

# 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 by the help of developing technology. English has been playing a major role in many sectors including education, which is the most important arena where English is needed.

In learning English, there are four skills that the students should be mastered in their study. They are speaking, listening, reading, writing. Writing is one of the four basic skills in learning English holds an important role in daily communication. People use writing from simple activity to complex activity. It is also one of the most important skills that can improve students' achievement in learning foreign language. As one of the basic language skills, writing has a very complex process. Therefore writing is not easy as some people think. De Leon (1993) states that these abilities can be achieved only if learners master some techniques of writing such as how to obtain ideas about what will write on, to express them in a sequence of sentences, to organize them chronologically and coherently, to review and then to revise the composition until the writing is well-built. Moreover, even English is officially taught for years and the students had passed the National Examination, there is still no significant achievement especially in students' writing ability.

While the researcher did an observation in SMA Dharmawangsa Medan also found those problems. The students' competence in writing English was low. The researcher found that most of the students were not able to write spoof text successfully because they learned spoof text only once as the students get formal education in school. One of the genre text that Senior High students learn about type of texts for Grade XI is spoof text. Spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. The teacher used phonics dictation technique in teaching's technique. The teacher wanted to ask them to re-write a spoof text. The students didn't know even the first step how to write the spoof text although factually they have good enough amount of English words they know. The teacher only read the text and the students just write what they have heard from the teacher. There was no improvement in their writing skill.

There are some factors why the students might think that writing is difficult. First, they find difficulties in gathering their ideas and organizing them in a good paragraph unity. Second, students do not have much idea of what to write and how to start writing. As a matter of fact, they waste too much time thinking about what they are going to write instead of free writing. Third, students are afraid of making errors. Most students only focus about not make errors – spelling, grammar, and punctuations - to their writing than strengthening their ideas to be vivid. Spelling, grammar, and punctuation are also important parts in writing a paragraph, but the most important part is how the writers can give clear views through their writing. Finally, most teachers tend to use the traditional

technique such as phonics dictation technique. Here, the teacher takes the major role explaining everything, doing what the student is supposed to do while the student's role is only listening to what is uttered to their teacher.

In fact, many students could not pass the Minimal Completeness Criterion (Kriteria Ketuntasan Minimal) applied at the school, which is 70 in English subject.

The data can be seen in table 1.1 below:

**Table 1.1 Students Score in Writing Competence**

Class	Score < 70	Score > 70
XI IPS 1	17 students ( 56.1% )	13 students ( 43.9% )
XI IPS 2	19 students ( 62.7% )	11 students ( 37.3% )
XI IPS 3	20 students ( 66% )	10 students ( 34% )
XI IPS 4	18 students ( 75,6% )	12 students ( 24,4% )
Total	74 students ( 59.4% )	46 students ( 40.6% )

(Source: SMA Dharmawangsa Medan academic year 2015/2016)

From the data of these 4 classes, it could be seen that 59.4% of 120 students had score under the minimal completeness criterion. It could be concluded that by applying phonics dictation, the students' achievement in writing was low.

Responding to these problems, teachers hold an important role in solving students' problems in writing. Making the teaching-learning process interesting and meaningful, teachers can apply strategy in the process to increase students' writing achievement. In this case, dictogloss technique makes students get their own ideas and put them down in a good text. Dictogloss is facilitating the learners to write fluently.

Wajnryb (1990) states that dictogloss technique is an integrated-skills technique for language learning in which students work together to create a reconstructed version of a text read to them. Dictogloss 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 which make students easier to write and teaches students about vocabulary and grammar in context, which makes grammar learning more purposeful and meaningful. Because of that, by writing spoof text were more progress if the class were taught by using dictogloss technique.

According to the research that has been done by Sidabutar (2013) found Dictogloss was a proper technique to solve the teaching learning process which was still weak in the teaching learning process in the classroom. Setiana (2012) in Bandung found that the result of testing by applying dictogloss technique showed that the experimental class students got better score than the control class students. However, dictogloss technique made a better progress in writing achievement. Another researcher, Susanti (2012) found that dictogloss technique is a potent technique which empower students' imagination. It also made students more enjoyable and interested in learning writing genre text.

Based on the explanations above, the researcher focused on conducting a research in order to investigate the effect of dictogloss technique on the students' achievement in writing spoof text.

## **B. The Problem of the Study**

The research problem was formulated as follows: "Was the students' achievement in writing spoof text taught by Dictogloss Technique higher than that taught by using Phonics Dictation Technique?"

## **C. The Scope of The Study**

This study was focused on the application of Phonics Dictation Technique and Dictogloss Technique in teaching writing spoof text to the students of the second year of SMA DHARMAWANGSA MEDAN.

## **D. The Objective of The Study**

The objective of the study was to find out the students' achievement in writing spoof text taught by Dictogloss Technique was higher than that taught by using Phonics Dictation Technique.

## **E. The Significance of the Study**

The findings of this study were expected to be useful and relevant:

1. Theoretically, to develop and enhance the concept and knowledge about teaching writing spoof text by applying Dictogloss Technique.

2. Practically

For the teachers, to selected dictogloss technique as better way in increasing students' achievement in writing spoof text. For the students, to improved students' ability in writing spoof text by applying Dictogloss Technique. For the next researchers, to developed the knowledge about teaching writing spoof text by applying Dictogloss Technique.