**THE EFFECT OF APPLYING DICTOGLOSS TEACHING STRATEGY
ON THE STUDENTS' ACHIEVEMENT
IN WRITING RECOUNT TEXT**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018**

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Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Jumat, Tanggal 12 Oktober 2018, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

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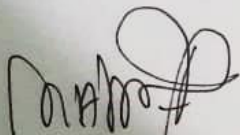
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ABSTRACT

Siti Azizah: "The Effect of Applying Dictogloss Teaching Strategy On The Students' Achievement In Writing Recount Text". Skripsi: Medan, Faculty of Teacher Training and Education, UMSU, 2016.

The objective of the research was to investigate the effect of applying dictogloss teaching strategy on the students' achievement recount text. The objective of the study was to investigate wheter dictogloss strategy significantly effect on the students ' achievement in writing recount text. Dictogloss teaching strategy helps the students to write independently and this strategy would help the students to find their own topic and ideas about what they would write. The population was the 2015/2016 students of SMA AR-RAHMAN MEDAN which consisted of 60 students in two classes. They were divided into two groups: 30 students for experimental group then 30 students for control group. The experimental group was given treatment by dictogloss teaching strategy and control group was taught by analysis control model. The instrument of the reseach was an written test. To know the students' achievement in writing there were some criteria as follows: Content, organization, vocabulary, language use and mechanics. The t-test, formula was implemented to find out the t-observed value of both groups as the basis to test hypotesis of this reseach. The result of this reseach showed that the t-observed value was greater than the t-table in which t_{obs} was 2.40 and t_{table} 1.6. It shows that $t_{obs} > t_{table}$ (2.40 > 1.6). The hypotesis was accepted. It means that there was any significant effect of applying dictogloss teaching strategy on the students' achievement in writing recount text.

Keyword : Dictogloss Teaching Strategy, Writing, Recount Text

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

First of all, the writer would like to express her thanks to Allah SWT, who has given her blessing and mercies, so that she could finish the study. Secondly, the writer would like to express her thanks to our prophet Muhammad SAW, who has brought humans being from the darkness into the brightness era. Then, she would like to thanks her beloved parents, my father Ali Usman Ritonga and my mother Masroh Siregar for their sincere prayers, love and support in moral and material during her academic year in completing her study.

In writing this study entitled "*The Effect of Applying Dictogloss Teaching Strategy On The Students' Achievement In Writing Recount Text*. In writing this skripsi, there were many difficulties and problem faced by her and without much help fro the following people, it might be impossible for her to finish it. Therefore, she would like to thanks to the people mentioned below:

1. Dr. Agussani, MAP as the Rector of University Of Muhammadiyah Sumatera Utara.

2. Elfrianto Nasution, S.Pd, M.Pd, the Dean of FKIP UMSU who has given her the recommendation to carry out this reseach.

3. Dra. Hj. Syamsurnita, M. Pd as the Vise Dean 1 of FKIP UMSU, who has encorage her education in FKIP.

4. Hj. Dewi Kesuma Nst, SS, M.Hum as the Head of English Department FKIP UMSU, and Mandra Saragih, S.Pd, M.Hum as Secretary of English department FKIP UMSU for their encouragement to the researcher during the process of writing the study.

5. Halimah Tussa'diah,SS,MA, M.Hum as her supervisor who has given her suggestions, ideas, comments, and guidance in writing this study.

6. All lectures especially those of English Department for their guidance advice, suggestion, and encouragement during her academic year at FKIP UMSU

7. Drs.Maradu Silaban,M.Pd as Headmaster of SMP NEGERI 19 MEDAN. To help the reseacher to do this reseach.

8. A lot of love to my father Pahruddin Pulungan, my Mother ROSIDA WATI Z , Siti Sarah , My Husband Ansar Afdillah ,my child Jihan Umairah , and my little sister Nuraisah , who have given valuable help and support in his study.

9. Her best friend for the memories that we have struggled together and given support and suggestion (Reza, Vini, Nisa,Kiki,Yati).

10. All her classmates of VII B Morning class of English department. And for all people who unmentioned in this study, thanks for everything and help, may Allah bless them all.

11. All people who loved and helped her. May Allah SWT bless them all. Amin

The reseacher reliaze that this skripsi is still far from being perfect. So, the reseacher hopes sugesstion and comments from all of readers or other reseachers who want to study this skripsi.

Finally the reseacher hopes that this thesis will be useful for the readers, especially the students of English Departement who want to do similar reseacher and also for reseacher himself. May Allah SWT bless all of us.

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Medan,   October 2018
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CHAPTER I

INTRODUCTION

A. The Background of the Study

Teaching English is not easy, English teachers should not only master the language, but they Should also be able to make their students learn. Communication is an activity of expressing or sharing thoughts, ideas, feelings, and information to other people. There are two ways of communication, namely written and oral. When something is communicated or conveyed in a written form, it is called writing. Writing skills are specific abilities which help students put their thoughts into words in a meaningful form and to mentally interact with the message.

Now days, Students of Senior High School are claimed not only to be able to speak but also to write in English based on the curriculum called Educational Unit Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan) which requires students to be able to write various kinds of texts. The students must be able to write effectively because they perform their writing skill throughout their life for the academic and occupational purposes such as composing simple stories, writing social letters, papers, theses, and so forth. Because of that, writing is an important skill to be learned.

In fact, when the reseacher made an observation in SMP Negri 19 Medan,Jalan Ayahanda ,Agenda no 34 Medan. the reseacher found that learning writing was still in problem. It was proved by the students' achievement in writing

that was still low. Many students still got scores under the standard. Most of the students had difficulty in writing. They did not know how to build sentences that are grammatically correct, had no ideas to express, and lack of vocabulary.

Siahaan (2008:215) expresses writing as a psychological activity of the language user to put information into written form. Acording to Harmer (2004 :79) writing is a form of comunication to deliver throught or to express feeling through writen form. Another definition of writing is proposed by Nation (2009: 112) who states that writing is an activity that can usefully be prefared for by work in other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

Dictogloss is a teaching of dictation method that can be used for teaching writing cooperativelly. Dictogloss is a classroom dictation activity where learners listen to a passage, note down key words and than work (Vasiljevic, 2010: 41). Dictogloss technique is an integrated-skills technique for language learning in which students work together to create a reconstructed version of a text read to them. The reseacher would like to apply dictogloss technique because this technique provides environment for students to practice their writing skill and even in the other language skills (listening, reading, and speaking). Dictogloss technique helps students to create ideas which make students easier to write and teaches students about vocabulary and grammar in context, which makes grammar learning more purposeful and meaningful. Because of that, students will be motivated and interested in learning writing recount text by using dictogloss technqiue. Based on the description above problem, researchers are interested in

conduting reseach entitled *"The Effect of Applying the Dictogloss Teaching Strategy in the Students' Achievement in Writing Recount Text"*.

B. The Identification of the Problems

The problems of this research was identified as follows:

1. Students get difficulty to appreciate their thoughts into an essay.

2. Students didn't focus on learn about writing.

C. The Scope and Limitation of the Study

Based on the identification of the problem above, this research was focused on the effect of applying the Dictogloss Teaching Strategy on the student's achievement in writing recount text in the second year of SMA AR-RAHMAN MEDAN in 2015/2016 Academic year.

D. The Formulation of the Problems

In relation to the backround of the study and identification of the problem, the problem of the reseach was formulated as follow

" Is there any effect of using Dictogloss Teaching Strategy on the students' achievement in writing recount text?

E. The Objective of the Reseach

Based on the problem above, the objectives of the study was described as follows:

"To find out the effect of using Dictogloss Teaching Strategy on the students' achievement in writing recount text.

F. The Significance of the Study

The findings of this study was expected to be useful

Theoretically

The findings was enrich (1) the language teaching literature dealing with teaching methodologies; (2) the English language teaching methodologies especially the dictogloss for other researchers to conduct further researches

Practically

a. For the researcher

This research will give contribution to the researcher to find out the best method to improve student achievement.

b. For the students

This research will help students to master the language skills and English grammar effectively.

c. For the English teacher

This research will give additional contribution to English teachers to develop language teaching methods theoretically and practically, and this study will contribute the teacher in their English class, so they are able to increase student language skills in order to improve students writing skill.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

In this chapter, the reseacher was described the concepts dealing with the research: Writing, Dictogloss technique as the basic description in understanding the concepts used in this research.

1. The Definition of Effect

Nordquist (1993 :134) said that the effect is a method of paragraph or easy development in which a writer analyzed the reason for the consequences of an action, event, or decision.

2. The Students' achievement

Heaton (1998:146) stated that there are some components to know the students' achievement in writing; Content, Organization, Vocabulary, Language Use, and Mechanism". The specific criteria are Content; Students' capability to write their ideasinformation in the form of logical sentences, Organization; students' ability to write ideas if information in good logical and topic supporting sentences is clearly stated, Vocabulary; students' ability to write many vocabularies. Language Uses students' capability in writing simple complex or compound sentences correctly and logically, Mechanism; students' ability in

using word appropriately using punctuation correctly paragraphing and the text can read correctly.

3. The Description of Approach, Strategy and Model

Richard and Roger (1999 :19) stated that four types often confusion among the terms, approach, strategy, method and technique. These four term may be viewed as long continuum from the theatrical (approach), in which basic beliefs about language and learning are considered how is the way teach (strategy) to design (method) in which in partial plan for teaching or learning.

3.1 Approach

According to Richard and Rodgers (1999: 19) "An approach is a set of correlative assumption dealing with the nature of language and the nature of language learning in taching'. An approach describes how language is used and how language is used and its constituent part interlock in other words it offers a model of language competence

3.2 Strategy

Nunan (1999 :171) " strategy is the mental and communication procedure learner use is order to learn and use language". Underlying every learning task is at least one strategy. However, in the most classroom learners are unaware the strategy underlying the learning task in which they are engaged.

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3.3 Model

Based on Brown (2002:16) model is a generalized set of classsroom specifications for accomplishing linguistic objectives. Model tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linhuistic and subject- matter objectives, sequencing and materials. Based on that statements, model is a plan for presenting the language material to be learned and should be based upon a selected approach.

4. Definitions of Writing

Writing is among the most important skills that foreign language students need to develop. It is the last stage in learning language after listening, speaking, and listening. In other words, the researcher can say that writing is an indicator whether students have gained all skills before or have not. Before the students have to write, they should be able to listen, to speak, and to read.

Writing skill differs from other skills like speaking and listening. According to Meyers (2005: 436), writing is an action process of discovering and organizing ideas, putting them on a paper, reshaping and revising them. By Nation (2009: 112) who states that writing is an activity that can usefully be prefared for by work in other skills of listening, speaking and reading. Writing belongs to productive skill rather than perceptive one. It produces a message to communicate. Spratt, Pulverness, and Williams (2005: 26) state that writing and speaking belong to productive skills. She said that speaking and writing particularly, involve producing language rather than receiving it.

It means that writing and speaking will produce an output as an indicator that students have learn both those skills. It is clearly that the output of speaking skill can be oral conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types.

Writing is very significant for students in term that they should take notes from their teacher, make a report, and finish assignments fromthe teacher. It can be also an indicator to show that they have gainedthe information. It is significant for students to master writing skill the researcher. If they do not master it, it will be difficult for themto sharetheir teacher or their friends anything in a written form.

Writing deals with a language acquisition as students' experiment with words, sentences, and paragraph to communicate ideaseffectively. Students also reinforce grammar and vocabulary they got in class. Writing is also stated as a production of original text based on students' mindand linguistic resources. They use their ownvocabulary to writesentences or stories, practicing handwriting, or filling in the blanks.

Writing isthe last output after students learn separate acts continuously. Wallace (2004: 15) states that writing is the final product after students learn several stages of writing separately before. Those stagesare note-taking, identifying a central idea, outlining, drafting, and editing. It means that writing is a complex skill. It covers many sub skills that have to be passed before producing a good piece of writing. Writing seems so complicated with its sub skills, but it is actually can be learn with fun.

4.1 The Types of Writing

There are four types of writing: expository, persuasive, narrative, and descriptive.

1. Expository - Writing in which outhor's purpose is to inform or explain the subject to the reader

2. Persuasive - Writing that states the opinion of the writer and attempts to influence the reader.

3. Narrative - Writing in which the author tells a story. The story could be fact of fiction.

4. Descriptive - A type of expository writing that uses the five senses to paint a picture for the reader. This writing incorporates imagery and specific details.

4.2 Process of Writing

In writing students cannot only focus on their final output (their writing). They should pay attention to the processes or steps in writing to produce a good writing. A good writing means good in terms of language, content, purpose, and referred reader. In book is related to steps of writing, Harmer (2004:4) offers simpler process of writing. It consists of four stages. There will be planning, drafting, editing, and final draft. The first stage that will be discussed is planning. According to Harmer, there must be three considerations in this stage.

The first one is thinking the purpose of writing. It will influence other features, like text type, language use, and information or content of the text. The second one is related to the audience students refer to. It will have impacts in

other cases. One of them is dealing with the language choice, whether they will use formal or informal language. The last consideration is the content structure. It is about the sequence of the text. In his book, Harmer exemplifies how to sequence facts, ideas, and arguments in the best way. After finishing their plan, students are led to step on the second stage which is drafting. In this stage, students are starting to write their ideas or topics they have selected before. They can also make outline about their writing content before they start to writein the best form.

The third stage according to Harmer is editing. Here, students are checking the drafts have been written by students. After they are checked and edited, students will start to write in the best form of writing based on their own text type.

This is the fourth or the last stage of writing process. Harmer assumesfinal draft as finished product. It is considered as best writing after passing checking and editing. In this stage, students are allowed to publish their writing to readers.

4.3 Strategies in Teaching writing

Harmer (2004: 11) states that students should pay attention not only in what to write but also in how to write. Writing is more than to write. There are actually several strategies to write well. Students are led to know more about how to write. Therefore, he offers some writing strategies in this case:

a. The way teachers get students to plan

Teachers need to encourage students to plan or thing about what they are going to write. The simplest way is to plan the content of their writing and its outline. In this case, there are a lot of ways to get students' plan, actually. However, there are two common ways that are usually used in this stage. They are brainstorming and guided tasks. Brainstorming can be applied in pairs and group discussion. In the discussion, they can share anything that can be used as their writing topic or content. Meanwhile, guided tasks are more related to some activities that will lead students to find their idea to write. Teacher can also encourage students to think about the purpose of their writing and for whom they are writing.

b. The way teacher encourage students to draft, reflect, and revise

In this stage students are made to believe that their drafts are not the finished products. They still need to reflect and revise them. It will lead students to collaborative writing. In collaborative writing, they will work side by side with their classmates in order to produces a good writing. They will respond to each other's drafts in terms of language and content. They will give suggestion to each other. They will share any idea that is significant to their writing. Finally, their contribution will create a good finished product.

c. The way teachers respond to students' writing

There are several ways to respond students' writing. The first way teachers can do is responding to a work-in-progress. It is applied when a teacher is talking to a student in a group while the others are still working on their own. The second

way is giving reformulation to students. In this way, teachers write their own version of a good writing. It will be significant for students as a comparison with their work. The last way is conducting peer response. It will be really welcome to students because teachers talk to each student. It means that each student will get suggestion as what they need.

4.4 Teaching English Writing Well

Teaching writing is easy, but teaching writing well is not that easy. There must be several steps to be called teaching English writing well. Harmer (2004:41) explains that there must be five steps at least in teaching writing. The very first step in this case is demonstrating. In this stage, teachers give students examples of a text type that is going to be learned. They are explained in details, like its purpose, social functions, and grammatical feature.

Students are given an understanding related to the differences among text types. The third step in teaching English writing well is supporting. Actually, students need a lot of help from teachers. Therefore, teachers should be available anytime students need their help in classroom. In writing process, students must have many questions to ask. They will ask about grammar, vocabulary, punctuation, and anything dealing with writing features. The fourth step to do after supporting is responding.

In this step, teachers give suggestions to students' works so far. It is about how the researcher their writing is. Here, teacher will not make correction symbols on students' works. Once again, it is about giving comments or

suggestions rather than filling their works full of correction symbols. The last step but not the least is evaluating. It is considered as a must in every task or activity.

5. Dictogloss

Dictogloss is relatively recent procedure in language teaching. It borrows a little from traditional dictation (hence part of its name) but in fact is quite distinct from dictation in both procedure and objectives. Dictogloss is a classroom dictation activity where learners listen to a passage, notedown key words and then work together to create a reconstructed version of the text (Vasiljevic, 2010:1).

Wajnryb (1990:16) describes dictogloss as a task-based procedure designed to help language learning students towards a better understanding of how grammar works on a text basis. It is designed to expose the students' shortcomings or needs. So, teaching can be directed more precisely towards these areas.

In dictogloss technique also, all four language skills are practiced:

1. Listening (to the teacher during dictation, to peers when discussing the reconstruction of the text)

2. Speaking (to peers during the reconstruction and presentation)

3. Reading (notes taken while listening to the teacher, the group's reconstruction, and the original text), and

4. Writing (writing the reconstruction).

Concisely, dictogloss technique is an integrated-skills technique for language learning in which students work together to create a reconstructed version of a

text that is grammatically correct and contains the same information as the original text.

5.1 Dictogloss Procedure

There are four stages in Dictogloss Technique (Wajnryb, 1990:17), they are:

1. Preparation

Teacher introduces and leads students into the topic of the text, the language focus and the difficult vocabulary. Teacher selects the topics that are related to students' knowledge or interest. Students are divided into several groups before the dictation begins.

2. Dictation (Reading the text)

In dictogloss technique, students normally listen to dictation twice. At first dictation, teacher dictates the text at normal speed. At first, the students just listen to the text so that they become orientated to the topic. They do not take a note during the first dictation. After the first dictation, students are asked to think what the text is about.

In dictating the text for the second time, they jot down some key words which can help them reconstruct the text.

3. Reconstruction

After the dictation stages, students work in group to reconstruct the text. In reconstruction stage, students compare notes or discuss what they have heard and attempt to produce a coherent text close in content and organization to the

original version. Students need not to use accurately the same words as in the original text, but the meaning should not be different and the text should be grammatically

correct.

4. Analysis and Correction

The last is analysis and correction stage. In this stage, students compare their text with other various versions and the original one. Students discuss the content, grammar and language choice made. There are various ways of dealing with this stage. The small group versions can be reproduced on the board or overhead projector; the text can be photocopied and distributed. Ideally, the original text should not be seen by students until after their own versions have been analyzed. Students can be asked to check their reconstruction (self-assessment) or the reconstruction of another group (peer-assessment).

According to Jacob (1981), there are many variation of dictogloss in learning activities. They are explained as follows:

a. Dictogloss Negotiation

In dictogloss negotiation the students have chance to discuss with the partner or group about what they have heard for each section of dictation. They will get twice dictation which means that the students have two chances to discuss.

b. Student Controlled Dictation

In student controlled dictation, the teacher acts as a tape recorder that can be played by the students. In other words, the student can ask the teacher to stop, go back, rewind, and skip ahead.

c. Student-Student dictation

In student-student dictation, the student take turns to read the text to each other. Here, the teacher's job is just monotoring the process.

d. Scrambled Sentence dictogloss

In scrambled sentence dictogloss, the teacher jumbles the sentence of the text before, so that the students have to recreate and put it into logical order first.

e. Dictogloss Summaries

In dictogloss summaries, the student focus only on the key ideas of the orriginal text. Here, as well as on other dictogloss variations, the teacher can provide visual aids (sketch, flow chart,photo,mind map) that represent some elements of the story.

f. Elaboration Dictogloss

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

g. Dictogloss Opinion

In dictogloss opinion, after students reconstructed the text, they are allowed to give comment or opinion on the writers ideas. Those can be placed at various points in the text or can be written at the end of the text.

In the reseach, the reseacher focuses on using digtogloss summaries.

5.2 The Procedures of Teaching Writing By Using Dictogloss

technique can be seen as the following:

Teacher's Activities	Student Activities
Explaining about narrative text (social function, generic structures, and language features: simple present tense)	Listening and paying attention to teacher's explanation
Giving a narrative text to students	Identifying generic structures and language features of the text given by the teacher and discussing the content of the text by translating the text together.
Dividing students into pairs	Sitting in group
Dictating the text discussed before	Listening to the text read by the teacher
Dictating the text for the second time	Taking note the main information of the text
Asking students to work in group and reconstruct the text	-Comparing and combining the note taken while listening to the text read with their friends in group. -Reconstructing the text they have heard which is grammatically correct and contains of the same information as the original version. - Elaborating the information

Asking students to present their work in front of the class	-Presenting their work -Giving comment related to their friend's work which is being presented (grammar and content of the text).
Showing the original text in LCD Projector	Comparing their text with the original version: grammar and content of the text (self-assessment).
Asking students to do reflection related to their work.	Analyzing and telling their strengths and weaknesses.

Aims of dictogloss Wajnryb (1990:6) mentioned the aims of dictogloss:

a. It aims to provide an opportunity for learners to use their productive grammar in the task of text creation. Learner's linguistic resources are called upon as they pool their fragmented notes and consider the various language options.

b. It aims to encourage learners to find out what they do and do not know about English. This is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts.

c. It aims to upgrade and refine the learner's use of the language through a comprehensive analysis of language options in the correction of the learner's approximate texts.

Advantages of dictogloss

1. Helps learners to write a cohesive text.

2. Explores their knowledge of grammar, vocabulary, spelling and punctuation.

3. Encourages learner autonomy – error correction, proof reading & editing skills.

4. Presents grammar in context.

5. Helps learners who require support with writing tasks.

Disvanteges of dictogloss

1. Not as effective for lower level learners.

2. Subject matter of the text may not interest all learners.

3. Dominant learners may prevent others from participating fully (especially during the reconstruction stage).

4. Learners may be reluctant to discuss/correct the text with other groups.

5. Learners unfamiliar with the teaching approach may want to write down every word dictated.

6. Recount Text

Based on basic competence of 2006 Curriculum (BSNP, 2006), recount text is a kind of text dealing with the experiences happened in the past and foccuses on a sequence of events related to the occasion which has purpose to inform or intertain the readers. That is in line with Gerrot and Wignell (1994:194) who explain that recount is a kind of text which has function to retell past event fot the purpose of informing orentertaining. In addition, recount text is a text that

tells the readers about something that happened or retell past events or activities and has purpose to give detail information about what and when of those events (Anderson and Anderson, 1998:28).

From the explanation above, it can be made some points that recount text is about retelling a series of events, written by using past tense, and aims to inform or entertain the readers. Anderson and Anderson (1998:28) present the generic structure of recount text clearly as follow:

1. Orientation

   Orientation in recount text provides all necessary backround information about the event. To ensure that the orientation is detailed and through, use the question wors (who, what, when, where, and why)

2. Event

   In event the wrtiter writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depent on the creativity of the writer and has to lead the readers or audiences to understant the topic well.

3. Re-orientation

   The final section concludes the recount by summarizing the outcomes or results, evaluating the result, evaluating the topic's importance or offering personal comment or opinion. However,not all of recounts are closed by re-orientation. It is optional

7. Teaching Narrative Paragraph by Using Analysis-Control Model

According Bialystok and Frohlich (1978: 14) there are some steps to teaching writing narrative using Analysis-Control Model:

1. The teacher enables the learner to increase their exposure to the language which focused on the language code.

2. The teacher ask the learners uses the language in communicative situations.

3. The teacher give retention to the learners for monitors or uses conscious knowledge of the language to examine and modify or correct linguistic input.

4. The teacher suggest the learner to use inferencing in exploiting information from other knowledge.

B. Conceptual Framwork

By using Dictogloss Teaching Strategy, students is able to write well. Dictogloss technique helps students to create ideas which make students easier to write and teaches students about vocabulary and grammar in context, which makes grammar learning more purposeful and meaningful. The reseacher asked the student they was already known about dictogloss teaching strategy. The reseacher give the example kind of recount text. The reseacher explained about dictogloss trategy, its structure and purpose.

Writing help a person to express about something about their self, to explore and explain ideas, and finding the right words to present them, the power would be gained. Recount text is a text that tells the readers about something that happened or retell past events or activities. To improve students' achievement in writing paragraph, it is not easy task. Many students find difficulties in writing

paragraph. Most of them think is difficult, and they have no ideas to write well and also they are unable to organize their ideas into a paragraph.

To solve those problem the teacher can use some strategy in teaching. One of them is dictogloss teaching strategy. By using this strategy, the students' ability in writing recount text will improve because dictogloss teaching strategy offer a new idea how to develop students' achievement in writing.

Based on the observation which was conducted by the reseacher at the second Year Students of SMA AR-RAHMAN MEDAN in the academic year of 2015/2016. They still had some problems in studying writing, they area follows: They did not know how to build sentences that are grammatically correct, had no ideas to express, and lack of vocabulary. Another difficulty is the students cannot find the specific information in the writing text.

Based on the students problems and theoretical reviews of writing above the reseacher believes by using Dictogloss teaching strategy on the studens' ability in writing will improve, because Dictogloss strategy is supposed very effective.

C. Hypothesis

The hypothesis of his reseach in drawn as follow :

Ha : there is significant effect of using Dictogloss Teaching Strategy in the students' achievement in writing recount text

Ho : there is no significant effect of using Dictogloss Teaching Strategy in the students' achievement in writing recount text

CHAPTER III

METHOD OF RESEACH

A. Location

This research was conducted at SMA AR-RAHMAN at Jl. Brigjend. H. Abdul Manaf Lubis d/h Jl. Gaperta Ujung No 58 Medan, Sumatera utara, Indonesia. The research was conducted during the academic year 2015/2016. The reason for choosing this school because from the experience in teaching practice , the researcher found out the problem in their achievement in English learning, especially in writing skill.

B. Population and Sample

The population of this research was the students X second year in SMA AR-RAHMAN MEDAN in academic year 2015/2016, which consisted of two classes. There were two classes of XI-1 and XI-2. Each class consisted of 30 students for XI-1 and 30 for XI-2. So, the numbers of students were 60 students. This case was suggested by Arikunto (2010:173) " if the population is less than 100, it is better for the researcher to take all of them. But, if the number of population is more than 100, the research takes 10%-15% or 20 %-25% or more as sample". So, in this research, it was taken 60 students as sample which will divided X-1 as experimental group and X-2 as control group.

Population and sample was shown in the following table:

Table 3.1
Population and Sample

Class	Population	Sample
X-1	30	30
X-2	30	30
Total	**60**	**60**

C. Research Design

This study was conducted by using experimental design which applied descriptive quantitative method. This means that treatments would follow the concept. This study was conducted two groups, namely: an experimental and a control group. The experimental group received treatment using Dictogloss Teaching Strategy, while the control group received by using Analysis Control Model

Table 3.2
Research Design

Group	Pre- Test	Treatment	Post-Test
Experimental	√	Dictogloss Teaching Strategy	√
Control	√	Analysis-Control Model	√

D. Reseach Procedure

This research consisted of both qualitative and quantitative data collection. The qualitative data are in the form of opinions from the research participants. The quantitative data are in the form of scores that are collected from the pretest and the post test. The data was collected from some techniques used. Those techniques used are described as follows:

1. Pre-test

At first, students in the control group (X-2) and the experimental group (X-1) was given the pre-test with same in both of group. The test was used essay test. Pre-test was aimed to know how much score writing they have master or how much their beginning ability before doing the treatment. After that, the scores was collected from of both groups and then treatment was given.

2. Treatment

Treatment was given after getting the pre-test scores. Treatment which was given in the experimental group is Dictogloss Teaching Strategy with the following procedures:

a. The teacher asked the student whether they was already known about Dictogloss Teaching Strategy. The teacher give the example kind of recount text.

b. The teacher explained about Dictogloss Teaching Strategy, its structure and its purpose.

c. The teacher gave the example of many kinds recount text on a piece of papeer and ask the students to read general strucre recount text.

d. The teacher asked the students to do exercises in their books to make about reciount text.

e. The teacher asksed the students to do test.

3. Post-test

After doing the tretment, experimental group and control group was given post-tes with the same test as pre-test. The test was used essay test. Its maens to know the effect of treatment which was used in each group

After that, the score of post-test was collected from different group with different treatment but the same pre-test and post-test. Then the score was cpleccted, analyze, and calculated by use descriptive quantitative method.

Table 3.3
Procedure of Teaching for Experimental Group

Treatment	
Teachers' Activity	**Students' Activity**
a.Introduction	
1. Explanation material	1.Listen the teacher explanation
b. Main activity	
Formal practising : the teacher enables the learner to increase their exposure to the language which focused on vocabulary.	The students pay attention in vocabulary

The Teacher	Students
Functional practising: the teacher ask the learners uses the language in communicative situations. Monitoring: the teacher give retention to the learners for monitors or uses conscious knowledge of the language to examine and modify or correct linguistic input. Inferencing : the teacher suggest the learner to use inferencing in exploiting information from other knowledge. **c. Closing** 1. The teacher ask the students make recount text by using own word 2. Collect the the students' work and evaluate	The students analysis in using structure of sentences The students monitor their word that used in sentences The students do inferencing in exploiting information from other knowledge. The sudents make recount text by using own word Collect the writing

Table 3.4
Procedure of Teaching in Control Group

Treatment	
The Teacher	**Students**
Introduction : The teacher prepared all the materials before the tests will be going to be conducted	The students ready will researched.

Main activity : The teacher explained defenition of recount text.	Students listened to the researcher explanation
The teacher applied the procedure of Analysis-Control Model :	Students did what the researcher wanted
The first teacher known to way of the ear senses are used in earning by listening The second teacher known to way to be trained through practice implement ideas, solve problems	
And teacher known to way of evaluate or deepening The teacher gave an examples of recount text.	Students followed the teacher explaining
Closing :	
The teacher ask students to make procedure text.	Students tried to write what they had know.
	Students did the test individually

E. Instrument of the Reseach

The data of this research was collected by using test. The test based on the topic given by researcher, it was essay test. The test was in the form of writing paragraph, it was journal writing based on free topics. The students choosed one of the topics.

To describe the students' achievement in writing there were some criteria considered. According to Hughey (1983:141) there were five component scales in scoring students' writing, namely content, organization, language use, and mechanics. The specific criteria would be described in greater detail in the following:

1). Content

The score of content depends on the students' ability to write ideas, information in the form of logical sentences. The criteria of scoring these were as follow:

Table 3.5
Scoring Scale of Content

27-30	**Excellent To Very Good**
	The writing should be knowledgeable, substantive, through, development of thesis and relevant to assigned topic.
22-26	**Good To Average**
	Some knowledgeable of subject, adequate range, limited development of topic sentence, mostly relevant to topic but lack detail
17-21	**Fair To Poor**
	Limited knowledge of subject, little substance, inadequate development of topic
13-16	**Very Poor**
	Does not shoe knowledge of subject, not substantive, not pertinent, or not enough to evaluate.

2). Organization

The organization refered to the students' ability to write the ideas, information in good logical order. The topic and supporting sentences were clearly stated. The criteria of giving the score as the following:

Table 3.6
Scoring Scale of Organization

18-20	**Excellent To Very Good** Fluent expression- ideas clearly stated/ supported- succinct- well- organized- logical sequencing- cohesive
14-17	**Good To Average** Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
10-13	**Fair To Poor** Non- fluent- ideas confused or disconnected- lacks logical sequencing and development
07-09	**Very Poor** Does not communicate- no organization- or not enough to evaluate

3). Vocabulary

Vocabulary refered to the students' ability in using word or idiom to express idea logically. It refered to the ability to use the synonym, antonym, prefix, and suffix exactly. The criteria of scoring vocabulary were given below:

Table 3.7
Scoring Scale of Vocabulary

18-20	**Excellent To Very Good** Sophisticated range- effective word/ idiom choice and usage- word form mastery- appropriate register
14-17	**Good To Average** Adequate range- occasional errors of word/ idiom form, choice, usage but meaning not obscured
10-13	**Fair To Poor** Limited range- frequent errors of word/idiom form, choice, usage- meaning confused or obscured
07-09	**Very Poor** Essentially translation- little knowledge of English vocabulary, idioms, word form- or not enough to evaluate

4) Language Use

It refered to the students' ability in writing the simple, complex or compound sentences correctly and logically. It also refered to the ability to use agreement in the sentences and some other words such as nouns, adjectives, verb and the time signals. The scoring scale to be considered evaluating the language use of a text could be seen on the following table:

Table 3.8
Scoring Scale of Language Use

22-25	**Excellent To Very Good** Effective complex construction, few errors of argument, tense, number, word order/ function, articles, pronouns, prepositions.
18-21	**Good To Average** Effective but simple constructions- minor problems in complex constructions- several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions *but meaning seldom obscured.*
11-17	**Fair To Poor** Major problems in simple/ complex constructions- frequent error of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletions- *meaning confused or obscured*

05-10	**Very Poor** Virtually no mastery of sentence construction rules- dominated by errors- does not communicate- or not enough to evaluate.

5). Mechanics

Mechanics refered to the students' ability in using words appropriately, using function correctly. Paragraph and text could be read correctly. The scoring scales to be considered evaluation mechanism, there were following:

Table 3.9
Scoring Scale of Mechanics

05	**Excellent To Very Good** Demonstrate mastery of conventions- few errors of spelling, punctuation, capitalization, paragraphing
04	**Good To Average** Occasional errors of spelling, punctuation, capitalization, paragraphing but *meaning confused not obscured*
03	**Fair To Poor** Frequent errors of spelling, punctuation, capitalization, paragraphing- poor handwriting- *meaning confused or obscured*

02	**Very Poor**
	No mastery of conventions- dominated by errors of spelling, punctuation, capitalization, paragraphing- handwriting illegible- or not enough to evaluate.

F. Techniques of The Data Analysis

In analyzing the data, some techniques will taken as follow: Sudijono (2010 :282) stated that to test the hypothesis:

1. Reading the students' sample answer

2. Identifying the students' answer

3. Scoring the sample answer

4. Listing their scores in two scores tables: first for experimental group scores as X Variable and control group scores as Y Variable

5. Measuring Standard Deviation of variable X and Y by using the following formula:

$$SD_x \ or \ SD_1 = \sqrt{\frac{\Sigma x^2}{N}} \ \text{For variable X}$$

$$SD_y \ or \ SD_2 = \sqrt{\frac{\Sigma y^2}{N}} \ \text{For variable Y}$$

6. Measuring the correlation between both variable by using the following:

$$SE_{M1} = \frac{SD^1}{\sqrt{n_{1-1}}} \quad SE_{M2 \ 2} = \frac{SD^2}{\sqrt{n_{2-1}}}$$

7. Finding out the error of Standard Deviation between M_x and M_y using the following formula : $SE_{M1-M2} = \sqrt{SE_{M1^2} + SE_{M2^2}}$

8. Testing the hypothesis by applying T-test:

$$TO = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}}$$

X^2 = Total Score of $(X_1 - \overline{X_1})^2$

Y^2 = Total Score of $(X_2 - \overline{X_2})^2$

Note:

SD_x	= Standard Deviation of experimental group
SD_y	= Standard Deviation of control group
X^2	= Total score of $(X_1 - \overline{X}_1)^2$
Y^2	= Total score of $(X_2 \overline{X}_2)^2$
n 1	= Total sample of experimental group
n 2	= total sample of control group
SE_{M1}	= Correlation in experimental group
SE_{M2}	= Correlation in control group
$SE_{M1} - SE_{M2}$	= The error of standard deviation
TO	= Test observation

Testing the Hypothesis

In this research, statistical was used to decided whether the hypothesis accepted or rejected. The hypothesis formula is:

Ho   = $X_1 = X_2$ or $X_1 > X_2$

Ha $\qquad = X_1 < X_2$

$X_1 \qquad$ = Calculating finding of experimental group

$X_2 \qquad$ = Calculating finding of control group

$$TO = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}}$$

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

This research was conducted in one class which consisted of 40 students during the cycles of Class Action Research. It was accomplished in two cycles. Each cycle was conducted in two meetings. Before conducting Post test in the first cycle, the researcher did Pre-test to measure the students' achievement in reading comprehension of descriptive text.This chapter covers the research implementation and discussion.

The data of students' score in pre-test, post-test I, and post-test II can be seen as below:

Table 4.1

The Comparison Score of Test I, Test II and Test III

Names of Test	Test I (Pre-Test)	Test II (Post Test I)	Test III (Post Test II)
Lowest Score	25	50	75
Highest Score	70	80	95
$\sum X$	50,5	69,25	80,87
N	40	40	40

The data of students who passed Standard Minimum Score (KKM):

Table 42 2

The Result of Students' Score in   est, Post Test I and Post Test II

No.	Criteria	Score	Pre-Test	Post Test I	Post Test II
1	Passed	75-100	0	22	40
2	Failed	0-74	40	18	0

B. Data Analysis

The form of the research result involved qualitative and quantitative data. The qualitative data was taken from observation sheet, interview, and diary note. The quantitative data was taken from students' score in multiple choice test.

1. The Qualitative Data

The qualitative data were taken from: interview, observation sheet,and diary notes.

a). Observation Sheet

Observation was used to measure the level of students' activities during teaching learning process. The observation was focused on the situation of teaching learning process in which Theme Based Teaching was applied; they were students' activities and behavior, students' ability in comprehending the test, and interaction between teacher and students. It can be seen in the appendix. From the

observation sheet, it was written the note to describe the students who were active and enthusiastic in learning reading comprehension by applying Theme Based Teaching.

b). Interview

Interview was conducted to get information about students' interest in reading. There were two interview sessions conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The researcher interviewed the English teacher.

c). Diary Notes

In the diary note, the researcher noted in the first meeting in cycle I, the students have less interest in learning English, especially in reading. The students' achievement in reading comprehension was low in the class. From the first test, it was found that no students can get score 75 or above. It means that they felt difficulties to understand the text. Most of them made noisy and disturbed their friends when teaching learning process. In the second meeting, by applying theme based teaching, all of the students could understand what they were studying. After giving the explanation about narrative text, they were given the task to be discussed in the group. They worked cooperatively but some of the students did not paid attention. Based on the reflection in the first cycle that had been done was found that the second cycle had to be conducted. It was expected that the result in the second cycle would be better than the first cycle. In next meeting of the cycle II, the researcher gave motivation and review about implementing Theme Based

Teaching approach. The students listened seriously asked some question. In the last meeting, the students felt more enjoyable and interested in learning reading by implementing Theme Based Teaching, it was proved from the result of their post test in cycle II. The students' score had been improved and all of them passed the criteria minimum completeness.

2. The Quantitative Data

The quantitative data were taken from the students in each cycle. In the first meeting, pre-test was applied to know the students' orientation test. To know the improvement of students, it can be seen from the result of pre-test, test Cycle I, and test Cycle II.

2.1 Pre Test

Pre-test was given before running to the treatment in Cycle I. The researcher gave the test to all students and the students answered the test. The test consisted of twenty questions and one question was scored five. The point of pre-test can be seen bellow:

Table 4.3

The Result of Students' Score for Pre-Test

No.	The Students' Initial	PRE-TEST	
		Score	Got Score 75
1	AP	35	Failed
2	AM	55	Failed

3	AF	50	Failed
4	AN	45	Failed
5	DH	60	Failed
6	DS	55	Failed
7	DA	40	Failed
8	DR	45	Failed
9	DM	60	Failed
10	DS	45	Failed
11	ES	60	Failed
12	EL	50	Failed
13	EB	50	Failed
14	FG	40	Failed
15	FI	50	Failed
16	IW	50	Failed
17	IS	55	Failed
18	KN	70	Failed
19	JH	55	Failed
20	MA	55	Failed
21	MA	60	Failed
22	MA	55	Failed
23	MH	60	Failed
24	MW	50	Failed
25	NE	50	Failed
26	NA	50	Failed

27	NM	50	Failed
28	PM	55	Failed
29	PW	30	Failed
30	RP	45	Failed
31	RI	55	Failed
32	RR	65	Failed
33	SN	60	Failed
34	SM	25	Failed
35	SY	40	Failed
36	SC	70	Failed
37	TS	35	Failed
38	WA	50	Failed
39	WH	30	Failed
40	WA	60	Failed
Total $\sum$ X		**2020**	
The Mean Score		**50,5**	

From the table of pre-test, the total score of students was 2055 and the number of students who took the test was 40 students, so the students' mean was:

Formula: $\overline{X} = \dfrac{\sum x}{N}$

$$\bar{X} = \frac{2020}{40} = 50,5$$

From the analysis above, students' achievement in reading comprehension of narrative text was low. The students' mean was 50,5, to get know the number of students who were competent in reading comprehension test by calculating with the following formula:

Formula : $P = \frac{R}{T} \times 100\%$

$$P1 = \frac{0}{40} \times 100\% = 0\%$$

From the table analysis, the students' achievement in reading comprehension was low. The mean of students was 40. Number of the students who passed in pre-test session was 0 (0%). It can be concluded that the students' achievement in reading comprehension was still low.

From the explanation above, students' achievement in reading comprehension was classified low when conducting action research in pre-test. So, post test 1 was continued in cycle I. in the post test I of the first cycle, the analysis can be seen below:
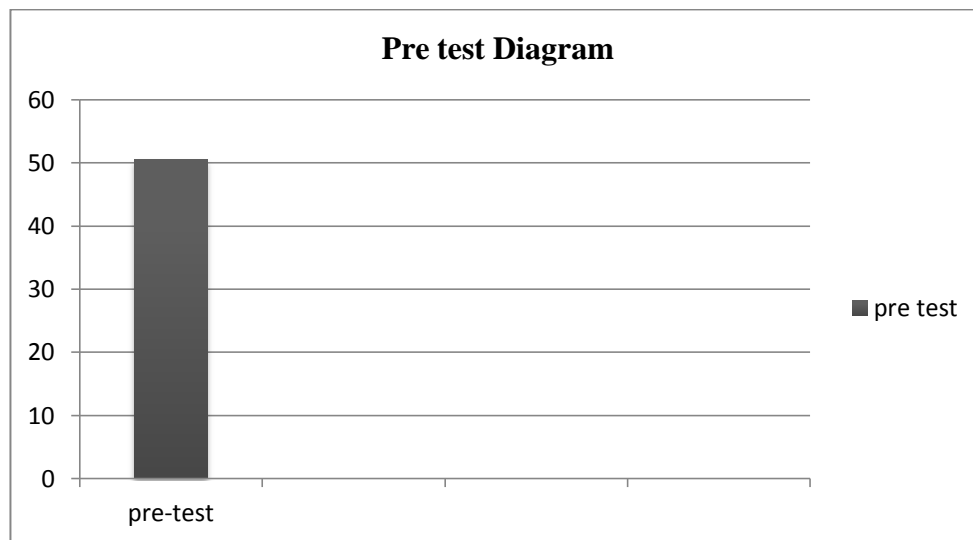
Pre test Diagram

Figure II. Diagram of Pre-Test

2.2 Cycle I

The Activity of the First Cycle

The first cycle was conducted in two meeting. Before the first cycle conducted, the researcher gave the test to measure how far the students master in reading narrative text. Firstly, they were difficult to understand the meaning of narrative text, and they also look uninterested. It was difficult for them to answer the multiple choice tests. That was the situation that the researcher observed in the classroom. There were many activities that were done in this cycle. All the activities were observed by researcher as follow:

1. Planning

   In planning, the researcher did:

   a. Preparing the research instrument which was used in teaching English through Theme Based Teaching Approach, they were observation

sheet, interview sheet, example of narrative texts completed with pictures, and multiple choice tests.

b. After the instruments completed in learning process, the researcher also prepared herself to observe the situation in the classroom while teaching and learning process was happened.

2. Action

Before applied the method, the researcher stood in front of the students and started to attract the students' attention, and asked their knowledge about narrative text. The researcher explained about and how to apply Theme Based Teaching approach to improve their reading narrative text. In applying Theme Based Teaching approach, the researcher collaborated with the English teacher to choose one theme; it was narrative text to be taught to the students. The researcher integrated the theme narrative text with the students' environment and other subject. The researcher told about some examples of narrative texts. Then the teacher analyzed the generic structure, characters, plot and setting and the events that happened in the text. At the last, the researcher divided the students into eight groups in which each group consisted of five students. The researcher asked them to find the generic structure and to analyze what the main topic of the text was. Finally, the students were given multiple choice to be answered.

3. Observation

Before the researcher applied Theme Based Teaching Approach, the researcher observed the situation of the classroom. This observation did when the researcher gave pre-test to the students. Most of the students were confused when

answered the test, even some of them did not answer the test. Then, after the researcher explained about Theme Based Teaching and applies the approach to teach the students, the students were more interest and paid attention to the researcher, but not all of them. When the researcher asked them to read and told what they have read about the text, they did it seriously. And they also did the test better than in pre-test. When the researcher explained about the lesson, the English teacher checked the researcher how to manage the class, and the condition when teaching learning process. In this cycle, the English teacher gave suggestions and comments about the students who were still not good enough in English. The researcher discussed about the students and English learning process with the English teacher.

4. Reflection

All of the activities in first cycle have been done. The researcher had collectedall of the students' answered. Based on the result of the first Cycle until twice meeting, it determined to continue into second cycle because the result showed if their achievement in reading was still poor. Some of the students were still incorrect in answering the multiple choices test, and they also still difficult to analyze the generic structure of the text.

At the end of meeting in Cycle I, the researcher gave the test like test in pre-test. And the researcher found improvement in students' achievement score in reading. It can be seen as follow:

Table 4.4
The Result of Students' Score for Cycle I

No.	The Students' Initial	CYCLE I	
		Score	Got Score of over 75
1	AP	70	Failed
2	AM	75	**Passed**
3	AF	75	**Passed**
4	AN	65	Failed
5	DH	75	**Passed**
6	DS	75	**Passed**
7	DA	65	Failed
8	DR	75	**Passed**
9	DM	75	**Passed**
10	DS	70	Failed
11	ES	75	**Passed**
12	EL	75	**Passed**
13	EB	75	**Passed**
14	FG	65	Failed
15	FI	75	**Passed**
16	IW	75	**Passed**
17	IS	75	**Passed**
18	KN	80	**Passed**

19	JH	60	Failed
20	MA	75	**Passed**
21	MA	70	Failed
22	MA	75	**Passed**
23	MH	60	Failed
24	MW	50	Failed
25	NE	75	**Passed**
26	NA	50	Failed
27	NM	55	Failed
28	PM	75	**Passed**
29	PW	60	Failed
30	RP	75	**Passed**
31	RI	65	Failed
32	RR	65	Failed
33	SN	75	**Passed**
34	SM	55	Failed
35	SY	60	Failed
36	SC	80	**Passed**
37	TS	65	Failed
38	WA	75	**Passed**
39	WH	60	Failed
40	WA	75	**Passed**
Total $\sum X$		**2770**	
The Mean Score		**69,25**	

From the table of post test I, the total score of students was 2770 and the number of students who took the test was 40 students, so the students' mean was:

Formula,: $\bar{X} = \dfrac{\sum x}{N}$

$$\bar{X} = \dfrac{2770}{40} = 69{,}25$$

From the explanation above, students' achievement in reading comprehension of narrative text was classified still not good when conducting action research in cycle I even though there were 22 students passed the test. The mean of students' achievement got 69,25. And to look the number of students who were competent in reading comprehension, the test was calculated by applying the following formula:

Formula: $P = \dfrac{R}{T} \times 100\%$

The percentage that got points up to 75 in Cycle I was 22 students, it could be seen as follow:
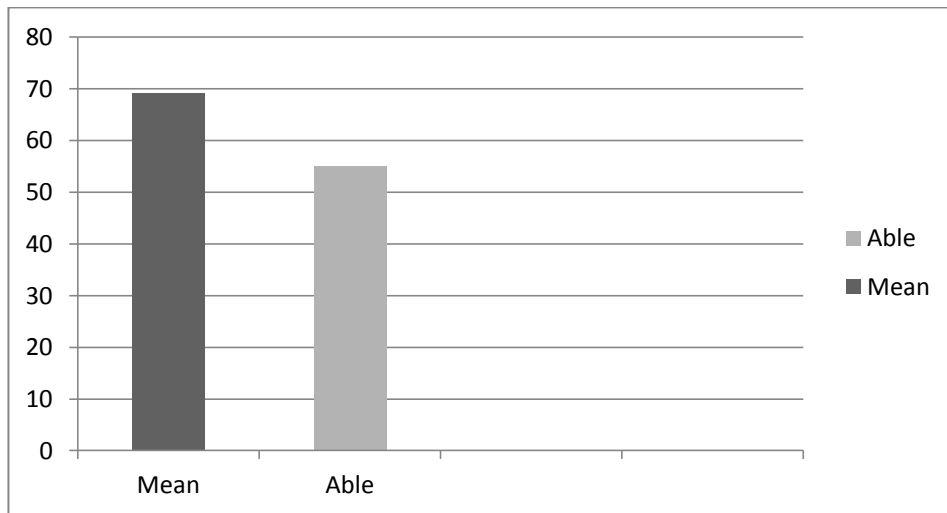
$$P2 = \dfrac{22}{40} \times 100 = 55\%$$

Figure III. Diagram of Cycle I

From the data, it can be shown the average of students score in Cycle I was 69,25. The students that able were 22 students. So it can be known the percentage of able students were 55%. The different percentage between pre-test to Cycle I can be seen below:
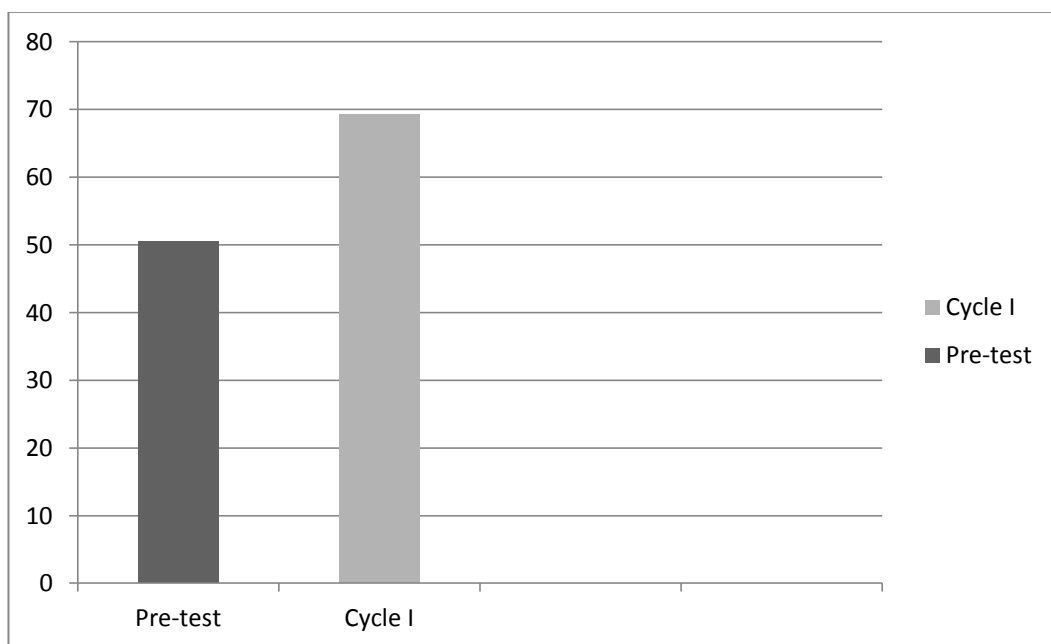

Figure IV. The Different Percentage in Pre-test to Cycle I

From the table analysis, the students' achievement in reading comprehension of narrative text was still low. The mean of students was 69,25. From the score who got up 75 were 22 students or it was only 55%. It could be concluded that the students' achievement in reading comprehension of narrative text was still low. Post-test cycle I was categorized unsuccessful. The result of KKM minimum was >75 score. Therefore, the next action continued on cycle II.

2.3 Cycle II

The Activity of the Second Cycle

Based on the result that had been done in first cycle, it was found the second cycle should be conducted to got the better result of the students' achievement than in the first cycle. All the activities were observed by the researcher as follow:

1. Planning

    In planning, the researcher did:

    a. Preparing lesson plan that related with the study, especially still about reading narrative text.

    b. The researcher prepared the research instrument that would be used in teaching reading narrative text through theme based teaching strategy those were: observation sheets, interview sheet, multiple choices test, and example of narrative texts completed with pictures.

    c. After the instruments were completed in learning process, the researcher started to teach the students.

2. Action

In action session in second cycle, firstly the researcher had given reinforcement to the students to be focus to answer correctly. The processes of action in second cycle same with the first cycle. The researcher explained about some example of narrative texts. And then the researcher asked the students to analyze the generic structure, characters, plot and setting and the events that happened in the text. The last, the researcher divided the students into eight groups which each groups consisted of five students. And the researcher asked them to find the generic structure and analyze what was being the main topic of the text. The researcher always be the facilitator to help them if they need the researcher's help. Finally, the students were given the multiple choices to be answered. In this cycle the students did not get many difficulties and the students did the test well. It can be seen from the result and the scoring of testing on appendix.

3. Observation

In the cycle II, the researcher observed that the students were more enjoyed when reading narrative text through Theme Based Teaching Approach. The situation in the classroom was better and the students more active in their group. They also interested and paid full attention to the researcher. The researcher also observed how the students conducted their creativity in the class. The English teacher also observed that in the second cycle, the researcher have done the cycle well. It showed that the students did the test well and they could

understand the subject without found many difficulties in teaching learning process. It could be seen from the result test in appendix.

    4. Reflection

The researcher has done in collecting the data. Based on the result, it showed that the students got significant improvement in this cycle than in the first cycle before. The students could master reading especially reading narrative text through Theme Based Teaching Approach.

In running the Cycle II, the researcher also collected the score items like in pre-test and Cycle I, there was improvement also like pre-test to Cycle I. And the researcher found the improvement of students' score in reading narrative text. It can be seen as follows:

Table 4.5

The Result of Students' Score for Cycle II

No.	The Students' Name	CYCLE II	
		Score	Got Score of over 75
1	AP	80	**Passed**
2	AM	80	**Passed**
3	AF	85	**Passed**
4	AN	75	**Passed**
5	DH	80	**Passed**
6	DS	85	**Passed**
7	DA	75	**Passed**

8	DR	85	**Passed**
9	DM	80	**Passed**
10	DS	80	**Passed**
11	ES	85	**Passed**
12	EL	75	**Passed**
13	EB	80	**Passed**
14	FG	75	**Passed**
15	FI	80	**Passed**
16	IW	80	**Passed**
17	IS	85	**Passed**
18	KN	90	**Passed**
19	JH	75	**Passed**
20	MA	85	**Passed**
21	MA	80	**Passed**
22	MA	85	**Passed**
23	MH	75	**Passed**
24	MW	75	**Passed**
25	NE	85	**Passed**
26	NA	80	**Passed**
27	NM	75	**Passed**
28	PM	80	**Passed**
29	PW	85	**Passed**
30	RP	90	**Passed**
31	RI	75	**Passed**

32	RR	80	**Passed**
33	SN	85	**Passed**
34	SM	80	**Passed**
35	SY	75	**Passed**
36	SC	95	**Passed**
37	TS	75	**Passed**
38	WA	80	**Passed**
39	WH	80	**Passed**
40	WA	85	**Passed**
Total $\sum$ X		**3235**	
The Mean Score		**80,87**	

From the table, the students' achievement in reading comprehension of narrative text by implementing theme based teaching strategy was improved. The standard of criteria maximum was achieved by mean 80,87, from the total score of students was 3235 divided the number of students who took the test was 40 students, s the students' mean was:

Formula: $\bar{X} = \frac{\sum x}{N}$

$\bar{X} = \frac{3235}{40} = 80,87$

Percentage of the result of the students achievement in cycle II could be seen as follows:

Formula: $P = \frac{R}{T} \times 100\%$

Where:

P   = the percentage of students getting score $\geq$ 75

R   = the number of the students who get the point $\geq$ 75

T   = the total number of the students who did the test

The percentage that got points up to 75 in cycle II were 40 students; it could be seen as follow:

$$P3 = \frac{40}{40} \times 100\% = 100\%$$

In the post test II in second cycle, the students were able to answer the test. It can be concluded that applying Theme Based Teaching approach can improved students' reading achievement. In meeting in cycle II, the researcher told the students' mistakes that have been done in pre-test and Cycle I. The students were not too interesting in learning English. They disturbed each other and made class be so crowded. But there was improving that they got from the pre-test to the Cycle I. it can be shown from the different score between Pre-test and Post-test in Cycle I. In Pre-test was 0% students who got score up to 75. In the Post test of Cycle I about 55% students who got score up to 75. And for getting maximal score, the researcher gave second test in Cycle II. After doing Cycle II, the researcher got satisfied because the percentage of score was 100%, it meant that

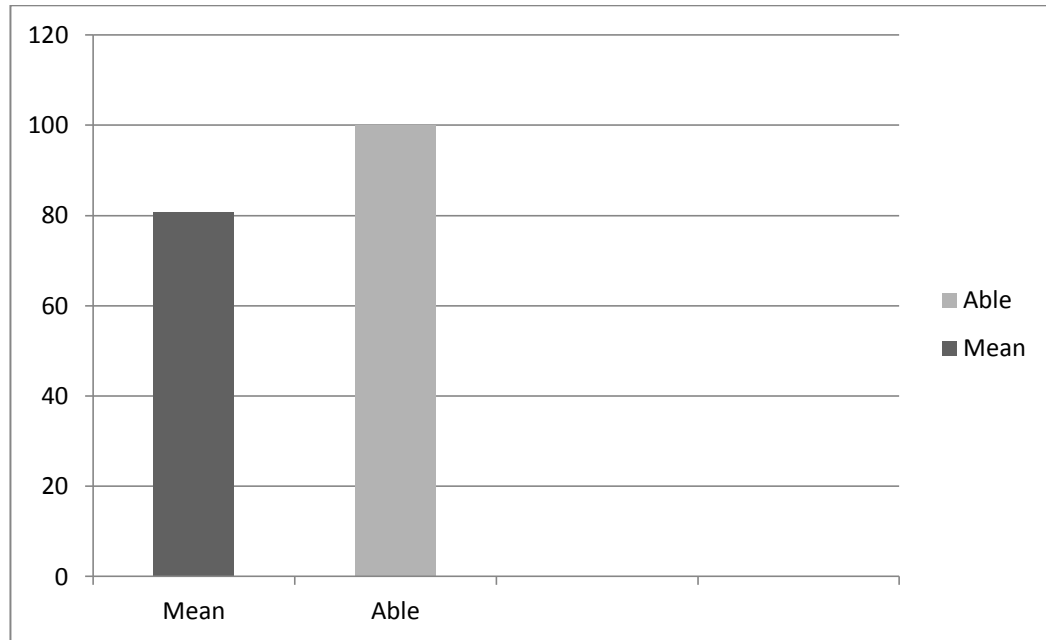all of the students got score up to KKM 75. And the different from Cycle I to Cycle II can be seen as follow:

Figure V. Diagram of Cycle II

From the analysis above, students' achievement in reading comprehension of narrative text was improved. The mean of students was 80,87. The students that able were 100 students. So the percentage was 100%. It was shown that there some improvements on students' achievement in reading narrative text through Theme Based Teaching approach.

Based on the result of students' achievement in reading comprehension from Pre-test, Post test I, and Post test II, the researcher analyzed the data to know the improvement of students' achievement in reading narrative text through Theme Based Teaching approach. It can be seen in table 4.4 below:

Table 4.6

The Result of Students' Score for Pre test, Cycle I, and Cycle II

No.	Students' Initial	PRE-TEST		CYCLE I		CYCLE II	
		Score	Got Score 75	Score	Got Score 75	Score	Got Score 75
1	AP	35	Failed	70	Failed	80	**Passed**
2	AM	55	Failed	75	**Passed**	80	**Passed**
3	AF	50	Failed	75	**Passed**	85	**Passed**
4	AN	45	Failed	65	Failed	75	**Passed**
5	DH	60	Failed	75	**Passed**	80	**Passed**
6	DS	55	Failed	75	**Passed**	85	**Passed**
7	DA	40	Failed	65	Failed	75	**Passed**
8	DR	45	Failed	75	**Passed**	85	**Passed**
9	DM	60	Failed	75	**Passed**	80	**Passed**
10	DS	45	Failed	70	Failed	80	**Passed**
11	ES	60	Failed	75	**Passed**	85	**Passed**
12	EL	50	Failed	75	**Passed**	75	**Passed**
13	EB	50	Failed	75	**Passed**	80	**Passed**
14	FG	40	Failed	65	Failed	75	**Passed**
15	FI	50	Failed	75	**Passed**	80	**Passed**
16	IW	50	Failed	75	**Passed**	80	**Passed**
17	IS	55	Failed	75	**Passed**	85	**Passed**

18	KN	70	Failed	80	**Passed**	90	**Passed**
19	JH	55	Failed	60	Failed	75	**Passed**
20	MA	55	Failed	75	**Passed**	85	**Passed**
21	MA	60	Failed	70	Failed	80	**Passed**
22	MA	55	Failed	75	**Passed**	85	**Passed**
23	MH	60	Failed	60	Failed	75	**Passed**
24	MW	50	Failed	50	Failed	75	**Passed**
25	NE	50	Failed	75	**Passed**	85	**Passed**
26	NA	50	Failed	50	Failed	80	**Passed**
27	NM	50	Failed	55	Failed	75	**Passed**
28	PM	55	Failed	75	**Passed**	80	**Passed**
29	PW	30	Failed	60	Failed	85	**Passed**
30	RP	45	Failed	75	**Passed**	90	**Passed**
31	RI	55	Failed	65	Failed	75	**Passed**
32	RR	65	Failed	65	Failed	80	**Passed**
33	SN	60	Failed	75	**Passed**	85	**Passed**
34	SM	25	Failed	55	Failed	80	**Passed**
35	SY	40	Failed	60	Failed	75	**Passed**
36	SC	70	Failed	80	**Passed**	95	**Passed**
37	TS	35	Failed	65	Failed	75	**Passed**
38	WA	50	Failed	75	**Passed**	80	**Passed**
39	WH	30	Failed	60	Failed	80	**Passed**

40	WA	60	Failed	75	**Passed**	85	**Passed**
Total ∑X		**2020**		**2770**		**3235**	
The Mean Score		**550,5**		**69,25**		**80,87**	

The improvement of students' achievement in reading narrative text through Theme Based Teaching approach can also be seen from the mean of students score in the first competence test up to the third competence test. The mean in the third competence test was the highest one among the other tests. The improvement can be seen below:
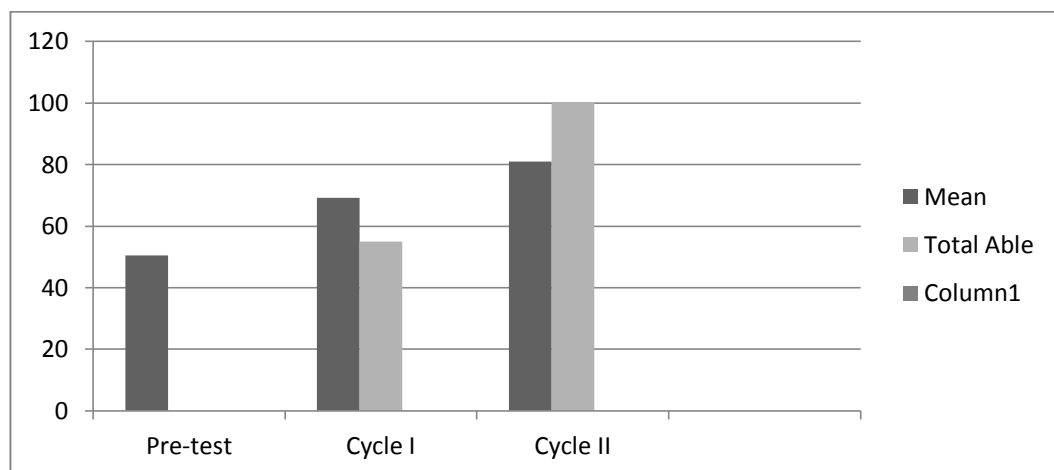

Figure VI. Diagram of Pre-test, Post Test Cycle I, and Post test Cycle II

Based on the findings of all the result analysis above, the researcher concluded that Theme Based Teaching Approach can improve the students' achievement in reading comprehension of narrative text was accepted.

Table 4.7

Table of Students' Score from the First until Last Meeting

Test	Students' Score up to 75 points	Percentage
Pre-test	0	0%
First Cycle	22	55%
Second Cycle	40	100%

From the table above, there were no students getting score up 75 or 0 students (0%) in conducting the pre-test. In the test of Cycle I, there were 22 students (55%) who got points up to 75. In the test of Cycle II, there were 40 students (100%) who got points up to 75.
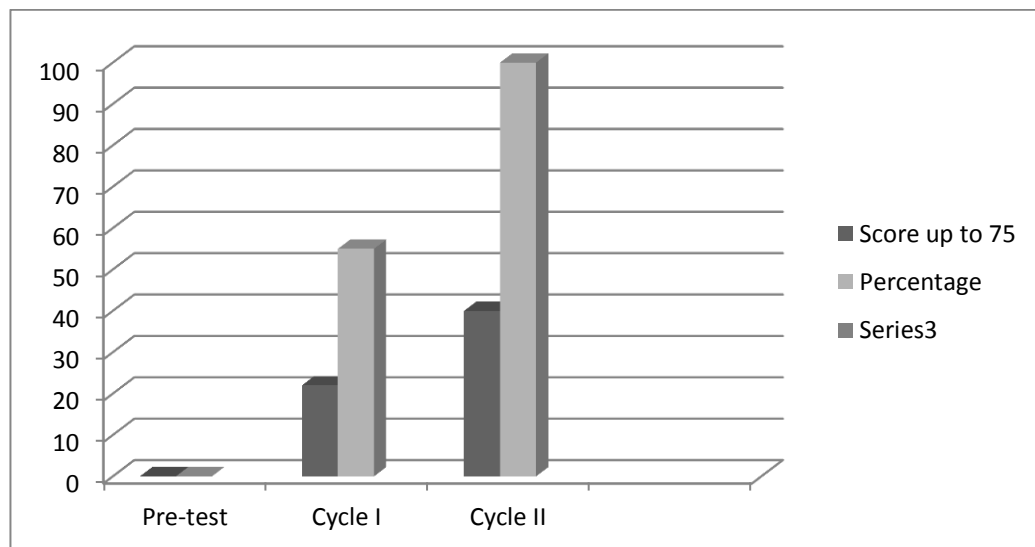

Figure VII. Diagram Students' Reading Score in Percentage

From the diagram above can be concluded that there was improvement in every cycle, score up 75 in pre-test was 0 students or 0%, first cycle was 22 students or 55% and second cycle was 40 students or 100%

Table 4.8

Comparison of the Students' Score in Three Comparison Test

Name of Test	Test I (Pre-Test)	Test II (Cycle I)	Test III (Cycle II)
Lowest Score	25	50	75
Highest Score	70	80	95
Mean (X)	50,5	69,25	80,87
N	40	40	40

The table above described that in the Pre-Test, the lowest score was 25, the students got 25 for the lowest score, and 70 for the highest. It means that no students passed the standard criteria minimum (75). After implementing Theme Based Teaching Approach, there were some students got 50 for the lowest score, and 80 for the highest score. It was shown that there was some improvement in Cycle I. In the Cycle II, the students who got 75 were the lowest score and 95 were the highest score. It was proved that the approach could improve the students' achievement in reading narrative text. The mean in the Pre-test was

50,5, Cycle I was 69,25, and in the Cycle II was 80,87. The different score between Pre-Test, Cycle I, and Cycle II can be seen in the chart as follow:
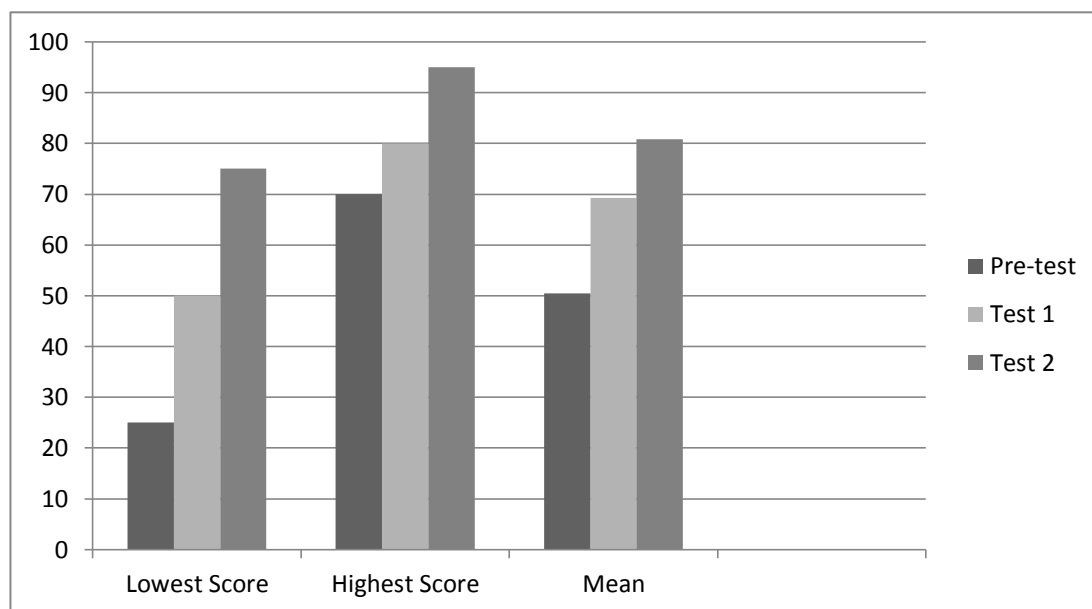

Figure VIII. Diagram of Students' Comparison Scores

In the first competence test was 0% (no student) who got point up to 75. The second competence test was 55% (twenty two students) who got point up to 75. It means that there was an improvement about 55%. In the third competence test, there were forty students (100%) who got point up to 75 which means all the students can pass the standard minimum score (KKM). There was improvement from the second competence test to the third competence test. Most of the students' score increased from the first competence test to the third competence test.

C. Research Finding

Based on the result of this research, it was proved that Theme Based Teaching Approach improved students' achievement in reading narrative text. The data showed the mean score in pre-test was 50, 5. After doing Theme Based

Teaching Approach in Cycle I the mean score was 69,25. Then, in Cycle II the mean was 80,87. The finding of this research showed that Theme based Teaching Approach improved students' achievement in reading narrative text. The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data was organized from observation sheets and interview sheets. It was indicated that the students given their attitude and response during teaching learning process. The students become more motivated and attractive in learning narrative text. Based on the result of the quantitative and qualitative data, it was indicated that the action and applying of Theme Based Teaching approach significantly can improved the students' achievement in narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research showed that there was improvement of students' achievement in reading narrative text through Theme Based Teaching Approach especially for students at eighth grade of SMP Negeri 19 Medan. It is proven from the mean of students' scores in three tests: pre-test (50, 5), post testI (69, 25) and post test II (80, 87). And observation sheets and interview sheets indicated that there is improvement in students' achievement in reading comprehension. Furthermore, Theme Based Teaching approach makes learning teaching process more relevant, and enhances the students' ability to transfer the competencies and skills acquired in one context to other appropriate situations.

B. Suggestion

Having seen the result of study, the researcher offered the following suggestions to be considered:

1. For the Headmaster should suggest to the English teacher to apply Theme Based Teaching approach in teaching English, especially in reading comprehension of narrative text.

2. For the teacher suggested to apply Theme Based Teaching approach which has a pleasant learning condition, in order to make the students feel more motivated and interested in learning reading narrative text.

3. The other researchers, it is suggested to conduct further and deeper research related to the topic of the study.

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