

CHAPTER I

INTRODUCTION

A. The Background of the Study.

English is an international language that the people in the world use to communicate one to another. In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering, and education, which is the most important arena where English is needed.

Particularly, as a developing country, Indonesia needs to make use of this world-wide spoken language in order to prove its international power. This can merely be based on the efficiency of tertiary education. Consequently, English should be the medium of instruction at schools and universities in Indonesia for the following three reasons: finding a high-quality job, communicating with the international world, and accessing scientific sources in the student's major field.

According to the Educational Curriculum of Indonesia, also found that English has been put as one of the subject matter that the students learn kind in formal or informal school. As the important information to remember that English subject has been listed as a subject in the National Examination of Indonesia. As known that National Examination is the standardization for the students (secondary, primary and elementary school) to have a passing status from the

school where they are studying. If they cannot pass this subject with the standard score decided, they cannot graduate from the school and they should repeat to school again for one year. Knowing all the information that the position of English language in Indonesia is much needed concluded that English subject is very important to learn.

Passing the English subject means that passing all the matters or materials contained in that subject itself. Writing is one of the matters inside of the English Subject. According to Langan (2005:12) states that a realistic attitude about writing must be built on that idea that writing is a skill. It's like driving, typing, cooking and other skills. It means that basically, every student has the natural talent of writing but they need any guides to improve their talents. The teachers should have more extra efforts to give them any motivations and instructions to write starting by their prior knowledge put in their own constructed writing because children- students are sometimes shy to deliver their talents of writing.

In addition, Elbow and Belanof (1989:2) added that states that writing is one the most important subjects in curriculum of education in Indonesia. This skill also becomes a part of Senior High School (SMA) which is contained in Unit Curriculum of Education or Kurikulum Tingkat Satuan Pendidikan (KTSP). In KTSP students should be able to write Recount, Descriptive, and Narrative. Recount text is a text that retells the experiences of life. It functions to inform and entertain the readers. Recount can be defined as a basic writing type from all the genres in writing itself. However, there are still many students that cannot express their experience of life on a writing paper.

There was an English teacher met by the writer in one Senior High School who was teaching in the class. They taught the students with the conventional method which doesn't make any improvements of English knowledge to the students who hear to their teaching. The teaching learning is also very boring to the students. It can be seen from the students who were becoming sleepy in the class and sometimes go sleeping on their table. The teacher just came to the class, greeted them and asked them to make their experience into writing on paper but there were no any instructions or guides to the students what and how to write. The teacher didn't give any description of how to write. This caused the students confused to start their writing. They didn't know the structures in writing a recount text which was the writing genre given by the teacher. Because of the lack of supports, the students often feel that they do not have any talents to write any stories that they have in their mind. This makes any poorness on those students' achievement the teacher teaches.

This case was also found by the writer when he was in Field Teaching Practice or Program Pengalaman Lapangan (PPL) in 2012 on State Vocational High School 2 in Kisaran. Most of the students of the Five classes (eleventh grade: 3 classes, twelfth grade: 2 classes) feel got any troubles of how to write. The teacher wanted to ask them to make a story of their real experience, usually called as Recount text. The students didn't know even the first step how to write the recount text although factually they have good enough amount of English words they know. The teacher only asked them to construct their own text; she didn't give any examples of recount. Severely, the teacher let them write without

any structural arrangements and steps about recount text. Those made them very confuse what to write first and the next. This subject was taught about two meetings but the students still didn't know how to make a recount text yet. The class became boring and less of knowledge. The student also became dislike to start writing recount text which is actually a thing that is very easy to be done by anyone whoever they are because that is a natural experience that we ever felt.

Based on the facts above, can be drawn that writing is very important to be taught to the students in order to improve their talents of writing. By teaching them how to write well, hopefully they can express their thoughts, feelings, and intentions to English language.

Considering all the facts explained above, the writer thought to find a proper technique to solve the teaching learning process which is still weak in the teaching learning process in the classroom. After looking for any kinds of strategies, methods, approaches, and methods, the writer found and decided to use "Dictogloss" as his technique to solve all the problems happened to the students who still confused to write the Recount Text.

This technique has been used in the previous thesis of a senior of Students of state University of Medan but she used different genre namely Argumentation, Narrative and Descriptive. Looking at the results that they had found based on their observation in the field; the fact, this technique affected the student's achievement on to the three genres mentioned above of the students. The writer

here initiates to try to find out the good effect of this technique to the student's achievement in writing Recount text.

B. The Problem of the Study

The problem of the study is formulated in the form of a question as follows:

“Does the application of dictogloss significantly affect to the students' achievement in writing Recount Text?”

C. The Scope of the Study

Actually there are several types of writing such as recount, descriptive, narrative, argumentative, persuasive, and exposition. This study attempted to find out the effectiveness of dictogloss technique to the students' achievement in writing recount text.

D. The Objective of the Study

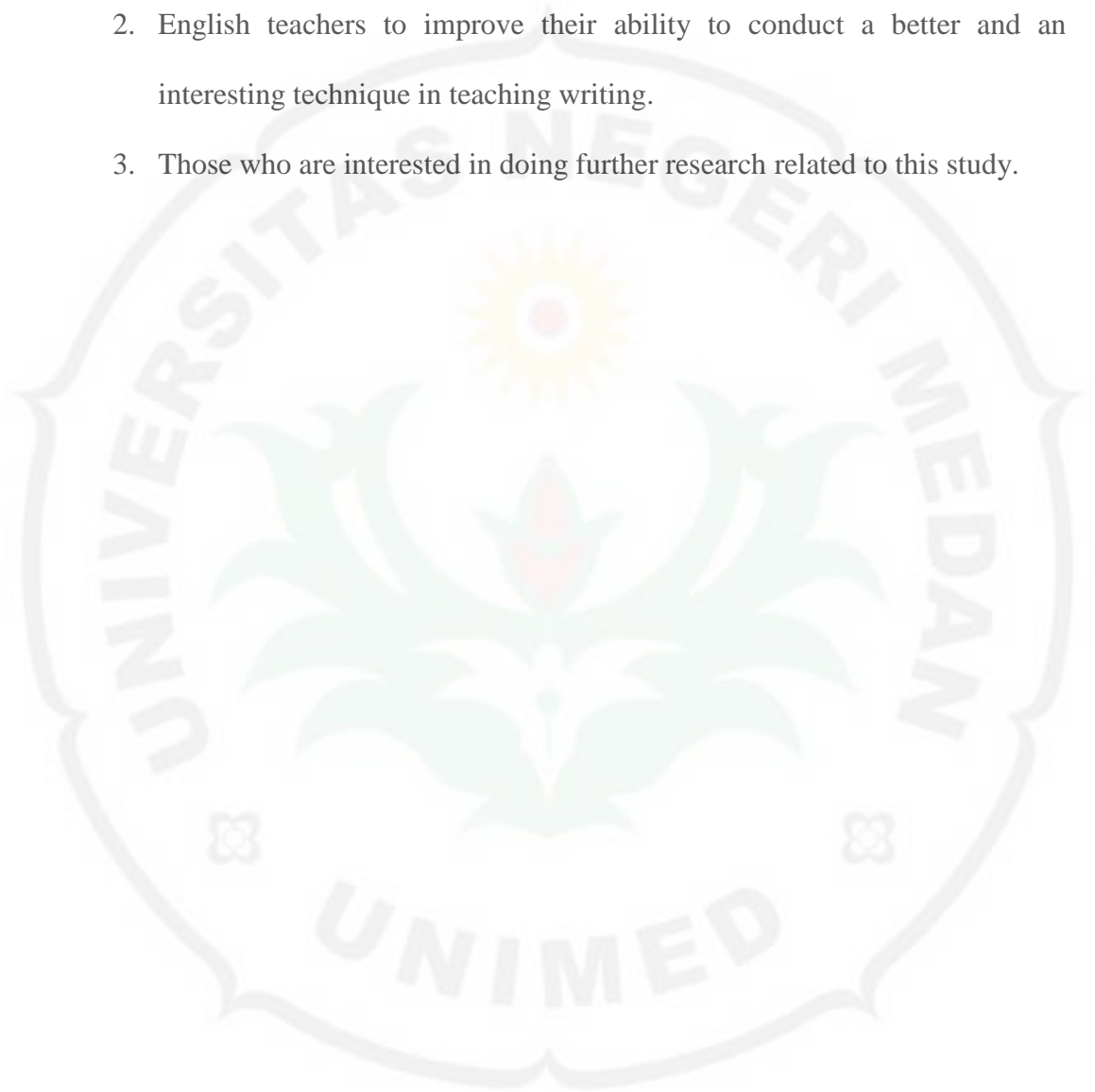
This study was aimed to find out whether student's achievement in writing recount text affected by the application of dictogloss.

E. The Significance of the Study

The findings of the study were expected to be useful for:

1. The students to improve their writing achievement especially in Recount text.

2. English teachers to improve their ability to conduct a better and an interesting technique in teaching writing.
3. Those who are interested in doing further research related to this study.



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