

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problem, objective of the study, significances of the study, scope and limitation, assumption, definition of key terms.

1.1 Background of the study

Teaching is a complex activity. The teacher must have the ability to deal with students who have different abilities, characters and, skills. The teacher must be able to accommodate all differences among students. Understanding about the teaching is a process of interaction performed by the teacher to give something to the students, and the students do something to return. According to (Mustofa, 2015) states that teaching in principle is an activity carried out by a teacher to facilitate students in the learning process. From these explanations, teaching is an activity to help students in the learning process so that students stay on track and understand well what they are learning.

In English there are four skills namely reading skills, listening skills, speaking skills and, writing skills, based on the type of skills are divided into two terms, the first is receptive skills used to read and listen where meaning is extracted from discourse. the second is productive skills is the term for speaking and writing skills where students literally have to produce language by themselves (Harmer, 2007). Among these four skills, writing is a difficult skill to learn because writing is

productive skills where students must learn how to explore ideas and express them in written form.

Writing as one of the language skills that takes much time to learn and mastered by students, students feel hard to express their ideas to the written form. Students actually have a lot of ideas that they want to pour into the paper but there are obstacles that cause students to not be able to choose their ideas it is happening because, lack of vocabulary, sentence structure, punctuation and etc. Writing is one of the skills that very complicated to learn. It involves a complex cognitive activity in which the researcher should be able to organize some specialize skills at the same time, such as content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation (Rozimella, Zainil, & Husna, 2013)

In writing itself there are twelve genres that are taught to senior high school students. One of them is analytical exposition. Analytical exposition is a text that has a social function to persuade the reader or listener that something in the case. According to Gerrot & Wignel (1998) states that analytical is a text which persuades the reader or listener. In writing analytical exposition students have many difficulties not only from the problem of lack of vocabulary but also in writing analytical exposition text, the students do not know how to make thesis, argument, and Reiteration in good order. In addition, according to Amalia & Sisbiyanto (2016) state that in learning analytical students find difficulties in writing their idea on the topic given, and choosing vocabulary they want to use to develop the text. Another problem also relates to how teachers teach analytical exposition that makes learning

motivation decrease and students get bored to learn with techniques or methods that are always the same.

Because of some problems above, the researcher wants to provide alternative solutions to overcome the problem, namely dictogloss teaching technique. It is expected that students have the ability to develop their ideas in writing. Dictogloss is one of the teaching techniques that can be used to teach writing. It is because dictogloss has some stages that facilitate the students to improve their writing ability. According to (Smith, 2012) states that dictogloss is a technique that combines dictation, paraphrase and, interpretation. The reconstruction stage of dictogloss facilitates the students to be able to reconstruct a dictated-text by using their own language. Then the correction analysis stage provides feedbacks that facilitate them to correct their mistakes in the writing aspects, namely content, organization, language use and mechanics.

Furthermore, from the explanation, the researcher would like to observe how the implementation of the dictogloss technique. This research will be focused on the use of dictogloss in teaching writing analytical exposition text. Thus, this research entitled “Teaching Writing Analytical Exposition Text by Using Dictogloss to the Vocational High School Student”.

1.2 Statements of The Problem

In relation to background of the problem, the following problems can be identified as follows.

1.2.1 How is the implementation of dictogloss in teaching writing analytical exposition at vocational high school?

1.2.2 How are the students' response in the implementation of dictogloss in teaching writing analytical exposition at vocational high school

1.3 Objective of The Study

The objective of the study are follows:

1.3.1 To describe the implementation of dictogloss in teaching writing analytical exposition text.

1.3.2 To describe the students' response in teaching writing analytical exposition text using dictogloss

1.4 Significances of The Study

The significance of this research is expected as follows:

1.4.1 For the Teacher

This research is useful for English teachers at Vocational High School level to get information about teaching analytical exposition text using dictogloss technique, and hopefully, it could give teachers inspiration in improving their teaching method.

1.4.2 For the Student

This research is useful for students to learn analytical exposition text, so that in learning analytical exposition text more active and easier to learn by cooperative learning using dictogloss techniques

1.4.3 For the Researcher

This research is also useful for the researcher, the researcher gets new experience, knowledge, and get inspiration in teaching writing especially in using dictogloss technique to teach writing analytical exposition

1.4.4 For the Further Researcher

This research is expected to be useful for other researchers who want to use this research as a reference for further research

1.5 Scope and Limitation

Based on the background of the study, this research has scope and limitation. The scope of this research is teaching writing for the second semester of eleventh grade of XI APK 1 students in SMK PGRI 2 Sidoarjo in 2019/2020 academic year. This research has limitation, the researcher limits the use of dictogloss technique in teaching writing analytical exposition text.

1.6 Assumption

The assumption of this research is the teacher will be able to teach the student to be more active and can learn cooperatively by using dictogloss technique in teaching writing analytical exposition text.

1.7 Definition of Key term

To make the reader understand the terms used in this research easily, the researcher would like to presents several definitions of the key terms which will discuss briefly in the following.

1.7.1 Teaching

Teaching is an activity to create environmental conditions that support and allow for the ongoing process of learning.

1.7.2 Writing

Writing is the activity of expressing the contents of thoughts and feelings then pouring it into written form that can be read and understood by others.

1.7.3 Analytical Exposition

Analytical exposition is a text which persuades the readers or listeners that something is the case, give point of view and confirms what is claimed.

(Mulya, 2010)

1.7.4 Dictogloss

Dictogloss is a teaching technique that consists of several parts of activities where the learner listen to a passage, note down the key words and then work together to create a reconstruct the version text. (Jacobs, 2003)