CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the easiest ways to deliver idea is through writing. In this millennial age, delivering ideas through writing can be done in a simple way. For example, someone wants to give her idea about current situation such as quarantine, she only needs to write her idea or opinion and then post it online whether she posts it on Facebook, Twitter, or any social media. However, in order to make that idea gets to someone, the writer needs to be able to be good at writing.

Writing is one the four ability in the English language which a process of transferring idea or thoughts into a written form. According to Clanchy and Ballard in Parilasanti et al, writing is a process of transferring thoughts into written words and connecting those thoughts systematically one upon another in a coherent manner.[1] It means that writing is not only a process of transferring idea into the written form, but also it needs to be systematically one upon another in a coherent manner.

Writing is also considered as the most difficult ability in the language. Nunan said that, writing is "an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously.[2] It means that the writing need to be good at the other variables such as vocabulary, grammar, and spelling in order to be able to write. Since it is one of the most difficult things to learn in the language learning, writing faces many problems

[1]Ni Made Elis Parilasanti, I Wayan Suarnajaya, Asril Marjohan, The Effect of R.A.F.T Strategy and Anxiety upon Writing Competency, (Denpasar: UPG, 2014), p. 1

[2]David Nunan, Designing Tasks for the Communicative Classroom (Cambridge: Cambridge University Press, 1989), 34.

There are many problems in writing. Kharma in Alfaki states that students have problems with subject-verb agreements, pronoun references, and connectors. [3]This means that the low understanding of grammar will result in difficulties in arranging proper writing. He also adds that those students who have the problem of writing good sentence structures are unable to produce longer sentences requiring subordination and coordination. Leki in Alfaki adds learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate with others. Based on the experts above, there are many writing problem in writing such as grammatical problem and lack of idea.

One of the good strategies in writing is dicto-comp. Dicto-comp is a technique for practicing composition. It is controlled writing that combines text dictation and text reconstruction. A passage is read to a class, and then the students must write out what they understand and remember from the passage, keeping as closely to the original as possible but using their own words where necessary.[4] This means dicto-comp is the combination of dictation where the teacher read a passage to the students while they write it down and reconstruction where the students need to write the passage with their own word as close as possible to the original passage. Dicto-comp is effective and suitable to be applied in the classroom since it can improve the students' writing ability.[5]

Based on the preliminary research by doing observation in SMPN 3 Harau on the 7th of February 2022, it was found several problems related to students' writing ability. First, it was found that the students cannot write some spelling correctly, they write "cheir" instead of "chair" or they write "cupbord", "cupbort" instead of "cupboard".

[3]Alfaki, Ibrahim Mohamed, University Students English writing problem: Diagnosis and Remedy, internasional Journal of English Language Teching, Vol 3, No 3 pp. 40-57, may 2015.p.45

[4]Ayesha Bashiruddin, Variation in Dicto-comp. (Karachi: Aga Khan University, 1992), p. 1

[5]Nurkhalisa, The impact of using dicto-comp technique on students' writing ability, (Makasaar: UIN Allaudin Makasar, 2018), p. 38

Second, the teacher said that the students always complain when they were asked to write. They said it is hard. This means that the students' ability in writing is low (see appendix) Third, the technique that the teacher used in teaching writing is still need improvement. The teacher sometime still uses conventional strategy where the students were asked to write a text at the end of every chapter that related with text. For example, when they studied about descriptive text, at the end of the learning, the teacher would ask the students to write a descriptive text collaboratively and then individually.

Based on the problems above, the researcher is interested to do experiment dicto-comp technique in SMPN 3 Harau. The title of this research is "THE EFFECT OF USING DICTO-COMP TECHNIQUE TOWARD STUDENTS' WRITING ABILITY IN WRITING DESCRIPTIVE TEXT"

B. Identification of the Problem

Based on the background of the problem above, the identification of the problem are as follow:

1. The students cannot write some spelling correctly
2. The lack of students' ability in writing
3. The teacher only use one technique in teaching English

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limits the problem into finding out the effect of using dicto-comp towards students' writing ability.

D. Statement of the Problem

Based on the limitation of the problem above, the problem in this research are as follow:

1. Is there significant effect of using dicto-comp towards the students' writing ability?
2. Is there significant different with and without using dicto-comp towards the students' writing ability?
3. Does the students' writing ability that are using dicto-comp better than students who are not using dicto-comp?

E. Purpose of the Research

Based on statement of the problem above, the purpose of this research are as follow:

1. To find out whether there is significant effect of using dicto-comp towards the students' writing ability
2. To find out whether there is significant different of using dicto-comp towards the students' writing ability
3. To find out whether the students' writing ability that are using dicto-comp better that students who are not using dicto-comp

F. Significance of the Research

This research is expected to be useful for some elements such as follow:

1. Teacher

   It is expected that this research become additional option for the teacher to choose technique in teaching writing

2. Reader

   It is expected to enrich the readers' knowledge related to the one of the good techniques in teaching writing which is dicto-comp

3. Researcher

It is expected as the fulfillment of the final task to achieve strata 1 in IAIN Bukittinggi. It is also expected to enrich the researcher's knowledge related to the effect of using dicto-comp toward writing ability in writing descriptive text

G. Key words

In order to avoid misunderstanding in reading this research, the key words of this research are as follow:

1. Writing

   A process of transferring thoughts into written form

2. Dicto-comp

   A technique that require the students to listen what the teacher read and write it again with their own words.

CHAPTER II

REVIEW OF THE RELATED LITERATURES

A. Review of Related Theories

1. The Nature of writing

In this section the researcher want to give explanation about definition of writing, the process of writing, the component of writing, and the purpose of writing.

a. The Definition of Writing

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by Richards and Renandya, "Writing is the most difficult skill for second language learners to

master".[6] The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. There are many different definitions about writing given by experts from many resources. According to Axelrod and Coopers' said, "writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage".[7] Murcia said, writing is "the ability to express one's ideas in written form is a second or foreign language".[8] It means that writing is an activity to express our ideas in written form.

On the other side, barnet and Stubb's said that writing as a physical act, it requires material and energy, and like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice".[9] From definition above, it can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph.

From the idea previously, the writer concludes that writing is more than a medium communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentence, and paragraph at the same time. It is a way of

---

[6]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Press, 2002), p. 303

[7]Rise B. Axelrod and Charles R. Chooper, *The St. Martin's Guide to Writing,* (New York: St Martin's Press, Inc, 1985), p.3

[8]Marianne C. Murcia, *Teaching English as a Second or Foreign Language*, (Boston: Heinle Publishers, 1991), p. 233

[9]Barnet and Stubbs's, *Practical Guide to Writing*, (Canada:Brown Company, 4th edition 1983), p.3

learning. None of us can write much of interest without first thinking, probing, observing, asking question, experimenting, and reading.

b. The Writing Process

Writing is a process that involves several steps. At least, there are three steps in the writing process mentioned by Blanchard and Root in their book: Ready to Write: a First Composition Text. Step one : prewriting Thinking about your topic and organizing your ideas. Step Two: writing using your ideas to write a first draft. Step Three : revising Improving what you have written.[10] If the writers follow the steps, and practice by writing often, they will find it easier to write paragraphs and to improve their writing.

a) Prewriting

Prewriting is the thinking, talking, reading and writing we do about our topic before we write a first draft. Prewriting is a way of warming up our brain before we write, just as we warm up our body before we exercise. There are several ways to warm up before start writing :

1) Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how you will use them. To brainstorm, follow these step :

a) Begin with a broad topic.
b) Write down as many ideas about the topic as you can in five minutes
c) Add more items to your list by answering the questions *what*, *how*, *when*, *why*, and *who*.

[10]Karen Blanchaard, and Christine Root, *Ready to Write*; *A First Composition Text 3ed*, (Longman: Pearson Education,Inc., 2003), p. 41

d) Group similar items on the list together

e) Cross out items that do not belong.

2) Clustering

Clustering is another prewriting technique. It is a visual way of showing your ideas are connected using circles and lines. When you cluster, you draw a diagram of your ideas. This term will be explained in the next section. On the other hand said that pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning by experiences for students at this stage:[11]

a) Group brainstorming

b) Clustering

c) Rapid Free Writing

d) WH-Question

b) Planning

The second stage is planning or also know as outlining. The first is making sub lists, it means we need to any related kind ideas then cross out unrelated items. Next steps is writing the topic sentence that is the most general sentence in paragraph.

c) Writing

[11]Jack C. Richards and Willy A. Renandya, *Methodology in Language teaching*: *An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 316

After we have spent some time thinking about our topic and doing the necessary prewriting, we are ready for the next step in the writing process: writing our paragraph. When we write the first draft of our paragraph, use the ideas we generated from prewriting as a guide.

As you write, remember to:

1) Begin with a topic sentence that states the main idea
2) Include seceral sentences that support the main idea.
3) Stick to the topic
4) Arrange the sentences so that the order od ideas make sense.
5) Use signal words to help the reader understand how the ideas in your paragraph are connected.[12]

d) Revising

It is almost impossible to write a perfect paragraph on the first day. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. This step is called revising. When students revise, they review their text on the basic of the feedback given in the previous stage. They reexamine what was written to see how effectively they have communicated their meaning to the reader. In another source stated that writing is a process that involves the following steps.[13]

1) Discovering a point often through prewriting.
2) Developing solid support for the point often through more prewriting
3) Organizing the supporting material and writing it out in a first draft.

[12]Jack C. Richards and Willy A. Renandya, *Methodology in Language teaching*: *An Anthology of Current Practice*…… ….317

[13]Karen Blanchard and Christine Root, *Ready to Write*; *A First Composition Text 3ed*, (Longman: Pearson Education,Inc., 2003), p. 43

4) Revising and then editing carefully to ensure an effective error-free paper.

As conclusion, the first step of writing process is prewriting which is a way of warming up the brain before writing, the second is planning which are making the sub list and topic sentence, the third is writing, and the last one is revising which is look for ways to improve the first draft.

c. Characteristic of Good Writing

Writing is an uneasy activity. Students often find difficulties especially when they want to write a good paragraph. In every sentence of paragraph. It should be related to the unit of organization, the parallelism and others.

According to harmer, there are two characteristic of an effective paragraph. Those are coherence and cohesion.[14]

1) Coherence

Coherence means that the paragraph is easy to read and easy to understand, then the sentence in the paragraph must be logically arranged and the movement from one sentence, the reader can understand at least two things.

a) The writers purpose a coherent text can make the reader understand what the writers purpose. Is it for giving information, expressing, or entertaining to reader.
b) The writers line of thought the reader should be able to follow the story and should not get confused with the content of the story.

2) Cohesion

[14]JeremyHarmer,The Practice of English Language Teaching, (England: Pearson Education Limited, 2001), 3rd Ed. P. 22-24

A paragraph is called cohesion if all supporting sentences can support the topic sentence.

According to McCloud In order for a paragraph to be effective it must have three characteristic. Unity, development and coherence[15]

a) Unity

The first characteristic of an effective paragraph is unity, which means that all sentences in the paragraph explained, develop, and support a central idea in some way. In other words, every paragraph must have a purpose within your paper, and all the sentences must somehow advance that purpose

b) Development

Effective paragraph are not only unified, they are fully developed, which means that they don't leave any significant questions in readers minds.

c) Coherence

A paragraph that is a coherence flows because it is arranged according to a definite plan, and as a result, all the sentence are not just about the same main topic, but they also "stick together" and lead readers smoothly from the topic sentence to the concluding one.

The conclusion from the theory above is the good paragraph should be clear and don't leave any questions in readers minds, should only have one main idea that supported with other sentences.

[15]Linda McCloud-Bondoc "Writing Effective Paragraphs" *Witesite; Athabasca university.* N.p., Web. 24 oct 2013. ,http://write-site.athabascau.ca/documentation/writing-effective-paragraphs.pdf

d. Purpose of Writing

According to Penny Ur "The Purpose of Writing, in Principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing".[16] It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose. In addition, there are four common purpose in writing they are: *to inform, to persuade, and to amuse other.*

1) Writing to Inform

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. To informis to transmit necessary information about the subject to the readers what the facts asre or what happened. Although informative writing is the simplest kind of writing, it is also one of the most important, because information lays a foundation for other writing purposes. As the writers write to inform, they will want to keep two large concern in mind; selecting the right information and arranging it effectively.

2) Writing to explain means writing

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must take sure that his readers understand it as well. All of us use several

[16]Penny Ur, *A Course in Language Teaching : Practice and theory*, (London : Cambridge University Press, 1996), p.163

common methods of explaining something to another person in our everyday conversation, and these same techniques can provides basic strategies for organizing an explanation in writing.

3) Writing to persuade

The most important writing we ever do in our personal life, our work life, and may be our school life will probably persuasion. Complaints for jobs, essay on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial.[17]

4) Writing to Amuse Other

Writing to amuse requires that you focus on readers other than yourself. You may enjoy the experience and take pride in what you accomplish, but you cannot settle for amusing yourself alone. Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity and make the most of it. If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to other. When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be good humored. This means having sympathy for human frailty rather than a concept for anyone or anything that seems different from what you are accustomed to. [18]

---

[17]Daniel Brown and Bill Brunette, *Connection 'A Rhetoric/Short prose reader,* (New Jersey : Houghton Mifflin Company, 1984), p. 129

[18]Robert Keith Miller, *Motives for Writing*, (New York: McGraw-Hill, Inc., 2006),p.569 - 570

As the conclusion, there are four common purposes in writing they are: to inform which is to inform their readers about a subject, to explain which is to take what is unclear and make it clear, to persuade which is to convince readers to accept the main idea, and to amuse others.

2. Dictation Composition (Dicto-Comp) Technique

a. Definition of Dicto-comp

Dicto-comp: A technique for practicing composition, in which the teacher reads a passage, andthen students must write out what they understand and remember from the passage, keeping asclosely as possible to the original but using their own words where necessary. [19] this means that dicto-comp is where the students listen to the teacher whe she/he read a certain passage, then the students need to write the passage again as closely to the original and the students are allowed to use their own word if necessary.

A variation of dictation called the dicto-comp is a wonderful relief from both the traditional composition. A paragraph of approximately 100 words is read at normal speed. The object is to reproduce the text as closely as possible to the original: this is the “dicto” part, the students can add their own words whenever necessary, this is the “comp” part. If the level of the class is elementary, some key words, or even a brief outline may be written on the board.

b. Advantages of Using Dicto-Comp Technique

There are some advantages of dicto-comp, they are:[20]

---

[19] Jack, C. Richards, Teaching Listening ad Speaking,(New York: Cambridge University Press, 2008), p.18

[20]Bashiruddin, A. Variations in dicto-comp. English Teaching Forum, 1992, p.2

1) Challenging, student hears the passage only 3 times and have to use their own knowledge of language to rewrite it,

2) Students focus, focus on language accuracy as well as meaning

3) Dicto-comp not only requires the students to write but demand careful listening and retention of the material read out

It can be concluded that dicto-comp push the students to be more focus, give some challenge to the students, and it could also develop the students' listening skill as well

c. Procedure of Using Dictation Composition (DictoComp) Technique

Applying dicto-comp technique in teaching writing needs some procedures. The basic procedures of dicto-comp technique are as follows:

1) Select a short text appropriate for students
2) Prepare the students for the text
3) Read the text out at normal speed for several times, maximal 3 times.
4) After they have listened to the story, they must write it from their memory. The students can add their own word where necessary.[21]

Furthermore, Hashemian elaborate the procedure of dicto-comp as follow:

1) the teacher read each text several times in a specific speed.
2) The participants were allowed to take notes of the whole text. First, they listened carefully; then, they could take notes; for the last time, they could listen and correct their notes.

[21] I.S.P. Nation ,Teaching ESL/EFL Reading and Writing, (New York: Routledge, 2008), p.99

3) As the participants had to listen carefully and take notes, they needed high concentration, so they were asked not to interrupt the teacher during reading the text and just listen and take notes.
4) They could remove their misunderstanding or any ambiguity in the text when the teacher was done with reading the text for the second or third time.
5) Then, after three times, the participants started writing. They could use their notes to write complete sentences and phrases.
6) Also, the participants could make sentences by using their own ideas to express the gist of each read text

Based on the theories above, the researcher choose the Hashemian theory of procedure text to be applied in this research. The reason the researcher choose his theory is because the procedure that proposed by Hashemian is already convey the other theory and more complete.

3. Descriptive Text

a. Definition

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing[22]1 Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.[23]

[22]Artono Wardiman, et. al. English in Focus: for Grade VII Junior High School(SMP/MTs), (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p. 122

[23] Linda Woodson, From cases to composition, (University of Texas: Scott, Foresman and Company), p. 73

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.[24]

b. Purposes of descriptive text

There are 6 purpose of descriptive text. They are:[25]

1) To entertain

   It has purpose to entertain the reader for example "An amusing description of a teenager's bedroom"

2) To express feelings

   It can be used to express the writing feeling such as A description of favorite outdoor retreat so the reader understand why the writer enjoy it so much

3) To relate experience

   It also has purpose to relate with experience such as a description of your childhood home to convey a sense of the poverty you grew up in

4) To inform (for a reader unfamiliar with the subject)

   To give new information to the reader. For example a description of a newborn calf for a reader who has never seen one

5) To inform (to create a fresh appreciation for the familiar)

[24] George E. Wishon and Julia M. Burks, Let's Write English, (New York: Litton Educational Publishing, 1980), p. 128

[25] Barbara fine Clouse, The Student Write , (McGraw-Hill Companies, Inc., 2004), p. 143

To inform the reader about something the reader already know in order to remind the reader about a certain thing. For example,A description of an apple to help the reader rediscover the joys of this simple fruit

6) To persuade

It can be used to persuade the reader about something. For example, to convince the reader that some music videos degrade woman

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

c. The structure and example of descriptive text

Borobudur Temple

(Identification or dentifies the phenomenon to be described)

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

(Description or describes features in order of importance)

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter

high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

Furthermore, the language feature of the description text is the verb is in present tense, using adjective to describe the feature of the subject, and usually the topic sentence is at the beginning of the paragraph.

B. Review of Related Literature

The first study was conducted by Arin Rama Saputri with the title “The Influence of Using Dictation Composition (Dicto-Comp) Technique Towards Students’ Recount Text Writing Ability” The research methodology was quasi

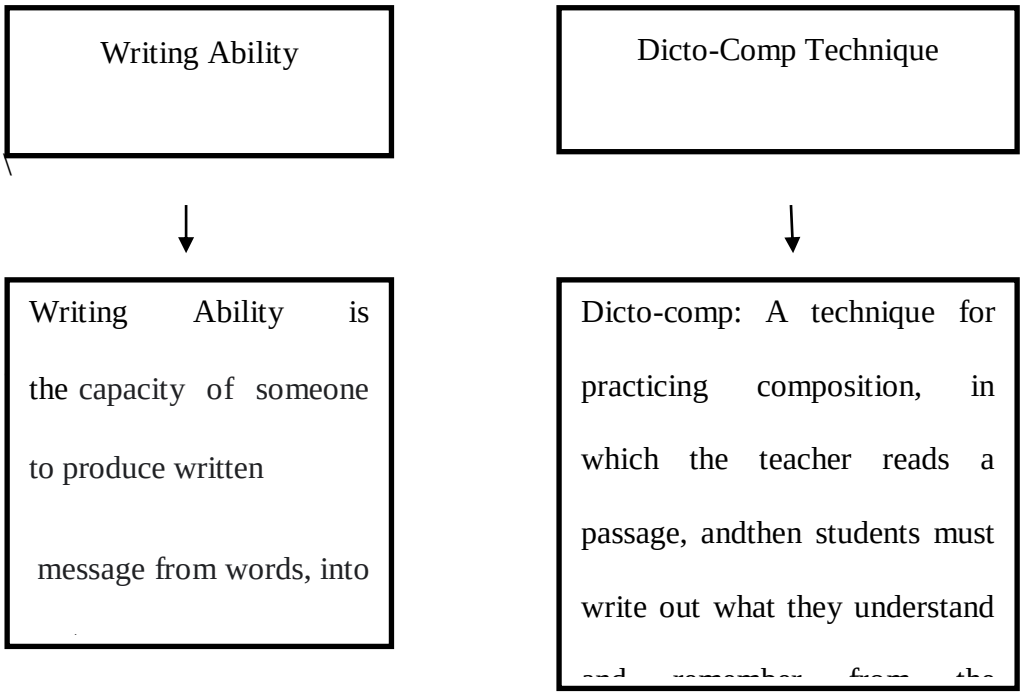
experimental design. The population of this research was the eighth grade students at the first semester of MTs. Hasannudin Teluk Betung. The sample was chosen by using cluster random sampling technique. The writer chose class VIII B as the experimental class, and another one class VIII A as control class of this research. There were three steps in conducting this quasiexperimental research; pre-test, treatment, and post-test. The treatment held in three meetings in which 2x40 minutes for each class. The writer used pre-test and post-test to find out students' recount text writing ability before the treatment and after the treatment. In collecting, the researcher used writing test to collect the data. From the data analysis computed by using SPSS, it was obtained that Sig = 0.000 and α = 0.05. It means Ha is accepted because Sig < α = 0.05. Therefore, there is significant influence of using dictation composition (dicto-comp) technique towards students' recount text writing ability at first semester of the eighth grade of MTs. Hasanuddin Teluk Betung Bandar Lamung in the academic year of 2017/2018

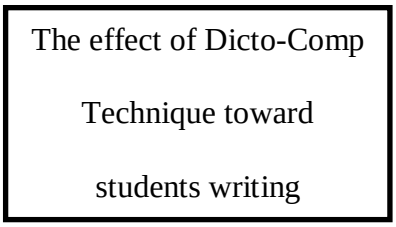
The second study was conducted by Fikri Fauzi Alawi with the title ""Improving Students' Ability in Writing Descriptive Text Using Clustering Technique" This research is conducted in order to improve students' writing ability using Clustering Technique at eighth grades of MTs. Darul Ma'arif Jakarta. In conducting this research the researcher used Classroom Action Research (CAR) as the method of research. This research consisted of two cycles and each cycle consisted of four steps, they were: Planning, action, observation, and reflection. Each cycle was conducted in three meetings, so the researcher conducted this research in one month and one day. To collect and analyze the data, the researcher used the information from interview, observation, questionnaire, and the students' achievement in pre-test and post-test in order to support the data collected. The result of this research shows that

using clustering technique in teaching descriptive writing can improve their writing's ability. The students' responses showed that they were interested to learn writing subject, because they felt easier to write using the technique. Moreover, the students' achievement in pre-test and post-test showed a significant improvement. The students' mean in preliminary study was 49.5%. In the first cycle the mean score was 64.8%. Meanwhile the mean score in the second cycle was 74.3%. it means that there was 15.2 points or 30% of mean improvement from the students' score in the preliminary study to the first cycle and there was 24.7 points or 49.8% of mean score improvement from the students' score in preliminary study to the second cycle. From this result, the researcher concludes that teaching descriptive writing using clustering technique at eighth grades of MTs. Darul Ma'arif Jakarta can improve their writing ability.

C. Conceptual Framework

Conceptual framework of this research can be created as follow :





Based on the conceptual of the framework above, the researcher will find out the effect of the dicto-comp toward the students writing descriptive text ability. The dicto-comp technique will be done by following the above procedure in order for the effective result of the technique.

CHAPTER III

RESEARCH METHOD

This part is focused on the method of research used. In this research included the design of the research, population and sample, instrumentation, technique of the data collection, and technique of the data analysis.

A. Design of the Research

The researcher use the quantitative research. The quantitative research is a kind of research that collects the data in the form of number. According to Sugiono, a research is called as quantitative because of the data of the research is use numeric and using statistical analysis.[26] There are many types of quantitative research; they are survey research, correlational research, causal-comparative research and experimental research.

The design of this research is experimental research because it has the purpose to know the effect of using dicto-comp students' writing explantion text. Gay statesinEmzirs' book that experimental research is the one of research method that can truly test the hypothesis concerning cause and effect relationship.[27]There are two major classes of experimental designs, single-variable designs, which involve one independent variable, and factorial designs, which involve two or more independent variables. Factorial designs are classified as pre-experimental, true experimental and quasi experimental. In this case, the researcher choose the quasi-experimental research is research that resembles experimental research but is not true experimental research. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions.

However in this research, researcher chooses the Pre test Post test Control Design, which in this design there are two groups in this research. Experimental group is treated by using dicto-comp and the control group which is treated without using dicto-comp betweeen pretest and postttest. Related to experimental and control, Gay states,"

[26]Sugiono, *MetodePenelitianPendidikan (Pendekatan, Kuantitatif, Kualitatif, dan R&D),* (Bandung: Alfabete, 2009). P. 13

[27]Emzir, *Metodologipenelitianpendidikan: kuantitatifdankualitatif, (*Jakarta:RajawaliPers, 2012). P. 63

The experimental group usually gets new treatment or treatment under investigation, while the control group gets different treatment or treated like usual".[28]The control group is needed to know whether the new treatment under investigation is more effective than the use the unusual one. These two groups given the same length of the time and the same materials in teaching. This research use the pretest to determine a student's baseline knowledge or preparedness for an educational experience or course of study and posttest to know whether there differences of the students' writing ability.

Table3.1 The Design of The Effect of Using Dicto-comp

Class	Pretest	Treatment	Posttest
Experimental class	T1	X	T2
Control class	T1	-	T2

Where:

T1 = The pretest for both experimental class and control class

X = The treatment that is given to the experimental group by using dicto-comp

T2 = The post test for the experimental class and control class

Based on the research design above, special treatment is only given to the experimental class. The post-test administrated after the implementation of dicto-comp as the special treatment for the students in the experimental class. It given in order to observe students' writing ability in both classes.

B. Population and Sample

[28] L. R. Gay, *Educational Research*, (Republic of Singapore: Merrill Publishing Company, 1990), p.261

1. Population

Population and sample are two important elements in doing a research. Margono states that the population is the whole data which become our focus in the certain place and time.[29] The population is all students at the second grade of SMPN 3 Harau.

Class	Students
VIII 1	31
VIII 2	29
Total	60

Source: 2nd grade of English teachers

From this table, the population from this research is 60 students that are the total of the students in the second grade in SMPN 3 Harau2021-2022

2. Sample

The sample of this research determined by using purposive sampling. According to Margono, the purposive sampling is the selection of a group based on certain characteristic are deemed have a close relation with the characteristics of the population that has been previously known.[30]The samples of this research are two class of second grade of science in SMPN 3 Harau. The researcher choose VIII 1 as the experiment class and VIII 2 as the control class because both VIII 1 and VIII 2 class have the same ability in writing and are taught by the same teacher

Before doing the research, the researcher must ensure that the sample is homogenous and normal. The steps are as follows:

[29]Margono.*MetodologiPenelitianPendidikan*.(Jakarta:PT. Rineka Cipta.2007).p.118
[30]*Ibid* ..p.128

a. Test the normality of the data.

The purpose of testing the normality of the data is to know whether the data spreads out normally or not. There are two ways to test normality of the data; by using SPSS 22 and tested by using Liliefors test. It can be done in these steps below:

1) Arrange the students' writing score from daily test from the lower to the higher
2) Find the mean score ($\bar{x}$) and the standard deviation (SD)

$$(\overline{X}) = \frac{\sum X}{N}$$

$$SD = \sqrt{\sum \frac{(xi\ \bar{x})^2}{n-1}}$$

3) Find the score of Zi by using this formula : $Zi = \frac{Xi-\bar{X}}{S}$
4) Find the score of P (Zi) by consult the score of Zi with Z_{table}
5) Find S (Zi)
6) Find the absolute score of P (Zi) – S(Zi)
7) Determine the higher score of obsulute mark F(Zi) – S (Zi). It is named with Lo (Liliefors)
8) Test the Lo score with Liliefors table with the certain degree of freedom (α): 0,05.
9) Take the conclusion, if Lo<Ltab or if Ltab>Lo it can be concluded that the data is distributed normally with the degree of freedom in (α) 5%.[31]

However there is another way in analyzing the data which is using an application called SPPS. SPSS is statistic program that can run in any windows.

[31]Sudjana, *MetodaStatistika*, (Bandung PT. Tarsito, 2001),p.239

According to Dan FlynnSPSS is a powerful program which provides many ways to rapidly examine dataand test scientific hunches. SPSS can produce basic descriptive statistics, suchas averages and frequencies, as well as advanced tests such as time-seriesanalysis and multivariate analysis. The program also is capable of producinghigh-quality graphs and tables.[32].

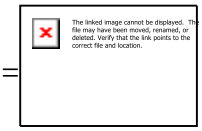
b. Test the homogeneity of the data

The purpose of homogeneity test is to know whether the population is homogeneous or not. This test is done by using SPSS 22, however it also can be done by using F test. The homogeneity test by using F test was done by following step:

1) Find the mean score ($\overline{X}$)

$$(\overline{X}) = \frac{\sum X}{N}$$

2) Find the Standard Deviation (SD)

SD = 

3) Find the Variant (S^2)

$$S^2 = \frac{\sum(fX)}{n-1}$$

4) Find the F- obtained = $\frac{the\ higher\ variant}{the\ lower\ variant}$

5) Find the score F–table with the certain of level significance (α) 0,05

6) Take the conclusion, if the F- obtained <F –table, the data is homogeny.[33]

7)

[32] Dan Flynn. Student Guide to SPSS. (Barnard : Barnard College), p. 2

[33] L.R. Gay, *Educatinal Research, Competencies for analysis and Application*,…p.102

C. Instrumentation

The instrument use in this research is test. The test is writing Descriptive text which the students are given several topic and they have to make a Descriptive text. The students' writing scores in pre-test and post-test were assessed by by J.B Heaton (1988:146)

EVALUATION	SCORE	DESCRIPTION
Text Organization	3	Excellent Writer shows the mastery of grammatical features that are: Introduction the place, location and part of the place.
	2	Good Introduce the place and location.
	1	Poor There is no introduction of the place.
Grammar	3	Excellent Writer shows the mastery of grammatical features that are: simple present tense, adjective of present tense (there are 0-2 errors in grammar).
	2	Good Writer makes occasional errors of forming grammatical features (there are 3-10 errors in grammar).
	1	Poor Writer has no mastery of grammatical features (there are more errors in grammar).
Vocabulary	3	Excellent Correct word choice that are adjective, noun, verb (there are 0-2 errors in vocabulary).
	2	Good Occasionally incorrect word choice (there are 3-8 errors in vocabulary).
	1	Poor A lot of incorrect word choice. Little knowledge of English vocabulary (there are more errors in vocabulary).
Mechanics	3	Excellent Writer demonstrates mastery of spelling, punctuation and capitalization (there are 0-2 errors in mechanic).
	2	Good Writer makes occasional errors of spelling, punctuation and capitalization (there are 3-5 errors in mechanic).
	1	Poor Writer has no mastery of spelling, punctuationand capitalization (there are

more errors in mechanic).

Modified from Writing English Language Test by J.B Heaton (1988:146)

Furthermore, research is reliable, if there is equality of data in a different time. As explained below:

1. **Validity**

Test is true if it measures accurately what is intended to be measured. As Gay stated validity is the most important quality of any test. Validity is concerned with what a test measures and for whom it is appropriate.[34] He also stated, for any test it is important to seek appropriate type of validity. It means the teacher should consider the purpose of test and choose the appropriate validity that used in order the test can be evaluated based on lesson objective.

a. Content Validity

Brown stated that if a test actually samples the subject matter about which conclusions are to be drawn, if it requires the test taker to perform the behavior that is being measured, it can claim content validity.[35] A test must measure what is supposed to be measured. To know whether the test is good or not, the researcher consulted it with the lectures and the English teacher. By consulting it to the expert, the researcher would get more information about how to make good test.

D. Technique of the Data Collection

[34] L.R. Gay, Educatinal Research, Competencies for analysis and Application,…p.161

[35]H. Douglas Brown, *Language Assessment:Principle and Classroom Practces,* New York: Longman, 2004, p. 23

The researcher collect the data based on the score of students' writing test. The data collected after the post test of students. The researcher give post test to both experimental and control groups. The posttest given in order to know the significant effect of students' writing ability after giving the treatment to the experimental group.

The researcher take the scores students' writing based on scoring and measuring students' writing post test.Then the researcher compare the result of the test gained by the experimental and control groups in order to know whether the using of dicto-comp can give significant effect or not in improving the students'writing ability

E. Technique of the Data Analysis

This research done by using the t-test in analyzing the data. There are four formulas that used to analyze the data in this research. The first is used to find the average score of each group. The second is sum of square or variance. The third calculate standard deviation. The last calculate t-test formulate. Gay says that it uses to see significance of the different mean square between the two groups.[36]Furthermore, Margono says to test the large sample is used average and variation.

The data which gained from the pre-test and post-test were analyzed by using the t formula in standard of significant 5%. The researcher used the theory Massey and Miller in gaining the results. The procedures to find out the t score as follows:[37]

1. Determining the difference between variable x and variable y (d)

---

[36] L. R. Gay, *Educational Research*, (Republic of Singapore: Merrill Publishing Company, 1990), p.399

Adam Masseyand Steven J. Miller, Tests of Hypotheses Using Statistics, (Brown University), p.5-6

2. Determining the total of d quadrat (sd)

3. Determining the radical of total responden ($\sqrt{N}$)

4. then calculate the t score

5. Compare t score with t tab

6. If t score < t tab, so Ho is accepted

$$T_o = \frac{\bar{d}}{\frac{S_d}{\sqrt{n}}}$$

Where:

d = the difference between variable x and variable y

sd = the total of *d* quadrat

N = Total respondent

To find whether there is significant difference and whether dicto-comp is better than conventional strategy using formula as follows:

$$Z_o = \frac{\overline{X - \mu_O}}{\sigma_{\bar{X}}}$$

Where:

For hypothesis 2

Z = Distribution Z

$\bar{x}$ = mean

μ_o = gueseed mean

$\sigma_{\bar{x}}$ = Standard Deviation

Where

Mean= $\frac{\Sigma x}{N}$ and $\sigma_{\bar{x}} = \sqrt{\frac{\Sigma(x_i - \bar{x})^2}{N-1}}$

Compare z-score value with z-tab . If z-score > z tabel so Ho is accepted

While for hypothesis3 To know whether students' writing ability taught by dicto-comp is better than students who are not taught by comparing the score of the experimental group and control group.

$\bar{x}_A > \bar{x}B$

$\bar{x}_A$ = mean score of the posttest of the experimental class

$\bar{x}_B$ = mean score of the posttest of the Control class

It means that Ha is accepted and H0 is rejected

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Description of theData

In this section, researcher will describe the result from pre-test and post-test from both experiment and control class

a. Pre-test of Experimental and Control Class

Pre-test was the data analysis that had been given by the researcher at the first meeting before conducting the treatment for experimental class by using dicto-comp.

The analysis of raw pre-test scores attained by the experimental class and control is as follows:

Table4.1
Pre-test of theExperiment Class and Control Class

Score	Experiment	Control
17-26	4	0
27-36	7	4
37-46	2	4
47-56	4	15
57-66	4	6
67-76	8	0

77-86	1	0
87-100	1	0
Total	31	29

Based on table 4.1,the experiment class had 4 students who got score between 17-26, 7 students got score between 27-36, 2 students got score between 37-46, 4 students got score between 47-56, 4 students got score between 57-66, 8 students got score between 67-76, 1 student got score between 77-86, and 1 student got score between 87-100.

Furthermore, the control class had no student who got score between 17-26, 4 students got score between 27-36, 4 students got score between 37-46, 15 students got score between 47-56, 6 students got score between 57-66, nostudent got score between 67-76, no student got score between 77-86, and no student got score between 87-100.

The graphic of pre-test scores attained by the control and experiment class is as follows:

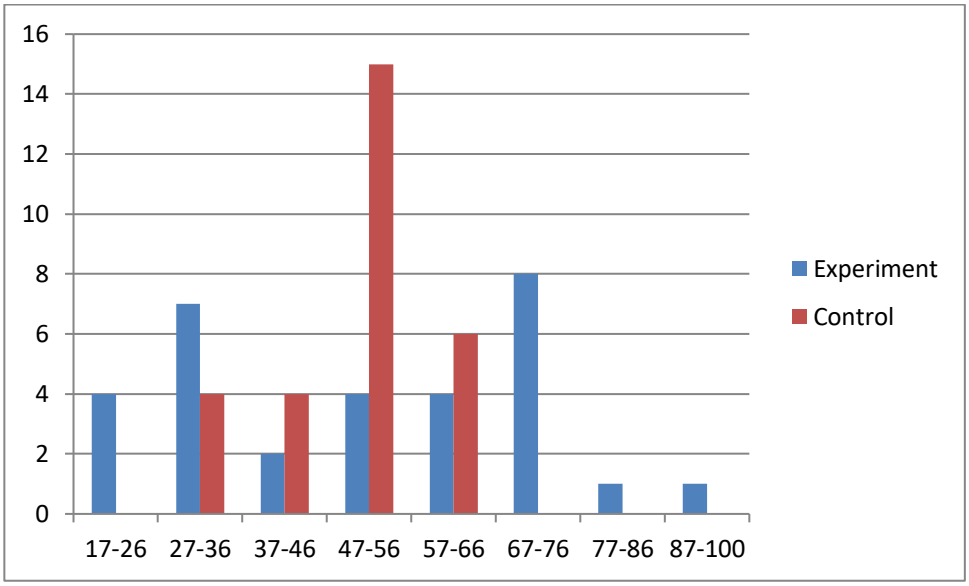


Figure 4.1
Pre-test Score of the Experimentand Control Class

Furthermore, the researcher measured the minimum, maximum, and mean score of both class. It can be seen on the table below:

Table4.2
Measurement of the Pre-test Score

	Minimum Score	Maximum Score	Mean Score
Experiment	17	92	49.97
Control	33	58	48,17

Based on the table above, the minimum score of the experiment class was 17, the maximum score was 92, and the mean score was 49,97. Meanwhile, the minimum score of control class was 33, the maximum score was 58, and the mean score was 48,17

b. Post-test of the Experimental and Control Class

The post-test was conducted at the end of the treatment in order to find out the effect dicto-comp toward students' writing.The post-test was given to the experiment and control class after treatment. Both class were given the same test material and time allocation. The data from the post-test score of the control and experimental class are asfollows:

Table 4.3
Post-test of the Experimentand Control Class

Score	Experiment	Control
17-26	0	0
27-36	0	6
37-46	0	3
47-56	0	3
57-66	1	17
67-76	6	0
77-86	5	0
87-100	19	0

Total	31	29

Based on table 4.3, the experiment class had no students who got score between 17-26, no students got score between 27-36, no students got score between 37-46, no students got score between 47-56, 1 student got score between 57-66, 6 students got score between 67-76, 5 student got score between 77-86, and 19 student got score between 87-100.

Furthermore, the control class had no student who got score between 17-26, 6 students got score between 27-36, 3 students got score between 37-46, 3 students got score between 47-56, 17 students got score between 57-66, no student got score between 67-76, no student got score between 77-86, and no student got score between 87-100.

The graphic of post-test scores attained by the control and experiment class is as follows:

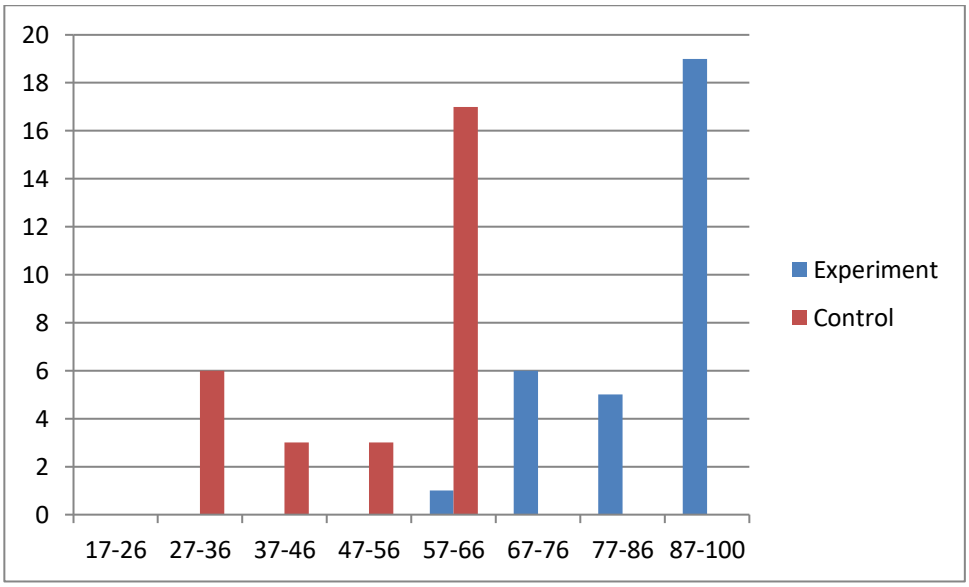


Figure 4.2

Post-test Score of the Experimentand Control Class

Furthermore, the researcher measured the minimum, maximum, and mean score of both class. It can be seen on the table below:

Table4.4
Measurement of the Post-test Score

	Minimum Score	Maximum Score	Mean Score
Experiment	60	92	85, 28
Control	33	58	50,41

Based on the table above, the minimum score of the experiment class was 60, the maximum score was 92, and the mean score was 85,28. Meanwhile, the minimum score of control class was 33, the maximum score was 58, and the mean score was 50,41

2. Analysis of the Data

In this section, the researcher analyzed the data from pre-test and post-test

a. Normality Test of Pre-test

By analyzing the pre-test score of both classes using SPSS 22, the result used to find out whether the instrument was distributed normally or not. The Data is normal if Sig. (p value) > 0.05 and is not normal if Sig. (p value) < 0.05. The output of normality test using SPSS 22 is shown in table below

Table 4.5

Normality Test Using SPSS 22

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Exp	,177	29	,220	,929	29	,052
Cont	,316	29	,070	,827	29	,600

a. Lilliefors Significance Correction

Based on the table above the Sig. (p value) of both class is 0.220 and 0.07 which are bigger than 0.05, it means that the data distributed normally. On the table above there are Kolmogorov-Smirnov and Shapiro-Wilk, if the data is more than 50, it is better to use Kolmogorov-Smirnov. Since the data is more than 50, the researcher used Kolmogorov-Smirnov. The normality of pre-test data was used as the condition for the data can be analyzed by using t test or not.

b. Normality Test of Post- Class.

By analyzing the data using SPSS 22, the result used to find out whether the instrument was distributed normally or not. The Data is normal if Sig. (p value) > 0.05 and is not normal if Sig. (p value) < 0.05. The output of normality test using SPSS 22 is shown in table below

Table 4.6

Normality Test Using SPSS 22

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Exp_Post	,347	29	,060	,737	29	,600
Cont_Post	,356	29	,077	,706	29	,620

a. Lilliefors Significance Correction

Based on the table above the Sig. (p value) of post-test is 0.6 and 0,62 which is bigger than 0.05, it means that the data distributed normally.

c. Homogeneity Test of the Pre-test

The data from the pre-test of the experimental and control class were homogeny as presented in the table 4.7:

Table 4.7
Test Homogenity test of Pre-testUsing SPSS 22

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	Df
data	Equal variances assumed	24,040	,973	,466	58

	Equal variances not assumed			,477	40,144

One of the ways to determine the data is homogenous or not is to compare the Sig.(p value) with the level of significance which is 0.05. The Sig. (p value) is 0.973> 0.05, then the data is homogenous.

d. Homogeneity Test of the Post-test

The data from the post-test of the experimental and control class also homogenous, it can be seen in the table 4.9:

Table 4.8
Test Homogeneity test of Post-test Using SPSS 22

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	Df
data	Equal variances assumed	,859	,358	13,962	58
	Equal variances not assumed			13,918	56,509

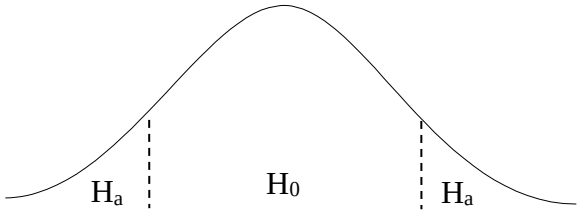
One of the ways to determine the data is homogenous or not is to compare the Sig.(p value) with the level of significance which is 0.05. The Sig. (p value) is 0.358> 0.05. Then it can be concluded that the data is homogenous.

3. Testing the Hypothesis

After finding the mean score, the standard deviation, and the value of the t $_{obtained}$ by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tested asfollow:

a. The firsthypothesis

The first hypothesis in this research, there isany significant effect of dicto-comp toward students writing. To measure whether the hypothesis is accepted or rejected, the researcher used theformula to find whether Ha/H_0 was accepted or rejected, the value of the t $_{obtained}$ was compared with the value of the t $_{table}$. If $t_{obtained}$located between $-t_{table}$ and + t_{table}, the null hypothesis (H_0) isaccepted or $t_{obtained}$located not between $-t_{table}$ and + t_{table}, the alternate hypothesis (H_a) isaccepted.



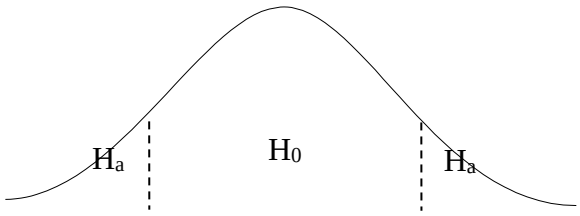
Then it can be analyzed by using T test in SPSS 22. The result can be viewed on the table 4.9

Table 4.9
T test For Pre-test and Post-test Experimental Class

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	t	df

Data	Equal variances assumed	17,288	,101	9,281	60
	Equal variances not assumed			9,281	43,273

It was found that t $_{obtained}$ was 9.298 and the t $_{table}$ for degrees offreedom was 60 with level of significance 0.05 was 2,00. Through comparing the t $_{obtained}$(9,281) andt_{table}(2,00), it was found that the - t $_{obtained}$(positive) was bigger than the t_{table}.



From the data, it means that there is a significant effect of using dicto-comptowards students' writing which is alternate hypothesis (H_a) isaccepted because the t $_{obtained}$ is bigger than the t table.

b. The second hypothesis

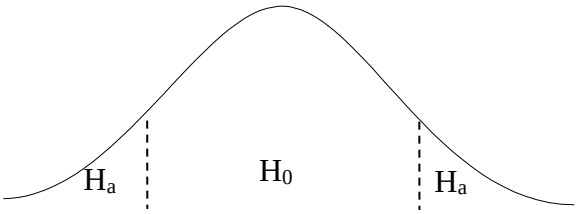
From the calculation of post-test scores of the both classes, it can be analyzed by using T test in SPSS 22. The result can be viewed on the table below

Table 4.10
T test For Post-test of Experimentaland Control Class

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	t	Df

data	Equal variances assumed	,859	,358	13,962	60
	Equal variances not assumed			13,918	56,509

It was found that $t_{obtained}$ is 13,962and the $t_{table}$for degrees of freedom 60 with α=0.05 is 2,00. Through comparing the $t_{obtained}$ (13,962) and t_{table} (2,00), it was found that the $t_{obtained}$ was bigger than the t_{table}.



From the data above, it shows that the alternate hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected because the $-t_{obtained}$ was smaller than the t_{table}. So, it can be said that there was significant difference of the students'writing especially between the students who are taught by using dicto-comp and the students who are not taught by using dicto-comp.

c. The third hypothesis

The third hypothesis was the students test result of the students who are taught by using dicto-comp was better than the students' test result of the students who are not taught by using dicto-comp or was the students' test result of the students who are taught by dicto-comp was not better than the students'

test result who are not taught by using dicto-comp.

The mean score of post-test of experimental class was bigger than the post-test mean score of the control class (85,28>50,41). It means that the alternative hypothesis (H_a) was accepted and it can be concluded that the writing of the students who were taught by using dicto-comp was better than the writng of the students who were not taught by using dicto-comp.

B. Discussions

Based on the finding above, it was found that all the alternate hypothesis (Ha) was accepted. First, there was significant effect of using dicto-comp toward students writing. It was proved by comparing $t_{obtained}$(9,281) andt_{table}(2,00), it was found that the $t_{obtained}$ was bigger than the t_{table}. Second there was significant difference of the students' writing between the students who are taught by using dicto-comp and the students who are not taught by using dicto-comp.Through comparing the $t_{obtained}$ (13,962) and t_{table} (2,00), it was found that the $t_{obtained}$ was bigger than the t_{table}. Third, the students who used dicto-comp had better writing than the students who are not taught by using dicto-comp. The mean score of post-test of experimental class was bigger than the post-test mean score of the control class (85,28>50,41).

This research supported the theory from Bashiruddin that said First, it is challenging, because student hears the passage only 3 times and have to use their own knowledge of language to rewrite it. Second, it is help the students to focus on language accuracy as well as meaning. This means this could enhance the students language accuracy in writing. Third, Dicto-comp not only requires the students to write but

demand careful listening and retention of the material read out. This advantages of using dicto-comp make the students improvement in writing which was proved by the finding of the research. [i]

[i] [i]Bashiruddin, A. Variations in dicto-comp. English Teaching Forum, 1992, p.2

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding of the research, the researcher concluded:

1. There was significant effect of using dicto-comp toward students writing. It was proved by comparing $t_{obtained}$(9,281) andt_{table}(2,00), it was found that the $t_{obtained}$ was bigger than the t_{table}.
2. There was significant difference of the students' writing between the students who are taught by using dicto-comp and the students who are not taught by using dicto-comp.Through comparing the $t_{obtained}$ (13,962) and t_{table} (2,00), it was found that the $t_{obtained}$ was bigger than the t_{table}.
3. The students who used dicto-comp had better writing than the students who are not taught by using dicto-comp. The mean score of post-test of experimental class was bigger than the post-test mean score of the control class (85,28>50,41).

B. Suggestion

Based on the conclusion above, the researcher has some suggestion for:

1. Teacher

   It seems that the use of dicto-comp had a positive effect on students' writing. The teacher could use this information to support the use of dicto-comp in their writing class, or to compare it to other methods of teaching writing. Furthermore, the teacher could use this information to show that dicto-comp can be an effective tool for teaching writing.

2. Next Researcher

A next researcher could continue this study by looking at the effect of using dicto-comp on different types of writing, such as persuasive or narrative. Additionally, the researcher could vary the amount of time that dicto-comp is used, to see if there is a optimal amount of time for using the tool.