CHAPTER I

INTRODUCTION

This chapter covers discussion about research context, research focus, research objective, significant of study, and definition of key terms.

A. Research Context

English learner will learn for skills of English language involve listening, writing, reading, and speaking. The principle of these aspects is mastering a set of vocabulary. Generally, writing is as the center of the knowledge, because writing will be manifested on lots of paper called a book. All of four skills are very important in language learning. In this case, writing is more complicated than other skills. Because in the writing is not only about how to use a language but also about what we will write an idea and how to arrange the words become a good sentences. On the other hands, writing is the most difficult skill of English language. Besides writing is one of way to communicate between one idea and another idea, not only that but also writing as media to show an ability and capability in writing skill. A lot of people try to write hardly to get a good writing.

Writing is one of skills in language teaching. It is also one of English skills that are important to be learned by the students because writing is one of the ways to communicate with others. Writing is also important in education. By writing, students can tie the knowledge given by teacher into a note, they also can tie their ideas in mind into a writing. Writing is a form of communication that allows students to put their feeling and idea on the paper.

Some experts define that writing is not a nature activity, because normally humans' physical and mental learn to speak a language.[1] It is the cause why learn writing fluently is more difficult than learn speaking in either the first language, second language or foreign language. Brown assumed in his book that writing or written language is figuration of spoken language. In other words, writing is a spoken language which is transformed into written language.[2] Writing is culturally specific and learned behaviors. It is different with speaking, because universally human behavior is learn to talk or speak.

As stated by Douglas Brown on his book "written language is simply the graphic presentation of spoken language, and written performance is much like oral performance, the only difference lying in graphic instead of auditory signal."[3] From that statement can conclude that writing also called as written language instead of speaking. In English language we need writing to present the spoken language or to reveal our mind.   Teaching   indicates   that learning can not be defined one and for all. It means that the field has to be considered as a collection of perspective on and conceptualization of learning. Furthermore, different learning conceptualization often implying definite assumptions differently about relationship of subject and object, individuality and context, inside and outside, also the knowledge and practice. Teaching shows that learning cannot be called one and for all. On the contrary, this case in learning must pay attention to some aspects of subject and object

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[1] David Nunan, *Designing Tasks for The Communicative Classroom* (New York: Cambridge University Press, 1998),

[2] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (California: Longman, 2000), 241.

[3] H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy, second edition* (Boston: Pearson Education 2001), 335.

relationship, individuality within and outside learning environment, thought and action in everything what we want to teach because it will affect us as a role model.

As stated by Harmer, teaching strategies are related to teaching and learning activities used by the teacher such as techniques, structures, methods, approaches, and procedures.[4] That is a tool for the teacher to help students meet specific learning goals.to get the best result in language learning, there will need to be good and appropriate strategies in teaching writing and the learning model also has a great influence on a teachers' success in communicating and delivering the material in the classroom. In this study, the teacher use pair dictation in teaching writing will be analyzed.

Dictation is the writing down process what someone else has said. She or he will rewrite every word that she or he heard. Dictation is useful for teaching and learning activity and also suit for young learner as well. In dictation, students can get many experiences dealing with writing. Dictation is an activity to write down everything that someone else says or reads out as it is being said. Dictation can be a good technique to increase the students' writing skill which is used spelling, grammar, and punctuation correctly. In the other hand, dictation can also define that dictation is an activity where a student transcribes the words, phrases, sentences or passage that he hears. It means dictation is the process by which the students write and transcribe what they have heard into writing with regard to the words or part they hear.

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[4] Jeremi Harmer, *The Practice of English Language Teaching, fourth edition* (New York: Longman, 2007), 27.

This research is not the recent research. A lot of previous researcher had already searched about writing, as conducted by Yanti Rosalinah entitled "Teaching Writing Using Dictation Method of eighth Grade in SMPN 1 Pusakanagara". She said that her research can make the students interested and also they become active during learning process. Both are talk about writing, the previous researcher focuses on using dictation whereas the researcher of this research focuses more specific that is on pair dictation. Not only it but also this research has already searched by Ira Septiani Asri by the title "The Effectiveness of Running Dictation in Teaching Writing Skills at the Eighth Grade of MTsN Luwu, in The Academic Year of 2021/2022.[5] It has the similarities with the researcher's research. Both tells about writing, but in the previous research the researcher focuses on the effectiveness of running dictation in teaching writing whereas the researcher of this research focuses on the use of peer dictation in teaching writing.

SMPN 1 Giligenting is one of the schools that apply the peer dictation in teaching writing. This strategy can help the students understand and enjoy when learning process and also make the students interested in learning writing and encourage students to be more active in learning process especially in writing, based on interview and preliminary observation on Thursday, June 22, 2023, at about 9 a.m. with one of the English teacher named Mrs. Khozaina S.Pd. Through the interview results, the researcher has obtained data that Mrs. Khozaina has applied peer dictation in the process of learning writing skills to the students of ninth grade. She said that before using peer dictation in teaching

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[5]Ira Septiani Asri, "The Effectiveness of Running Dictation in Teaching Writing Skills at the Eighth Grade of MTsN Luwu, in The Academic Year of 2021/2022" (Thesis, Institut Agama Islam Negeri Palopo,, Sulawesi Selatan, 2022), 35.

process, the students have difficulties with grammatical understanding especially if it relates with writing. She also explains that peer dictation has proved very useful in her teaching. When the researcher asked her what difficulty she had when teaching writing skills to the students of ninth grade, she replied that she did not find it difficult because peer dictation is suitable if it is used in teaching writing.

Based on this phenomenon, the researcher is interested in analyzing this strategy that is used by the teacher in teaching writing skill and the researcher also wants to study how the teacher can apply this strategy, so that this strategy can bring significant benefits for the students to practice writing skill. So in this study, the researcher conducted a study entitled "The use of peer dictation in teaching writing at the ninth grade of SMPN 1 Giligenting".

B. Research Focus

Research focus is detail question about the problem which is going to discuss and its answer explicitly.[6] Another term of research problem is called research focus. Research focus is the educational issues, controversies, or concerns that determine the need for conducting a study.[7]

Based on the phenomenon that the researcher describes in the research context above, the researcher formulates research problem of this research as follow:

1. How is the process of the use of peer dictation in teaching writing at the ninth grade of SMPN 1 Giligenting?

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[6] Tim Penyusun Pedoman Karya Tulis Ilmiah, *Pedoman Penulisan Karya Ilmiah* (pamekasan: IAIN Madura Press, 2020), 16.
[7] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, fourth edition* (Boston: pearson, 2012), 59.

2. What are the advantages and the disadvantages of the use of peer dictation in teaching writing at the ninth grade of SMPN 1 Giligenting?

C. Research Objective

Reseach objective is a statement of intent used in in quantitative research the specifies goals that the investigatoer plants to achieve in a study.[8] In other definition Creswell state in his book that a purpose is the major intent or objective of the study used to address the problem.[9] It means that the researcher's attempt done must have a goal. Research objective are usually short statements to indicate the purpose of the study. The purpose of study to answer research problem that become the main problem in this study.

Based on the explanation above, the researcher provides some research objectives based on research focus:

1. To describe the process of the use of peer dictation in teaching writing at the ninth grade of SMPN 1 Giligenting.

2. To know the advantages and the disadvantages the use of peer dictation in teaching writing at the ninth grade of SMPN 1 Giligenting.

D. Significant of study

Significant of study is describing the usefulness or urgency of the research, either scientific use (theoritical) or social use (practical).[10] So significant of study is an explanation of the benefit obtained from the research

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[8] John W. Creswell, *Educational Research* (United States America: University of Nebraska Lincoln, 2012), 111.
[9] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, fourth edition* (Boston: pearson, 2012), 60.
[10] Tim Penyusun Pedoman Karya Tulis Ilmiah, *Pedoman Karya Tulis Ilmiah* (pamekasan: IAIN Madura Press, 2020), 19.

that will be useful for the education, teacher, students, school and researcher itself.

Every research expected has significance. You will need to convince the reader that your proposed study is important. Tell what can be learned as a result of the study and why that is worth to know.[11] There are two significance of te study:

1. Theoritical Significance

   This research is very important to develop knowladge and add new information from the theory. On the other hand, the research will give a good contribution to discover new knowladge related with the use of pair dictation in teaching writing.

2. Practical Significance

   In arrange a research acquire a long time thinking process of research to expose the phenomenon. In the other hand, the result of this study also gives some benefit practically as follow:

   a. For teacher

      1) As information for English teachers to find an alternative technique when teaching writing.

      2) Giving good creativity when a teacher use peer dictation to teaching writing.

   b. For Students

      1) The students achieve well and give good respond in teaching writing.

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[11] Donald Ary, *Introduction to Research in Education* (Canada: Cengage Learning,2010), 589.

2) The students more interesting to study.

3) To enrich the theory about students' writing mastery.

   c. For Researchers

1) As information and refrence for researchers who are interested in the research related to teaching writing.

2) To be used as a refrence for further research.

E. Definition of Key Terms

Creswell stated that to begin your research of the literature, narrow your topic to a few key term using one or two words or short phrases.[12]

This key term works to avoid the misunderstanding and word difficulty for readers and to avoid differences in meaning or lack of clarity of meaning. In order to specify the topic of the reseach, the researcher provides some definition of the terms related to the esearch. There are the definitions of some terms which are related to the research:

1. Peer Dictation

Peer dictation is a simple strategy that students do in pair, the first student listens to the oral text that the second student said and then writes down what she or he heard and so on alternately.

F. Previous Study

Previous research is important to know for researcher in conducting research. It helps researchers to develop their research further and can be very

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[12] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, fourth edition* (Boston: pearson, 2012), 82.

interesting if they find differences from previous research, even on the same subject.

Some previous study from this research is reported by Ghina Nur Ilma, entitled *"The Use of Running Dictation in Improving Students' writing Descriptive Text Ability"*. This study intends to find out whether or not running dictation was affective in order to improve students' writing descriptive text ability. It is aimed at investigating the students' responses toward the effectiveness of running dictation used for improving students writing descriptive text. The research method used was quantitative approach that used the pre-experimental design one group pre-test post-test. This research was conducted at seventh grade of SMPN 11 Bandung. The result of this research is most of the students give positive responses toward the effectiveness of running dictation in teaching writing descriptive text. The students are more motivated and active in the class. Running dictation can make the class be fun and students look happier.[13]

Afterward, in the previous studies which are almost similar with the research that is conducted by Yunus and Musfirah, by the tittle *"The Use of Running Dictation in Teaching Writing Skill at The Sixth Semester of Cokroaminoto Palopo University"*. This study aims at finding out whether running dictation method is effective in teaching writing at the sixth semester of Cokroaminoto Palopo university. The research method used was qualitative approach that used the descriptive research. The result of the study shows that

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[13] Ghina Nur Ilma, "The Use of Running Dictation in Improving Students' writing Descriptive Text Ability at seventh grade of SMPN 11 Bandung" (Thesis, Pasundan University, Bandung, 2015), 21.

running dictation method is effective in teaching writing and has significant effectively in teaching writing at the sixth semester of Cokroaminoto Palopo university.[14]

The last study was done by Cika Yunarwansa Putri, Entitled *"Running Dictation Strategy In Teaching Writing"*. This study aims to know the procedure of running dictation strategy in teaching listening and to find out the advantages and disadvantages of running dictation strategy in teaching writing. This research uses qualitative approach and also belongs to library research in gathering data. The result of his research finds there are five procedures in running dictation and there are some disadvantages of running dictation strategy in teaching writing such as it can improve students' writing skill, students' confidence and can motivate the students to interest learning writing.[15]

The similarity of the third previous studies above with this research is same in study about teaching writing by using dictation. Another main similarity between studies above is that uses descriptive qualitative research in collecting the data. While the main difference from the third previous studies above is previous study refers to the use of running dictation, meanwhile this research is study refers to the use of peer dictation.

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[14] Musfirah, "The Use of Running Dictation In Teaching Writing Skill at The Sixth Semester of Cokroaminoto Palopo University" (Thesis, Cokroaminoto Palopo University, Sulawesi Selatan, 2021), 29.

[15] Cika Yunarwansa Putri, "Running Dictation Strategy In Teaching Writing" (Thesis, UIN Ar-Raniry Banda Aceh, Aceh, 2021), 21.