

**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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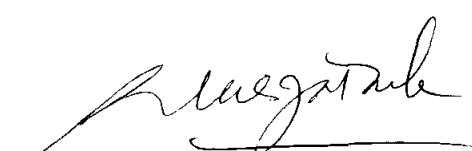
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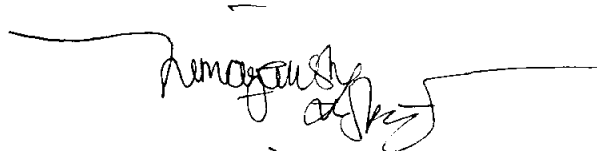
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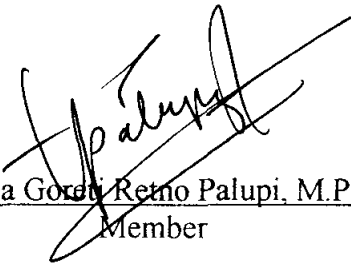
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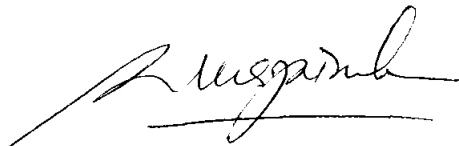
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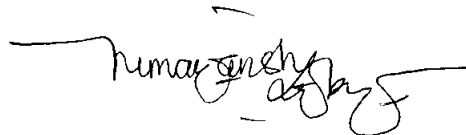
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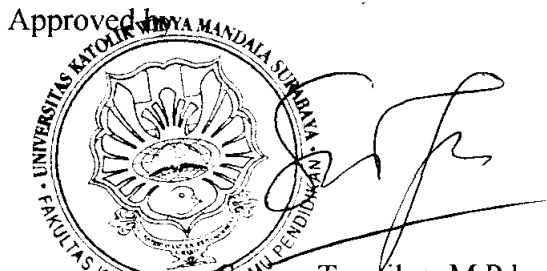
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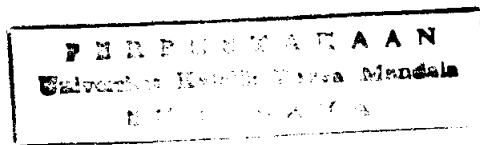


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ABSTRACT

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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 shemata. 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.