THE EFFECT OF USING DICTATION-COMPOSITION (DICTO-COMP) IN TEACHING NARRATIVE WRITING ON THE STUDENTS' WRITING ACHIEVEMENT

A THESIS
In Partial Fulfillment of the Requirements for the Sarjana Pendidikan Degree in English Language Teaching

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JULY 2004
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ACKNOWLEDGEMENTS

First of all I would like to thank the Almighty Savior Lord, Jesus Christ for his blessing and mercy, which have enabled me to finish this thesis. I would also like to express my gratitude and appreciation for the guidance and unwavering support to:

1. Dr. Wuri Soedjatmiko, my first advisor, who has been willing to devote her valuable time to guide and give her advice and insightful suggestions for completing this thesis.

2. Basilius Himawan Setyo Wibowo, M.Hum, my second advisor who has been patiently giving guidance and valuable suggestions in helping me to finish this thesis.

3. Maria Nimia Siti Mina Tamah, M.Pd, who allowed me to use her class to take the data for this study.

4. Olivia Onggowidjaja, S.Pd, who has been willing to help me dealing with posttests scoring in this study.

5. I Nyoman Arcana, M.Si, who has been helping in statistical calculation in this study.

6. My beloved parents, grandmother, brother, and sister who has been willing to wait patiently for me to complete this thesis and never give up hope that I eventually complete it.
7. All the lectures of English Department of Widya Mandala Surabaya Catholic University who have taught me various knowledge during I study in this university.

8. The librarians who have helped me in finding a number of important books and references for this study.

9. My friends, who cannot be mentioned one by one here, I would like to thank them for their love, friendship, prayers, and laughter during this time.

Finally, my sincere gratitude is also due to some other people whom I cannot mention one by one thank them for caring, encouraging, and always standing behind me through it all.

YCWK
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ABSTRACT

Krisnanda, Yohana Chandria Wening. 2004. The Effect of Using Dictation-Composition (Dicto-Comp) in Teaching Narrative Writing on the Students’ Writing Achievement, S-I Thesis, English Department Faculty of Teacher Training and Education Widya Mandala Surabaya Catholic University. Advisors: (i) Dr. Wuri Soedjatmiko. (ii) Basilius Himawan Setyo Wibowo, M.Hum.

Key words: writing, narrative writing, dicto-comp, achievement, and brainstorming.

This thesis deals with the teaching writing to English as a Foreign Language (EFL) student. Considering some difficulties that are faced by the EFL students in writing class such as: generating ideas on paper, encountering appropriate vocabulary, and arranging the ideas coherently in the new language, the writer wants to know whether there is a significant difference between students’ narrative writing achievement who are taught using dictation-composition (dicto-comp) and those who are taught using brainstorming.

Based on the above background, the central question to be answered in this study is: Is there a significant difference between students’ writing achievement who are taught using dicto-comp and those who are taught using brainstorming? The major theory used in this study is the theory of learning psychology and the nature of schemata. In dicto-comp a passage is read to a class, and then 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 when necessary.

This study is a quasi-experimental design. The subjects of this study are Class B (control group) and Class D (experimental group) of the second semester students in English Department who are taking Writing A. To collect the data, the writer uses a written test in the form of writing narrative composition for the experimental group and control group. The data of this study is the students’ posttest scores.

Later, the writer analyzes the data by using statistical formula: t-test. After analyzing the data, the writer found that there is no significant difference in the students’ narrative writing achievement who are taught using dicto-comp and those who are taught using brainstorming.
Finally, from the above finding, the writer sees that actually teaching narrative writing through dicto-comp and through brainstorming are both of the same quality. There is no one best teaching technique in this study. The writer suggests that to conduct research in writing, the writer should have more series of the treatments so that the students became familiar with the technique, in this case dicto-comp. Learning to write a composition is the same with a process of one thought into a piece of paper. A short and sudden technique that is applied to the students might cause uneasiness to the students.