

CHAPTER I

INTRODUCTION

A. The Background of the Study

Communication is a condition that there are two activities happening at the same time; those are expressing and responding thoughts, ideas, feelings, and information to other people. In other words, there are two kinds of activities in a communication; those are producing language and comprehending language. Producing language includes speaking and writing, while comprehending language includes listening and reading. In having a communication, there are two ways which can be done by human beings; namely oral communication and written communication. Oral communication includes speaking and listening, while written communication includes writing and reading.

Actually, in a communication, there must be something produced in form of language by someone, and then it will be received and responded by other people. As activities of producing language, speaking and writing have same function in a communication; that is giving information. In this study, the focus is on activity of producing language in the form of written language; that is writing.

Based on the Educational Unit-Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan), students are expected to be able to have a communication in English with other people in the form of oral communication and written communication. To make students productive in studying language, they are taught to speak and write. As the writer stated above, this study focuses on writing.

Based on the writer's experience in teaching practical program (PPL) in SMA Negeri 1 Sei Rampah, it was found that dominant problem that students had in that school was writing. The students' achievement in writing was too low. Most of the students had difficulty in writing. They did not know how to write a kind of text, they did not know how to build sentences in correct grammar, they had no ideas to express, and they had lack of vocabulary.

The writer found that English teacher in that school taught her students by focusing on tenses. She used to ask her students to memorize tenses related to some genres without discussing about social function of the text and the generic structure of it. Finally, the students had difficulty in writing a text. In other words, it can be said that the teacher did not apply appropriate teaching technique when asking the students to write down a text.

Theoretically, writing is a skill of putting thought into words in meaningful form and interacting mentally with the message. Writing is used extensively in higher education which leads to a future career (Walsh: 2010). As an activity of producing language, writing will produce a text. In fact, there are three functions of text; those are transactional and interpersonal text, short functional text, and long text (genre). In this study, the focus is on writing long text (genre).

In Indonesia, there are more than thirteen genres which are taught to students. Every genre has its own social function. In this study, the writer focuses on hortatory exposition text.

In this study, the writer tries to find an innovation of teaching-learning process, specifically in writing hortatory exposition by applying a teaching technique; that is dictogloss technique.

Dictogloss technique is an integrated-skills technique for language learning in which students work together to create a reconstructed version of a text which is read to them. The writer would like to apply dictogloss technique because this technique provides environment for students to practice their writing skill and even in the other language skills (listening, reading, and speaking). Dictogloss technique helps students to create ideas; finally, it will be easier for students to write down a text based on ideas that they have in their mind. Besides, by applying dictogloss technique, it will be easier for teacher to teach the students about vocabulary and grammar in context, which makes grammar learning more purposeful and meaningful.

Some researchers in Cambridge University which used dictogloss technique to improve students' listening ability at junior high school grade 1, showed a successful improvement of their listening ability. Those researches prove that dictogloss technique is very affective to improve the students' thinking ability. Accordingly, the writer chose this technique in this research.

Besides, this technique supports students to think critically. Because of that, students will be motivated and interested in learning writing hortatory exposition text by using this technique. It is expected that students' achievement in writing will be improved if they are taught by using dictogloss technique, particularly in writing hortatory exposition text.

B. The Problem of the Study

Based on the background above, the problem of study is formulated as follow.

“Is students’ achievement in writing hortatory exposition text significantly improved if they are taught by using dictogloss technique?”

C. The Scope of the Study

This study focuses on the application of dictogloss technique in teaching writing hortatory exposition text to the students of the second year of SMA Negeri 1 Sei Rampah.

D. The Objective of the Study

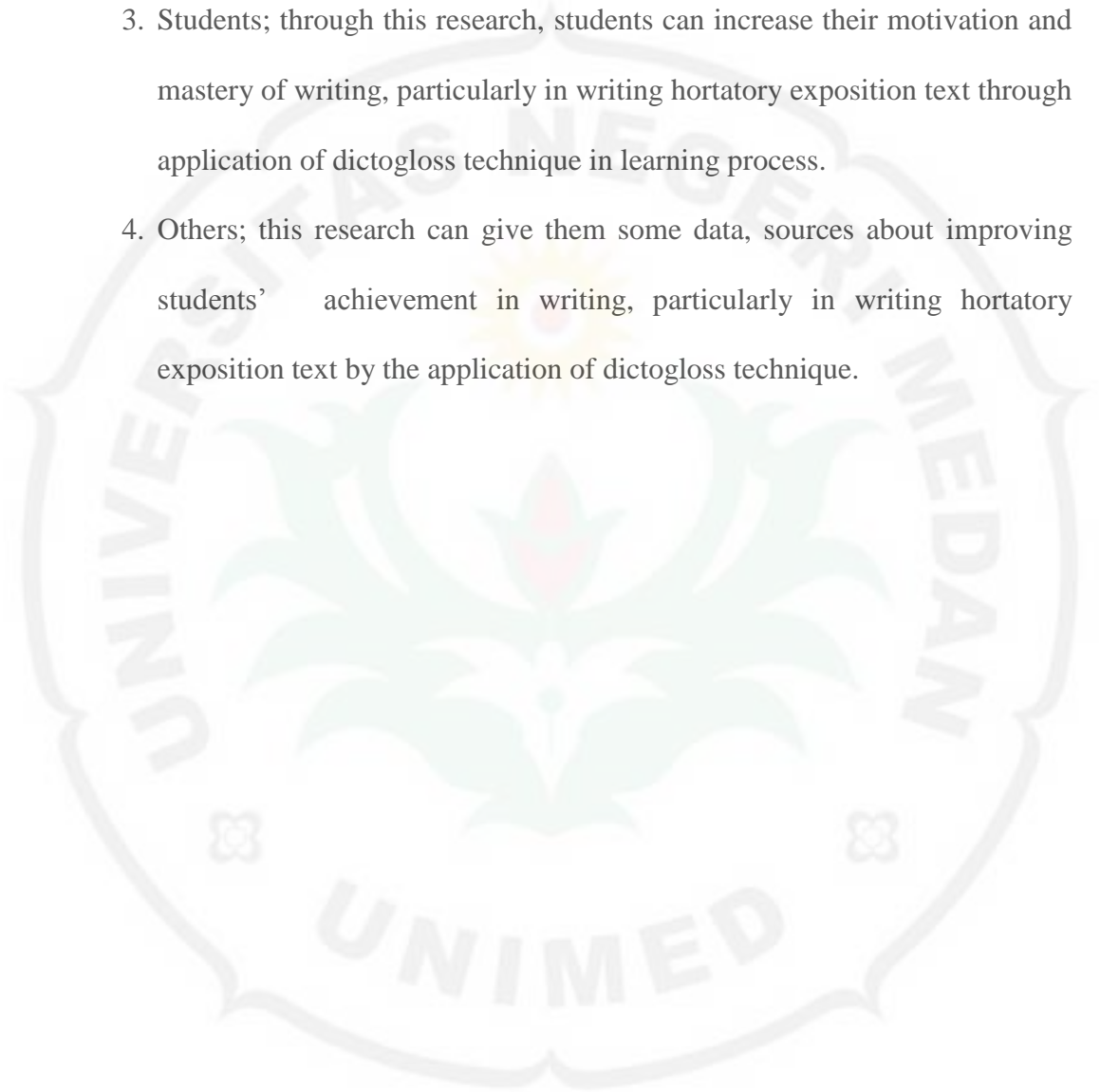
This study is aimed at finding out the improvement of students’ achievement on writing hortatory exposition text by using dictogloss technique.

E. The Significance of the Study

The findings of this study are expected to be useful for:

1. Writer; by having this research, the writer can develop and enrich knowledge about improving students’ achievement in writing hortatory exposition text through the application of dictogloss technique.
2. Teacher; through this research, teacher can find the improvement of students’ achievement in writing hortatory exposition text by applying dictogloss technique in teaching-learning process.

3. Students; through this research, students can increase their motivation and mastery of writing, particularly in writing hortatory exposition text through application of dictogloss technique in learning process.
4. Others; this research can give them some data, sources about improving students' achievement in writing, particularly in writing hortatory exposition text by the application of dictogloss technique.



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