

THE USE OF DICTOGLOSS TO TEACH WRITING AT EIGHTH GRADE STUDENTS OF SMP MUTIARA SINGARAJA

CHAPTER 1

INTRODUCTION

This chapter describes several points i.e. introduction that deals with background of the problem, which includes the reason for conducting the research, the problems in teaching writing skill, and the suitable teaching method which suitable in improving students' writing skills. This chapter describes: research background, identification of the problem, research question, objective of the study, significance of the study, and outline of the study.

1.1 Research background

Writing is one of four English skills other than listening, speaking, and reading. Writing is an activity to create some information or ideas into sentence or paragraph. But, to write we as a learner need few abilities to express those ideas. In writing, we need to know the patterns of the sentence, such as, tenses, passive voice, punctuation, such as using capital letter at the beginning of a sentence, using full stop or question mark in the end of the sentence, etc.

According to Broadman and Frydenberg (2002: 11) "Good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied". They also add that writing is a process of thinking and organizing, rethinking and reorganizing the ideas or information. To be good at writing we need to go through six basic steps. Those steps can be repeated as many times as necessary until derives the final result. Those steps are assessing the assignment, generating ideas, organizing ideas, writing the first draft, rewriting, and writing the final draft.

That's why writing can be considered as the most difficult skill to master for the students in every grade because there are many steps in writing process to be a good one

and those students have to find their ideas to start their product; think about what to write, how to elaborate it, then arrange those ideas into some phrases to become good writing project.

Based on the observations, researchers joined the class 8A in Mutiara Junior High School and coincided with the subjects. The problem that occurs in relation to the activities of the English subject in this class, many of them were not able to speak in English. During pre-observation activity, there were some factors that made this problem occurred. Firstly, the students have problems in fluency and pronunciation. Secondly, they are lack of vocabulary knowledge, thus they have difficulty in arranging a sentence in writing. As a result the students feel incapable when writing in English. This is evident when teacher invited them to communicate with English, many of them were unable to respond and didn't understand what was being explained.

This inability is suspected because they are not accustomed to communicate with English, teacher used inappropriate teaching methods. Teacher of this school still used a conventional way of teaching English. This led to boring atmosphere of teaching learning process, and their non-supportive environment, also limited learning facilities to support writing skills such as language laboratories, tape recorders, speakers and others made the students not interested in learning.

In the context of education, we as a teacher can see the importance of teaching writing. To overcome the problems mentioned above, I as a researcher should find an effective way to create teaching and learning activities which include a process of interaction between the teacher and the students. Since writing is an important point, so I as the researcher used a proper technique to improve students' writing skill. The technique that I used is called "Dictogloss".

Dictogloss is a learning technique with creative activities. It is a writing activity where the teacher reads a short text to the students, and the students just listen. Then, the teacher reads the text again for the second times, and the students write key words of the text on their paper as the teacher ask them before. After that, the teacher divides the students into several small groups consist of three students to write down the text based on what they heard. Every group will come forward rotationally to perform or to present about the text with their own words based on their ability (producing the language of their version) in front of the class. According to Wajnryb (1990:5-6), Dictogloss is designed to draw the

learners' attention to language form, it promotes negotiation of meaning as well as negotiation of form. In this case student can discuss the task with their friends either in pair, group or other activities during the process of learning and teaching. In this case I use dictogloss to help students to create descriptive texts.

Because of the difficulty faced by the students at grade eight of SMP Mutiara in writing English, I focus my research on the use of dictogloss in improving the students' ability in writing, especially in writing descriptive text. I used technique this to avoid students feel bored in teaching and learning process of writing and to help students generating their ideas, especially in writing descriptive text, dictogloss technique can be the simplest one to get students' purpose of creating their ideas into paragraph as this technique is done by dictating some words, sentences, or paragraphs to students and the teacher will then ask them to rewrite or retell what they have heard by using their own words.

1.2 Identification of the problem

Students' writing competency is a process which is achieved in writing to inform the message clearly. There was a problem of this study that can be found by the researcher, such as the students' writing competency of English was low. Students in SMP Mutiara Singaraja was teach by memorization technique but they can't made a significant improvement on their writing subject. So the researcher will try dictogloss technique on writing skill.

1.3 Research Question

Based on the tittle "The use of dictogloss to teach writing at eighth grade students of SMP Mutiara Singaraja" then a research question is formulated as follows.

(1)How does dictogloss technique improve students' writing ability of descriptive text?

1.4 Objective of the study

The objectives of the study is:

(1) To find out how dictogloss technique improves the students' writing ability of descriptive text.

1.5 Significance of the study

1.5.1 Theoretical significance

The result of this study was expected to contribute to the development of knowledge especially in the field of English pedagogy and to be able to give perception on how to use E-dictogloss technique in speaking activity.

1.5.2 Practical Significance

The result of this study is expected to bring some significances in teaching and learning English, such as follows:

1.5.2.1 Teacher

This study is expected to be able to enrich the knowledge of the teacher about using dictogloss technique in teaching writing skill especially for teaching descriptive text.

1.5.2.2 Students

This study is expected to help students in learning writing. The students themselves can get guidance or a new strategy in learning writing

1.5.2.3 Other researchers

The result of this study can be a valuable guide and references for the research that related with the effectiveness of dictogloss on writing skill.

1.6 Outline of the Study

This classroom action research is divided into five chapters as follows:

Chapter I will tell us about the background of the study, the reasons for choosing the topic, the statements of the problem, the objectives of the study, the significances of the study, and the outline of the study.

Chapter II provides the review of related literature. This chapter describes the theories that are used in developing the study. It involves review of previous studies and review of theoretical background which contains writing, teaching writing, the teacher in teaching writing, integrated-skill approach, English text type, and descriptive text. The last in this chapter is the framework of analysis.

Chapter III concerns in the method of investigation. Chapter III gives the description of the research, the detail, the subject of the study, the role of the researcher, instruments of the study, procedure of collecting the data, procedure of data analysis, and scoring criteria.

Chapter IV provides the data analysis and discussion.

Chapter V shows conclusion and suggestion of the study.

