

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing ability is complex skill that needs writers' to use appropriate vocabulary and language use to express ideas to be written. To get good writing, the students should have the basic knowledge in content, organizing of ideas, vocabulary, language use, and mechanic. All of them are important aspect that should be considered in order to be able to write well.

Writing is the most important means of communication. People usually use it in their daily activities both formal and informal situation. Writing is one of the English language skills that are related to other skills. Therefore, it is essential to teach students to be able to write in English. Writing is also as the writer's activity to express his or her own feelings, ideas, opinions, emotions and thought so that the reader can comprehend his or her work easily. Thus, writing takes an important role in teaching and learning process which helps the students enrich their knowledge.

Writing is a complex socio-cognitive process involving the construct of recorder messages on paper or on some other material and more recently, on computer screen. Writing is one of language skills and productive skill that will be learnt by students in junior high school, students will be able to express their idea and feeling by English writing.

Writing descriptive text is one of the genres in writing texts. It is taught by teacher in order to make students know how to describe themselves

and their surrounding although it is still in a simple way. However, many students have difficulties in writing descriptive text because the teacher only explains what the generic structure and the method how to write the descriptive text, the teacher does not use any method or new ways to teach he students. Therefore, the students will be unmotivated, bored, and have difficulties in learning descriptive text. They also do not able recall and to describe the things in a systematic order. Moreover, they cannot describe the parts, qualities, and characteristics of the things completely.

Based on the statement above, it can be concluded that students should be able to write various kinds of functional written texts like narrative, descriptive and recount. It means that the students should study these texts and have to consider number of aspects: content, organization, vocabulary, language use, and mechanic. The complexity of the writing makes writing difficult for most English learner.

Based on the researcher preliminary study, and then also the interview with one of the English teacher who teaches, the researcher found that many students got difficulties in producing the texts, especially in a descriptive text. The researcher found some problems related to the failure of students in their writing. Generally, students' knowledge about the five components of writing was still low. The difficulties of writing appeared when the students were writing. First, the students had difficulties in generating their idea into written text. The students knew what they want to write but they did not know to start write, and how to put their idea into paper. Second, the students were lack of

five components in writing. They do not know to start to write, and how to use appropriate vocabulary, language use, and mechanic. Therefore, English writing is difficult for them. Third, the students did not know how to arrange the word into sentence. The last, they also worried about grammar and punctuation. It proved when the students are writing, they do not consider about correct grammar and precise punctuation. Thus, the students must think carefully to make their writing become better.

Through writing, the teacher teaches some aspects to his/her students. Ann Raimes finds that through writing, the students are helped in learning. First of all, the students are accustomed to using grammatical structures, idioms, and vocabulary that the teacher taught. Second, the students have a chance to develop their ideas in writing. Next, students have to find a new vocabulary to express the idea that automatically will increase their vocabulary list. Based on preliminary research in Islamic junior high school 5 Padang Pariaman, the researcher found that students still many problems in writing the texts, especially in Descriptive text. Most of the students have difficulties in producing the text. After evaluating students writing in the Descriptive text (class VIII), their writing achievement on the test was not satisfying.

This table below is evidence that writing ability is difficult for students in the second years of Islamic junior high school 5 Padang Pariaman. This data researcher got from Mid Term at VIII class Islamic junior high school 5 Padang Pariaman.

Table 1
Students of writing Mid term at class VIII years 2017/2018

No	Students	Aspects					Mean score
		content (13 -30)	Organization (7 – 20)	Vocabulary (7 – 20)	language Use (5 – 25)	Mechanics (2 -5)	
	24 students	16.25	12.5	10.07	12.12	2.37	52.52
						Kkm = 75	

Source: Students' of writing mid term at Class VIII MTsN 5 Padang Pariaman

From the table above, mean score of the student's writing is still low. The students difficult to write because they cannot develop their idea, it is cause they have less vocabulary. The lack of students' achievement on writing skill was influenced by many factors. The main factor is students' knowledge of five essential elements in writing. Therefore, English difficulties for them especially in writing skill.

One solution to solve the students' problem in writing skill is Dictogloss technique. According to Stewart (20014:13), dictogloss integrated skill technique for language learning in which students work together to create a reconstructed version of text read to them by their teacher. One purpose of the activity is to focus the students' attention on specific items of language by getting them to analyze the difference between their written recreations and the original which they have heard. Dictogloss activities allow English students to be active and reflective during the learning process.

According to Benwell (2014) stated dictogloss is a classroom activity that incorporates listening, writing, speaking and reading. Students listen to a piece of text a few times and take notes. Then, they get in groups and try to

reconstruct the text in their own word. Eventually, they compare they are various to the original. It is a fun and collaborates activity that develops learner autonomy.

Therefore, in this research, the researcher was interested to conduct the research on the title **“The Effect Of Dictogloss Technique Toward Students Writing Skill In Descriptive Text at grade VIII of Islamic Junior High School 5 Padang Pariaman”**.

B. Identification of the problem

Based on the background above, most of Junior High School 5 Padang Pariaman still had difficulties in writing. In this case, the problem happened at Islamic Junior High School 5 Padang Pariaman, the researcher found that the students problem in writing because they had to consider many aspects. The problem that was found in writing ability, especially in writing a Descriptive Text was dealing with the students' difficulties in considering the components of writing such as content, organization, vocabulary, language use and also mechanics when they were writing. The students did not understand well how to consider those components in writing. Therefore it makes them get difficult in writing and affect their product.

Besides that, students difficult to memorize what they have learned, to produce and organize their mind into the written form, it is 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.

C. Limitations of the research

Based on the background and identification of the problem above, in this research, the researcher will limit problem was a focus on The Effect of Dictogloss Technique toward students writing skill in Descriptive Text especially in writing components such as content, organization, vocabulary, language use and mechanics.

D. Formulation of the research

Related to the limitation above, the problem is formulated as follow:
Does dictogloss technique improve students' writing ability at grade VIII Junior High School 5 Padang Pariaman ?

E. Purpose of Research

The purposes of this research are: To know what are the components of students' writing skill mostly improved using the dictogloss technique.

F. Significance of Research

The researcher hopes that the result of this research was expected to give a contribution to the English teacher who wants to improve their teaching writing. This research will be useful for students who learn English, particularly writing a subject. Meanwhile, for the researcher herself, this study is hoped to be a valuable experience that teaches her to be a better teacher in teaching English.

G. Definition of Key Term

In order to avoid miss understanding of key term used in this research.

The writer defines them as follow:

1. Writing is the process of transferring the ideas from the writer
2. Writing skill is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed
3. Dictogloss Technique is a development of dictation, classroom activity where the teacher reads a short text and the students just listen. Then, the teacher reads again, the students write the keywords in their paper. After that, they work in a group to reconstruct the short text based on the keywords with their own words.
4. The Effect is which is a result or consequence of an action or other cause (Oxford Advanced Learner's Dictionary). (2000)
5. Descriptive text is the description of person, place, and thing.