

CHAPTER II

THEORETICAL FRAMEWORK

2.1 The Nature of Vocabulary

The principle of learning English language is to make the students can communicate with the other people. How can they communicate in English well if they do not master in vocabulary. Studying language cannot be separated from studying vocabulary because it is an essential component of language. Vocabulary is one components of language beside grammar. Student who want to learn a target language, have learn those components

2.2 The Definition of Vocabulary

According to Naveen (2009:1), vocabulary is the first and foremost important step in language acquisition. In addition, according to Zimmerman cited by Anova and all (2015:16) vocabulary is central to language and of critical importance to the typical language because every language needs vocabulary. It is true without vocabulary people cannot understand or express their own ideas. For example, when people want to speak and write, people should master many vocabulary, so they can communicate fluently and avoid misunderstandings. Then, when they listen and read something they have to understand many vocabularies as a basis for them to absorb and receive information clearly and accurately. It is different when people do not master vocabulary, it will be a lot of misunderstandings when talking, writing, listening or reading due to lack of vocabulary. That is way vocabulary very important and considered the center of language. Moreover, according to Sener (2015:16) vocabulary refers to the words used in language, it can be defined as the words which covey a particular meaning. It means that, vocabulary is a list or collection words and phrases usually alphabetically arranged and explained or defined and

employed group, individual, work or in a field of knowledge. So, all words that have meaning and used by human for communicate and exchange information, it called vocabullary. Not only words that used in language, but also pharase, sentence, clause, etc.

According to read cited by Anova and all (2000:1) words are the basic building blocks of language, the units of meaning from which the larger structures such as as sentences, paragraphs and whole texts are formed. Based on the theory above, explain that vocabulary is needed for learner in reading activities in order to make a sense of what they are reading. When the learners has limited vocabulary, they cannot understand and get information from paragraph or the text. Besides, according to Kamil and Heibert in Ahmadi and all (2012:187), vocabulary can be generally defined as knowledge of words or word meaning. It means that vocabulary learning is the basis of language and without vocabulary, people cannot learn any language. It is the knowledge of words. Furthermore, according Min and Hsu in Ahmadi and all (2012:188) vocabulary learning is closely related to foreign language. In the foreign language process, the readers need to understand most of the vocabulary and the contextual meaning used in the passage. When learners has a good vocabulary, they will produce a better understanding in using language actually in four language skills (reading, listening, writing and speaking).

Richards and Renandya (2015:32) vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read and write. It means vocabulary is one of the most important parts of language, vocabulary very influence in writing, speaking, reading and listening. For example when learners listen something such as listen to the music and news, they must have much vocabulary to understand what the native or informant said. It also applied in other skills. In addition, according to Cameron cited by Alqahtani (2015:21) vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language.

From the theory above, vocabulary become one of the important aspect in acquiring a language actually for foreign language learner. A limited vocabulary in a foreign language makes the learner hard to communication.

“Thornbury (2002:13) states if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.”

It means when someone want to master or learn a language the first thing that must be mastered is vocabulary because vocabulary is the center of language it self. But that does not mean learning grammar is not important, grammar and vocabulary is the most important thing in language, but when people learn grammar some of students only focused on the formula. For example, when people learn want to form a simple sentence, people need some vocabulary first and then make the appropriate sentence patterns with the grammar. This is different when people learn vocabulary, indirectly they will study the changes in the meaning and changes shape on every word they said, this enables to learn grammar and vocabulary at a time. Moreover, Thornbury (2002:13) by quoting David Wilkins, say without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This shows that learning importance illustrated by Thonbury, it must be realized that teaching vocabulary must be interesting to students for it to reach the goal.

Based on theories above, the researcher concludes that vocabulary is the basic and important thing in language. Master the vocabulary is very important because as the opinion of expert, vocabulary is a central of the language. When someone masters the vocabulary they can deliver a wide range of expressions such as information, feelings or opinions to others. Whereas when someone master the grammar is not necessarily they can express what they want to express.

2.2.1 The Importance of Vocabulary

Vocabulary is central to English language teaching because without vocabulary students cannot understand others or express their own ideas. Vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and accruing knowledge. Thornbury (2002:13) by quoting David Wilkins, says without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This shows that learning vocabulary is almost more important rather than learning grammar. By looking at the importance illustrated by students for it to reach the goal. Based on explained above, without knowing grammar, little can people express, but without knowing vocabulary, there is nothing can they express. It is true, because when someone has a good ability about grammar but this capability will be in vain if they do not have sufficient mastery of the vocabulary.

According to Richards and Renandya (2002:255) vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read and write. It means vocabulary is one of the most important parts of language, vocabulary very influence in writing, speaking, reading and listening. For example when learners listen something such as listen to the music and news, they must have much vocabulary to understand what the native or informant said. It also applied in other skills.

According to Alqahtani (2015:22) vocabulary knowledge is often viewed as a critical tool for second language learner because a limited vocabulary in a second language impedes successful communication.

It means that vocabulary has a major role in communication. When students have limited vocabulary they cannot express their ideas, feelings and information. Limited vocabulary can also make students misunderstand about the topic that given by the teacher, because students do not understand the meaning of words.

Based on theories above, the researcher concludes that vocabulary has an important role in language, actually in communication. Vocabulary influences in writing, speaking, reading and listening. When students or people have a limited vocabulary they cannot communicate effectively. So, vocabulary is very important to learn in young learner as a basic for acquiring new language, especially English.

2.2.2 The Types of Vocabulary

According to Hatch and Brown cited by Alqahtani (2015:25) there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing. (Stuart Webb, 2009)

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speaker write at the appropriate time. Therefore,

productive vocabulary can be addressed as an active process, because the learners can produce the words the words to express their thoughts to others. (Stuart Webb, 2005)

Based on theory above there are two types of vocabulary. In this research, the researchers only focused on developing of receptive vocabulary. Because, this research has purpose to know the understanding of students vocabulary mastery actually in meaning and function of the words when students listen and read.

2.3 Teaching Vocabulary

In the early study it has been mentioned that learning vocabulary is important it is used as a symbols of ideas to express idea in communication. Because of that teaching vocabulary in early stage or in the primary school is very essential. Teacher should give attention in teaching vocabulary. Teacher decide the area of words that the teacher must give attention to develop vocabularies of each child by carefully planed instruction. Wallace (1987:207) exclaim that teaching vocabulary has the following :

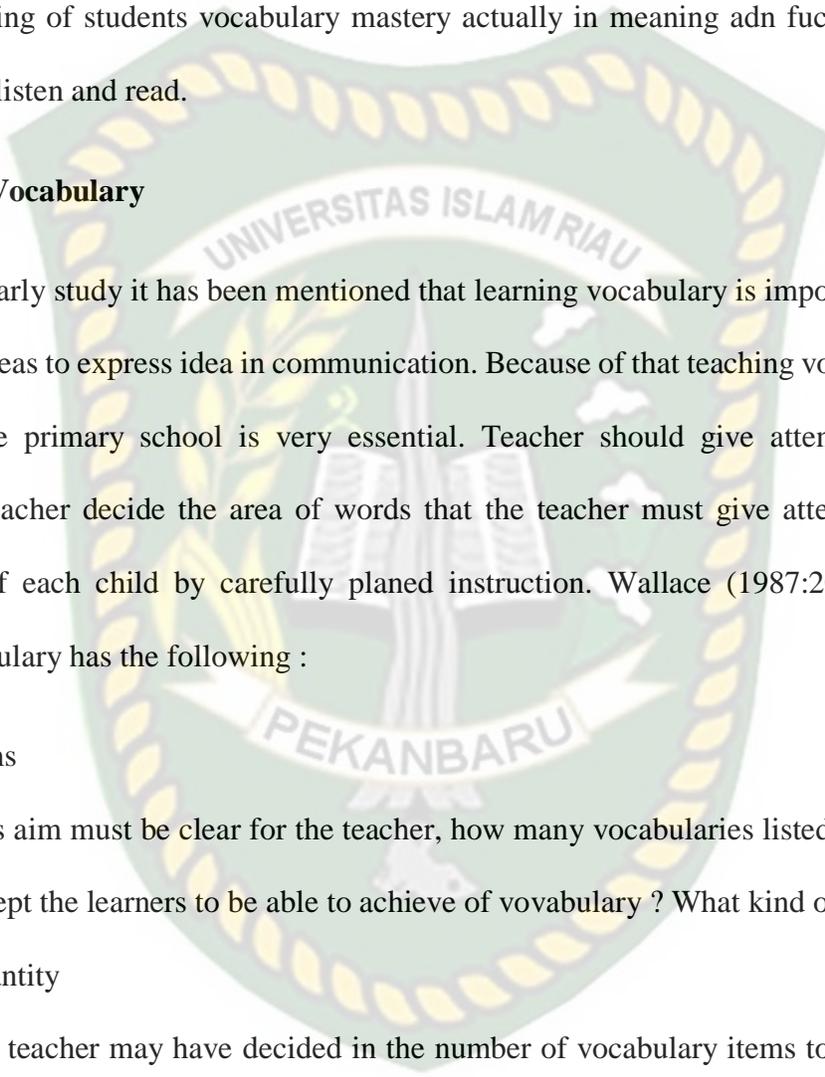
a. Aims

This aim must be clear for the teacher, how many vocabularies listed does the teacher expect the learners to be able to achieve of vocabulary ? What kind of words ?

b. Quantity

The teacher may have decided in the number of vocabulary items to be learned, how many words in a lesson can the learners learn ? if there are many words, the learners may become confused or discouraged ?

c. Need



In teaching vocabulary the teacher has to choose ten words really needed by the students communication. The teacher should get words they needed.

d. Frequent Exposure and Repetition

Frequent exposure and repetition here mean that the teacher should give much practice or repetition so that here students master target words well. She also gives opportunity the students to use words in writing or speaking.

e. Meaningful Presentation

In teaching vocabulary, the teacher should give present target words in such as way that their meaning of the teaching words are perfectly clear and unambiguous.

f. Situation and Presentation

The teacher should tell the students to use the words appropriately to use of words depends on the situation in which they are speaking and depend on the person whom they are speaking.

The teacher should use some techniques. There are several techniques in teaching vocabulary which all of them are complimentary one another. Harmer (2007) defines that in teaching process, especially in teaching english vocabulary in the classroom, the english teacher uses the following points :

a. Realia

This is a word people use to refer to the use of a real object in the classroom.

This the word pen, ruler and ball can be easily explained by showing students a pen, a ball or ruler.

b. Picture

The picture can be in form of blackboard drawings, wall pictures, charts, flash card, and any other non technical visual representation. Picture can be used to explain the meaning of item : the teacher might draw pens, rulers and balls on the blackboard or draw it on paper. The teacher might bring in a wall picture showing there are people in a room which could be used for introducing the meaning of sentence *There are three people in the room.*

c. Mime, Action and Gesture

Action in particular are probably better explained by mime and gesture, for example, for explaining the word like from, to etc.

d. Contrast

Sometimes, a visual element (e.g. realia, picture, mime, etc) may not be sufficient to explain the meaning. The other ways that can be used is using contrast of the word. For example, the meaning of *full* is better understand in the context of *empty*, the meaning of *big* in the context of small, etc.

e. Explanation

It will be important if giving some explanations by including information about when the item can be used (Harmer, 2007:177)

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). It is almost impossible to learn a language without words; even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in

vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Either teachers or students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004). Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A Kopertis Wilayah X 186 good teacher should prepare himself or herself with various and up-to-date techniques. Teachers should be creative and be able to master the material in order to be understood by students, and make them interested. The teachers have to know the characteristics of his\her learners. They more over need to prepare good techniques and suitable material in order to gain the target of language teaching. Commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary then it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takač & Singleton 2008). This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as

possible (Pinter, 2006). The followings are some techniques of teaching vocabulary as proposed by some experts.

2.4. Dictogloss Technique

One of alternatives of assessment now within a Communicative Language Teaching framework is dictogloss technique, 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 this new era of performance assessment related to the monitoring of students' mastery of case a core curriculum, dictogloss can enhance the assessment process by revealing a range of skills and understanding the students' progress. Dictogloss is an integrated skills technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher (Jacobs, 2003:1).

The word is derived dictogloss English and consists of two words, i.e. words that means dicto or dictation, and gloss word meaning interpretation. This technique is a combination of two techniques, namely dictation and interpretation. Once the text was read by way of dictation, then the student must interpret the text stories he has heard it.

Over the past decade, dictogloss, which Wajnryb (1990) developed from dictation, has become well known in second language (L2) learning classrooms. Dictogloss is considered to be a way of integrating linguistic form and communication, encouraging monitoring of and reflecting on language form or getting learners to talk about linguistic forms as well as target forms.

Jacobs (2003) sets out a reason for advocating the use of dictogloss: it is because it involves not only students' attention to form but also to all four language skills (i.e. listening, speaking,

reading and writing). He also notes that dictogloss encourages learner autonomy, cooperation among learners, curricular integration, focus on meaning, diversity, thinking skills, alternative assessment techniques and involves teachers as co-learners.

Next, dictogloss is a technique in which the teacher reads a short text and the learners make brief notes and then try to reconstruct the text in groups. Unlike traditional dictation, there is a gap between the listening and writing phases, giving learners time to think and discuss how best to express the ideas. The aim is not to reproduce the text word for word, but to convey the meaning and style of the text as closely as possible.

Dictogloss is a powerful way of focusing attention on precise meaning, as well as on correct use of grammar. Because it is a co-operative activity, it is challenging without being threatening and it gives learners a chance to discuss language and to learn from each other. At higher levels it can be used with authentic texts and can focus on whatever vocabulary and grammar happens to occur in the text. At lower levels, it works well as a review activity, using a text from an earlier lesson. As this is a very intensive activity, it's best to use short texts so the class doesn't lose.

David Nunan in Azies and Alwasilah (1996: 85), suggests that dictogloss technique, which is a technique in teaching listening belonging communicative. In this technique the teacher read a short passage to students at a normal pace and students are asked to write the word as much as they are able. They then work together in small groups to reconstruct the discourse on the basis of the pieces they have written. This technique is similar to traditional dictation techniques, although merely superficial.

Dictogloss has been the subject of a number of studies and commentaries, which have, for the most part, supported use of the technique. Among the reasons given for advocating the use of

dictogloss are that students are encouraged to focus some of their attention on form and that all four language skills – listening (to the teacher read the text and to group mates discuss the reconstruction), speaking (to group mates during the reconstruction), reading (notes taken while listening to the teacher, the group's reconstruction, and the original text), and writing the reconstruction.

Dictogloss overtly directs learner attention to differences between learners' inter language and the target language via the process of noticing-the-gap. Schmidt and Frota (1986) define noticing-the-gap as a process that requires learners to make comparisons between their current state of linguistic competence (in their output) and the target language (input).

Dictogloss is a language teaching technique that is used to teach grammatical structures, in which students form small groups and summarize a target-language text. Dictogloss activities have several advantages. They integrate the four language skills of listening, reading, speaking, and writing. They also give students opportunities to talk about both content and the language itself. Furthermore, dictogloss activities are a useful way of presenting new factual information to students and encourage them to listen for key points. Finally, they give support to less confident students, as they are encouraged to participate in their groups as part of the structure of the activity.

The dictogloss (Wajnryb, 1990) has been proposed as a procedure that encourages students to reflect on their own output. Kowal and Swain (1997) and Swain (1998) report on the dictogloss technique and studies that have been conducted.

According to (Vasiljevic, 2010:1) dictogloss is a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. 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.

2.5. The Stages of Dictogloss Technique

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).

Although there are several formats for dictogloss, the basic procedure is as follows:

1. The teacher reads a text aloud to a group of students at normal speed.
2. Students just listen but do not write anything.
3. The teacher then reads the text again at normal speed and the students take notes while they listen.
4. Students work in small groups to reconstruct the text as closely as possible to the original text.
5. The students compare and analyses their version and the original.

As can be seen, this procedure involves all four language skills students listen when the teacher reads or they work in small groups, they speak in the process of reconstructing in groups, they read their notes, the reconstructed text and the original and they jot down and write the reconstruction from their notes. In addition, during the reconstruction session, what Jacobs has pointed out can also be observed, such as learner autonomy, cooperation among learners, focus on form and meaning and thinking skills.

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

1. Create a short passage that embeds a particular grammatical form you wish to emphasize. It should be a form that students know well but that is often produced inaccurately by students.
2. Try to incorporate a majority of vocabulary yhat students' know.
3. Review difficult or possibly unknown vocabulary that appears in dictogloss.
4. Provide a short (3-5 min) review lesson on the grammatical form being emphasized.
5. Read the dictogloss through once at normal speed, asking students to listen carefully.
6. Read the dictogloss a second time, and encourage students to jot down notes.
7. Have pairs of students work together for approximately 20-25 minutes to reconstruct the dictogloss, reminding students that they should try to write their text so that it will be as close to the original as possible in grammar and content. Kowal told her students that the original sense of each sentence needed to be present and the reconstructed sentences had to be as grammatically accurate as the students could manage, but the words and phrases did'nt have to be identical to the ones in the original passage. During this time students

form hypotheses and test them, using available resources such as dictionaries and ver reference books. The activity should also encourage noticing and ideally, metatalk.

8. Select at least one student example and use it to engage in whole-class discussion with particular focus on the grammatical form emphasized. The students' constructed texts should be compared with the original dictogloss.

Research on the dictogloss technique has known Kowal and Swain (1997) have found evidence of noticing, hypothesis and metatalk when using dictogloss technique with 8th grade French immersion students. The teacher using this technique found that students often focused on more than just the grammatical aspect being emphasized. They discussed grammatical aspects but also orthographic and semantic issues. Their pair work and whole class discussion afterwards did promote student discussion about the links between meaning and form in relation to the composing process.

A follow-up study (Swain, 1997) showed that when students, through dialogue, reached a correct solution (that is, the problem they discuss is solved correctly), there was a strong tendency for them 1 week later. Similiarly, when students co-constructed an incorrect solution, they tended to be inaccurate on the post-test given a week later. In other words, students tend to “stick with” the knowledge they had co-constructed collaboratively. Such results strongly suggest that when studenpts reflect consciously on the language they are producing, this may be a source of language learning.

Implication for teaching:

1. Value of collaborative work for second language learning
2. Carefully consider the task characteristics; not just any task will elicit meta talk

3. A task that elicits metatalk from one group of learners may not do so from another
4. Group; this may be due to the level of learners' proficiency, the age of the learners, etc.
5. Familiarity with the task procedure is key; teacher modelling and role playing of the activity is useful.
6. Because students tend to remember their incorrect solutions, it is critical to provide students with feedback. So the teacher needs to be available during collaborative activities and attend to the accuracy of the final product.

2.6. The Concept of Dictogloss Technique

Dictogloss is task-based procedure designed to help language learning students towards a better understanding of how grammar works on a text basis (Wanryb 1990:6). Example learners discuss the sea to the the class, who just listen. The teacher reads the text again, and the learners take notes. In groups, the learners then reconstruct the text. In the classroom, Dictogloss is often regarded as a multiple skills and system activity. Learners practice listening, writing and speaking (by working in groups) and use vocabulary, grammar and discourse system in order to complete the task.

Dictogloss represent a major shift from traditional dictation. When implemented conscientiously, dictogloss embodies sound principles of language teaching which include: learner autonomy, cooperation among learners, focus on meaning and form, thinking skills, alternative assessment, and teachers as co-learners. These principles flow from an overall paradigm shift that has occurred in second language education (Jacobs & Farrel, 2001).

Dictogloss is an activity in which short pieces of language are read out at normal speed to students. The students take down the key words and then attempt to reconstruct their passage from the general understanding or gist of the text and from their own notes. The task of reconstructing the text in their own words requires the students to consciously focus on their knowledge of the content and the relationship between ideas and words and is dependent upon small group interaction since the students do not work alone in the reconstructions, but pool their key words and understanding to complete the task.

Dictation has a long history in literacy education, particularly in second language education. In the standard dictation procedure, the teacher reads a passage slowly and repeatedly. Students write exactly what the teacher says. Dictation in this traditional form has been criticized as a rote learning method in which students merely make a copy of the text the teacher reads without doing any thinking, thus producing a mechanical form of literacy (Jacobs, 2003). Ruth Wanjyrb (1998) is credited with developing a new way to do dictation, known as dictogloss.

The origins of dictogloss, which is also called grammar dictation or dictocomp, are not known but it seems to have been developed in Australia. It's a relatively new technique and its classic versions seem to have developed in the early 1960s. 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. It has not much in common with traditional dictation. Its procedure and its objectives are very distinct. It is hearing and then reconstructing a text rather than writing down the exact words that are dictated. As the text is read at a natural speed, students cannot write down every word but only key words and have to understand the meaning and use their knowledge of grammar in order to reconstruct it (Ling Ma:2000).

2.7. Benefit of Dictogloss Technique

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 integrative. Students are encouraged to focus their attention on form and meaning and all four language skills are practised: listening (to the teacher during dictation, to peers when discussing the reconstruction), speaking (to peers during the reconstruction), reading (notes taken while listening to teacher, the group's reconstruction and the original text) and writing (writing the reconstruction) (Kowal and Swain, 1997).

Further potential benefits:

1. Dictogloss creates a genuine need for communication (to pool information, negotiate and complete the task) as there is an information gap.
2. It fosters group responsibility and takes pressure away from individual students.
3. It helps learners monitor and adjust their inter language to come closer to the target language.
4. Helps find a compromise between what students think they need (which might not be grammar at all but maybe text organisation or lexis) and what teachers think. The needs become obvious when analysing the text.
5. 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.

6. Research and experience shows that learning takes place when students actually try out language and are actively engaged in the task. Here they are also engaged in the correction stage, which is more learner centred (peer correction).
7. 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.

2.8 Past Study

The following is a survey of some related studies which deal with dictogloss technique and its impact, as an innovative instructional strategy on teaching and learning

Masoom Kooshafar, Manijeh Youhanaee, Zahra Amirian (2012) they have done research by The Effect of Dictogloss Technique on Learners' Writing Improvement in Terms of Writing Coherent Texts. Based on the findings of the study, writing consists of different aspects like outline, structure, use of words, etc. which should be considered while teaching and practicing. Among those aspects, one is the focus of this study which is the use of cohesive devices to create a coherent text. They use two techniques of teaching these devices, explicit teaching and dictogloss. The conclusion is that both techniques are effective but dictogloss seems to be more useful in case of these participants.

In another researcher Gholam-Reza Abbasian and Mahsa Mohammadi (2013) from Iran they have done research by The Effectiveness of Dictogloss in Developing General Writing Skill

of Iranian Intermediate EFL learners. Based on the findings of the study, Recent research has shown the need for activities that provide an environment for students to focus their attention on both form and meaning. Dictogloss, introduced by Wajnryb in 1990, can be considered as a way for integrating form and meaning in the learning context.

This study investigated the effect of dictogloss on Iranian EFL learners' general writing skill. The participants receiving a pre- test and post-test were divided into equal groups in the form of experimental and control group, but only the former received task-based instruction while the latter was exposed to the mainstream of controversial instruction. Going through rigorous and multiple statistical analyses such as data normality check, instrument validation and running mainly certain parametric statistics, the study revealed two distinctive manifestations: integrative and discrete. Integratively, the treatment affected positively the participants' general writing ability, however, discretely the effects on the organization and mechanics were positive, while content, usage and vocabulary dimensions of their writing were not much affected.

