

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speaking. Writing is not a language but a form of technology. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet. The result of writing is generally called *text*, and the recipient of text is called a reader. Motivations for writing include publication, storytelling, correspondence and dictogloss. Writing has been instrumental in keeping history, dissemination of knowledge through the media and the formation of legal systems. It is also an important medium of expressing oneself by the way of written words as authors and poets do. Over time the forms of and ideas about communication have evolved through the continuing progression of technology. Advances include communications psychology and media psychology, an emerging field of study. The progression of written communication can be divided into three "information communication revolutions":

1. Written communication first emerged through the use of pictographs. The pictograms were made in stone, hence written communication was not yet mobile.

2. The next step occurred when writing began to appear on paper, papyrus, clay, wax, etc. with common alphabets. Communication became mobile.
3. The final stage is characterized by the transfer of information through controlled waves of electromagnetic radiation (i.e., radio, microwave, infrared) and other electronic signals.

Communication is thus a process by which meaning is assigned and conveyed in an attempt to create shared understanding. This process, which requires a vast repertoire of skills in interpersonal processing, listening, observing, speaking, questioning, analyzing, gestures, and evaluating enables collaboration and cooperation.

Based on the English syllabus in curriculum 2006 for VIII grade students of Junior High School, there are some text types that should be learned by the students. One of them is recount text.

From the result of interview with the English teacher of VIII grade students at SMP Muhammadiyah 3 Rambipuji, it was found that the writing ability of students in the VIII grade still faced some problems with writing ability. The teacher stated that only 57% of students could reach the Standard of the Minimum Competency (SKM) of 65. The students are difficult to arrange the sentences into paragraph. They made many mistakes or errors in arranging the sentences into paragraph. So they did not have any attention to what they learned. The average score of the students was about 55. It means that the students' writing ability was still low.

To overcome the condition above, it was planned to use dictogloss

technique to improve the students' in teaching writing.

Based on the background, the preliminary study, and the problem identified, this classroom action research is entitled "Improving the VIII Grade Students' Recount Text Writing Ability by Using Dictogloss Technique at SMP Muhammadiyah 3 Rambipuji in the 2015/2016 Academic Year" was conducted.

1.2 Problem of the Research

How can the use of dictogloss improve recount text writing ability of the VIII grade students at SMP Muhammadiyah 3 Rambipuji?

1.3 Purpose of the Research

To know how the use of dictogloss can improve recount text writing ability of the VIII grade students at SMP Muhammadiyah 3 Rambipuji.

1.4 Definition of the Terms

1. Dictogloss

According to Jacob and Small (2003) Dictogloss technique is an intergrated skills technique in learning a language in which students work together to reconstruct version of text read to them by their teacher.

2. Writing

The way to express the idea or opinion in written words. The act or process of one who writes.

1.5 Significance of the Research

The significance of this study is considered more on improvement of practice rather than the theory development.

1.6 Scope of the Research

The scopes of this study are two variables, dictogloss and writing, while its limitation is students writing ability on recount text. The subject chosen are the students of class VIII of SMP Muhammadiyah 3 Rambipuji.