

# CHAPTER I

## INTRODUCTION

### A. Research Background

Writing skill is one of the four language skills of English that should be mastered by language learners. It is a basic language skill, just as important as listening, speaking, and reading skill. Through writing skill, the learners will be able to express their thoughts, feelings, ideas, and views to others. In addition, writing skill for students of English as foreign language will enable them to reinforce their language in which they will benefit greatly from seeing the language written down because some learners find it useful to write sentences using new language shortly after they have studied it.

In writing skill, the learners are expected to be able to write their ideas coherently and use correct grammar, specific words, and correct English writing conventions. Indonesian curriculum context (KTSP 2005), it is stated that one of the basic competence should be mastered by the first grade students of senior high school students is the students are expected to able to express meaning in a simple essay in form of recount, narrative, and procedure text.

Mastering writing skill with indicator of writing stated above is not easy for language learners. Especially at SMA Darut Tauhid Sungai Raya, the researcher found that many students still get low score in their English achievement, especially in writing. The students still can not produce a good

writing in English. Furthermore, based on the result of interview with the English teacher, the teacher stated that there are many problems faced by the students when they are asked to write. They often do not know how to get started their writing. They often feel difficulty to get ideas to write so they can not write smoothly to develop the topic and often get stuck in the middle of their writing. Also, they often get difficulties to organize their ideas in their writing. In addition, they have limited vocabulary and poor knowledge of English grammatical rules so their written sentences and paragraphs are often not good and grammatically incorrect. Richards and Renandya (2002: 303) state that writing skill is the most difficult skill for second language learners to master. Cox (2005) in Brindley (2005: 152) points out that writing skill becomes difficult because there is no simple transition from spoken to written language, from casual language to formal language, from spontaneous language to planned language, from a known to unknown audience, from non-standard forms to the standard English, and others have to move from their mother tongue to English. Patel and Jain (2008: 125), therefore, state that writing skill must be taught and practiced.

The difficulties of mastering writing skill stated above require language teachers to find out various methods of teaching writing to improve the students' writing skill. One of the methods that can be employed is teaching writing skill through dictogloss. According to Wajnryb (1990: 5), dictogloss is a relative recent method in language teaching borrowed from traditional dictation. Jacobs (2003: 1) and Manda (2003: 12) define dictogloss

as a teaching method of English integrating skills: listening, speaking, reading, and writing which involves four stages: preparation, dictation, reconstruction, and analysis and correction. It is considered effective to teach writing skill because stages of dictogloss enable the students to learn writing skill through integrative skill. Patel and Jain (2008: 125) state that writing is the most efficiently acquired when practice in writing parallels practice in the other skills.

Another reason of the effectiveness of dictogloss in teaching writing skill because dictogloss enable learners to process and activate language in a collaborative writing task, promotes writing to learn , encourages learners to reflect on form, encourages learners to think critically and take risks in their language use (Smith, 2012: 2). The researcher, therefore, interested to do a research entitled "The effectiveness of dictogloss method to teach writing skill; A Pre Experimental study at the tenth grade of SMA Darut Tauhid Sungai Raya Kubu Raya in the Academic Year of 2015/2016".

## **B. Research Problem**

Based on the research background above, general problem in this research is “ How is the effectiveness of dictogloss method to teach writing skill at the tenth grade of SMA Darut Tauhid, Sungai Raya, Kubu Raya in the Academic Year of 2015/2016?”

Based on the problem above, the researcher formulate into several sub-problem as follow :

1. Is the use of dictogloss method effective to teach writing skill at the tenth grade of SMA Darut Tauhid, Sungai Raya, Kubu Raya in the Academic Year of 2015/2016?"
2. How significant is the use of dictogloss method to teach writing skill at the tenth grade of SMA Darut Tauhid, Sungai Raya, Kubu Raya in the Academic Year of 2015/2016?"

### **C. Research Purpose**

Based on the research problem above, the purpose of this research are:

1. To find out whether or not the use of dictogloss is effective to teach writing skill at the tenth grade of SMA Darut Tauhid, Sungai Raya, Kubu Raya in the Academic Year of 2015/2016?"
2. To find how significant is the use of dictogloss method to teach writing skill at the tenth grade of SMA Darut Tauhid, Sungai Raya, Kubu Raya in the Academic Year of 2015/2016

### **D. Significance of the Research**

The result of this study is expected to be useful for the researcher herself, teacher, students, school, and the next researcher.

1. For the researcher

This research is useful for the researcher because she can get new knowledge, new experience, and new skill in teaching English, particularly in teaching writing skill. The researcher can also get more information about the use of dictogloss method in teaching English that she might use

dictogloss method to teach the other skills of language; listening, speaking, and reading.

#### 2. For English teacher

English teachers are encouraged to use dictogloss method as one of alternative way of teaching English that so that they have more various ways of teaching. They may use this method to teach the four skills of English, such as listening, speaking, reading, and writing.

#### 3. For the students

The result of this research can help students how to improve their writing skill. In particular, it can help the students to understand the process of writing in order to produce successful writing.

#### 4. For the other researchers

The researcher hopes this research can be one of the starting points and references to do the other researches in different context, different skills of English, and different research methodologies.

### **E. Research Hypothesis**

Hypothesis is a powerful tool in scientific inquiry. It enables the researcher to relate theory to observation and observation to theory. Ary, Jacobs, Sorenson, and Razavieh (2010:95) define a hypothesis as the researcher's prediction about the outcome of the study which serves a framework for interpreting the results and for stating the conclusion of the study. Further, Ary *at al.* (2010:95) divide hypothesis into two kinds of hypothesis: null hypothesis that is a hypothesis which states that there is no

relationship between the variables and alternative hypothesis that is a hypothesis which states that there is a relationship between the variables. The hypotheses of this research are stated as follows:

#### 1. The Null Hypothesis

The use of dictogloss is not significant to teach writing skill at the tenth grade of SMA Darut Tauhid Sungai Raya Kubu Raya in the Academic Year of 2015/2016.

#### 2. The Alternative Hypothesis

The use of dictogloss is significant to teach writing skill at the tenth grade of SMA Darut Tauhid Sungai Raya Kubu Raya in the Academic Year of 2015/2016.

### **F. Scope of Research**

#### **1. Research Variable**

In this research, the researcher studies the variables and the relationships that exist among variables. Darmadi (2014: 14) states that research variable is an attribute, value, character of object, an individual, or activity that has many variations among one another which has been determined by researcher to be studied, searched, and concluded in a research. While, according to Ary, Jacobs, Sorenson, and Razavieh (2010: 37) define a variable is as a construct or characteristic that can take on different values or scores. Further, Ary *at al.* (2010:39) point out two major types of variables: independent variable referring to a variable

which is antecedent to another variable and dependent variable referring to sequence of another variable.

a) Independent variable

The independent variable of this research is the use of dictogloss. It is a variable which is supposed to have an antecedent or influence toward the dependent variable that is students' writing skill.

b) Dependent variable

The dependent variable of this research is writing skill. It is a variable which is supposed to be influenced by the independent variable that is the use of dictogloss. The dependent variable to be observed in this research covers the indicators of writing skill. The indicators or aspects of writing skill are content, organization, vocabulary, structure, and mechanics.

## 2. Terminology

To avoid misunderstanding and misinterpretation of the terms used in this research, it is necessary to provide the definitions and explanations of the terms as follows:

a) The effectiveness in this research

The effectiveness in this research refer to the degree to which objectives are achieved and the extent to which targeted problems are solved.

b) Writing skill

Definition of writing may refer to writing as process and writing as products. According to Flynn and Stainthorp (2006: 34), Writing is

used by writers to translate their ideas into words on the page so they can communicate their ideas to other people. It means that writing is a way of communicating and sharing one's idea to other people through a written language.

c) Dictogloss

Dictogloss is kind of dictation used in teaching English by integrating four skills of English, namely: listening, speaking, reading, and writing skill.

d) Experimental study

