

CHAPTER 1 INTRODUCTION

This chapter is divided into seven subchapters. For the first subchapter, the writer discussed the background of the study. It is followed by the scope and limitation of the study, statement of the problem, variables and definition of operational variables, hypothesis, the purpose of the study, and the last subchapter is the significance of the study.

A. Background of the study

Language is very important to express something and to communicate with others. As everybody knows, English is a tool to convey ideas, opinions, and feelings among people in oral or written ways. One of the languages which are often used in communication is English. It becomes the dominant language around the world, and more people use English than other languages respectively as an international language.

English has four skills, such as listening, speaking, reading, and writing. Besides the skills above, grammar also influences English learning. Grammar is important because grammar is a basic knowledge of language to understand English perfectly. But in fact, students have difficulties in learning grammar. Many students think that grammar is a boring subject which rarely uses in daily life.

Teaching-learning grammar is an important component of learning EFL occupies a major place in it. Learning grammar is also essential to master communicative skills in English. The statement is supported by cross (2002) who has stated that teachers need to lead students for grammatical competencies. Grammar cover tenses. Word, modals, preposition, adjective, and other structural items. There are 16 tenses in English. As we know so far, each tense has rules of its own. It makes me confused. Simple past tense is one of the tenses. Betty Schramper Azar explained that simple past tense is used to talk about finished actions that happened at a specific time in the past. But sometimes the students are not able to distinguish

between simple past tense and perfect tense. It is one of the difficult problems in studying English.

Dealing with grammar, many students in tenth grade X APH3 SMKN 8 Surabaya faced some difficulties in learning grammar especially the past tense and verbs ending in -ed which are commonly used in descriptive text. Hence, teaching grammar is often integrated with writing, and as a result, students need to understand and practice their grammar before they produce sentences or write paragraphs using correct grammar. Some students are still confusing to understand grammatical and structural items acceptably and correctly, i.e. present tense, past tense, present continuous, adjectives, nouns, adverbs, pronoun, active-passive sentence in various types of texts. Second, they had some difficulties comprehending the past tense and the form of the verb "-ed". For example, the teacher had already taught them about the past tense, and then she gave them an assessment of the simple past. She thought that the students had become acquainted with the patterns, but what she found in their post-test was: "Last week I went to the cinema" instead of "Last week I went to the cinema". This showed that they were unable to understand how to use correct grammar in English, especially how to use regular and irregular verbs in the simple past. So this the real problem in teaching grammar.

Based on some preliminary research, the writer found many problems when teaching grammar. To overcome the problems mentioned above, the teacher should find such an effective way to create teaching and learning activities which involve a process of interaction between the teacher and the students. For this very reason, the technique that is used in this study is comparatively different from other techniques. This technique is naturally called Dictogloss.

The previous research is from Retnowaty (2011). The first conclusion that there is a significant difference in writing narrative text between the students who were taught by using the dictogloss technique and those who were taught without using the dictogloss

technique. Secondly, it is more effective to teach writing narrative text by using a dictogloss technique to improve students' skills compared to teach writing narrative text without using the dictogloss technique.

Based on the background of the problem above, the researcher is interested in the title of the effectiveness of using dictogloss in student's Grammar achievement.

A. Limitation of the Study

Scope: Teaching Grammar by using the Dictogloss technique.

Limitation: Teaching Grammar about descriptive text by using the dictogloss technique on vocational high school.

A. Statement of the Problem

Based on the explanation above, the statement of the problem will state as follow:

Is there any effectiveness of using dictogloss on student's grammar achievement.

B. Purpose of the Study

Based on the statement of the problem, the purpose of this study finds out the effectiveness dictogloss technique on student's grammar achievement.

C. Significance of the Study

The result of this study, is expected to

1. Students
 - a. To add the student's ability in Grammar Achievement
 - b. To make it easier to understand the material
2. Teacher
 - a. To easier give the material
 - b. To make learning in the class be interest and creative

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