

CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Globalization era demands everybody to be able to master English communication as a global language. This phenomenon appears because the globalization makes a limitation of the country with other countries are not clear anymore. The logical consequence of globalization toward the world people's lives is the interdependence. Some people in other countries may be being able not to live as how they are, if they do not patch up with other people. It could be seen as and felt as in every aspect in our life. For instance, in the world of education almost of a big part of the books about science and technology are written and presented in English.

The scientists do not have time to translate the books into their national language because of the rapid development if we did translation. It means people will get lost one step behind as it is happened with developing countries, other example in teaching and learning process in the school all of the students' and teachers must know about English not only in general school but also in particular school, English has been offered from the lowest educational institution levels up to the highest one. In other word, English has been taught from kinder gartens up to higher educational institutions or universities. It means that start from the students' up to the teachers must be knowing about English sooner or later. Otherwise, the teaching and learning process can not be done as effective and efficiently, because almost books in educational systems has been written in English.

Vocabulary is one element of the language skills, which have to be learned and used by students in during teaching and learning process in classroom. So, vocabulary is one of the language factors that are very important for studying English. The lack of vocabulary will

influence the students mastery in language. It means the students feel difficult for understanding the meaning of the text and speaking English well. Then, the students feel difficult for expressing their idea. The more words we know, the more we will be able to understand what we hear or read and better we will be able to say what we want to speak and write. In other words, having sufficient vocabulary is a very important in using English both in written form.

In learning a foreign language, vocabulary plays an important role. It relates to four skills of speaking, writing, reading and listening. Without vocabulary they cannot speak, write, read and listen. Most of the students are lazy to learn English, especially to know the meaning of words, it causes some teachers do not use good strategy, method and technique to teach them.

Based on the researcher's observation and information from the English teacher, most of the second year students at SMK Ibnu Taimiyah. The writer found that learning vocabulary was still in problem. It was proved by the students' achievement in vocabulary that was still low. And then it was seen when the teacher explained the material, the students did not give a good response. Students still got scores under the standard. Most of the students had difficulty in vocabulary.

Therefore, based on the explanation above, it is necessary for a teacher to do an innovation in teaching to improve students' achievement in vocabulary. One of the ways is by applying a dictogloss technique.

Dictogloss technique is an integrated-skills technique for language learning in which students work together to create a reconstructed version of a text read to them. The writer would like to apply dictogloss technique because this technique provides environment for students to practice their vocabulary and even in the other language skills (listening, reading, writing and speaking). Dictogloss technique helps students to create ideas which make students easier to

language skills and teaches students about vocabulary and grammar in context, which makes grammar learning more purposeful and meaningful.

Because of that, students will be motivated and interested in learning by using dictogloss technique . It is expected that students' achievement in language skills will be improved if the students are taught by using Dictogloss Technique.

Both as an English teacher and a researcher, the researcher can really say that dictogloss technique works toward making students more aware and more effective self-evaluative. So the researcher interested in carrying out the research activities this entitled, **“Improving The Second Year Students’ Vocabulary Through Dictogloss Technique At Smk Ibnu Taimiyah Pekanbaru”**.

1.2. Identification of the Problem

Reffering to the background of the problem which is explained above, the problems can be identified as follows:

1. Students lack of vocabulary
2. Students are not interested in learning english.
3. Students always open up the dictionary.

1.3. Limitation of the problem

Based on the identification of the problem above, there are some problems faced by the students. The researcher needs to limit the problem; the researcher focuses on the students to lack of vocabulary.

1.4. Formulation of the problem

Based on the description in the background, the proposed formulation of the problem:

1. To what extent can dictogloss technique improve student's vocabulary?
2. What factor that can improve students vocabulary class when a dictogloss technique apply?

1.5. The Objective of The Research

The aims of research are:

1. To identify wheter and to what extend dictogloss technique improves students' vocabulary.
2. To describe the factors of teaching and learning situation when dictogloss technique is appllied in class.

1.6. The Needs of The Research

The benefits that can be drawn from the vocabulary of this paper are:

1. For students:
 - a. They are motivated to improve their vocabulary
 - b. They have opportunity to practice vocabulary more. .
 - c. The students' vocabulary will increase automatically.

- d. They understand more about English text etc.
- e. They can write correct long paragraphs or text with many supporting sentences.
- f. They can improve their English language skill.

2. For researcher:

- a. The result of this research can be used as a starting point of improving the teaching and learning activities in class.
- b. It encourages me as a researcher as well as a teacher to conduct action research in improving teaching and learning activities or getting better solution of teaching and learning problems.

3. For teachers:

- a. It encourages the teachers to develop their creativity to improve teaching learning process.
- b. It encourages the teachers to be usual to do teaching reflection
- c. It stimulates the teachers to motivate their students especially in vocabulary.
- d. It stimulates the teachers to find new techniques to improve the students' language skill.
- e. It stimulates the teachers to do action research to solve the problem of English teaching and learning at the classroom.

1.7. The Definition of The Terms

1. Vocabulary

The definition the word improving it is mean that the process to make better in quality or make more productive to become better. While the word student means a person who is

follow a process of study in a college or university. The vocabulary mastery is the knowledge or ability to control in understanding the new words in language.

From those explanations above, the writer concludes that improving students' vocabulary mastery is the process to helping student ability to make better for mastering new words in learning foreign language.

2. Dictogloss technique

Dictogloss technique is an integrated-skills technique for language learning in which students work together to create a reconstructed version of a text that is grammatically correct and contains the same information as the original text.

