

CHAPTER I

INTRODUCTION

This chapter presents: (1) background; (2) problems of the study; (3) objectives of the study; and (4) significance of the study.

1.1. Background

Learning a language, especially English, is essential. Firstly, English is important to be mastered because most people in the world use it to communicate in all parts of field. Harmer (2001) states that English is a worldwide language spoken throughout all parts of life such as in the arts, sciences, human sciences, travel and the social sciences (as cited in Astrid, 2011, p. 176). Following this fact, English is taught in school in Indonesia, from junior high school to senior high school as a part in curriculum. English learning at school is intended to develop students' competence which emphasizes listening, speaking, reading, and writing skills. By learning English skills, students are able to use English in spoken and written in all parts of life.

Writing, as one of the language skills, is an important to be learned. According to Al-Jumaily (2015), writing is the process of using symbols to communicate ideas. In addition, as stated by Flores (2009), writing is a process by which we transfer our thinking, ideas, and experiences into written form (as cited in Saputra & Marzulina, 2015, p. 2). Furthermore, writing is the key to bring success in the future. Huy (2015) explains that good at writing can help students to get a better job because many foreign companies need people with high writing skill level to make

contracts or documents in English. Therefore, writing is an important skill to be learned especially by students at the school.

However, in writing process, students are demanded to be able to find appropriate words into sentences, make good sentences into paragraphs, and paragraphs become a passage. In addition, writing needs the student's competence to make a correct grammar, appropriate vocabulary, improve the ideas to develop their writing and related to the topic. Al Jumaily (2015) argues that no one is born with good writing skill, good writing skill will come by practice. In this situation, the more practice is needed to improve writing skill. But, students do not to be realized the importance of writing. Huy (2015) states that writing skill is very important to be practice frequently by students, because good in writing skill help them more effectively to learning other skills in English and get knowledge about new types of writing. In short, problems in process of writing is found by students. But, more practice is needed to improve students' writing skill.

One of the texts learned by the eighth grade students is recount text (*Kurikulum* 2013). Hence, eighth grade students are expected to be able to produce this text. According to Knapp (2005), recount text, basically is written out to make a report about an experience of a series of related event (as cited in Saragih, Silalahi, & Pardede, 2014, p. 57). In other words, recount text is a text which list and describes past experiences by retelling events happened. But, most of students have difficulties in writing activity specially to make a recount text because they must spend many times to express their ideas to retell their experience into writing product.

A preliminary study was conducted by interviewing one of the English teacher at SMP N 3 Palembang, the students usually have problems to start their writing. They have difficulties in generating their ideas based on topic given by the teacher. To write their ideas, students have difficulties to make sentences because of they do not have enough vocabulary to be used appropriately. Also, students are not able to use correct grammar in writing and not able to develop their ideas into coherent paragraph. Besides, the students have difficulties to tell their experience. In relation to recount writing, students always think if recount text is similar with narrative text which contributes to misunderstanding. In brief, those problems found in SMPN 3 Palembang and need to be solved.

To solve the problems, appropriate teaching technique to make teaching and learning process runs well is required. One of teaching techniques suggested for teaching recount writing is Dictation Composition (Dicto-Comp). Based on Brown (2004), Dicto-Comp is a combination of listening and writing skills, where students listen to a passage, remember the ideas in original text, and write down what they comprehend. In other word, students listen to a given text that will be read by the teacher for several times and reproduce the story with their own word but keep the original idea. In addition, Nation (1991) explains that “Dicto-Comp is capable of being adapted to suit the proficiency level of the learners” (p. 14). Therefore, Dicto-Comp is appropriate for the eighth-grade students in teaching recount writing.

In relation to Dicto-Comp as a technique in teaching writing, some studies have revealed if Dicto-Comp can solve the problems of students. Febriyanti (2013) examines the effect of using Dicto-Comp technique in teaching narrative writing.

From the result analysis, students' writing ability taught by using Dicto-Comp technique is higher. It can be seen through score of pre-test to post-test of control group increased 3.66 or 7% only, but score from pre-test to post-test of experimental group increased 12.87 or 24%. For the result, there is a significant effect of Dicto-Comp technique in writing narrative text from 46 students as sample at tenth grade students of SMA 2 Bangkinang Barat. Besides, Afifah and Fahri (2017) investigated process of implementing Dicto-Comp technique in teaching writing narrative text to the 30 students of XI-MIA-5 in SMAN 1 Mojokerto. The result of observation showed that the implementation of Dicto-Comp technique in teaching writing was good and runs well, the students' composition has good result who were classified in to "good to average", and the result of questionnaires showed that this technique was helpful and useful for the students in writing activity.

Dealing with the explanation of preliminary study and previous related study, I would like to know whether or not Dicto-Comp technique is effective in teaching recount writing, it is essential to conduct a research entitled "Using Dicto-Comp Technique to Improve the Eighth Grade Students' Recount Writing Achievement at SMPN 3 Palembang."

1.2 Research Problems

The problems of this study are formulated in the following questions:

- 1) Is there any significant difference on the eighth grade students' recount writing achievement in good category between those who are taught by using Dicto-Comp technique and those who are not at SMPN 3 Palembang?

- 2) Are there any significant difference on the eighth grade students' recount writing achievement in poor, average, and good categories those who are taught by using Dicto-Comp technique and those who are not at SMPN 3 Palembang?

1.3 Research Objectives

In accordance with the problems above, the objectives of this study are:

- 1) to find out whether or not there is a significant difference on the eighth grade students' recount writing achievement in good category those who are taught by using Dicto-Comp technique and those who are not at SMPN 3 Palembang.
- 2) to find out whether or not there are significant differences on the eighth grade students' recount writing achievement in poor, average, and good categories those who are taught by using Dicto-Comp technique and those who are not at SMPN 3 Palembang.

1.4 Significance of the Study

This study can be useful for the students in making good writing recount text by using Dicto-Comp Technique. For the teachers, it is expected to be one of the alternative strategies in teaching writing, and assist the students in improving their writing achievement, especially recount text. For the school, this research result can be used as resources in developing techniques of teaching writing. For me, this study is expected to give contribution to enlarge the writer's experience in conducting an educational research, especially the experimental research. In the future, this study is expected to be a reference for researcher in further study.