

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides general explanation of what the researcher discuss in this research. The introductory part contains several subheadings such as background of the study, statement of the problem, the purpose of the study, the benefit of the study, scope and limitation, and definition of key terms.

### **1.1 Background of the Study**

According to Siahaan (2008: 1) language is a set of rules used by human as a tool of their communication. The use of the language is governed by conventional rules shared by speakers of the language. Each of them must obey the rules. Otherwise, they cannot use it effectively for the sake of their communication. They cannot communicate well. Even worst, they cannot understand each other. Therefore, in order to be successful to join a communicative interaction, the members of a speech community must use their language according to the conventional rules they share among themselves. So, from the Siahaan's statement above, the researcher concludes that language is a means of the communication. Because with the language people can socialize, express the ideas, and giving the information and knowledge to the others. But in fact, there are many different languages in this world that cause a lot of people cannot use them effectively for the sake of their communication. Finally they

can not communicate well to the other that has different languages.

From the explanation above, the several countries agree to use English. English is used as an international language, not only in developing countries but also in Indonesia. Awaring about the importance of the English, one of the government's efforts to improve the human resources in mastering of English language is to incorporate English into the schools' curriculum. Rini (2008: 10) says that the educational schools from nursery, play group, elementary, until the secondary school have pasted the English subject as one of obligatory subjects in the schools. It is as the purpose of people to have the capacity to communication with English.

There are four language skills in English that are listening, speaking, reading, and writing. Furthermore, the expert distinguishes skills by stating that listening and speaking are oral skills while reading and writing are written skills. Listening and reading are receptive skills because the focus is on receiving information from an outside source. Speaking and writing, on the other hand, are productive skills because the focus is on producing information. Finally, all of these are called the four language skills (Sevik, 2012: 331). The four skills support each other. Therefore, if someone wants to master a language, the people must master those four skills well.

As one kind of language skills, writing can be defined as a hard skill at which to excel for many learners.

According to Bazerman (1976: 2), writing involves other people. You respond to and build on other people's statements; you then write for other people to read. As a reader and a writer, you converse with others over the

written page. To converse effectively you need to know what is on other people's minds, how you want to affect other people, and how you plan to achieve that affect. Thus writing well requires that you understand the writing situation, grasp the particular writing problem, and carefully plan your writing strategy.

Following are the points showing commonalities between the student's self-appraised performance and their actual writing difficulties, there are: (1) Word usage and English expressions, (2) confusion about the subtle differences among similar words due to insufficient cultural knowledge, (3) limited vocabulary, (4) grammatical errors, (5) organization, (6) errors on prepositions (idioms) or slang, (7) L1 influence, and (8) independent thinking – ranging from lexical, syntactic levels to rhetorical and cultural levels (Mojica, 2010: 26).

Based on the preliminary study done by the researcher at the eighth grade of SMPN 1 Jetis, it is found that the students' writing skill is still low such as the willingness of learners to write, which is still found some mistakes in the text that they write, begin spelling errors they are prone to make, grammar is not in accordance with the rules of writing, and they find the difficulty to develop their ideas in a paper. So the importance of helping the students for the writing task well. For instance, attract the students' interest in learning writing that is begin to create an atmosphere of learning before the students hear the text itself.

From the explanations of the writing problems above. Here the researcher has a technique to achieve the purpose of this research. One of the ways to create the students' motivation to learn English is by using games. Running dictation game is a game that uses dictation technique and can be applied in writing class. Because this technique is often used to make the class life and inject the student

fun into the learning, it can be useful for introducing a new theme or topic or to focus on a particular grammatical point and also to show students the kinds of spelling errors. Wilson (1988: 93) says “it is a good way to start a class, running dictation involves a text stuck on a wall outside the classroom or out of view of the students. In pairs, the students decide who will be the runner and who the scribe. The runner goes to the wall, memorizes a chunk of text, runs back to the scribe and dictates it. After a minute or two, the scribe and the runner change roles. The activity is extremely lively, with students running to and fro”. Running Dictation Game has been used for classroom action research beforehand and successful. Here the researcher interested to use this technique in different skill.

According to the statement above in this research the researcher are interested to take the title: The Implementation of Running Dictation Game to Improve Students' Writing Skill at the Eighth Grade Students of SMPN 1 JetisPonorogo in the Academic Year of 2013/2014.

## **1.2 Statement of the Problems**

Based on the background of the study, the statements of the problem are:

1. Does Running Dictation Game improve the students' writing skill at the eight grade students of SMPN 1 JetisPonorogo in the academic year of 2013/ 2014?
2. How does Running Dictation Game improve the students' writing skill at the eighth grade students of SMPN 1 JetisPonorogo in the academic year of 2013/ 2014?

### **1.3 The Purposes of the Study**

Based on the statements above, the purposes of the study are:

1. To know whether Running Dictation Game improve students' writing skill at the eight grade students of SMP N 1 JetisPonorogo in the academic year of 2013/ 2014 or not.
2. To know Running Dictation Game can improve students' writing skill at the eighth students of SMPN 1 JetisPonorogo in the academic year of 2013/ 2014.

### **1.4 The Benefits of the Study**

Practically, the study will be contribution for:

(1) The Students

- a. The students are more motivated to enhance the learning process.
- b. The students have better understanding in how to write English.

(2) The Teacher

- a. The teachers are more professional in carrying out the task of teaching to stimulate students' motivation in teaching writing.
- b. This research can be considered to increase teaching learning in the classroom, especially in English writing material.

Theoretically, the study will be contribution for:

- (1) The School. It provides input to the entire school community, improve the ability in problems solving of education and learning English, especially in improving student's English writing skill.

- (2) The Researcher. This research gives benefit for the researcher as experience and experiment to implement the researcher's strategy in teaching writing.

### **1.5 Scope and Limitation of the Study**

This research focuses on the students' writing skill by using Running Dictation Game. There are some techniques that can be used to teach writing, but the researcher chooses Running Dictation Game because this technique is enjoying in learning process. The scope of the study is limited only to discuss the students' writing skill in the genre of descriptive text. The subject of this research is focused on the eight grade students of SMP N 1 JetisPonorogo in the academic year of 2013/2014.

### **1.6 Definition of Key Terms**

The writer defines the key terms used in research in order to avoid misunderstanding in the text explanation. The key of terms are as follows:

*Running Dictation Game*: is a good way to start a class, running dictation involves a text stuck on a wall outside the classroom or out of view of the students. In pairs, the students decide who will be the runner and who the scribe. The runner goes to the wall, memorizes a chunk of text, runs back to the scribe and dictates it. After a minute or two, the scribe and the runner change roles. The activity is extremely lively, with students running to and fro (Wilson, 1988: 93).

*Writing Skill* : is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to the reader (Alimin, 2009: 4).

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