

CHAPTER I

INTRODUCTION

This chapter presents background of study, research problem, objectives of the study, research hypothesis, significance of the study, scope and limitation of the study and definition of the key terms.

1.1 Background of the Study

Writing is important skill as a means of communication. Writing can help people to express their ideas, feelings or opinions, in written form, such as book, letter, newspaper, novel and magazine. Writing is the indicators of academic success since it is an active and productive skill. Nunan (2003:88) states that the ability to make ideas, think, and express to make paragraphs or statements is done by writing. From the explanation shows that writing needs preparation, it is not easy to translate idea in our brain to be a written language. The students must write what they think in their minds on paper using the correct procedure.

In addition, according to Brown (1980:7) teaching is helping someone to learn to do something with knowledge, which makes knowledge into understanding. Teaching writing is very important for teachers to provide material, which is important for students' interests and can motivate students in learning to make. Teaching writing very important for the teacher to provide the materials, which are significant to the student's interest and can motivate student in learning writing.

According to Richards & Renandya (2002:303), writing is difficult skill for second or foreign language learners to master. The difficulties are in not only

organizing and generating ideas, but also in translating these ideas into a readable text error punctuation, capitalization, spelling, dominate it and paragraphing. Unfortunately, at the eight grade of MTsN 6 Kediri researcher found many students feel difficult to arrange their ideas in paper. Actually, they have many ideas but they cannot choose what ideas should be choose to develop. It happens because they have lack of grammar and vocabulary, cannot arrange the ideas correctly, do not know to develop their ideas.

To solve the problems, the teachers who teach English should be creative and they should choose the suitable technique in teaching. The technique make students become actively involved and have high motivation in learning how to write effectively. Furthermore, the Technique that they implement should also have interesting activities that can make students want to practice their writing frequently. Many Techniques can stimulate and actively involve students in English teaching and learning process. One of those Techniques is “Dictogloss Technique”.

The researchers choose the Dictogloss Technique the types Student Controlled Dictation. (Jacobs and Small (2003: 9) states that in students controlled dictation, the teacher has a role as a tipe recorder. In other words, students can ask the teacher stop, go back, rewind, fast forward, and skip ahead. The class might want to have a rule that each students’ can only say “ please stop” one time to give an opportunity to all students. Students controlled dictation can be a fun variation, because students enjoy explicitly controlling the teacher, it has several advantages including students being able to integrate insights into the brain, students can also

make predictions and make an introduction to the themes topics of discourse. This technique will be more effective if it is carried out with joint discussion of inter-group collaboration; students can make predictions more than their previous abilities skills. However, from the advantages above Dictogloss Technique also has disadvantages such as having a limited reach and cannot be done within the scope of the crowd

According to Wajnryd (1990:8) dictation is qualified with developing a new way to do dictation, known as Dictogloss. It is different from traditional dictation because the students first hear and then they recreate a text. Dictogloss is different from the traditional dictation in which the teacher read a text of a story slowly and repeatedly two times and the students make a copy or write the vocabulary what the teacher read or say and the last the students translating some of the vocabulary a small group. According to Oxford Advanced Learners Dictionary (1995), dictation is a test in which people have to write down a passage that is read aloud, as a way of helping them to learn a language. Although dictation in this traditional form used to help student learning a language. Dictogloss is an excellent way of writing Technique because the students practice grammar and vocabulary as they work on a combination of meaning and form.

In Dictogloss, there is a gap between listening and writing phases. A text is read twice to learners. They may not do anything except listening to the text at first reading and they are ask to take brief notes at second reading. Next, they work cooperatively in a group to reconstruct the text from their shared notes. By Dictogloss, students can learn and train to write good paragraphs in different way.

Students have plenty of time to interact with their friends while studying. This study explores a type in writing, that is narrative because narrative is one of the styles mastered by junior high school students. However, most students are still difficult to produce a coherent text. Although they have ever read other narrative in Indonesian or English, the principle ideas for their own text cannot be formulated. Moreover, the paragraph cannot also be organized in a good organization. In addition, they must consider how to construct consistently and grammatically. Therefore, students are still unable to create a good narrative text.

Some studies have been conducted of researchers related to Choirul (2016) the researcher used Dictogloss Technique in descriptive text and this study using Dictogloss Technique in narrative text. Another research the researcher selected from Dictogloss Technique in teaching writing narrative text. One of the studies was conducted by from Shofia (2016). Besides the differences of Evi's research is on level . This research was conducted in second grades junior high school and Evi's research was conducted in first grade students in Senior High school.

From the explanation above the researcher is interested to conduct the research on the research **“The Effectiveness of Using Dictogloss Technique in Teaching Writing to The Eighth Grade Students of MTsN 6 Kediri”**.

1.2 Research Problem

Based on the background of the study, the researcher question can be follow

1. How is the students' writing skill in narrative text before being treated using dictogloss technique?

2. How is the students' writing skill in narrative text after being treated using dictogloss technique?
3. Is Dictogloss Technique effective in teaching writing narrative text to the eighth grade students' of MTsN 6 Kediri?

1.3 Objectives of the Study

Based on research problem the objective of this study is to find out empirical evidence about the effectiveness of Dictogloss Technique in teaching writing of narrative text for the eighth students at MTsN 6 Kediri.

1.4 Research Hypothesis

Based on the objective of the study, the researcher build the hypothesis to make the purpose clear. The hypothesis are:

Ho : There is no any significant difference on writing skill between students taught by using Dictogloss Technique and students taught by using mind mapping.

Ha :There is significant difference on writing skill between students taught by using Dictogloss Technique and students taught by using mind mapping.

1.5 Scope and Limitation

Based on the background and the statement of the problem above this research focus to find out of using Dictogloss Technique in Teaching Writing skill of Narrative Text. This research is limited to the eight grade students of MTsN 6 Kediri.

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1.6 The Significance of the Study

The result of this study is expect to be useful for the teachers, students and further researcher:

- a. For teachers, using Dictogloss Technique in writing can be used to help the teacher to give alternative contribution and information about the Technique in teaching writing.
- b. For students, using Dictogloss Technique in writing give spirit and know how to increase their vocabulary to writing so that they will forget about lazy, bored, or come late to the school.
- c. Further Research, this study expected to be used as an additional source especially for those who conduct a research on increasing low achiever students' writing ability.

1.7 Definition of the Key Term

The definition of key term is necessary for helping the readers in order to get better understanding. These are the following definition of the key terms:

a. Writing Skills

Writing skill is important used in people daily lives either as individual such as writing letter, invitation, diary, tasks, and messages. Writing in formal education considering the importance of having ability and good skill of writing.

b. Dictogloss Technique

Dictogloss dictation is one communicative teaching Technique in learning language that integrates all language skill, writing skill and ask students to recreate a text read or dictated by teacher in-group.

c. Narrative Text

Narrative text is a story with complication or problematic event and it tries to find the resolution to solve problems, narrative text tells about something interesting that has purpose to amuse and to entertain for the readers or viewers. the generic structure of Narrative text they are is orientation, complication resolution and reorientation. The purpose of narrative text is to amuse or to entertain the readers with a story.