CHAPTER II

LITERATURE REVIEW

A.   The Nature of Language Teaching and Learning

As the first foreign language in Indonesia, English is taught from elementary to University. Based on Surat Keputusan Menteri Pendidikan dan Kebudayaan No. 060/U/1993 on February 25th, 1993 that "dimungkinkannya program bahasa Inggris sebagai mata pelajaran muatan lokal SD, dan dapat dimulai pada kelas 4 SD". In Junior High School, english becomes the major subjects. In every class, it has 2 meetings where in every meeting, it has 45 minutes. According to Departemen Pendidikan Nasional (2003) about National Education System that the curriculum in Senior High School about English subjects are listening, speaking, reading, and writing. According to KTSP, English in Vocational High School is divided into three level that are novice (related to everyday usage), elementary (related to job), intermediate (related to professionalism). Based on Tanjungpura University guide book that English includes into general subject and it has two credits in every major. English in university more focuses on academic purpose for example : English for business, education, science, accounting and etc.

Related to the English in education field where teaching is very important aspect. According to Brown (1980:54) "by perceiving and internalizing connections between practice (choices you make in the

classroom) and theory (principles derived from research), your teaching is likely to be enlightened". Teaching here means any activities of the person to help others how to do something in order to understand the instruction given. Whereas Chausan (1979:12) defined that "there are some definition of teaching as follow":

1. Teaching is a communication between two or more persons who influences each idea by their ideas and they learn something in the process of interaction.

2. Teaching is to fill in the mind of the learners with information and knowledge of facts for future use.

Based on the above points, the writer concludes that teaching means a process of interaction, giving instruction and information from a person to the others which can influence their ideas and knowledge.

If there is a teaching, there must be learning. Learning is a process to know something whether it is done intentionally or unintentionally. Hutchinson and Waters (1987 : 72) argues that "learning is a process in which the learners use what knowledge or skill they have in order to make sense of the flow of new information". This also happens in English teaching learning process.

In the process of teaching English, the students are required to master the four language skills: listening, speaking, reading, and writing. If the students master these language skills, it will be easier for the students

to get science and technology. Besides, we also hope that the aim of English teaching is to enable the students to see language correctly.

B.   Teaching Skill in Narrative Text Writing

Teaching English language is not an easy process as Brown (1980: 56) defines "teaching as process of showing or helping someone to learn how to do something". Teacher can give instruction, guiding in study of something, providing the knowledge to know or understand. Brown (2000:7) defines "teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning". The understanding of how learner learns will determine the philosophy of education, teachers' teaching style, teachers' approach method and classroom technique.

Narrative text is the story about the real facet or even imagination. Haryanti (2000:54) defines "narration as probably the most familiar of the patterns for essays". Narration is the recounting of a series of events with a beginning, middle, and an end. A text of narration tells a story or part of story. Narrative texts are usually arranged in chronological order.

Teacher should teach students about the writing process in narrative text writing. The Writing process is both a key concept in the teaching of writing and an important research concept in the field of composition studies. Harsyaf, et al (2009:16) state:

"When teaching narrative text, teacher should use text in the context of a particular subject or unit of work. Providing various examples of the text, discuss the purpose of the text and the relationship between the writer and the reader, discuss the content of what is being

written about and why the text is being written. Particularly at how information is organized in the beginning, middle and end stages of the text".

The main importance of those various activities in teaching writing is that it helps the students to learn analyzing about writing structure. Harsyaf, et al. (2009:7) explains that "there are three main stages of the writing process : preparing to write or pre-writing, drafting and revising". Pre-writing is the process when students gather their information and begin to organize it into a cohesive unit. Students can start pre-writing with note-taking, free-writing, brainstorming, mind-mapping, and listing. Teacher teaches students how to start writing by making lists the ideas on the blackboard or write the difficult words on the blackboard.

Drafting means the process or the stage in which writers render through into visible language or we can call it as the physical act of writing. Here, student transfers the information they have gathered and organized into a traditional format such as a simple text, a one-page essay, or a multi-page report.

Revising or editing is usually the least favorite stage of the writing process. Revising can include adding, deleting, rearranging and substituting words, sentences, and even entire text to make their writing more accurately to represent their ideas.

C.   The Nature of Dictogloss

1.   Definition of dictogloss

Jacobs (2003:2) states:

"Dictogloss represents a major shift from traditional dictation. Dictogloss embodies sound principles of language teaching which include: cooperation among learners, focus on meaning, thinking skills, and teachers as co-learners. These principles flow from an overall paradigm shift that has occurred in second language education".

Jacobs (2003:3) stated that cooperation among learners means in dictogloss learners work together in groups of between 4 or 5 members. Students have the opportunity to discuss how well their groups did and how they could function more effectively their groups.

Focus on meaning means In literacy education, the focus used to lie mostly on matters of form, such as grammar and spelling. In the current paradigm, while form still matters, the view is that language learning takes place best when the focus is mainly on ideas (Littlewood(1981) cited in Jacobs (2003:3) .

Thinking skill means dictogloss provides learners a chance to use thinking skills as they challenge, defend, learn from, and elaborate on the ideas presented during collaboration on the reconstruction task.

Teachers as co-learners means Dictogloss maybe of use here in at least two ways. First, teachers can observe students and apply what we learn from our observations in order to teach better. Second, during Step 1, teachers can share with students our interest in the topic of the dictogloss text

and some of what we have done and plan to do to learn more about it or to apply related ideas.

Wajnryb (1990 : 6) states that "dictogloss is a task-based procedure helping students to use their grammar resources to reconstruct a text and become aware of their shortcomings and needs". It can be a fairly short, controlled activity or a more extended discovery activity.

2.   Dictation and Dictogloss

Dictation has a long history in literacy education, particularly in second language education. In the old dictation procedure, the teacher reads a passage slowly and repeatedly. In term of dictation based on Jacobs (2003:4) stated that "dictation is students write exactly what the teacher reads. Dictation in this traditional form has been criticized as a rote leaning methods in which students merely make a copy of the text the teacher reads without doing any thinking, thus producing a mechanical form of literacy".

Relation to the above ideas Wajnrub (1988:18) states:

 "Credited with developing a new way to do dictation, known as Dictogloss, and integrated skill technique for language learning in which students work together to create a reconstructed version of text read to them by their teacher. Dictogloss is probably much more effective and beneficial once students and the teacher are familiar with the procedure".

Table I

The difference between Dictogloss technique and conventional dictation

Difference	
Dictogloss	Conventional dictation
a. Students rewrite the text by their own word with the help of key words and pictures (additional) to enlarge their imagination.	a. Students write down what is said by the teacher verbatim.
b. Students have a chance to develop their writing or opinion and do not get focus with the original text.	b. There are not many opportunities for the students to enlarge their ideas since they just rewrite what is read by their teacher.
c. The use of key words to ease and guide the students in re-writing the text.	c. Students depend only on their memory, which is affected by their skill at listening, their command of the language, and their ability to hold what they have heard in their memory.
d. A chance to apply more language skills such as reading, listening, writing, and also the use of productive grammar features.	d. Focus only on the use of listening, writing, and reading without concerning on the use of grammatical features.
e. Students rewrite the text by their own word as the result of students ability in generating their ideas, imagination and using their grammatical knowledge to create a new form of writing that is differ from the original text, but still has the same meaning as the original one.	e. The students re-write what the teacher had spoken to them and write it verbatim without making any changes.
f. Students depend on their memory (students understanding of the	f. Students depend on their teacher for all the information.

story) and key words to help them in re-writing the text.	
g. The students reconstruct the text by their own after teacher read the text to them.	

Adapted from Wajnrib (1990) Grammar Dictation.

3. Dictogloss and Collaborative Learning.

Dictogloss is an integrated skill technique for language learning in which students work together to create a reconstructed version of the text that read to them by their teacher. The learners work together in groups between two or four members. Additionally, they have the opportunity to discuss how well their group work. Group working allows the learners to take advantages of this collaborative learning. Ma'Ling (2004:14) suggest that "different students will have different strength which may lead them to play different roles in their group".

4. Dictogloss and Activation of Writing Skill

In the practice, after teacher reads a passage in any time or gives recording materials. The students should take some key words which considered as core of main idea. Next, students firstly read the list of the words. Then put them in order. Afterwards, read the note taken, discuss the reconstruction. Finally, write out the reconstruction of the original text. Every task is done in a group of 3 - 4. When reconstructing the text, the students have to review the notes taken, and to brainstorm based on all the notes taken so as to present the original as a whole. They have to

focus both on form and meaning. The pooling of the group's notes and the making of grammatical decisions about the text achieve this: especially about word choice, sentence formation, and cross sentence connection. Thinking is also involved in the procedure. (Davis and Mario, 2005: 112)

5.   Dictogloss and Teaching Strategies.

In dictogloss procedure, according to Murray (2004:20), there are four stages used in teaching strategies. The first stage is preparation, when the learner finds out about the topic of the text and is prepared for some of the vocabulary. The second stage is Dictation, when the learner hears the text and takes fragmentary notes. The text is normally read twice at natural speed making short pauses between the sentences. The first time, students do not take any notes. The second time, they note down key words to help them remember the content and reconstruct the text. The third stage is reconstruction, when the learner reconstructs the text on the basis of the fragments recorded in stage 2. This is the collaborative stage in which students work together to reconstruct the text with options. And the last or the fourth stage is analysis and correction, when learners analyze and correct their texts. This is done with the help of the teacher by comparing their versions to the other group's and then with the original.

Many variations and adaptations of dictogloss have developed but the main stages are usually the same. Furthermore, there are many

variations on Dictogloss in learning activities. They are as follows Jacobs (2003):

a. Standard Dictogloss

1). The class engages some discussion on the topic of the upcoming text. This topic is one which students have some background knowledge and, hopefully, interest. The class may also discuss the text type of the text such as, narrative, procedure, or explanation and the purpose, organizational structure, and language features of that text type.

2). The teacher reads the text aloud once at normal speed as students write some keywords. The text can be selected by teachers from newspaper, textbooks, etc. or teacher can write their own or modify an existing text. The text should be at or below student's current overall proficiency level, although there may be some new vocabulary. It may even be a text that students have seen before. The length of the text depends on student's proficiency level.

3). The teacher reads the text again at normal speed and students take notes. Students are not trying to write down every word spoken; they could not even if they tried, because the teacher is reading at normal speed.

4). Students work in group four or five to reconstruct the text in full sentences, not in point form. This contraction seeks to

retain the meaning and form of the original text but is not a word-for-word copy of the text read by the teacher. Instead, the students are working together to create a cohesive text with correct grammar and other features of the relevant text type, procedure or rhetorical framework, cause and effect, that approximates the meaning of the original.

b.   Dictogloss Negotiation

In Dictogloss Negotiation, group members discuss what they heard when the teacher has finished reading. Students discuss after each section of text has been read. Section can be long or longer, depending on the difficulty of the text relative to students' proficiency level.

1). Student sits with a partner, desk face-to-face rather than side by side. This encourages discussion. After reading the text once while students listen, during the second reading, the teacher stops after each sentence or two or text. During this pause, students discuss but do not write what they think they heard. As with standard Dictogloss, the student's reconstruction should be faithful to the meaning.

2). One member of each pair writes the pair's reconstruction of the text section. This role rotates with each section of the text.

3). Students compare their reconstruction with the original.

c.   Students-Controlled Dictation

In students-Control Dictation, students use the teacher as they would use tape recorder. In other words. They can ask to stop, go back, rewind and skip a head, fast-forward. However, the aim of Dictogloss is the creation of an appropriate reconstruction, not a photocopy.

1).   After reading the text once at normal speed with students listening but not taking notes. The teacher reads the text again at natural speed and continues reading until the end if no students say "Stop" even if it is clear that students are having difficulty. Students are responsible for saying "stop, please" when they can not keep up and "Please go back". The class may want to have a rule that each student can only say "please stop" one time. Without this rule, the same few students almost invariably the highest level students may completely the pace. The lower proficiency students might be lost, but be too shy to speak. After each member of the class has controlled the teacher once. Any one can gain control one time. Until all have taken the class comprehend that every one can and should control the teacher if they need help.

2).   Partner conferencing (step 4 in standar Dictogloss) can be done for this variation as well. Student-Controlled Dictation can be fun variation because the students enjoy explicitly controlling the teacher.

3). Another way of increasing student-control dictation is to ask them to bring a text to use for dictating or to dominate topics.

d. Dictogloss Summaries

The standard dictogloss procedures students attempt to create reconstruction of approximately depends on students' proficiency level. In dictogloss summaries, students focus only the main ideas of the original text.

1). Steps 1, 2, and 3 are the same as in standard dictogloss. Although to encourage summarizing rather than using the words of the original text, the teacher might ask students not to take any notes.

2). Students work with a partner to summarize the key points of the text. Here as well as in other dictogloss variation, we can provide visual clues (sketch, flow chart, photo, mind map) that represent some elements of the story. This aids comprehension and may help students structure their reconstructions. As another means to demonstrate comprehension and to promote unique reconstruction.

e. Elaboration Dictogloss

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

1). This dictogloss method may be preceded by a review of ways to elaborate such as adding causes and effects adjective and

adverbs, example, facts, personal experiences, cause and effects.

2). After taking notes on the text read by the teaching of standard procedure, students reconstruct the text. Then they add elaborations. These can be factual, based on what students know about the topic of the text or research they do, or students can invent elaboration.

f. Picture Dictogloss.

Dictation does not always have to involve writing sentences and texttexts. Instead, students can do other activities based on what the teacher reads to them. For instance, they can complete a graphic organizer. Another possibility, described below is to draw.

1). The teacher finds or writes a description of drawing. The description should include a great deal of detail, relevant vocabulary and concepts can be reviewed in the discussion that occurs in step 1 of the standard dictogloss procedure.

2). Students listen to the description and do a drawing based on what they hear.

3). Students compare drawings with their partners and make one composite drawing per pair.

4). Students compare their drawing with the original.

5). Alternatively, students can reconstruct the description text read by the teacher, as in standard dictogloss, and then do a drawing.

g. Wajnryb (1990 : 6) defined that there are some aims, potential benefits, and values of dictogloss. They are as follows:

1). The aims

The aim for the students is not to create an exact copy of the original but a text which has the same content as the original and is grammatically and lexically accurate. Other aims are the first is to provide an opportunity for learners to use their productive grammar in the task of text creation. Then, to encourage learners to find out what they do and do not know about English namely their weaknesses and strengths.

2). Potential benefits of Dictogloss

a). Dictogloss creates a genuine need for communication (to pool information, negotiate and complete the task) as there is an information gap.

b). It fosters group responsibility and takes pressure away from individual students.

c). It helps learners monitor and adjust their inter language to come closer to the target language.

d). It helps learners in finding a compromise between what students think they need (which might not be grammar at

all but maybe text organization or lexis) and what teachers think. The needs become obvious when analyzing the texts.

e). As it is communicative and addresses the needs of students directly it is motivational. Students also generally want to be corrected; here it is done in a sensible way.

f). The reconstructed texts allows students to discuss their interpretation of which grammar is most appropriate so that the text they produce is as close as possible in meaning, content and function to the original version. If it is a review of a structure, it is interesting to see whether students can identify it when listening and then reapply in the reconstruction.

3). The Value of Dictogloss.

Dictogloss has been the subject of numerous studies and commentaries, which have largely supported use of the technique. One reason for this is that it is integrated. Students are encouraged to focus their attention on form, meaning and all four language skills are practiced. The first, listening (to the teacher during dictation, to peers when discussing the reconstruction. The second, speaking (to peers during the reconstruction. The third, reading (notes taken while listening to the teacher, the group's

reconstruction, and the original text), and the fourth, writing (writing the reconstruction).

Based on the above explanation, the writer intend to conduct a research dealing with dictogloss. The present research will apply standard dictogloss since it is considered more appropriate and the procedure is easier for students understanding.

D. Narrative Text Writing

1. The Nature of narrative

Narrative is a form of writing to tell a story. Haryanti (2000:54) states, "Narration is the recounting of a series of events with a beginning, middle, and an end." Moreover, Harsyaf, et al. (2009:14) explains that "a narrative is a story begins by introducing characters, places and circumstances". Furthermore, Gillam (2009:46) argues, "narration is orderly accounts of real or imagined events". In conclusion, a narrative text is the form of text that tells a story in a sequential order.

There are some purpose of narrative. The main purpose of narrative is to amuse the readers. Anderson & Anderson (2005:3) assert "the purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions". Further, Derewianka (1995:40) states that "the basic purpose of narrative is to entertain. But narratives may also seek to teach or inform, to embody the writer's reflection of experience, and perhaps

most important to nourish and extend the readers imagination". Moreover, she explains:

Narrative can be imaginary or factual. They may include fairy stories, science fiction, choose-your-own adventures, romances, horror stories, "heroes and villains", and so on.

Besides, Wagner (2002:75) explains that "narrative of the personal experience allows students to tell others about events in their lives; while imaginary narrative or known as fictions could develop creative thinking to the students".

2. Generic (schematic) Structure of Narrative

The easiest way to catch the difference among types of texts is analyzing the generic (schematic) structure. Narrative text is built by three main parts of generic (schematic) structure. Derewianka (1995:40) states "narrative usually begins with orientation, complication, and resolution". The generic (schematic) structure of narrative text is discussed in details as follows:

a. Orientation

It is the part where the writer introduces the participants and the setting (time and place). Derewianka (1995 :40) claims that "narrative usually begins with an orientation, where the writer attempts to sketch in or create the possible world of this particular story". Moreover, Anderson & Anderson (2005:4) state that "in orientation the

narrator tells the audience who is in the story, when it is happening, where it is happening, and what is going on".

b. Complication

In this part the crisis or problem arises. It is written by series of events which usually involves the main character(s). Derewianka (1995:42) argues that "the complication will involve the main character(s) and often serves to (temporarily) thwart them from reaching their goal". Furthermore, Anderson & Anderson (2005:4) claim that these events will affect one or more characters. They also say that complication is the trigger.

c. Resolution

Resolution is a part where the crisis or problem is solved by the characters. According to Derewianka (1995:42), in a satisfying narrative, a resolution of the complication is brought about either maybe resolved for better or for worse.

According to Meyers (2000:52), a good narrative text has several characteristics. First, it should be unified. It means the actions develop an only one central idea. Second. It should be interesting. The text draws the audiences into the action and makes them feel as if they are observing and listening to the whole events. Third, it introduces the four Ws of setting, namely who, what, where, and when. Fourth, it should be coherent, where the transitions indicate the changes in time,

locations, and characters. The last, a good narrative text must follow a chronological order.

According to the material or book that is using in SMA Negeri 4 which the book is based on KTSP that the story of narrative is imaginary. In this research the writer chooses imaginary and folktales story. The writer chooses folktales story because related to the contextual teaching and learning.

The example of narrative text:

MALIN KUNDANG

Orientation ⟶	At one time, there lived a family of fishermen on the coast of Sumatra region. The family consists of father, mother and a son named Malin Kundang. Because the financial condition of the concerned families, the father decided to make a living in the country across the vast seas.
Complication ⟶	In their huts lived only Malin and his mother. A week, two weeks, a month, two months even more 1 year old, Malin's father also did not return to the village. So she had to replace the position of Malin's father to make a living.
	After growing up, Malin Kundang felt sorry for his mother who worked for a living to raise themselves. He thought of making a living abroad in the hope that later when I returned to my hometown, he had become a wealthy man. Malin Kundang told about his plan to his mother. Her mother does not agree with Malin Kundang, but due to hold urgent, she finally agreed though with a heavy heart.
	When he arrived to the abroad, he worked in the big company. In the company he learnt a lot about business until he got a promotion from his boss. He became a manager in his company. He gradually became a wealthy man. When he becomes rich, he

	married to a girl to be his wife. News about Malin Kundang who has become rich and married also heard by Malin Kundang's mother. She feels grateful and very happy his son had succeeded. After some time married, Malin and his wife made the voyage with a ship that big and beautiful with the crew and a lot of bodyguards. Malin Kundang's mother who stay with their children every day, saw a very beautiful ship, went to the harbor. He saw two people standing on the deck of a ship. He believes that standing was his son and his wife Malin Kundang. Malin Kundang's mother called her son but Malin Kundang pretended not to recognize her mother, embarrassed by his mother that is old and wearing tattered clothes.
Resolution ──────▶	Hearing the statement and treated arbitrarily by his son, Malin Kundang's mother very angry. Because anger is mounting, Malin's mother raised her hand, saying "Oh God, if he was my son, I swear him became a rock". Soon the wind roared loud and violent storm destroyed the ship came Malin Kundang. After that Malin Kundang's body slowly becomes stiff and over time eventually shaped into a rock.

Source : http://www.christon.net/folk-tales/malin-kundang/

3. Grammar in narrative text

 It refers to the students' ability in using correct grammar. In narrative, the students are expected to demonstrate their mastery in applying some forms of past tense: simple past tense, past continuous tense, and past perfect tense. These tenses are used to talk about past activities or situations that is began and ended in the past. According to Azar (1989:18) "past tense indicates that an activity or situations is at particular time in the past." It is often accompanied by such expressions of

definite past as yesterday, two weeks ago, long time ago, last night, this morning, etc. Some of past tense forms are as follows:

a.   Simple Past Tense

Simple past tense is used to expresses the activity or situations at a particular events in the past. It is formed by using the simple past forms of verbs. Here, the use of past form verb (verb 2) is only in the positive sentence. In forming the negative and the interrogative sentence, 'did' is used as the auxiliary verb and the verb used is V1 (infinitive). The pattern of simple past tense is:

Positive	Singular / plural : S + V2 + o/c Mr. Allan saw a beautiful bird on the tree
Negative	Singular / plural: S + did + not + verb 1 + o/c She did not go to school
Interrogative	Singular / plural : Did + S + Verb 1 + o/c Did Andi tell his problem?

There are two kinds of verbs in simple past tense that is irregular and regular verbs. For the regular verb we can just simply add '-d' or '-ed' to the verb. For example:

- admitted : admitted   - stop : stopped

For the verbs ending in –y following a consonant, change the –y into –i before adding the '-ad'. For example:

- Cry – cried   - Try – tried

But –y following a vowels does not change, for example:

Obey : obeyed   Play : played

While for the form of simple past tense, there have been fixed form and pronunciation for the verbs that have to be memorized by the learners. For example:

Verb 1	Past form
Go	Went
Bring	Brought
Buy	Bought
Take	Took
Give	Gave

Another form of simple past tense is the use of past form of be 'was' and 'were', these forms are used when the utterance does not use any verb, or we can call it nominal sentence. The patterns are:

Positive	Plural : S + were + non verb We were so happy yesterday Singular : S + was + non verb He was not a teacher
Negative	Plural : S + were + not + non verb They were not at campuss yesterday Singular : S + was + not + non verb He was not at home
Interrogative	Plural : Were + S + non verb? Were they bad boys? Singular : Was + S + non verb? Was he here last night?

b.   Past continuous tense:

Past continuous tense is used to expresses actions or situations that were going on at the particular time in the past. For example:

I was watching movie last night.

They were eating yesterday.

Past continuous tense is formed by the use of past form of be and the use of verb 1 + ing. The patterns of past continuous tense are:

Positive	Plural : S + were + V-ing + o/c We were working on their job Singular : S + was + V-ing + o/c He was teaching yesterday
Negative	Plural : S + were + not + V-ing + o/c They were doing last night Singular : S + was + not + V-ing + o/c I was not laying last night
Interrogative	Plural : Were + S + V-ing + o/c+? Were they watching the movie? Singular : Was + S + V-ing + o/c+? Was she helping her mother last night?

c. Past Perfect Tense

Past perfect tense is used in two sentences with two past actions to show that one action was completed before another action. For example:

They had played by the time I arrived.

The reporter had just reported the accident when the police came.

Past perfect tense is formed by the use of 'had' for both singular and plural subject and the use of verb 3. The patterns of past perfect are:

Positive	S + had + verb 3 + o/c
	They had done their job when the rain fell
Negative	S + had + not + verb 3 + o/c
	The boy had not eaten by the dinner time
Interrogative	Had + S + verb 3 +?
	Had she looked for another man after her husband?

4.   Vocabulary

In writing, the students have to use correct word form, word from means the form of word used as nouns, verbs, adjectives, and adverbs.

a.   Noun

Nouns are usually the names of people, animals, or things. Thomson and Marinet (1990:8) defines four kinds of nouns in English:

- Common noun : man, table, book, etc.

- Proper noun   : Mr. Smith, Anton, Diana, etc

- Abstract noun : Love, beauty, courage, joy, fear, etc.

- Collective noun : Crowd, group, team, institute, etc.

b.   Verbs

Every sentence has a verb. The verb sets up what we want to say about the subject. Of course, other words are also usually used to complete the comment that is stated by the verb.

Example : Lisa went to the school

The word *went* is the verb and *the school* complete the comment. Beside the verb there are also auxiliary verb of **be** which is so important in English and is used so frequently that we should absolutely certain of how to use it correctly. Thomson and Marinet (1990:106) stated that "we use **be** to form some tense of other verbs".

- Continuous active tense :

  He is reading

  They are coming

  We will be leaving

- Simple and continuous passive tense :

  He was being followed

  He was followed

There are five kinds of **be:** is, am, are, was and were. Is, am, are, are used in present, while was and were , are used in past form.

c. Adjectives

We used adjective to describe noun and pronoun. For example:

A diligent girl   *A bad boy*   *An old woman*

There are several kinds of adjectives:

Demonstrative   : this, these, that, those

Adjective of quality   : dry, good, happy, small, etc.

Distributive   : each, either, every, etc

Quantitative   : some, any, much, little, few, etc

Interrogative   : which, what, whose, why, how, etc

Possessive : their, our, my, your, her, his its

d. Adverbs

Adverbs are words to show how, where, when, after, or to what extent an action take place.

Adverbs can also modify:

- And adjective : I am dreadfully tired

- Another adverbs : She does not speak so quickly

- A whole sentence : Perhaps, we will see you again

- Adverbial clause : At home, in bed, every morning etc.

We form most adverbs by adding –ly to adjective, for example:

Brave – bravely   *slow – slowly*

Sometimes, there is a spelling changes such as:

- A final –y changes into –i : happy – happily

- Adjectives ending with a consonant –le, then we have to drop the letter 'e' before adding –y:

Gentle – gently, simple – simply, sensible – sensibly

5. Mechanics

It refers to the students' ability in using conventions (spelling, punctuation, and capitalization).

a. Punctuation

Beverly (1977:81) divided punctuation in several types:

- Period (.), question mark (?), and exclamation (!). A complete sentence requires a period, question mark and exclamation mark at the end, based on the types of the sentence itself.

- Semicolon (;)

  - It is used to connect two closely related statements. For example: *a researcher states his hypothesis: next he plans an experiments to test it.*

  - Semicolon is also used to connect two closely related statements when the second one is begun with a conjugative adverbs or transitional phrase such as: therefore, however, etc. For example:

    Five men were found guilty for a crime. Two were given the maximum punishment of five years; two were punished to one year in jail and one was given six months punishment.

- Colon (:)

  - A colon is used immediately before a list or a special explanation. for example: *The three major factors are : size, weight and cost.*

- Comma (,)

  - Comma is generally used at a major break, a point where a reader would pause when reading a loud.

  - It is also used between two complex statements, connectors, and coordinating conjunctions (and, but, or, so). For example:

He has been looking for it in the wants ads, but he has not found any bike for sale.

- It is used to separates items (words, phrase, or short clauses) in a series. For example:

The horror movie on TV last Friday frightened the children, bored adults, and intriged teenagers.

- It is used to indicate an inverted structure-that is, a structure that can be placed by the end of a sentence, but may be placed at the beginning. For example:

Sometimes, George helps his father do some gardening activity.

- It is used to set off a direct quotation from the rest of a sentence. For example: " I'm sorry", said the restaurant hostess, "you will have to wait."

- Hypen (-)

- It is used in fraction and in compound numbers up. For example:

Thirty – eight   fifty – one

- It is used to identify an adjective unit which is made up by two or more words. For example:

Well – defined goal, a step – by – step procedure

- It is used with two or more words that act as a single unit describing a noun. For example: *With a needle, rich punctured the fluid – filled blister on his toe*

- Dash (-)

   A dash is used in informal writing, particularly, in friendly letter, to show an interuption in thought or to give non-essential information. For example:

   Please come at 11.00 – no, wait – make that 10.00 on Tuesday.

- Aposthrope (')

   - It is used in a contraction to indicate that one or more letters have been ommitted. For example:

   If you aren't in a hurry, please come.

   - It is used to show ownership or possession. For example:

   Mark's umbrella   my father's gentleness

b. Capitalization

Capital letters are used with:

- The first word in a sentence or direct quotation. For example:

   The corner grocery was robbed last night.

   The Alien said, "Take me to your leader!".

- Name of a person or the first person pronoun 'I'

   Mr. Smith   John   I am a student.

- Name of a particular places

  E.g: Even though Bill was dropped out of Port Charles High School, he eventually earned his degree and got a job with Atlas Realty Company.

- Names of days, of the weeks, months, and holidays.

  E.g: On the last Friday afternoon in May, the day before the Memorial day, my boss is having a barbeque.

- Names of a commercial products.

  E.g: My little sister knows all the words on the jingle of Oscar Mayers hot dog and Mc Donald's hamburger.

- Titles of a book, magazine, newspaper, poems, films, etc

- Names that show family relationship.

- Names of geographical features or location-including a city, state, country, region, continent, the name of an island, mountains, buildings or institution, a street or a highway.

6. Spelling

   In the early age of study of English, many students often found that relationship between the sound and the symbols in English language are much different, that is why many students still find difficulties with spelling and they often conclude that English spelling system is complicated.

- Words that end with – ing, -ed, -er, doubled the last consonant to the word that has one syllable and one vowel and one consonant at the end of it.

  e..g: chop – chopped, cut – cutting, drop – dropped, etc.

- Words that ends in –y

  When we want to add –es, -ed, or –er to the words, then we have to change the –y into –i before adding those suffixes with the words.

  E.g: cherry – cherries, stay – stayed, heavy – heavier

- We should drop the 'e' letter from the word which is going to be added with –ing.

  E.g: Move – moving, take – taking, shake – shaking.

E. Teaching Writing Text By Using Dictogloss

  Harmer (1998: 79) describes that the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and most important, writing as a skill in its own right.

  Harsyaf, et al. (2009:4) states that "the most important reason for teaching writing is that it is a basic language skill, just as important as speaking, listening and reading". Students need to know how to write letter, how to put written reports together, they need to know some of writing's special convention such as punctuation and text construction.

In the process of helping students to write, there are many techniques which have to be created, one of them is dictogloss technique. Dictogloss technique is classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction.

Based on the previous research about using dictogloss technique in teaching narrative text writing that was done by one of Tanjungpura University students, Prihanto (2011) stated that increasing students' narrative text by using dictogloss technique is effective with the score of post test is 68.3 that is higher than pretest 55.8.

In teaching writing text by using dictogloss technique, teacher reads the text twice with normal speed. Teacher asks students to write some keywords individually from what the teacher read. Students take note some keywords then the keywords can be used as a base for their reconstruction. Students reconstruct the text cooperatively because they can share their notes and their ideas to write the text.

F. Teaching Narrative Text through Dictogloss Technique to the Eleventh Grade Students of SMA Negeri 4 Pontianak

In teaching narrative text through dictogloss technique in SMA Negeri 4 Pontianak, the writer choose standard dictogloss to be used. In practice, the writer need to modify the technique because the students are L2 learners in other words that English as foreign language. The modifications are:

1. Teacher shows some pictures include the keywords.

2. Teacher reads the text at normal speed while shows the pictures.

3. Teacher asks the students to write some keywords based on the story through guided questions. The guided questions are:

   - Had you ever heard about Harry Potter?

   - Who was Harry Potter?

   - Did you know, who was Harry Potter's parents?

   - Did you know the Harry Potter story?

   - Who was Harry Potter's enemy?

   - Why did Harry live with his uncle?

   - Why did Harry go to the Hogwarts school?

   - How did Harry go to the school?

   - Who was Hagrid?

   - When did Harry get letters?

   - Who were Hermione and Ron Weasley?

4. Teacher divides the class into some groups. The groups consist of 5 or 6 students.

5. Students reconstruct the text by sharing ideas and combine their keywords among group members. Students transmit their prior knowledge about the story into the text and they are helped by the keywords they have noted down to develop the story line.

6. Students compare their paragraph with their friends.

The modification of dictogloss technique are the writer uses some pictures which relate to the stories and the keywords, students are guided by some guided questions to know the story line, the guided questions are:

- Had you ever heard about Harry Potter?

- Who was Harry Potter?

- Did you know, who was Harry Potter's parents?

- Did you know the Harry Potter story?

- Who was Harry Potter's enemy?

- Why did Harry live with his uncle?

- Why did Harry go to the Hogwarts school?

- How did Harry go to the school?

- Who was Hagrid?

Students write the keywords from the first reading, the members of group consists of 5 until 6, teacher writes some new words related to the story on the white board, students reconstruct the text by sharing ideas and combine their keywords among group members, students transmit their prior knowledge about the story into the text and they are helped by the keywords they have note down and some new words on the white board to develop the story, students discuss in Indonesian language in discussing but they have to change it into English when it becomes readable text.