

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the important language skills that should be mastered by the students to convey their ideas or their opinion in written form. In line with this view, Kellogg (2008) states that writing is an important skill for students because of some reasons. First, writing helps to reinforce the grammatical structure. Second, enhance the students' vocabulary. Third, assist other language skills such as reading, listening, and speaking. There are so many problems faced by the students when they are asked to write. They often do not know how to get started their writing. They frequently struggle to come up with writing ideas, as a result of which they are unable to write fluently in order to explore the subject and frequently become stuck in the middle of writing. They also have a hard time organizing their thoughts in writing. They also have a limited vocabulary and a poor knowledge of English grammar concepts, resulting in badly written sentences and paragraphs.

There are 13 types of text that students must learn, such as procedure, recount, narrative, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review text. To produce those writing products, especially monologs

students have to follow the writing steps. Seow (2002) states as follows: “Process writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage.” In this case, the researcher only focus on descriptive text.

Descriptive text is a text which describes person, place, mood, situation, and etc. in words. Similar to Wilbur (1996) said that descriptive writing is to create a clear picture or impression of person, place or object. Descriptive text is a kind of text that is use to describe something. It is usually used to describe a thing, person, place or event to give explanation for someone. There are many factors that can influence the low of students’ skill at writing descriptive text. In fact, most students hardly ever follow the writing stages in their writings.

The facts above frequently happen in many schools. Based on the observation in a school in MAN 1 Medan at class X IPS 3, it seemed that the students were rarely taught in writing English. They just did the assignment and discussed the answers together. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writings were far from the expectation. Actually

students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well.

The preliminary data was gained by doing interview with the English teacher, on February, 2nd 2021 and questionnaire for two students at MAN 1 Medan and by asking to the students to write descriptive text via online. From the interview, the researcher found the preliminary data about how do the teacher implemented the technique, whether it is in accordance with the technique procedures based on Wajnryb's (1990) theory or not. The following is an interview between the interviewer (I) and the English teacher (T)

I : Have you ever applied dictogloss technique in teaching writing at this school?

T : Dictogloss technique is dictate technique, right? I think I used that technique in 10th grade.

I : Yes mam, that's a dictate technique. Then, how do you teach writing using dictogloss technique?

T : As usual, I read the text then asked the students to listen to it then rewrote what they heard.

I : How many times do you read the text to students?

T: Usually more than one. Because there are some students who missed not hearing what I read. At most three times I read the text.

I : Alright mam, I think that's all I want to ask. Thank you mam for the information mam.

T : Yes, you're welcome.

Based on the preliminary data, the teacher said that she ever implemented the technique. The teacher applied this technique in order

to improve students' writing skills. As explained in the interview above, the teacher only read the text a maximum of three times. This method of implementing the Dictogloss technique is contrary to Wajnryb's theory (1990), where the implementation stage of the Dictogloss technique has 4 stages, namely: preparation, dictation, reconstructing, analysis and correction. In fact, the teacher only performs the dictation stage. And also the teacher thinks that Dictogloss technique is the same as traditional dictation technique. In this technique the teacher reads a short discourse to students at normal speed and students are asked to write as many words as they can. They then work together in small groups to reconstruct the discourse based on the pieces they have written. This technique is similar to traditional dictation techniques, although only superficial. The aims of Dictogloss according to Wajnryb (1990) is to provide an opportunity for learners to use their productive grammar in the task of text creation by reconstructing and analyzing the text. Based on what the teacher said that the students' grammar didn't increase when the technique was applied. Then, not all students are able to reconstruct the text that the teacher reads.

Based on the data of preliminary research, the goals of the Dictogloss technique seem to have not been realized because in the grammar aspect they have not improved at all. This can be proven in students' writing, that they are still weak on grammar. For example: "Ancol Beach is very beautiful beach *at* Jakarta." The correct

preposition in the sentence is to use the preposition *in* because it indicates the city. Next: “She *have* long wavy hair with brown color.” To be in the sentence is wrong, because in the subject *she* must be followed by to be *has*. After saw the students’ writing, the researcher conclude that the aims of the Dictogloss technique based on Wajnryb theory have not been achieved. This proves that the application of Dictogloss that the teacher has applied has not been able to improve grammar in students. Not only that, students’ skill to write sentences is still not perfect. However, there was an increase in the vocabulary of one of the students.

Furthermore, the researcher asked the student via online and based on the students’ statements that the teacher reads the text too fast, which makes them lagging behind and unfocused. This contradicts Wajnryb’s theory, she said that Dictogloss is a technique in which short pieces of language are read out at normal speed to students. When read the text, the teacher should read clearly with normal speed, not too fast or slow.

By Dictogloss, students can learn and train to write good paragraphs in different ways. Students are given much time to interact with their friends during learning. Vasiljevic (2010) states that Dictogloss also gives opportunities for students to learn something new from their group because every person in a group has different skill in

writing. From the other members of groups, students can get feedback and correction to their mistakes in writing, so that they can identify their strengths and weaknesses in writing to help them produce better writing. Moreover, students can decrease their anxiety in learning writing because they work in a group. Besides, using Dictogloss not only trains students' writing skill but also trains other language skill, such as listening. In other words, using Dictogloss technique to learn writing may give some benefits for the learners.

There are some previous studies related to this study. The first research was conducted by Huda and Rahadiano (2019) investigated Dictogloss technique to improve writing skill. The researcher made this research based on the problems that exist in schools, that students at school are still lacking in writing skills. But in the research there are no literature review which is an important part of research to see theories related to the research carried out.

Pertiwi (2020) investigated that from her research found that Dictogloss technique more effective than Direct Instruction to teach writing, and students having high motivation have better writing skill than those having low motivation.

The previous research is different from this research because the previous research focused on Dictogloss technique to improve writing skill and the comparison between using dictogloss technique and direct

instruction. Meanwhile, this research is focused on the analysis of Dictogloss technique on students' skill in writing descriptive text. However, both have similarity in term of focusing on teaching writing. But, on this research the researcher uses qualitative descriptive to analyze the problems.

From the explanation above, it encourages the researcher to conduct research on using Dictogloss technique in writing descriptive text, because this technique gives students an opportunity to write descriptive text. In other word, this technique is used in order to know the use of English language and to get writing mastery. It is extremely important to emphasize that using Dictogloss is one of the technique to achieve the aim in encouraging students to be keen in using English, especially to be mastered in writing English.

In this case, the researcher is interested in researching and analyzing the process of teaching writing by using Dictogloss technique in descriptive text at the tenth grade in MAN 1 Medan because in this school the students poor in English writing skill and look less enthusiastic in learning English further in writing because of the monotonous class.

B. Problems of the Study

Based on the description of the background of the study above, the problems of the study are formulated as following:

1. What are the teachers' problems in enhancing Dictogloss technique in teaching writing descriptive text?
2. How do the teachers enhance students' writing skill in descriptive text by using Dictogloss technique?

C. Objectives of the Study

Based on the problem of the study, the objectives of the study are:

1. To explain the teachers' problems in enhancing students writing skill by using Dictogloss technique in descriptive text
2. To analyze how the teachers enhance the students writing skill in descriptive text by using Dictogloss technique

D. Scope of the Study

Based on the identification of study above, it can be seen that there were many problems related to the students' achievement in learning writing. So, it is impossible to solve all the problems. Therefore, this research limited the problems by using Dictogloss technique used to enhance students' writing skill. The researcher uses theory by Wajnryb (1990) in Dictogloss technique. And the text that researcher use in this study is descriptive text.

E. Significances of the Study

The researcher expect to give a valuable contribution to the language teaching learning, both theoretically and practically:

1. Theoretically

The research can be used as reference for anybody else who has the same interest in the same field. And the research can be useful as the references in choosing the technique in teaching writing, especially descriptive text.

2. Practically

a. English Teachers

Teachers can use Dictogloss technique as an alternative technique to improve students' skill in writing in learning English.

b. Students

The finding of the research can be useful input for the students to enhance their skill and to learn English especially writing skill.

c. Researchers

For the researcher, the research can give a practice in developing her knowledge and skill in problem solving processes and for other researchers, this research can give general knowledge how to enhance students' writing skill at descriptive text.