CHAPTER I

INTRODUCTION

A. RESEARCH BACKGROUND

Teaching English in Indonesia is focused on the ability of students to communicate. The communication can be in oral or written forms. Depdiknas (2003:6) states that "the students should be able to learn the four language skills, namely listening, speaking, reading and writing". Based on the writers' experience in teaching practice, students who learn English in school have been facing certain problems especially in learning writing. The problems are the difficulties in finding and generating language use, and organizing ideas. Richards and Renandya (2002 : 303) argues that "the most difficult problems are not only in generating and organizing ideas, but also in translating these ideas into readable text".

Based on the problems above, teachers are suggested to use some techniques in teaching writing. Teaching techniques are needed in learning process especially writing to help the students produce good writing. Technique is treated at the level of design in which the roles of teachers, students and instructional materials are specified. Richards and Rodgers (1986:15) stated that "technique is the level at which classroom procedures are described".

The technique that was often used by teacher in teaching writing long time ago was dictation. In the standard dictation procedure, the teacher

read a passage slowly and repeatedly. Students wrote exactly what the teacher said. Dictation in this traditional form has been criticized as a rote learning method in which students merely make a copy of the text and the teacher reads without doing any thinking, thus producing a mechanical form of literacy.

According to Kurikulum Tingkat Satuan Pendidikan (KTSP) students should be active and creative. For the purpose of increasing the students' active, engagement and creativity, there are teaching techniques to be correctly selected. One technique which is considered effective to be used is Dictogloss technique.

Wajnryb (1990) is credited with developing a new way to do dictation, known as dictogloss. One of the lecturers that has taught English using dictogloss is Chris Harwood. Harwood (2000) has identified the type of course, described the level of the learners, and identified their learning needs. Chris Harwood has found the benefit of dictogloss that can encourage inductive learning and allows learners to discover or induce meaning from language through their use of it.

The Dictogloss is a classroom dictation activity where students are required to reconstruct a text by listening and noting down key words, which are then used as a base for reconstruction. The use of dictogloss will help the students to reconstruct the text by using some key words. The students can build up text by using both their prior knowledge and their own language based on the key words related to the main idea. Based on

the keywords students can find ideas to reconstruct the text. Students listen to the teacher while listening the story, students write some keywords as their ideas to reconstruct the text.

In Senior High School, there are many written texts to be taught to the students. They are expected to be able to recognize and write the text, such as: narrative, report, recount, descriptive, news item, spoof, and exposition. Based on the curriculum now, narrative is one of the text which is mostly discussed by the teachers and students.

Narrative text is the form of text which develops the ideas of construction (fiction). Narrative text consists of three main parts, which are: Orientation, complication, and resolution. Orientation presents background information about participants and setting of time and place. Complication presents the problem which is faced by the main characters. Resolution presents the solution toward the problem. The students often get difficult in starting, organizing and closing their text.

In this research, the writer chooses dictogloss technique to help students in writing narrative text. Jacobs (2003) stated that dictogloss embodies sound principles of language teaching which include: learner autonomy, cooperation among learners, curricular integration, focus on meaning, diversity, thinking skills, alternative assessment, and teachers as co-learners. It helps students to use their grammar resources to reconstruct text and become aware of their shortcomings and needs.

From all the explanation above, the writer applies pre-experimental study. Cohen (2005:212) suggest that new teaching method should use pre-experimental study. Based on the pre research, teachers at SMA Negeri 4 Pontianak have not done dictogloss technique yet. Thus the writer would like to apply dictogloss technique into pre-experimental study in which the writer only uses one class (without control group). This research takes five meetings: pre-test, three time treatments, and post-test. Therefore, the writer tries to conduct research by using dictogloss technique to teach writing. The dictogloss technique is going to be applied to the eleventh grade students of SMA Negeri 4 Pontianak in academic year 2011/2012.

B.   **RESEARCH PROBLEM**

In order to acquire the clarity and consistent focusing on the research, it is necessary to restrict the research problem into specific question as the following:

General Research Problem:

"How effective is the use of dictogloss technique in teaching narrative text writing to the eleventh grade students of SMA Negeri 4 Pontianak in academic year 2011/2012".

Specific Research Problem:

1)   How effective is the use of dictogloss technique in teaching of orientation of narrative text writing to the eleventh grade students of SMA Negeri 4 Pontianak in academic year 2011/2012?

2) How effective is the use of dictogloss technique in teaching of complication of narrative text writing to the eleventh grade students of SMA Negeri 4 Pontianak in academic year 2011/2012?

3) How effective is the use of dictogloss technique in teaching of resolution of narrative text writing to the eleventh grade students of SMA Negeri 4 Pontianak in academic year 2011/2012?

4) How effective is the use of dictogloss technique in teaching of grammar of narrative text writing to the eleventh grade students of SMA Negeri 4 Pontianak in academic year 2011/2012?

5) How effective is the use of dictogloss technique in teaching of vocabulary of narrative text writing to the eleventh grade students of SMA Negeri 4 Pontianak in academic year 2011/2012?

6) How effective is the use of dictogloss technique in teaching of mechanics of narrative text writing to the eleventh grade students of SMA Negeri 4 Pontianak in academic year 2011/2012?

C. RESEARCH PURPOSE

The purpose of conducting this research is to investigate the effectiveness of using dictogloss technique in teaching narrative text writing to the eleventh grade students of SMA Negeri 4 Pontinak in academic year 2011/2012?

D.   HYPOTHESIS

Marczyk, DeMatteo &Festinger (2005 :8) state : "A hypothesis is often described as an attempt by the researcher to explain the phenomenon of interest" the hypotheses of this research are:

1.   Null Hypotheses (Ho)

Dictogloss technique is not effective to teach narrative text writing to the eleventh grade students of SMA Negeri 4 Pontianak in academic year 2011/2012.

2.   Alternative Hypothesis (Ha)

Dictogloss technique is effective to teach narrative text writing to the eleventh grade students of SMA Negeri 4 Pontianak in academic year 2011/2012.

E.   SCOPE OF RESEARCH

In order to conduct a research systematically and avoid misinterpretation, it is necessary to state research variable and terminology.

1. Research variable

According to Marczyk, DeMatteo & Festinger (2005 :42) "variable is anything that can take on different values". There are two variables in this research:

a. Independent Variable

According to Louis Cohen, Lawrence Manion and Keith Morrison (2005:211) explain that "the essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events in which they are interested". At its simplest, an experiment involves making a change in the value of one variable called the independent variable.

The independent variable in this research is teaching narrative text writing by using dictogloss.

b. Dependent Variable

According to Marczyk, et al. (2005: 44) defines that "the dependent variable is a measure of the effect (if any) of the independent variable". The dependent variable of this research is the students' achievement in writing narrative text.

2. Terminology

To avoid misunderstanding, the writer clarifies the following terms:

a. Teaching narrative text writing is the activities carried out by teacher in classroom, which is intended to give students knowledge and skills to write narrative text as well to facilitate students' learning it.

b. Dictogloss technique is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction.

c. Pre-experimental research is a research procedure which has only one experimental group and there is no control group.

d. The eleventh grade students of SMA Negeri 4 Pontianak are the students who are generally in the age of 15-17 years old who study at SMA Negeri 4 Pontianak.

e. SMA Negeri 4 Pontianak is a senior high school which is located on Jl. Dr. Wahidin Pontianak.