

CHAPTER 1

INTRODUCTION

This chapter has seven points which connected to this research. Those involve to background of the study, statement of the research problem, objective of the study, research hypothesis, significance of the study, scope and limitation of the study and definition of key terms.

A. Background of the Study

In era globalization, technology development is increasing rapidly. Technology cannot be separated in human life. One of development is English language. Utami (2017) stated English has taken a big role in many case in this world as language use. English plays an important role especially in international communication and in the development of education, politics, economy, and tourism, Nurhayati (2018). For the example, we find English language that is used in various public places to indicate a direction, prohibition, notification, etc. In addition, most of people used English as their second language. In Indonesia, English must be learned by students as a compulsory subject. Curriculum 2006 stated that English becomes the second foreign language which must be taken by the students as compulsory subject in Indonesia School (Depdikbud, 2008). It is the reason makes English language so important in our life. One of important skills in English is writing, it can't be separated from daily activity. Therefore, we need writing skill in our life.

Astuti (2017) stated that writing is an ability that must be dominated in English. Based on statement above, writing is a skill that the students should overcome in learning. Next, writing is more complicated because the students have to develop their idea that they have. The writing problems include they lack ideas, organizing of ideas, rhetoric or pattern of thought, cohesion and coherence, Nurhayati (2016). Some students feel confused about what they write on the paper. The students must pay attention to the grammatical, vocabulary and punctuation when they write.

Fikri (2016) has conducted about the effectiveness of Dictogloss technique on students' writing of descriptive text at the first grade students of SMA PGRI 56 Ciputat Kota Tangerang Selatan in academic year 2015/2016. The average pre-test score of experimental class before taught by Dictogloss technique is 60.95. After giving the treatment 4 times, the average of post-test score was increasing, it is 71.15. In the pre-test, the smallest score is 58 and the highest score is 70. The smallest score in the post-test was 58 and the highest score is 85. Meanwhile, in the control class, the average of pre-test score was 61.35. After being taught by dictogloss technique, the average of the post-test score is 64.80. The smallest score in the pre-test is 54 and the highest score was 71. In the post-test, the smallest score is 54 and the highest score was 72. The researcher concluded that dictogloss technique was effective to increase the students' writing score.

Shofiyah (2015) has tested about the effectiveness of Dictogloss technique in teaching writing of narrative text at the first grade students of SMA Manba'ul Ulum. The researcher found that Dictogloss technique was effective for improving

students' writing ability. The result was showed by the students' score before and after using Dictogloss technique. The mean score of pre-test in experimental class is 52.5 while the mean score of post-test is 69.85. Meanwhile, the mean score of pre-test in controlled class is 54.25 and the mean score of post-test is 63.45. It meant that Dictogloss technique is effective for teaching writing. In addition, the Dictogloss technique is interesting and motivates the students in teaching and learning process.

The effectiveness of Dictogloss technique in teaching listening at SMPN 2 Mesjid Raya had been conducted by Rahmi (2017). The researcher got the result of the dependent t-test of each group by pairing the pre-test and post-test that the result of t-test in the experimental group is higher than t-test in the in the control group ($9.063 > 6.265$). It indicated that there is a significant improvement in the post-test of experimental group after Dictogloss technique was taught. So, it can be concluded that Dictogloss technique is effective in teaching writing and it can increase the students' writing ability.

Alawiyah (2016) has conducted about the effectiveness of Dictogloss method on listening skill of Narrative text at tenth grade students of MA Al Iman Adiwerna Tegal. The researcher got the mean of students' score before using Dictogloss technique was 68.45 and the mean of students' score after using Dictogloss technique was 79.03. It can be concluded that there was significant different before and after using the treatment on the students score.

Teaching writing is very hard process. There are many problems that the teachers faced when they taught the English language. The problem is that English is still considered as local subject, Nurhayati (2012). To make effective in teaching learning, the technique was needed. The teacher should know the strategies and creativities to make the students understand about the material which delivered to them. So, the teacher must be able to use the technique which make the students interesting with the material which given and they understand well about the material. In teaching process, technique is very important because it can support to deliver the material effectively. Nurhayati (2015) stated that the teacher should set up the objective, decide the teaching materials with the teaching techniques, and choose the most appropriate evaluation. Using technique in teaching process is to help students more active and creative in the teaching learning process, making the material more understandable and memorable for the students.

Based on observation to students of MA Darul Hikmah Tulungagung, it was conducted three times (January 23th, 30th, and February 6th) in X B. The researcher found some students get difficulties in understanding their materials which explained by teacher especially in writing. The teacher only explained the material under tittle memorable moment by using traditional method. He delivered the material based on the book which he had. Then, the teacher asked the students to do exercise based on the tittle which they have learned. Some students were wrong in their English grammatical rules. For the example, they have to note some sentences in past form, but they write in present form.

In teaching learning activity, the teacher applied a conventional method. This technique was less communicative to support writing practice. Wahyuniati (2013) stated conventional technique is learning which provided by teacher in verbal explanation, the students were passive because they accepted what explained by the teacher. The technique which used by teacher made students' responses was low in learning process. They also got bored in that they only listened to the teacher's explanation. Then, the teachers needs a creativity to deliver the material so that the teachers can create the classroom atmosphere from boring into enjoyable situation, Nurhayati (2014).

Wahyuningsih (2019) had conducted about the effectiveness of Dictogloss technique on listening skill of short functional text at the eighth grade students of MTsN 2 Madiun in academic year 2018/2019, the researcher found that applying Dictogloss as the treatment to the students. The research found that the students looked interesting when the teacher explained about the material using Dictogloss and they understood the materials well. Then, it also proved that the students' achievement after getting the treatment was better than before. It could be summed up that the students got good achievement in their listening ability after being taught by using Dictogloss technique. In teaching learning process, the students looked more interesting and easier to understand the material. In this research, the researcher used quasi-experimental design in the form of two groups; those are experimental and controlled group.

Suefi (2019) had studied about the effectiveness of Dictogloss technique in teaching writing Narrative text at the first grade in SMA Bayt Al-qur'an Cikande

Modern Serang Banten. The researcher found that Dictogloss as technique to teach writing shows the effectiveness, because Dictogloss give the students more spirit and motivate them to learn English. Using Dictogloss technique in teaching learning process, make the students more spirit and interesting to learn about the material in English lesson. In this research, the researcher used quasi-experimental research design in the form of two groups; those are experimental and controlled group.

In addition, Apriliyanto (2019) has conducted about the effectiveness of audio-based Dictogloss technique on teaching students' writing skill of descriptive text at the tenth grade of MAN 1 Jepara in academic year 2018/2019. The researcher got the result that Dictogloss technique was proved to be effective to support the students improving their writing skill before and after being taught. In this research, the researcher used quasi-experimental research design in the form of two groups; those are experimental and control group.

In accordance with the fact, all the research used quasi-experimental research design; the researcher tries to do the next research using the different design. The researcher expected that by using Dictogloss technique, it helps and motivates the students to learn English.

In this research, the researcher uses Dictogloss technique to increase the students' writing ability at the tenth graders of senior high school. In addition, the researcher also wants to know how the use of Dictogloss can help the students to improve their writing ability.

Based on the discussion above, the researcher was interested in conducting the research about increasing the students' writing ability in recount text by using Dictolos technique especially for tenth grade of senior high school. So, in this research, the researcher gives the title " The Effectiveness of Dictogloss Technique toward Student's Writing Ability in Recount Text at the Tenth Graders of MA Darul Hikmah Tawang Sari Kedungwaru".

B. Statement of the Research Problem

Based on the background of research, this research represented more information about The Effectiveness of Dictogloss Technique toward Students' writing Ability in Recount Text at the Tenth Graders of MA Darul Hikmah Tawang Sari Kedungwaru. Therefore, the problem of the study is "Is there any significant differences scores on students' writing skill before and after taught Dictogloss technique at the tenth graders of MA Darul Hikmah Tawang Sari Kedungwaru?"

C. Objective of the Study

Based on the research question, the objective of the research is to find out the significant differences scores on students' writing skill before and after the taught Dictogloss Technique at the tenth graders of MA Darul Hikmah Tawang Sari Kedungwaru.

D. Research Hypothesis

In this research, the researcher has two hypotheses; they are Null Hypothesis (Ho) and Alternative Hypothesis (Ha).

1. Null Hypothesis (Ho)

There is no any significant difference on students' writing skill in recount text that is taught before and after using Dictogloss Technique.

2. Alternative Hypothesis (Ha)

There is any significant difference on students' writing skill in recount text that is taught before and after using Dictogloss Technique.

E. Significance of the Study

By organizing this research, the researcher expected the result could help to the teacher, student and future researcher.

The significant of this research involves:

1. Theoretically

This research is hoped to give information and support in teaching learning process through Dictogloss Technique.

2. Practically

This research is hope to provide the information to the students and teacher

- a. For students

The researcher looks forward that this research should motivate the students in developing and learning writing, in order that their skill in writing can be developed. Moreover, they get more experiences after learning Dictogloss Technique.

b. For English teacher

The researcher expects this research should help the teacher in increasing students' achievement. The outcome of this research gives new explanation for the teacher about how to develop the students' writing skills through Dictogloss Technique. The researcher also expects the teacher could know the benefit of teaching writing by using Dictogloss method.

F. Scope and Limitation of the Study

In this research, the researcher focused on teaching writing of recount text through Dictogloss Technique. The researcher chooses the tenth graders of MA Darul Hikmah Tawang Sari Kedungwaru.

G. The Definition of Key Terms

The description of these terms as bellow:

1. Dictogloss

Latif (2016) Dictogloss is one or other talk active technique in learning language which combines all the skills in language. This activity, the teacher asked the students to rewrite a text which recited by the teacher. They have to reconstruct the text in a group. Based on statement above, Dictogloss Technique is different with traditional technique.

2. Writing

Flynn and Stainthorp as cited in Shofiyah (2015) who stated writing is applied by the writers to interpret their ideas into the sentences on the

paper. So, they can deliver their ideas to other people. Based on statement above, writing as communication to express someone's idea so that the other people know what they feel or think.

3. Recount text

Wood and Stubbs as cited in Utami (2017) who stated recount text is a text that retell about someone's events, achievements in the past. This text aimed to inform and entertained the reader.