CHAPTER I
INTRODUCTION

A. Background of The Research

Today, understanding a variety of writing products is very important, because it provides a lot of information that can develop knowledge of every person. Writing product is also learned by students in school and many schools have a textbook containing it. This textbook is used by the teacher to guide their students in understanding it. Students don’t only learn it through textbook but also from authentic source. Writing product varieties learned by students in school is associated with many kinds of genre such as narratives, public announcements, diaries, letters, invitations, labels, menus etc.¹

In senior high school, students learn writing product because it can develop social relationship among others. Writing is one of the main ways that we create a coherent social reality through engaging with others, both personally and professionally. Students learn it based on certain genre, and menu text is one of genres taught by teacher in class. It is learned by the students with the purpose of making them to be able to know the varieties of menu from many regions. However, they don’t need to travel

tomany regions instead they can learn it by reading menu text. Through the menu text, students will be able to communicate with menu text’s writer, as the author of the writing product. So, it makes many people around the world be able to communicate one another. It is also strengthened by M. Celce and Murcia Elite Olstain in their book “Teaching English as a Second or Foreign Language” said, “Through writing, people can communicate each other, whether in close or distant position, known or unknown reader or readers”.

Writing product is divided into four categories that are: Imitative, Intensive, Responsive and Extensive. Imitative category is concerning on the basic tasks of writing letters, words, punctuations and very brief sentences. This category also includes the ability to spell correctly. Intensive category is skill in producing appropriate vocabulary within a context, collocations, idioms, and correct grammatical features up to the length of a sentence. Responsive category is assessment task that requires learners to perform at a discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Then, Extensive category implies successful

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management of all the processes and strategies of writing for all purposes, up to the length of an essay, a major research project report, or even a thesis. This research focused on imitative category when taught the students menu text. This category appropriated with menu text material. After conducting teaching-learning process on imitative category in form of menu text, the teacher needs to identify students’ understanding toward it. So, it requires the teacher to do assessment. The teacher assesses the students and gets score to measure the students’ improvement. This score is used as evidence and it is used to make conclusion. It has been stated by Glenn Fulcher and Fred Davidson in their book “Language Testing and Assessment” said, “evidence is summarized in a score, which is then used as the basis of inference and prediction”. Here, the teacher chose an appropriate assessment that assessed all the language components that existed in the imitative category of writing production, especially in menu text.

One of the assessments that can be used to assess the students’ understanding in menu text is a test. Test is a method of measuring a person’s ability, knowledge, or performance in a given domain. To measure the students’ understanding on menu text the teacher assessed the students by using test. There are three major approaches to language testing that are Discrete-Point, Integrative

4Glenn Fulcher and Fred Davidson, Language Testing and Assessment,(Canada:Routledge,2007),P.91
5H.Douglas Brown, Laguege Assessment:” P.3.
Testing and Communicative Testing.\textsuperscript{6} Discrete-point test is constructed on the assumption that language can be broken down into its component parts and those parts can be tested successfully. On the other hand, Oller argued that language competence is a unified set of interacting abilities that can’t be tested separately.\textsuperscript{7} This argument initiates new approach called integrative testing. In this research, the researcher used integrative testing to assess the students’ understanding on menu text. This test is affective to assess all the language components on imitative category, especially in menu text. The researcher assessed the students by using dictation.

Dictation is an integrative test because it taps into grammatical and discourse competencies required for other modes of performance in a language. Success on a dictation requires careful listening, reproduction in writing of what is heard, efficient short-term memory.\textsuperscript{8} Here, the students are demanded to listen carefully toward the teacher when starting the dictation. If the students ignore it, they will misshear or write the wrong word. The students also can miss some words. In addition, dictation can help the students to activate their short-term memory to remember the word that has been read by the teacher. Because of these reasons,

\textsuperscript{6}Gary Buck, \textit{Assessing Listening}, (Cambridge: Cambridge University Press, 2011), P.73.

\textsuperscript{7} H. Douglas Brown, “\textit{Language Assessment}...” P.8.

\textsuperscript{8} H. Douglas Brown, “\textit{Language Assessment}...” P.9.
there are many teachers who use this dictation to assess their students’ ability toward it. They assume that using dictation is effective, because it requires integrative skills like dictation that could measure their ability in listening, writing letters, words, punctuations and grammatical accuracy.

Dictation can help the teacher to assess students’ listening ability by identifying their writing after dictation was done. Their writing results are proofs whether the students have good listening ability or not. If the text written by the students are correct, it means they have good ability in listening. On the other hand, if there are many mistakes in their writing, it can be inferred that the students lack listening ability. Without doubt the most widely used integrative test of listening is the dictation.⁹

In dictation, writing letter can be easily assessed by indentifying the dictation result. Not only writing letter but also punctuation can be assessed together. Most of the texts in many languages always use punctuation with the purpose of making their reader easily understand what the text is telling about. There are many kinds of punctuations in the text such as: Full Stop (.), Question Mark (?), Comma (,), Exclamtion Mark (!), Quotation Mark or Inverted Comma (“ ” or ‘ ’), Colon (:), Semi colon (;), Dash (—), Hyphen (-), Stroke/Slash (/), Omission Mark or Ellipsis (...), Parentheses and Square Brackets { ( ) and [ ] }, and Apostrophe (’). Menu text as the research object contained some

⁹Gary Buck, “Assessing Listening...” P.73.
punctuations that are colon { : } and parentheses { ( ) }. Here, colon is used to introduce a list. Parentheses are used to identify a phrase, a clause, or a sentence which is grammatically not included in main sentence.

Grammatical accuracy also can be assessed with dictation. The common grammatical errors are verb forms, the plural ‘s’ and part of speech. Further, dictation can minimize time management in teaching-learning process because the students more realize their responsibility to write their task reproduction.

From the researcher’s experience conducting teaching-learning process in the former teaching internship school, there were many students who did not know the correct spelling of some English words. They asked the teacher to repeat and to spell some words that were really strange in their ears. After doing some repetitions, most of the students still could not write the words correctly. As the result, there were many mistakes in writing task reproduction.

In order to make the students write and spell English words correctly, researcher finds two techniques that are dictionary.com and spelling bee game. Dictionary.com is an online dictionary that can detect misspelling in English words. The researcher finds

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obstacles in applying this method. Since this method requires the students to have an online class while there is no facility to support the researcher in conducting an online class. Based on this research, the researcher applied Spelling Bee Game (SBG) in this research. Game is fun and students like to play the game. Games, especially SBG add variation to a lesson and increase motivation by reasonable incentive to use the target language, in this context is English. In addition, organizing SBG in the classroom is a fun way to get the students brush up on their spelling skills and to get everyone involve in the learning fun. SBG can make the students enjoy their learning process because they get a good chance to compete with their classmate to spell the word correctly. Further, the effect of applying this game can increase students’ ability in dictation because students receive several clues to spell the word correctly. So the students are able to write the English words correctly.

Based on this view, the researcher decided to conduct a research to increase students’ ability in dictation in learning menu at the tenth grade of Vocational High School Islamic Centre Baiturrahman Semarang in the Academic Year of 2015/2016 using spelling bee game.

**B. Reasons for Choosing the Topic**

The researcher chose the topic because of the following reasons:
1. Writing an English word correctly is very important for the students, because it can make many people understand their writing productions.
2. By using dictation, it can accustom the students to hear the correct spelling of English letter.
3. Most students like game, so the researcher hopes that SBG can increase students’ ability in dictation.

C. Research Questions
The problems will be investigated in this research are:
1. What is the implementation of Spelling Bee Game in learning menu can increase students’ ability in dictation?

D. Objectives of Research
1. To describe the implementation of using Spelling Bee Game in learning menu to increase students’ ability in dictation.

E. Limitations of the Study
Research should be limited in its scope, so that the problem being examined is not too wide and the research is effective. The limitations of this study are:
1. The research subject of this research is the students of the Tenth Vocational High School Islamic Centre Baiturrahman Semarang in the academic year of 2015/2016.
2. The students’ ability in dictation, especially in learning food menu text.
3. The use of SBG technique in increasing students’ ability in dictation in learning food menu text.

F. Pedagogical Significances

This research will be carried out not only theoretically, but also practically. The theoretical result of this research is intended as a useful result for students, English teachers, the next researchers and researcher herself.

1. For the students

The result of this study hopefully can help them to write English word correctly.

2. For the English teacher

Teacher can use Spelling Bee Game to teach Menu text so that it can increase students’ ability in dictation and make the teaching-learning process more enjoyable.

3. For the researcher

From the result of this research the researcher hopefully can take and give the benefits of this research to many students. She can be a better teacher using the result of this research.