

CHAPTER I

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1.1 Background of the Study

In the English Syllabus for SMU (GBPP, 1994:2) it is stated that the focus of teaching English is enabling the students to communicate in English which contains reading, listening, speaking, and writing skills. The four skills are used in order to help the students to prepare themselves in facing the globalization era and the 21st century information. The four skills are also used to support the ability to communicate orally and in the written form. In the term of communicating in the written form, the writer wants to suggest the technique to help the students to communicate in the written form. In constructing the technique, she takes account on one of seven objectives of teaching writing that is making short narrative paragraph, as stated in the syllabus (GBPP, 1994:8).

According to White (1981:1), writing can be used to measure the students' improvement of English. In writing, the students involve their knowledge of vocabulary, grammar, and other English components together, so they can show their improvement of the target language. By looking at the students' works, the teacher will find evidence of their achievement of the target language.

Furthermore White (1981:2) states that writing has consequences of displacement. The consequences are space and time. This means that the writer

and the reader are physically separated, so the writer cannot see the reader's response. That is why the writer should work hard to clarify the message. In addition, writing can be said as a means to express the writer's thought. Through writing, the writer transfers the message from one place to another and from one point of time to another (White, 1981:2).

While Winterowd and Murray (1985:1-2) say that writing is a process. The process consists of three steps: they are pre-writing, writing and the post-writing. The three steps are important to be applied in teaching writing, because they will lead the students into systematic writing.

In Indonesia writing has become the most difficult subject for most students of Senior High School. They often do not have any ideas about what to write. Beside that, their lack of vocabulary and grammar also influence their ability in writing. The students often have difficulties in combining the idea, the vocabulary and grammar in the right sense.

As stated before, the focus of teaching English for Senior High School in Indonesia is reading, listening, speaking and writing. These four skills are supporting each other. For instance, in teaching writing the teacher can make use of reading and listening together to teach the students to write. The teacher reads a passage, then he/she asks the students to listen. After that, the teacher asks the students to write what they have heard. This way can be used as the first aid for the students when they do not have idea about what they are going to write. The way suggested is called dicto-comp. According to Gorman (1979), as quoted by Keh (1989:39), "dicto-comp is a type of controlled writing that combines text

dictation and text reconstruction". The dicto-comp can be used to help the student to write, especially when they run out of ideas. Through the dicto-comp activity the students will get some information from reading passage read by the teacher, then they can transfer the information in a written form.

Knowing that writing is a difficult subject for most students of Senior High School, the teacher should find a new way to encourage the students to write. Here the writer offers or suggests a technique to teach controlled narrative writing by using dicto-comp.

1.2 Statements of the Problem

This study is written based on the following research questions:

1. What are the advantages of using dicto-comp in teaching controlled narrative writing?
2. What procedures should be followed in using dicto-comp to teach controlled narrative writing in the classroom?

1.3 Objectives of the Study

This study is intended to find out:

1. The advantages of using dicto-comp in teaching controlled narrative writing.
2. The procedures in using dicto-comp to teach controlled narrative writing in the classroom.

1.4 Significance of the Study

in this study, the writer would like to suggest the technique of dicto-comp usage to teach writing for Senior High School students.

The writer hopes that her study would help the English teacher of Senior High School students to deal with the problems in teaching writing. In short, the teacher can hopefully help their students to learn to write.

1.5 Scope and Limitation

This study is restricted to discuss how to use dicto-comp to teach controlled narrative writing for senior high school students.

1.6 Definition of Key Terms

Before we move to the next chapter, we need to know the terms used in this study in order to avoid misunderstanding.

1.6.1 Technique

Technique is a strategy, which is actually used in a classroom. It is a certain way, a plan, or a device used to achieve an objective (Anthony, 1979:4).

1.6.2 Dicto-comp

According to Riley (1973) as quoted by Keh (1989:39), Dicto-comp is a passage of one or more paragraphs that the teacher reads to the class several times. Then the students give it back as accurately as they can, by using their own words

1.6.3 Controlled Writing

Controlled writing is a writing activity that is limited by a certain model. The writer rewrites the model with some changes or manipulation of a specific language (Paulston and Bruder, 1976:206).

1.6.4 Narrative

Narrative is a writing form that tells about events as they happened (Lannon, 1992:240).

1.7 Research Method

This study is a library research. All the data are taken from related literature. In this study, the writer uses many experts' ideas to support her study. Further more, the writer suggests a technique of using dicto-comp in teaching writing for Senior High School Students. Finally, the writer puts her ideas about the technique by conducting lesson plan for the teaching activity.

1.8 Organization of the Thesis

This thesis consists of five chapters. The first is introduction, the second will deal with some review about writing, the third will present dicto-comp for writing, the fourth will deal with the application of the dicto-comp technique in the classroom, and the fifth chapter will present the conclusion and suggestion.