CHAPTER I
INTRODUCTION

In this chapter, the researcher presents: Background of Study, Statement of Problem, Purpose of the Study, Significance of Study, Scope and Limitation and the last is the Definition of Key term.

1.1 Background of Study

Nowadays, English is an international language and it has become an important role in daily life; open up the mind set to get involved in global networks. According to Khamkhien (2010), “English has increasingly become the medium of communication around the world both in local and global”. Moreover, not only because English is an international language, but also it is a lingua franca that is prominent language to communicate with other people in diverse mother tongue. Students (non-native speakers) who learn English has urgently increased because of the importance of English in the society today. Mostly non-native speaker, who learn English, learn English as a second language and foreign language. Kachru in Harmer (2001) claims that between 320-380 million people spoke English as a first language and anywhere between 250-350 million as a second language.

In learning English, there are four language skills which have to be mastered, they are writing, listening, reading, and speaking. Those four skills are divided into two types which are receptive skill and productive skill. Receptive skill is a term used for reading and listerning, skills where meaning is extracted
from the discourse. Productice skills is the term for speaking and writing, skills where students actually have to produce language themselves (Harmer, 2001: 265). All those skills are important in English language skill include writing.

Writing is the one of the basic skill of the English language (Javed at al: 2013). According to Tangpermpoon: (2008) writing is considered as the most difficult skill for language learners because they need to have a certain amount of L2 background knowledge about the rhetorical organization, appropriate language use or specific lexicon with which they want to communicate to their reader.

In late century, people communicate in writing by using symbols. But now, people can write something by using letter (a, b, c and d), from a traditional letter until sending message through e-mail. Writing is a subject which gets least attention from the teacher and the students. Writing is complicated skill because the students need to follow some process to make a good writing.

From explanations above, writing can be defined as a hard skill at which to excel for many learners. To improve the students writing skill, the teacher need an appropriate way to help them as solution for their problem. One of the ways to create the students’ motivation to learn writing skill is by using games. In this research, the writer uses running dictation game to make writing more interested to be learned.

Running dictation is fun game for writing and interesting for learning because it is makes students more active and the students can improve their writing skill. According to Seok-Hoon Quah (2013) said running dictation is
activity designed to inject fun into the convention dictation exercise. It is conducted as a game and is especially suitable for learners in primary and secondary school. Running dictation is a great way to enliven a tired class. And according to Case (2013) assert that running dictation is a fun reading, speaking, listening and writing task that I first learnt about from the classic book *dictation: New Methods, New Possibilities* by Paul Davies and Mario Rinvolucrri. The students use running dictation game for studying, remembering, writing, dictating and completing classroom assignment. Whereas, the teacher uses running dictation to help students review previously material we have learnt.

There are three previous study related to running dictation game. According to Sundari (2014) running dictation game was able to improve students’ interest in learning English at SMPN 1 Jetis Ponorogo. Besides, Aini (2014) mentions that the use of running dictation technique was able to improve students’ writing in descriptive text of the tenth grade in SMAN 1 Bawang, Banjarnegara in period 2014/2015, because it motivates the students to have wider ideas to write their descriptive text and the students’ got positive behavior in writing descriptive text. In addition, Kadaryanto et al. (2013), say that running dictation gives significant increase of students’ listening achievement after being taught through running dictation at SMA Negeri 1 Ambarawa Prinsewu.

Based on writer’s experience when he did the pre-observation at SMP N 01 Batu, the process of teaching and learning in the classroom is still passive. The students are still confused with the grammar and the vocabulary. They are also afraid of making mistakes in writing English.
Based on the explanation above, the writer is interested in conducting a research entitled “The Implementation of Running Dictation Game to Teach Writing Skill in Second Grade Students of SMP N 01 Batu”. SMP N 01 Batu is chosen because it applies running dictation game to teach writing.

1.2 Statement of Problems

Based on the background of study, the writer formulated the problems of study as follows:

1. How does the teacher implement running dictation game to teach writing skill in second grade students of SMP N 01 Batu?
2. What problems do the teacher and students face in implementing running dictation game to teach writing skill in second grade students of SMP N 01 Batu?
3. How does the teacher and students solve the problems in implementing running dictation game to teach writing skill for second grade at SMP N 01 Batu?

1.3 Purpose of Study

Based on the statement of the problems, this research is intended:

1. To describe the way teacher implement running dictation game to teach writing skill to the second grade students at SMP N 01 Batu.
2. To find out the problems faced by the teacher and students in teaching writing by using running dictation game to the second grade students at SMP N 01 Batu.
3. To investigate the solve of problems faced by the teacher and students in teaching writing by using running dictation game to the second grade students at SMP N 01 Batu.

1.4 Significance of the Study

This study is expected to enrich the reader knowledge. It also gives new information for them about running dictation game. For the teachers, they can use this game to teach the students in order to promote them in teaching and learning process. For the students, this study can gives them the best guidance from the teacher that they can get the expected purpose of education.

In addition, the writer hopes the result of this study can be used as a source of information for other researcher who wants to conduct a research in the same field.

1.5 Scope and Limitation

This research only focuses on how the teacher implements running dictation game to teach writing skill on second grade students at SMP N 01 Batu in academic 2016/2017. It limits on the narrative text which is taught by the teacher.

1.6 Definition of Key term

To get a definitive understanding of the concepts of this study, the following definition is given:
• Running dictation game: is a dictation activity design to inject fun into the convention dictation exercise. It is conducted as a game and is especially suitable for learners in primary and secondary school. Students are put in pairs. One of the pair stays seated and the other goes backward and forward to a worksheet that is out of sight on a wall until they have given the sitting student all they need to complete the task on their worksheet (Quah, Denis: 2013).