

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Writing is one of the ways to communicate or to express their ideas to other people when it is impossible to communicate orally. In this globalization era, the ability to write effectively is becoming increasingly important, especially in English language. Writing is the most important means of communication. People usually use it in their daily activities both formal and informal situation.

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 important role in teaching and learning process which helps the students enrich their knowledge.

Writing is one of English skill that should be mastered by English language students beside speaking, listening, and reading. Writing means developing, exploring ideas, and gathering the information. In writing, the writers should have ability in creating the product of writing by organizing the ideas as good as the writers can. To get a good writing, the writers should have the basic knowledge in content, organizing of ideas, vocabulary, language use, and mechanic. All of them are important aspects that should be considered in order to be able to write well.

Nation (2008:113) states that Writing is an activity that can usefully be prepared for by work in the order skill of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

English teacher must pay full attention to their teaching and learning process of writing, since writing is complex ability that should be mastered by all students. The teachers have to facilitate the students to recognize and understand the writing process, starting from planning, writing, revising, and rewriting. Beside those stages, the students should know some aspects to be improved such as content, organization, language use, vocabulary, and mechanics. Writing is a complex process, because there are many aspects and stages that should be gone through by students. Writing is the most complicated and difficult subject because the students have to master several rules such as the choice of word, spelling, grammar and punctuation.

In education world, writing has many kinds of text genre such as analytical exposition, recount text, narrative text, descriptive text and etc. It means that they are not only demanded to have ability in comprehending the text and the structure when they are reading but also writing those texts.

Among many kinds of genres, one that is being taught in Class XI of Senior High School level on first semester is analytical exposition. Analytical exposition is the kind of text that has been taught in this grade. Analytical

exposition is the kind of text with purpose to tell persuades the readers or listeners that something in the case or that the idea is an important matter. Moreover an analytical exposition consist of three generic structures, they are thesis, arguments and reiteration/conclusion. Thesis is introduces topic and indicates the writer's position. Arguments are support the thesis by presenting a series of arguments. Reiteration/conclusion is restates the writer's position or point of view.

Furthermore, besides writings' process, there are five components that should be understood by English students, such as content, organization, vocabulary, language use, and mechanic (Jacobs: 1981). If the students want to make a good writing, they have to know the writing process and writing component before.

Based on the preliminary research through writing test on August 5<sup>th</sup>, 2018 at Senior High School 15 Padang, at level XI, it was found that the students had some problems in writing, From 31 of total students for writing score at class XI IPA 5 and it can be seen in table below:

**Table 1.1**  
**Students' Writing Score on Writing Test**

|             | Mean Score of Writing Component |        |        |         |       | Total Score (100) |
|-------------|---------------------------------|--------|--------|---------|-------|-------------------|
|             | C (30)                          | O (20) | V (20) | LU (25) | M (5) |                   |
| <b>Sum</b>  | 653                             | 445    | 440    | 425     | 90    | 2053              |
| <b>Mean</b> | 21.06                           | 14.35  | 14.19  | 13.71   | 2.90  | 66.23             |

*Source: Preliminary Research in Senior High School 15 Padang (see appendix 1)*

The table above was assessed by using Jacob's writing criteria (1981:90). From the table above, it can be seen students' writing in analytical exposition at Senior High School 15 Padang got low score. The mean score of students' writing test is (66.23). The researcher found some problems related to the failure of students in their writing analytical exposition. The problem was related to the students' writing ability.

The difficulties that the students' faced in writing might be caused by some factors. *First*, analytical exposition use simple present in both nominal and verbal form. *Second*, analytical exposition use causal conjunction to indicate cause or reason of what is being stated and word reference appropriately. *Third*, analytical exposition use connecting words to link argument. *Fourth*, Students got difficulties in generating and expressing ideas/arguments into written form, especially to produce an analytical exposition text

Harmer (2004:11) said "For many years the teaching of writing focused on the written product rather than on the writing process". According to Linse (2005:98) stated writing is combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

The writer in this research tries to use another technique in writing that is dictogloss technique. Dictogloss technique is a teaching technique which incorporates various activities such as listening, taking notes, writing, discussing,

reconstructing and analyzing. Wajnryb (1990) states that 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 students can discuss the material with their friend whether in pair, group or other activities during the process of learning and teaching.

It is the same with the idea from Jacobs (2003); who explains that text reconstruction task provides students with the opportunities to display both their knowledge of the content of the text as well as of the organizational structure and language features of the text. It means that dictogloss gives opportunities to the students to comprehend what they have heard in form of notes, discuss with their friends and teacher, and then rewrite what they have learned.

Based on the background of the problem above, the researcher interest to conduct the research under the title **“The Effect of Dictogloss Technique toward Students’ Writing Ability at Eleventh Grade of Senior High School 15 Padang”**.

## **B. Identification of the Problem**

Based on the explanation above, the researcher identified that the problems are: *first*, the students are not able to convey their idea and pre-writing activities are two causes that students difficult in composing writing. *Second*, they are lack of vocabulary and difficulty in generating and organizing ideas on paper. *Third*, students have poor knowledge of English grammatical rules so their written

sentences and paragraphs are often not good and grammatically incorrect. *Finally*, the learning process is the teacher acted dominantly by explaining of generic structure, language features and social function of analytical exposition.

Therefore, the researcher needs to design and implement a writing technique in order to solve those problems above. The technique is dictogloss technique. Dictogloss is technique developed by Ruth Wajnryb (1990) for use with high school students, but it can be adapted for use with all ages. Dictogloss is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction the text. Dictogloss makes students to be more aware of their grammatical choice that they used to reconstruct their ideas about the text.

### **C. Limitation of the Problem**

Related on identification of problem above. There are several reasons why do the students get difficulties in writing. In overcoming the students' problem in writing. Researcher is interested to conduct dictogloss technique toward students' writing ability in analytical exposition at eleventh grade of senior high school.

### **D. Formulation of the Problem**

Related to the identification and limitation of the problem above, the researcher formulated the problem as follows: “did the students who were taught through Dictogloss Technique had better writing ability in analytical exposition than those who are not?”

### **E. Purpose of the Research**

The purpose of this research is to prove the students who were taught through Dictogloss Techniqu had better writing ability in analytical exposition than those who are not. To describe the scores of each component such as content, organization, vocabulary, language use and mechanics on students' writing ability in analytical exposition.

### **F. Significant of the Research**

The result of this research expected to the students can be easier and creative in writing. It can be used as consideration to develop their knowledge and experiences in teaching process use dictogloss technique. The result of this research is expected to be beneficial to theoretical values to:

1. The teacher: the teachers consider about the implementation of dictogloss technique as one of an alternative technique that is expected to be able to help the teacher in teaching writing.
2. The student: The research is expected to solve the students' problem in writing. And students are able to write based on writing components. As a result, their writing product will be better
3. The researcher: The researcher also hopes other researchers should try to research dictogloss technique can be an alternative technique which promotes students' writing ability for the future.

## G. Definition of Key Terms

To avoid miss understanding about the terms used in this research, the writer defines operationally as follow:

1. Effect is a change that something causes in something else (Oxford: 2008, 143). In this research, the meaning of effect is the students who are taught through Dictogloss Technique had better writing ability in analytical exposition than those who are not.
2. Dictogloss technique is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction.
3. Writing ability is the ability to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

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