity for dependable ways to store historical records, maintain financial accounts, transfer information, and do other related tasks. Writing is a talent that helps to significantly enhance other things in addition to writing in English.

In conclusion, writing is a valuable skill that allows individuals to effectively convey their ideas, emotions, and messages to readers. It is a progressive activity that involves planning, writing, and editing, and it serves various purposes in society, including communication, idea generation, and record-keeping. Additionally, writing extends human language across time and space and can enhance other skills beyond just writing in English.

### **2.3.2. Process of Writing**

Writing involves more than just creating precise and comprehensive lines and phrases, according to Hedge, as stated in Warda and Wijaya (2019). According to her, educating students involves helping them to link and develop ideas, information, and arguments for a specific reader or audience. The students are also expected to produce entire communication pieces. It implies that the significance of writing lies not just in sentence completion and precision, but also in the writer's ability to generate concepts, details, and arguments that readers will be able to comprehend.

Writing requires a process, or the steps a writer must take to complete an idea in written form, therefore it cannot be generated quickly. The writing's substance (subject matter), form (letters, essays, novels, reports), and medium

(paper, pen, live chat, computer word file, and others) may all have an impact on this process. McLean (2012) identifies five steps in the writing process:

1. Pre-writing.

Prewriting is the step of the writing process in which you convert abstract thoughts into tangible ideas in ink on paper (or type on a computer screen). Prewriting allows pupils to write whatever is on their mind without having to figure out what was previously written.

2. Outline the structure of concepts.

Outlining the structure of ideas entails creating an outline in the form of a sentence or words that are relevant to the themes to be written from the prewriting text. This will be beneficial to pupils since it will help them organize their ideas about previously specified topics (Shofiyah, 2015).

3. Writing a preliminary draft.

Drafting is the step of the writing process in which you create a comprehensive first draft of a piece of writing (McLean, 2012, referenced in Mawarni, 2017: 14). After outlining the ordered thoughts, the pupils develop them on paper.

4. Revising.

Revising is the process of making changes. Revising is the process of learning to write well (Caswell and Mahler, 2004: 170; Herawati, 2010: 16). Because, when rewriting, students want to share their writing with others or partners in order to receive feedback. So, students require directions from teachers.

## 5. Editing.

Editing is the final and most crucial step in letter writing (Tooms, 2005: 177), as referenced in Alawiyah, 2006: 12. In this step, pupils should be able to read the text while looking for grammatical and spelling mistakes.

The writing process is divided into four stages: prewriting, drafting, revising, and editing, and each stage is dynamic and unpredictable, with no obligation to complete one stage before beginning the next. This indicates that the writers should not follow a set procedure from prewriting to editing because the process is fluid.

### 2.4. Narrative Text

In this sub chapter, there are three topics which discussed: definition of the narrative text, generic structure of narrative text, and language features of narrative text.

#### 2.4.1. Definition of the Narrative Text

According to Rofi'i and Rafli (2019), a narrative text is a text or essay that tells a tale or describes an event that transpired chronologically. The reader is intended to be entertained and amused by narrative texts. For this reason, the content needs to be written in an engaging manner. A narrative story, on the other hand, is one that takes place in the past and aims to entertain the reader. The majority of them demonstrate the moral lesson at the conclusion of the narrative.

A narrative is a kind of retelling of an event that is typically spoken (though a story can also be expressed). (A narrative). Narration is frequently used in terms such as written narration, oral narration, etc. since it is the retelling of a

tale rather than the story itself. A narrative is a story that depicts a series of real or imagined events in a constructive structure (written, spoken, poetic, etc.) (Muntaha, et al. 2022).

Based on the descriptions, it can be said that narrative text is a story to entertain and amuse the audience and the content of story is followed of climax and also resolution in the end of the story. Then, the narrative text narrates about fictional and non-fictional.

#### **2.4.2. Generic Structure of Narrative Text**

The generic structure of a narrative text consists of Orientation, Complication, and Resolution (Wahyuni, et al. 2019).

##### **1. Orientation**

The orientation section of a narrative serves as a vital starting point, providing crucial background information about the characters, setting, and context of the story. It sets the stage for the narrative by introducing the main characters, their relationships, and the time and place where the events unfold. By establishing this foundation, the orientation helps orient the reader to the world of the story, enabling them to better understand the subsequent events. For instance, in a story featuring a young detective solving a mystery, the orientation may introduce the protagonist, describe the setting of the detective agency, and offer background details about the case they are about to investigate. Overall, the orientation section plays a pivotal role in engaging the reader and laying the groundwork for the narrative's progression.

## 2. Complication

The complication section of a narrative is the pivotal moment where tension, drama, or conflict arises, driving the story forward and engaging the reader. This section involves the development of the plot, with characters facing obstacles, challenges, or problems that test their abilities and resolve. The complication builds suspense as readers eagerly anticipate how the characters will respond to the challenges they face. Often, this section includes a series of events or actions that escalate the conflict and raise the stakes for the characters, intensifying the narrative's momentum. For example, in a detective story, the complication may involve the discovery of new clues, encounters with suspects, or unexpected plot twists that challenge the detective's skills and ingenuity.

## 3. Resolution

The final part of the narrative, the resolution, brings closure to the story by resolving the conflict and tying up loose ends. It may involve a decisive action or revelation that leads to a sense of closure and satisfaction for the characters and the reader.

### 2.4.3. Language Features of Narrative Text

The linguistic characteristics of narrative discourse distinguish it from other forms of text. Tahir, (2013) proposed that narrative writing exhibits four linguistic attributes: employing specific nouns, utilizing action verbs, incorporating adjectives, and integrating time connectives or conjunctions.

#### 1. Using specific noun



Using specific noun means a word that names a certain person, place, or thing.

2. Using action verb

Using action verb means a verb to indicate that the character is performing an action or stating that something is happening.

3. Using adjectives

Using adjective means words that describe the qualities or states of being of noun.

4. Using time connectives or conjunctions

Using time connectives or conjunction means express events in chronological order, to illustrate the sequence of a story.

### **2.5. Teaching Writing of Narrative Text Using Dictogloss Technique**

After considering the insights from the experts regarding the dictogloss procedure Khairunisa (2020), outlines the dictogloss approach used for teaching narrative text writing in this study as follows:

1. Initially, both students and teachers engage in a brief discussion concerning the narrative text. During this phase, the teacher presents examples of narrative texts, prompting students to discern the text's structure and linguistic elements.
2. Subsequently, students are encouraged to express their opinions regarding the read text while actively listening and paying attention to forthcoming vocabulary. During this stage, the teacher assists students by elucidating the meanings of any challenging vocabulary.



3. Next, the teacher organizes the students into groups and introduces the Dictogloss Technique, providing clear instructions on each stage of the process and ensuring students comprehend the strategy.
4. Following that, the narrative text is read aloud to the students twice at a regular pace. Initially, students are instructed to simply listen to the entire text without taking any action. Subsequently, during the second reading, students are tasked with individually capturing essential information either in the form of keywords or sentences gleaned from the text. They are guided to note down pivotal words, such as nouns and verbs, to aid them during the text reconstruction phase.
5. Following that, within their respective groups, students exchange the keywords they individually noted and collaborate to reconstruct a collective version of the text. One group member is assigned to transcribe the group's discussion outcomes, while others review the text for potential errors.
6. Subsequently, each group is required to exchange their version of the text with another group. Students are tasked with analyzing the texts produced by other groups and comparing them with the original text.

In the final stage, each group revises and refines their work based on corrections and feedback received from other groups. Then, the completed work of each group is submitted to the teacher, who prompts students to summarize their learning

## 2.6. Previous Study

**Table 2. 1 The Examples of Previous Study**

No.	Researcher	Title	Findings
1.	Daulay, et al. (2022)	Using Dictogloss Method to Improve Students' Skills in Writing Narrative Text	Based on the findings of this study, it was concluded that the application of dictogloss method improved students' ability in writing narrative text. The findings of quantitative analysis showed that the mean of pre-test was 40.67. In cycle one, the mean of first post-test was 65.6. In cycle two, the mean of second post-test was 70.17. Based on the findings of this study, it was concluded that the application of dictogloss method improved students' ability in writing narrative text.
2.	Huda (2022)	The Students' Perception toward Dictogloss Technique Applied in their Writing Class	The findings show that the average score of internal factors is 64,7 or 81%, it means that it has Very Good rating scale or it can be inferred as positive perception. Besides, the average score of external factor shows 68 or 85% which is categorized as Very Good rating scale, it means that the students' perception from external factor can be inferred as positive perception as well. Furthermore, the data got from interview session shows that most of

			the students have good response to the technique. In other word, they have positive perception toward Dictogloss technique.
3.	Wihadi, et al. (2023)	Students' Perception of the Online English Writing Learning Process	Based on the analysis of the data, it was revealed that students' perceptions of the process of learning English writing online were positive in the participation category (70.5%), neutral in the accessibility category (44.7%), and positive in the material and assignment delivery category (60.2%). It is concluded that respondents struggling with English writing narrative online learning feasibly overcome these difficulties by rereading the summary, thus becoming more independent, and taking greater responsibility for each of their duties.
4.	Huda & Rahadianto (2019)	Using Dictogloss Technique To Improve Students' Writing Skill	This study is aimed at upgrading the students' writing skill by employing Dictogloss technique as the teaching technique in writing class. The findings show that the students' writing skill got improvement after being taught using Dictogloss technique. The score mean increased from 66,9 (preliminary study) to 74,3 (Cycle 1) to 77,6 (Cycle 2). It can be

			concluded that the implementation of Dictogloss technique can improve the students' writing skill.
5.	Suryadi, et al. (2023)	The Use Of Dictogloss As An Effective Method To Improve Students' Skills In Listening To Narrative Story	This aims to determine whether there is an effect of Dictogloss Method on the students' listening skill of narrative texts. The data was analyzed by using a t-test which showed that the value of t-test ( $t_o$ ) was higher than t-table ( $t_t$ ), $t_o > t_t = 32.023 > 1,717$ in a significant degree of 0,05 %. It means that the alternative hypothesis ( $h_a$ ) was accepted and the Null hypothesis ( $h_o$ ) was rejected. In conclusion, Dictogloss method influences students' listening skill.

The five previous study and this study used quantitative research and the aim same the use of dictogloss technique. The difference is about collecting data.

## **CHAPTER III**

### **METHOD OF STUDY**

This chapter presents of Research Method. It contains of Design of the Study, Subject of the Study, Data of the Study, Instrument of the Study, Technique for Collecting Data, Data Collecting Procedure, and Data Analysis.

#### **3.1. Design of the Study**

This study used descriptive quantitative research because it is to gain information about students' perception on the use of dictogloss technique in writing narrative text.

#### **3.2. Subject of the Study**

This chapter contains population and sample.

##### **3.2.1. Population**

According Kindy (2016), the population refers to the entire group of individuals, units, organizations, events, or objects that the researcher is interested in studying and from which a sample is drawn for measurement or analysis.

This of study, the population consists of all the students of 8<sup>th</sup> graders at SMP N 2 Bandungan. This means that every student in the 8<sup>th</sup> grade at that specific school is considered part of the population being studied. The researcher is interested in understanding the perceptions of this group of students regarding the dictogloss technique in writing narrative text.

##### **3.2.2. Sample**

The sample of the study is the process of selecting a set of respondents

from a large population who are representative of the entire sample. Kindy (2016) defines a sample as an action, operation, or technique. From the total 31 students of 8<sup>th</sup> graders at SMP N 2 Bandungan.

### **3.3. Data of the Study**

This chapter contains: type of the study and variable of the study.

#### **3.3.1. Type of the Study**

The data needed for this investigation is primary. Primary data is information obtained directly from the original source or area where the researcher conducted a study that was observed (Sugiyono, 2014). Primary data will be collected by questionnaire. A questionnaire is one method used to collect data for studies on people's attitudes, beliefs, actions, and attributes.

Sagar (2022) cites several benefits of using questionnaires, including:

1. The ability for all responders to see identical items.
2. It's an inexpensive way.
3. Respondents answer questions on their own terms, eliminating bias from the interview process.
4. Respondents had enough time to think and react.
5. Extensive coverage allows for easy interaction with faraway respondents.

#### **3.3.2. Variable of the Study**

This study only need one variable, namely the students' perception on the use of dictogloss technique in writing narrative text.



### 3.4. Instrument of the Study

Sugiyono (2015) defines a study instrument as a measuring tool used by researchers to collect data for a study. Examples include questionnaires, assessments, interview guides, and observational instructions. In this study, the instrument is a questionnaire. Pahwa (2023) divides questionnaire questions into two categories. Open-ended questions are unstructured, whereas closed-ended questions are organized.. This study uses closed-ended questions. The research employed Indonesian to help students understand the substance of the course.

**Table 3. 1 Questionnaire Structure**

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I feel motivated to write				
2	I can practice writing better than before				
3	I'm not afraid of making mistakes when starting to write				
4	It's easier for me to understand grammar in writing				
5	I find it easier to get and develop ideas in writing				
6	my vocabulary mastery increased				
7	I like learning to write using the Dictogloss technique				
8	I feel interested in writing activities				
9	I don't feel forced to take writing				



	classes				
10	I felt a new atmosphere because I had never been taught using the Dictogloss technique				

### 3.4.1. Validity of Instrument

According to Sugiyono (2014), define that the instrument can be measured. The objective is to determine whether the questionnaire is correct or incorrect. Drew (2022) distinguishes eight categories of validity: face, content, concept, internal, external, contemporaneous, predictive, and statistical construct validity.

In this study, the questionnaire was evaluated for content validity using expert assessment rubrics. According to Cohen and Swerdik (2018), content validity relates to how representative the test or items were in evaluating the behavior under study. While construct validity refers to how well a test investigates the topic at hand. It is critical to determining a method's overall validity (Pritha, 2023). As part of the validation process, the questionnaire statements were assessed using a rubric judgement.

### 3.4.2. Realibility of Instrument

Ashley (2019) defines dependability as the extent to which a measuring instrument produces the same results every time it is used, given that the underlying entity being measured does not change. The reability was collected by using SPSS with the following criteria:

**Table 3. 2 Reability Level Based on Alpha**

Alpha	Relative Level
00,00 – 0,20	Less Reliable
0,20 – 0,40	Rather Reliable
0,40 – 0,60	Enough Reliable
0,60 – 0,80	Reliable
0,80 – 1,00	Very Reliable

Source : Triton (2006)

### 3.5. Technique for Collecting Data

The data collection strategy used in this study was closed-ended questions. According to Sugiyono (2016), closed-ended questions need a brief response or the respondent to select one alternative answer from each available question.

### 3.6. Data Collecting Procedure

In this study, the data are collected using the following steps:

1. Create a questionnaire on paper.
2. Validate the questionnaire.
3. Distribute a questionnaire to 31 eighth-grade students at SMP N 2 Bandungan.
4. Ask students to complete the questionnaire.
5. Analyze the questionnaire results.
6. Conclude the results.

### 3.7. Data Analysis

Using questionnaires as the primary data collection instrument to assess students' perceptions of the dictogloss technique in writing narrative text is a practical approach. The Likert scale, ranging from 1 to 4, allows respondents to

express their attitudes or perspectives quantitatively, offering a structured way to measure the variables of interest.

By employing the Likert scale, the researcher can systematically analyze the data collected from the questionnaires. Statistical methods can be applied to interpret the responses, such as calculating mean scores, standard deviations, or conducting inferential analyses to identify any significant differences in perceptions among different groups of students.

**Table 3. 3 The Likert Scale**

Statement	Score
Strongly Agree (A)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Source: (Warmbrod, 2014)

## CHAPTER IV

### RESULT AND DISCUSSION

This chapter answers the research question for this study. Within the descriptive statistical analysis, the result of the students' perception on the use of dictogloss technique in writing narrative text is shown in this chapter.

#### 4.1. Research Findings

The researcher collected data for this study through the use of a questionnaire.

##### 4.1.1. Validity and Reliability

The questionnaire was conducted after it was validated by the teacher. Furthermore, researcher also analyzed the reliability of the instruments. The result is stated in table 4.1.

**Table 4. 1 Reliability Finding Result**

Reliability Statistics	
Cronbach's Alpha	N of Items
.832	10

The results from SPSS 25 that the reliability of the question items is more than 0.60. It can be concluded that the instrument is dependable. Based on the computation, this test has a reliability of 0.832. The dependability coefficient exceeds 0.60. This indicates that the instrument is dependable.

#### 4.2. Data Analysis

In this chapter, the researcher explains the result of data analysis based on the problem of the students' perception on the use of dictogloss technique in

writing narrative text. The researcher used closed-ended questionnaire which includes 10 statements. The questionnaire was completed by 31 students of 8<sup>th</sup> graders of SMP N 2 Bandungan.

#### 4.2.1. The First Statement

The questionnaire's first statement is **"I feel motivated to write"**. The respondents' responses result is stated in the table 4.2.

**Table 4. 2**

#### **The Analysis Data of the 1<sup>st</sup> Statement**

Answer Items	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	2	6.5%
Agree	11	35.5%
Strongly Agree	18	58.1%
Total	31	100%

From the table above, 11 students (35.5%) stated agree, 18 students (58.1%) stated strongly agree, and 2 students (6.5%%) stated disagree about "I feel motivated to write". It is stated that students had a positive perception about that statement.

#### 4.2.2. The Second Statement

The questionnaire's second statement is **"I can practice writing better than before"**. The respondents' responses result is stated in the table 4.3.

**Table 4. 3 The Analysis Data of the 2<sup>nd</sup> Statement**

Answer Items	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	1	3.2%
Agree	12	38.7%
Strongly Agree	18	58.1%
Total	31	100%

From the table above, 12 students (38.7%) stated agree, 18 students (58.1%) stated strongly agree, and 1 student (3.2) stated disagree about “I can practice writing better than before”. It is stated that students had a positive perception about that statement.

#### 4.2.3. The Third Statement

The questionnaire’s third statement is “**I am not afraid of making mistakes when starting to write**”. The respondents’ responses result is stated in the table 4.4.

**Table 4. 4 The Analysis Data of the 3<sup>rd</sup> Statement**

Answer Items	Frequency	Percentage
Strongly Disagree	2	6.5%
Disagree	4	12.9%
Agree	12	38.7%
Strongly Agree	13	41.9%
Total	31	100%

From the table above, there were 12 students (38.7%) stated agree, 13 students (41.9%) stated strongly agree, 4 students (12.9%) stated disagree, and 2 students (6.5%) stated strongly disagree. Therefore, the researcher can say that students not afraid of making mistakes when starting to write.

#### 4.2.4. The Fourth Statement

The questionnaire’s fourth statement is “**It is easier for me to understand grammar in writing**”. The respondents’ responses result is stated in the table 4.5.

**Table 4. 5 The Analysis Data of the 4<sup>rd</sup> Statement**

Answer Items	Frequency	Percentage
Strongly Disagree	1	3.2%
Disagree	4	12.9%
Agree	16	51.6%
Strongly Agree	10	32.3%

Total	31	100%
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From the table above, 16 students (51.6%) stated agree, 10 students (32.3%) stated strongly agree, 4 students (12.9) stated disagree, and 1 student (3.2%) stated strongly disagree about “it’s easier for me to understand grammar in writing”. It is stated that students had a positive perception about that statement.

#### 4.2.5. The Fifth Statement

The questionnaire’s fifth statement is “**I find it easier to get and develop ideas in writing**”. The respondents’ responses result is stated in the table 4.6.

**Table 4. 6 The Analysis Data of the 5<sup>th</sup> Statement**

Answer Items	Frequency	Percentage
Strongly Disagree	2	6.5%
Disagree	5	16.1%
Agree	11	35.5%
Strongly Agree	13	41.9%
Total	31	100%

From the table above, 11 students (35.5%) stated agree, 13 students (41.9%) stated strongly agree, 5 students (16.1%) stated disagree, and 2 students (6.5%) stated strongly disagree about “I find it easier to get and develop ideas in writing”. It is stated that students had a positive perception about that statement.

#### 4.2.6. The Sixth Statement

The questionnaire’s sixth statement is “**My vocabulary mastery increased**”. The respondents’ responses result is stated in the table 4.7.

**Table 4. 7 The Analysis Data of the 6<sup>th</sup> Statement**

Answer Items	Frequency	Percentage
Strongly Disagree	2	6.5%
Disagree	1	3.2%
Agree	13	41.9%
Strongly Agree	15	48.4%



Total	31	100%
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From the table above, 13 students (41.9%) stated agree, 15 students (48.4%) stated strongly agree, 1 student (3.2%) stated disagree, and 2 students (6.5%) stated strongly disagree about “my vocabulary mastery increased”. It is indicated that students had good perception about that statement.

#### 4.2.7. The Seventh Statement

The questionnaire’s seventh statement is “**I like learning to write using the Dictogloss technique**”. The respondents’ responses result is stated in the table 4.8.

**Table 4. 8 The Analysis Data of the 7<sup>th</sup> Statement**

Answer Items	Frequency	Percentage
Strongly Disagree	4	12.9%
Disagree	9	29%
Agree	9	29%
Strongly Agree	9	29%
Total	31	100%

From the table above, 9 students (29%) stated agree, 9 students (29%) stated strongly agree, 9 students (29%) stated disagree, and 4 students (12.9%) stated strongly disagree about “I like learning to write using the Dictogloss technique”. It is stated that students had a positive perception about that statement.

#### 4.2.8. The Eighth Statement

The questionnaire’s eighth statement is “**I feel interested in writing activities**”. The respondents’ responses result is stated in the table 4.9

**Table 4. 9 The Analysis Data of the 8<sup>th</sup> Statement**

Answer Items	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	5	16.1%
Agree	14	45.2%

Strongly Agree	12	38.7%
Total	31	100%

From the table above, 14 students (45.2%) stated agree, 12 students (38.7%) stated strongly agree and, 5 students (16.1%) stated disagree about “I feel interested in writing activities”. It is stated that students had a positive perception about that statement.

#### 4.2.9. The Ninth Statement

The questionnaire’s ninth statement is “**I do not feel forced to take writing classes**”. The respondents’ responses result is stated in the table 4.10.

**Table 4. 10 The Analysis Data of the 9<sup>th</sup> Statement**

Answer Items	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	1	3.2%
Agree	10	32.3%
Strongly Agree	20	64.5%
Total	31	100%

From the table above, 10 students (32.3%) stated agree, 20 students (64.5%) stated strongly agree, and 1 student (3.2%) stated disagree about “I don’t feel forced to take writing classes”. It is stated that students had a positive perception about that statement.

#### 4.2.10. The Tenth Statement

The questionnaire’s tenth statement is “**I felt a new atmosphere because I had never been taught using the Dictogloss technique**”. The respondents’ responses result is stated in the table 4.11.

**Table 4. 11 The Analysis Data of the 10<sup>th</sup> Statement**

Answer Items	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	2	6.5%

Agree	9	29%
Strongly Agree	20	64.5%
Total	31	100%

From the table above, 9 students (29%) stated agree, 20 students (64.5%) stated strongly agree, and 2 student (6.5%) stated disagree about “I felt a new atmosphere because I had never been taught using the Dictogloss technique”. It is stated that students had a positive perception about that statement.

### 4.3. Discussion

After analyzing the research findings, the researcher discussed the result of questionnaires are the total response of statement strongly disagree (3.5%), disagree (11%), agree (37.7%), and strongly agree (47.7%).

The statements stated that **“I feel motivated to write”, “I can practice writing better than before”, “I am not afraid of making mistakes when starting to write”**. All statement was dominated by strongly agree scale. The researcher found in the first indicator, The researcher concluded that students were motivated to write and were no longer afraid if they wrote wrongly. Most students also agree that they can write better than before. This result is similar to previous research from Wihadi, Agustina, and Kurniawati (2023), it showed that students overcome difficulties in writing by rereading the summary, thus becoming more easy in writing so that they can practice writing better.

The next statements stated that **“It is easier for me to understand grammar in writing”, “I find it easier to get and develop ideas in writing”, “My vocabulary mastery increased”**. The statement was dominated by strongly agree scale. The researcher found that using dictogloss technique can make

students easier in writing and develop ideas in writing. Most students also agree that their vocabulary mastery increased. The result have similar to previous research from Huda and Rahadiano (2019), it showed that the implementation of dictogloss technique can improve the students' writing skill such as grammar and vocabulary proficiency.

The statements stated that **“I feel interested in writing activities”**, **“I do not feel forced to take writing classes”**. That statement was dominated by strongly agree scale. The researcher found that mostly students gave good perception about that statement. Students feel interested and excited in writing class. The result have similar to previous research from Daulay, Dewi, and Pulungan (2022), it showed that the students were interested in writing narrative text through dictogloss technique.

The statement stated that **“I like learning to write using the dictogloss technique”**, **“I felt a new atmosphere because I had never been taught using the dictogloss technique”**. That statement was dominated by strongly agree scale. The students agreed that using the dictogloss technique in learning to write narrative text gave them a new atmosphere because they had never been taught to use this technique. This makes students like learning to write. The result have similar to previous research from Huda (2022), it showed that students have good response in writing narrative text using dictogloss technique.

Based on the result obtained from a total of 10 statements, it was found that all statements were dominated 47.7% by the strongly agree scale. It can be

conclude that these result show that dictogloss technique is positive perception in writing narrative text.

The results of this discussion show that this research is in line with five previous study conducted by Daulay, Huda, Wihadi, Huda & Rahadianto, and Suryadi which resulted in the positive perception.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

After conducting research and getting the results, the researcher concluded that there were positive perception given by students in using the dictogloss technique in writing narrative text. This can be taken from the research results. The majority 47.7% of students answered that they strongly agreed.

This shows that the use of the dictogloss technique has a positive perception from students as a technique in writing narrative text. Students become motivated and like to write using the dictogloss technique. In conclusion, the use of the dictogloss technique in writing narrative text has given students a positive perception.

#### 5.2. Suggestion

This study showed that dictogloss technique give positive perception for students. After carrying the study, there are some suggestions.

##### 1. English Teachers

The English teachers should consider the students' needs and interest in writing narrative text to create interesting technique. Thus dictogloss technique can be one of solution.

##### 2. Students

Students should pay closer attention in class when the teacher explains narrative literature. Students should be more active throughout the learning process.

### 3. Further Researcher

For the further researcher, information about the better approach that can be utilized to teach composing narrative text in the class and references to achieve the better result in learning.





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