

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of skills in language learning. It is the process of transferring ideas, feeling, and thought from the writer to the reader. Because of writing is a process, writer should be able to make communication with his audience through his sentences. It means the written work should be able to make the reader understand the writer means through the writer's sentences. On the other hand the English teachers have to facilitate students to recognize and understand the writing process, starting from planning, drafting, writing, revising, and publishing. Writing needs a process until it becomes a good product.

According to Brown (2000:335) "written products are often the result of thinking, drafting, and revising procedures that required specialized skills". It was different from speaking that only developed product naturally.

Writing is one of the four language skills in learning English at school. As mentioned by Harmer (2004:31) that writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.

Writing is an important part that must be mastered in producing language. By having a good skill of writing would help the reader easier to get some ideas or messages from the writer.

Ur (1991:162) assumes that the objective of the teaching of writing in a foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own Language. It means that teaching writing was helped the learner in producing written work clearly after they have ability to do it.

To create the teaching writing process actively and fun, the English teachers need to found some ways to make the students interested in doing writing. English teacher must pay attention to their teaching and learning process of writing, since writing is complex skill that should be mastered by all students. The appropriate technique in teaching writing would help students in mastering writing skill. And media can be used as a tool in teaching process. In learning writing, the students should know some aspects to be improved such as content, organization, language use, vocabulary, and mechanics.

Brown (2000:335) states in writing, there is a list of criteria that included content, organization, vocabulary, grammatical use, and mechanical considerations such as spelling and punctuation. Content is the substance of writing. It was the main point to the reader. Grammar refers to the correct use of syntactic patterns and structural words. In making written work, the writer should pay attention in grammatical correct. Mechanic refers to the use of graphic convention of the language. One of genre that is learned in senior high school is recount text.

In this research, the researcher focuses in recount text. It is one of genres that mansion in syllabus of KTSP (Competence Based Curriculum) on the second semester of SMA at X grade. Recount text is a type of text whose function is to retell events in the past through a sequence of events. Recount text also consists of generic structure and Language features.

However, Based on the premilinary research and also the result observation that was done by researcher on 21 January 2017 in SMAN 1 Koto XI Tarusan, it was found that students skill in writing still low. It would be seen in the table below:

Table 1.1 Student's Writing Score Class X

No	Class	English Score			
		Listening	Speaking	Reading	Writing
1	X1	80,33	74,08	78,27	64,47
2	X2	76,2	74,62	80,08	65,77
3	X3	74,97	79,29	85,54	73,75
4	X4	79,11	79,28	80,94	54,27
5	X5	80,61	77,63	80,55	62,69
6	X6	76,02	79,31	78,62	64,88
	Average skor	77,87	77,36	80,66	64,30

Source: English teacher in SMAN 1 Koto XI Tarusan 2016/2017

The table above showed that student's score in writing was low and could not reach the Minimal Criteria Competencies. This thing caused they seem lack of motivation to write, because the usually study listening and speaking before. It means there is no balance among listening, speaking, reading and writing skill that is thought by teacher while english learning activity. The

teacher tends to teach listening, speaking and reading instead of writing. It means that students of X Senior High School Koto XI Tarusan do not have a good result in English especially in writing test. It seems that the students' score were below the minimum passing grade in that school. It is 80.

Researcher also found many facts that appeared by teacher in learning process, especially in learning writing. *First*, the teacher prepared media, and lesson plan before teaching. *Second*, the teacher used strategy or technique how to teach English language well, especially how to teach recount text. *Third*, the teacher explained about topic, generic structure and language features in recount text. *Next*, the teacher full English Language when teaching in the class. *After that*, the teacher asks students to write a paragraph about the topic of explained before. *Then*, if the student did not finished their work, the teacher asked them to do their work at home and collected it in the next meeting and Teacher got the students' writing score from their paragraph. *The last*, the teacher and students' do questioning and answering in the last learning process.

Based on the fact above, the teacher teach in the class is well, especially in teaching writing process, but technique or strategy that teacher used was not maximal in learning process or not give significant effect to student's writing. Relation to these fact, it is important for the teacher to provided good teaching writing technique in making the students understand about what they will write. According to Hayland (2003:12), teacher needs to find good technique to facilitate of writing process. The teacher has to find appropriate

technique that could be applied in order teaching and learning process run successfully. With the appropriate technique, the teacher could make students interested in teaching and learning process. It would require students to be successful in writing process. Thus, they would be easier to share idea and opinion through writing which is supported by appropriate technique applied.

This table below showed the result of student's writing in recount text in knowing the student's ability in writing.

Table 1.2 Student's Score of Writing Test at Class X in Term of Using Content, Organizations, Vocabulary, Language Use and Mechanic

Total students	Mean score of writing components					Total score	Criteria of Minimum Standard
	Con	Org	Voc	La.use	Mec		
20	18.45	14.7	14.95	16.95	3	68.15	80
Ideal scores	30	20	20	25	5	100	

From the table above, it was analyzed that total score for 20 students was 68.15. Their total score for content was 18.45, organization was 14.7, vocabulary was 14.95, language use 16.95, and mechanic was 3. It could be seen that the students' writing score were under average. The mean of students' skill in writing recount text was weak, the lowest score in students' writing skill is organization. The mean score of students' organization is only 14.7. It is lower than other aspects of writing. Meanwhile, the Minimal Criteria Competencies (KKM) is 80. The score was indicated that the students have weak skill in writing recount text.

In additional, Researcher also found some problems that appear the students in learning process, especially in learning writing. *First*, the students

had lack motivation to do writing, when the teacher asked them to write, they did not have spirit to do their task, they were said that writing is difficult to do. *Second*, the students had difficulties to put their idea into written work. Actually, they had ideas to be written, but they do not know how to write it in English. *Third*, the students were lack of vocabulary and language use. It makes the students difficult to put their idea into sentences. The teacher asked them to bring dictionary when learning English, but they are lazy to bring it. It caused they are difficult to find out the meaning of the word. *The last*, many students did not know how to write well, especially in writing recount text,

Therefore, to overcome the problem that faced by the students in Senior High School Koto XI Tarusan, the researcher offers possible technique for the teacher in the process of teaching writing. One of alternative technique that could be used in teaching writing was Graphic Organizers and Dictogloss Techniques.

Graphic Organizers is can be used to mitigate difficulties that less skilled writers face as these organizers can improve planning, organization, word choice and composition coherence. (Bishop (2013: 16) in Tayib (2015)

Other hand, Graphic Organizers aid students in the writing process as the plan, support and record ideas and process. They serve as a prewriting piece when students are asked to develop responses to text. (Stricker (2008:3)

While, Dictogloss is an integrated skills technique for L2 learning. (Wanjryb (1990). And also, Dictogloss Technique is a form dictation, in which learners work together to reconstruct a text they listen to. It means that

Dictogloss is a technique for language teaching which can integrate language skills; listening, speaking, reading, and writing. Dictogloss is an integrated skills technique in learning a language in which students work together to reconstruct version of text read to them by their teacher. (Thornby (1999:82), these technique combined because Graphic Organizers did improved students writing skill, here students just to brainstorm idea in the text. While in Dictogloss Technique, the students given the opportunity to write or activity of writing down what is orally said or read. (Faghani and dkk (2015: 60).

Jacob and Small (2015:2-4) acknowledge some practical benefits of Dictogloss that: (1) *Curricular Integration*, Curricular integration involves combining the teaching of content, such as social studies or science, with the teaching of language, such as writing skills or grammar (2) *Thinking Skills*, The discussion that happened during text reconstruction in Dictogloss procedure gives a chance for learners to use their critical thinking skills as they challenge, defend, learn from, and elaborate on the ideas presented.

(3) *Alternative Assessment*, Dictogloss offers a context-rich method of assessing how much students know about writing and about the topic of the text. The text reconstruction task provides learners with the opportunities to display both their knowledge of the content of the text as well as of the organizational structure and language feature of the text. As students discuss with each other during text reconstruction and analyzing their reconstructed text, teacher can listen in and observe students' thinking about the task. Furthermore, dictogloss makes students involved in self assessment and peer

assessment. It cause the researcher chose these techniques in teaching writing especially on recount text, because it was motivated students to write recount text happily, it was give opportunities for writing practice, to improve students' writing ability, and because of these techniques have not used by the teacher yet.

Related to the idea above, the researcher would interested to do research by using Graphic Organizers and Dictogloss Techniques in teaching writing recount Text with title: *“The Effect of Combining Graphic Organizers and Dictogloss Techniques Towards Student’s Writing Skill in Recount Text at Senior High School Koto XI Tarusan”*

B. Identification of the Study

Based on the background above, most of Senior High School students still had difficulties in writing, especially in writing a recount text. In this case, the problem was happened at Senior High School Koto XI Tarusan, the researcher found that the students faced problem in writing because they had to consider many aspects.

1. The problem that was found in writing skill, especially in writing a descriptive text is dealing with the students' difficulties in considering the components of writing such as content, organization, vocabulary, language use and also mechanics when they are writing. The students did not understand well how to consider those components in writing.
2. The problem that was found in writing recount text was dealing with the students difficulties to produce and organize their mind into the written

form, it was because of their vocabulary is limited. Moreover, most of the students were not interested in learning English especially in writing, they felt difficult and confused how to start their writing.

Graphic Organizers and Dictogloss technique also gives opportunities to the students to have writing practice. So, by doing writing every day they were motivated to learn and make a recount text well.

C. Limitation of the Study

This research is focused on finding out the effect of Graphic Organizers and Dictogloss Techniques.

D. Formulation of the Problem

The researcher formulated the problem in following questions

1. Are Graphic Organizers and Dictogloss Techniques effective to improve student's writing skill in recount text at class X Senior High School Koto XI Tarusan?
2. What component of student's writing skill is affected significantly by using Graphic Organizers and Dictogloss Techniques at class X of Senior High School Koto XI Tarusan related to content, organization, vocabulary, language use and mechanic?

E. Purpose of the Study

In general, the purposes of this research are:

1. To find out whether Graphic Organizers and Dictogloss Techniques are effective toward student's writing skill in recount text at class X of Senior High School Koto XI Tarusan
2. To describe the components of student's writing skill affected significantly by using Graphic Organizers and Dictogloss Techniques at class X of Senior High School Koto XI Tarusan related to content, organization, vocabulary, language use and mechanic.

F. Significance of the Problem

The researcher expected this research can be useful not only to education and academic purposes, but also to the English learner, English teacher and reader. It was also expected to provide teacher's with a variation technique in teaching writing, especially to students; this research could be useful for them; they would have the information on how to improve their skill in writing recount text by using Graphic Organizers and Dictogloss Techniques.

G. Definition of Key Terms

To avoid miss understanding, it was necessary to define the term used in this study:

1. Effect is change that something causes in something or someone else.
2. Graphic Organizers are Visual representation of ideas
3. Dictogloss is an integrated skills technique for L2 learning
4. Writing is an activity in which a person expresses the ideas or thoughts, which is used for communicating to the readers in the form of written work.
5. Writing skill is a skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed
6. Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining.