

**THE USED OF DICTATION TECHNIQUE IN TEACHING
SPEAKING TO SEVENTH GRADE STUDENTS OF SMP N 2
PONOROGO IN ACADEMIC YEAR 2013/2014**

THESIS



By

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ABSTRACT

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Key Word: Dictation Technique, Teaching Speaking

This thesis are describing about using dictation technique in teaching speaking at the beginner level. Dictation is one of the oldest technique, but at seventh grade of SMP N 2 Ponorogo this technique still use at studying English.

The problem of this research are (1) the reason of use dictation technique in teaching speaking (2) the implementation of using use dictation technique in teaching speaking (3) the advantages of using use dictation technique in teaching speaking. Then about the objectives this research are (1) the describe of the reason of use dictation technique in teaching speaking (2) the describe of the implementation of using use dictation technique in teaching speaking (3) to identify of the advantages of using use dictation technique in teaching speaking. This research employed qualitative approach, and the design was case study was conducted on the seventh grade of SMPN 2 Ponorogo, and focused on the description of using dictation technique in teaching speaking on the seventh grade of SMPN 2 Ponorogo.. The data in this research is collected through interview, observation, reviewing the documents. The data were analyzed by using data Lexy J Moleong view of data reduction, data display and drawing conclusion. The method were according to Scott Alkire and data of applying on the seventh grade of SMPN 2 Ponorogo. The analyzed of this research have result about the reason of the teacher still use dictation technique at their students, how the teacher to implementation of using this technique at speaking aspect, and the advantages of using this technique for beginner level at the class.

This research concludes;

(1) the reason use Dictation technique in Teaching Speaking is this technique to be able for discipline student. The second reason is this technique is able to give them an understanding of the pronunciation of words or phrase. (2) the implementation of using dictation technique in teaching speaking is contain of 3 steps. The first is preparation of the material learning. The second step is pra learning. The third step is evaluation learning. (3) the advantages of using dictation technique in teaching speaking are student more easily to understand material, concentrate the activity, and it is better for communicative activities.

It is suggested to the English teachers to apply dictation technique in teaching speaking.

P O N O R O G O

CHAPTER I

INTRODUCTION

A. Background of Study

Language is defined “as a means of communication”.¹ It means that when people are engaging in communication, language is used as the medium of communication between the speaker and the listener. Language enables the speaker to encode messages and it enables the listener to decode the messages back. By language, both the speaker and the listener may understand each other. Thus, when there is communication, there will be language, so language and communication are very closely related. English is one of the communication languages in international.² The importance of English throughout the world in education, business, government and social situation continues to grow, despite the understandable desire of people to preserve their own ‘native’ languages.³

In studying English, students develop skill in reading, listening, writing and speaking.⁴ As one kind of language skills, speaking is an interactive process of constructing meaning that involves producing and receiving and processing

¹ Imam D. Djauhari, *Master On English Grammar*, (Surabaya: Indah, 1996), 9.

² Sandra Lee McKay, *Teaching English as an Internasional Language: Rethinking Goals and Approach* (New York: Oxford: University Press, 2002), 5.

³ Peter lucantoni, *Teaching And Assessing Skill In English As A Second Language*, (United Kingdom: Cambridge University Press, 2006), 3.

⁴ Iskandar & Dadang Suhendar, *Strategi pembelajaran Bahasa* (Bandung: PT Remaja Rosda Karya, 2009),226.

information. It is often spontaneous, open-ended, and evolving.⁵ In line with this definition, the speaking is a way to express human ideas, thought, and feelings. So, from speaking people can convey their message to other people in communicative competent.

The mastery of speaking skill in English is a priority for second or foreign language learners. Success in language learning is measured in terms of ability to carry out a conversation in the language. Consequently, students often evaluate their success in language learning and measure how much they have improved in their spoken language proficiency.

Dictation is one of the oldest techniques not only for known for both the teaching and testing of foreign languages. In dictation we have the most perfect combination of faculties and functions. There is the accurate tongue, speaking to the listening and discriminating ear; there is the reproductive hand, bringing back to the intelligent and critical eye that which the mind has heard by ear all the faculties of perception, conception, and expression are alert and in harmonious cooperation.

Based on the case, the researcher as a teacher should think how to teach English to be effectively. In language teaching, the most essential goal of applying teaching methods is to make the student being able to communicate in the language taught.

The succes of the teaching and learning of foreignn language including English. Teaching English in an art form. They are many approach and methods from which to

⁵ Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (New York: Mc-Graw Hill, 2005), 2.

choose, and such a choice may be influenced by the age and level of the students, time, learning preferences, special needs media and resources course that available to the instructor.

However, dictation technique have several a advantages according to Kathleen M. Bailey such as: dictation makes the students and the teacher aware of the students' comprehension errors, phonological, grammatical, or both. The second is dictation shows students the kinds of spelling errors they are prone to make. The third is dictation gives students practice in comprehending and transcribing clear English prose.⁶

In the beginners level, this technique is an excellent way to teach beginners to stop imposing the sound system of their native language upon the sound system of English.

Based on the reason above, the teacher often deal with some problem in teaching English, like many student sleep, the students not concentrate and etc. These problem may be caused by some factors, such in uninteresting technique or methods, that is applied by teachers. In other hand the teacher difficult to manage and controll the class being effective class. So the teacher try to use the dictation technique to teaching English. Dictation technique is technique used in both language teaching and language testing in which a passage is read aloud to student or test taker, with pauses during which they must try to write down what they have heard accurately as

⁶ Ibid.,

possible.⁷ Basically, this is a technique used to know how much student ability to recognize and identify the spoken language. This technique can make student concentrate with the learning. Its mean that is ways to make easy to controll and make concentrate the students.

For the reason, the researcher takes a title “The use of dictation technique in teaching speaking to Seventh Grade Students of SMP N 2 Ponorogo in academic year 2013/2014.”

B. Research Focus

This study only focused on the use of dictation technique in teaching speaking to Seventh Grade Students of SMP N 2 Ponorogo in academic year 2013/2014. To focus on the desire goal of this study, limitation of this research is needed by the researcher. The limitation of this study is dictation technique in teaching speaking. To this study, the students’ ability is aim based the tree main indicator, they are fluency, intonation, comprehension.

C. Statement of the Problem

Regarding to the background of the study the problem statements are formulated into:

⁷ Jack C Richard and Richard Schmidt, Longman Dictionary Of Language Teaching And Applied Linguistics (London: Longman Group Limited, 2002) , 157.

1. Why does the teacher use dictation technique in teaching speaking to seventh grade students of SMP N 2 Ponorogo in academic year 2013/2014?
2. How does the teacher implementation dictation technique in teaching speaking to seventh grade students of SMP N 2 Ponorogo in academic year 2013/2014?
3. What are the advantages uses of dictation technique in teaching speaking to seventh grade students of SMP N 2 Ponorogo in academic year 2013/2014?

D. Objectives of the Study

Concerning with the problem statements, this study has some objectives described as follows:

1. To describe the teacher reasons applies dictation technique in teaching speaking to seventh grade students of SMP N 2 Ponorogo in academic year 2013/2014.
2. To describe the procedures of applying dictation technique in teaching speaking to seventh grade students of SMP N 2 Ponorogo in academic year 2013/2014.
3. To identify the advantages of applying dictation technique in teaching speaking to seventh grade students of SMP N 2 Ponorogo in academic year 2013/2014.

E. Significance Of The Study

This study focuses on teaching english using dictation technique e.g is expected have its benefits pointed to:

1. Theoretical Significance

The research can give the contribution of developing knowledge in teach English. It can help to manage the students in teaching learning process.

a. The English teachers.

The first, to make perfect teaching system and teaching approach that can improve motivation and understanding to the students. The teachers can get and understanding types of character their students and can give knowledge to them with perfect teaching system.

The second, to increase teacher's professional competences in teaching speaking. The teachers can get how to improve their system teaching from this competences.

The third, to guide and manage the classroom environment, take on one major classroom challenge to solve a year, and engage students to be successful in their learning.

b. The students.

The first, to make students more active in teaching-learning process. To make they focus in teaching learning and nothing sleeping student. Then, the students will get more knowledge in teaching learning.

The second, to overcome students' saturation and infiltration. They will enjoy with the teaching learning and make they enthusiasm to focus in their lesson.

The third, to improve students' speaking skill. They skill can more be better.

c. The readers.

This study is expected to give a contribution to the readers in educational references that concern the teacher's classroom management in teaching speaking.

F. Research Methodology

One of most important things in this research is method of study. The method is the way which used to reach them of the result. The existence of the research methodology has a goal of guiding the research as in order to work systematically. The research methodology covers a set of research activities conducted by researcher. It involves research design, research role, research location, source of data, technique of data collection, data analysis, checking of validity and research procedure.

1. Research Design

Research is the study of case that happened and it try to compare with the own analyze and try to find the problem solving. The researcher use qualitative approach in this research. According to Bogdan & Taylor in Hatch, qualitative research is "research procedures which produce descriptive data: people's own

written or spoken words and observable behavior.”⁸ Line with this, qualitative research is also defined as a research that can be having descriptive data such as written or spoken word from observable objective.⁹ Characteristic of qualitative research has the natural setting as the direct source of data and researcher is the key instrument.” The data collected is in the form of words and pictures rather than number. A qualitative research also takes into account the process rather than the outcomes or the product. It means that qualitative research is concerned with the opinions, experiences and feelings of individuals producing subjective data. A qualitative approach research also promotes human (researcher) as the research instrument based on Denzim and Lincoln statement: “ Qualitative is a field of inquiry in it is own right. Qualitative research also defined as multi method in focus, involving an interpretive, naturalistic approach to its subject matter”.¹⁰

Concerning with the theory above, the researcher organizes the research to use of dictation technique in teaching speaking to seventh grade students of SMP N 2 Ponorogo in academic year 2013/2014. In this study the researcher make communication with the student with the dictation technique. So there is communication between student and teacher.

⁸J. Amos Hatch, *Doing Qualitative Research in Education Settings* (New York: State University of New York Press, 2002), 6.

⁹Lexy Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Rosda Karya, 2000), 3.

¹⁰Norman K Denzim & Yvonna S Lincoln, *Hand Book of Qualitative Research*(USA: SAGE Publication, 1994), 1-2

The characteristic of qualitative research has the natural setting as the direct source of data. In this research, the researcher tries to explain the technique by the teachers to teach speaking. It describes how the teacher tries to manage students with this technique in teaching speaking.

2. Researcher Role

The researcher has important role in qualitative research. Qualitative research has actual settings as the direct source of data and the researcher is the key instrument.¹¹ Moreover, the researcher actively works to minimize the distance between the researcher and those being researched. Qualitative research could not be separated from the participant observation. Bogdan defined that participant observation is the research that is characteristic social interaction which takes several time between researchers and subject its environment and the data should be in the form of field not that is collected systematically without any resistance.¹²

3. Research Location

This research takes place at SMP N 2 Ponorogo. It is located at Surodikraman, district Ponorogo regency. The reasons for selecting the school are:

¹¹ Robert C. Bogdan, *Qualitative Research for Education An Introduction to Theory and Methods* Fifth Edition (America: Pearson International Education, 2006), 4.

¹² Siti Nur Aini, 2012, *The Implementation Of Team Teaching Method In Teaching English Writing*, Ponorogo, 10

- a. The school is reachable. It enables the researcher to conduct the research more effectively.
- b. English is taught the student of SMP N 2 Ponorogo.
- c. The writer has seen by himself that the happen in the class.
- d. Dictation technique is being applied in the school particularly in teaching English.

4. Data Source

Data source is the subject from which data can be obtained.¹³ The prominent data source on research subject is group of words and an action and the rest are an additional content like documents and so forth.

So in this research the writers use action and word in this data source. Word got from interview with the teacher (information). And about action the researcher got from observation implementation about dictation technique.

5. Technique of Data Collection

In this research the researcher applies interview, observation and documentation.

- a. Observation

The way to learn the perspectives held by objects. Observation is observing and documenting systematically toward indication which is

¹³ Suharsini Arikunto, *Prosedur Penelitian Suatu Praktek* (Jakarta: Rhineka Cipta, 2002), 64

appears object research.¹⁴ In this study the researcher applies observation to collect the data. From this study, researcher observed directly about the apply dictation technique in speaking teaching. This check list consists of procedure dictation technique in teaching speaking and to know how the implementation of this technique. It is used to write all events that appear while conducting the teaching speaking.

b. Interview

The other technique to collect data in this research. Morgan said that *“interview is a purposeful conversation, usually between two people but sometimes involving more”*.¹⁵ That is directed by people in order to get information from the others. In this research, the researcher interviewed the informant such as the English teacher especially about the applying and implementation this dictation technique in teaching speaking at SMP N 2 Ponorogo.

c. Documentation

Documentation study is one method for collecting data, the writer analyze field not during the teaching learning process. The documentation of this research is some documents about SMP N 2 Ponorogo and some of photographs of how teachers use dictation technique when teaching and learning speaking process conducted are used as documentation in this study.

¹⁴ S. Margono, *Metodologi Penelitian Pendidikan* (Jakarta: PT Rineka Cipta, 1996), 158.

¹⁵ Robert Bogdan, *Qualitative Research for Education: an Introduction to Theories and Methods* (United State of America: Pearson Education, 2007), 103.

Except that, the researcher also uses data of SMP N 2 Ponorogo as documentation.

6. Data Analysis

Qualitative data analysis is the process of gathering and organizing the data sources which are collected from the observation interview, documentation. Moleong state that: “Data analysis is the process of systematically searching and arranging the interview transcripts field note, and other materials to increase your own understanding of them”.¹⁶

This research applies a descriptive qualitative analysis. Step of data analysis:

a. Data reduction

Data reduction is stage of summarizing, classifying and focusing on essential things, and making category. Data reduction make easier to do data collection in the research.

b. Data display

Data display is a stage of organizing the data into pattern of relationship. The data display can make the collected data easier to be understood. The display of data based on data reduction, and then data is written in form of brief explanation. In this stage, the researcher presents the using of dictation technique.

¹⁶ Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosda Karya, 2009), 248

c. Conclusion

In this stage, the researcher makes a conclusion. The conclusion can be in a form of thick description. The conclusion is the answers of the researcher problems that have been formulated. The conclusion is the answer of the researcher problems, using dictation technique.

7. Checking The Data Validity

In this research, the researcher using the Triangulation to checking the validity of the data. The researcher uses three technique of collecting data, interview, observation and documentation. It means that the researcher compares and checks the validity of data from the different informants such as observation applying dictation technique in speaking teaching, get some information to teacher interview of English teacher, and some related document to get valid and credible data.

8. Research Procedure

To complete the research it is necessary for the researcher to organize the schedule of the research. There are four procedures in this research:

a. Planning

This procedure includes arranging the research plan, organizing permission, observation preparing instrument. So the researcher must prepare before.

b. Application

In this procedure involves: understanding the research preparation entering the field, and interact with the subject while collecting data. Understanding the research preparation consists of some actions such as understanding situation and condition of the research location, research subject, and the instruments and techniques to collect data. Entering the field is a step where the researcher does the research and collects data about the topic. And the last step is interacting with the subject while collecting data, in this step the researcher interact with informants to collect data.

So, the researcher has act the lesson plan of speaking teaching, the actual situation, and applies the dictation technique in Speaking English teaching in classroom.

c. The procedure of data analysis

The researcher observe about applying of dictation technique in speaking teaching, and observe advantages dictation technique for student.

d. Report

The last procedure is report. It includes reporting the result of the research in a form of thesis.

G. Organization Of Thesis

This thesis report is organized in five chapters that interact one each other as describe in the following explanation:

The first chapter of this study is introduction, in this chapter the researcher explains about background of the study, research focus, statement of the problems, objective of study, significances of study, research methodology and organization of the thesis.

The second chapter of this study is theoretical background. This chapter covers some parts that consist of theoretical analysis, previous research finding, and theoretical framework. In theoretical analysis, some materials are discussed. They consist of teaching English, teaching speaking, dictation technique, applying dictation technique in speaking classroom.

The third chapter is research result. This chapter contains with serving the data that includes general data that is connected with research location that consist of vision, mission, and objective of SMP N 2 Ponorogo, the establishing history geographical position, organization structure and explanation that consist of data about the use of dictation technique in teaching speaking for the seventh grade students at SMP N 2 Ponorogo.

The forth chapter is the analysis of data. This chapter contains with data analyzing of the reason of the applying dictation technique in teaching speaking for the seventh grade students at SMPN 2 Ponorogo.

The fifth chapter is the conclusion of this study that consists of conclusion and recommendation.



CHAPTER II

THEORITICAL BACKGROUND

A. Theoretical Background

This chapter presents review of related literature used in this study. The review of related literature have a goal of providing previous studies and information concerned with the research problems, including overview of teaching. The researcher has some theories that are relevant studied and used as the main ingredient in connection with theme of the discussion :

1. Teaching

One of activities in learning process is teaching. From this activity, the teachers transform the knowledge and information about the subject matter for the students. Chambers said that, “teaching is a complex of activities, strategies, mechanisms, invitations, stimuli and rhetorical ploys designed to help students learning and to become better learners.”¹⁷

It provides an explanation of teaching that in this process the teacher tries to bring up students become better learners using a good strategy, approach to understand the knowledge and information.

¹⁷ Ellie Chambers & Marshall Gregory, *Teaching & Learning English Literature* (London: Sage Publications, 2006), 53.

Harmer also gives variety messages about teaching from dictionaries. According to the Cambridge International Dictionary of English, teaching means “to give (someone) knowledge or to instruct or train (someone)”, whereas the Longman Dictionary of Contemporary English suggest that its means “to show somebody how to do something or to change somebody’s idea”.¹⁸ It means that teaching is an activity to help students how to learn the subject matter and guide them to understand new knowledge. In teaching, teacher’s duty is as a helper, guider, instructor, and as facilitator for students to understand about the subject matter in order to encourage teaching and learning process to be effective and efficient.

Teaching is one of educative activities in educational system, teaching plays an important role in which an interaction between teacher and student occurs. Teaching is a process of arranging, organizing, environments that exist around the student to foster and encourage the student learning process.¹⁹ Teaching is a process of interaction. The teacher does something to students; the students do something in return, as a result of these reciprocal actions the students learn. So teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.²⁰ Teaching is to show how to do something so that

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching* Third Edition (Longman), 56.

¹⁹ Djamarah Syaiful Bahri, *Stategi Belajar Mengajar* (Jakarta: Rhineka Cipta, 2010), 39

²⁰ Douglas Brown, *Principles of Language Learning and Teaching* (USA: San Fransisco University Press, 2004), 7

they will be able to do themselves.²¹ In other opinion that teaching English is more difficult than the other subject because it is as foreign language and correlated in the school. So teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning also as a interaction way for teacher and student.

In conclusion, teaching is not merely an activity of transforming information or knowledge to the students. Teaching must be viewed as a process of systematizing situations, conditions, task material, and opportunities in order to help students' acquires and students' idea about new knowledge. So, teaching is an activity where the teacher constructs new knowledge for the students and tries to create condition in order to make students having responsibility for their own learning.

2. Speaking

Before discussing further about speaking, the writer will write the opinions on speaking proposed by some experts. Speaking is a one of form of language skill as communicative competence that can be developed when it is really used in real life as means communication. Speaking is an important means of expressing meanings.²² Speaking ability is described as the ability to express oneself in life

²¹ As Hornby, Oxford Advanced Learners Dictionary of Current English (New York: oxford University Press, 1979),1225

²² Jack C. Ricards. Methodology in learning teaching(UK: Cambridge University Press,2002), 68.

situations, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently.²³

Some definition about speaking, Valette in her book *Modern Language Testing* says that, speaking is more than pronunciation and intonation. At the functional level speaking is making one self-understood²⁴, Richards states that speaking is a form of language skill as communicative competence that can be developed when it is really used in real life as means communication. Speaking is a developed as an important means of expressing meanings.

Bailey stated that “Speaking is such a fundamental human behavior that we don’t stop to analyze it unless there is something noticeable about it”.²⁵ It means that speaking is very important for human in daily activities to interact with other people. It makes meaning, and gives understanding of the use of language in various contexts.

Jones gave point of view about speaking in Richard, “In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together.”²⁶ It means that speaking

²³ Robert Lado. *Language Testing, The Construction and Use of Foreign Language Test* (Longman: Britain,1961), 240.

²⁴ Valette, *Modern Language Testing*, (pt, 1977), 129.

²⁵ Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (New York: MC Graw Hill, 2005), 2.

²⁶ Jack C. Richard, *Teaching Listening and Speaking From Theory to Practice* (New York: Cambridge University Press, 2008), 19.

make simple something done and makes them to an active person for get something out. It gives easy understanding about all of ideas in the world.

According to Guntur, “Spoken language is skill that develop in a child’s life, which is only preceded by the skills of listening, and speaking skills learned”.²⁷ It means that speaking is mother language

In conclusion, speaking is very important for human in daily activities to interact with other people for express meaning. It makes them to easily understanding about all of the use of language in various context.

To make learning English speaking easier, the students need to know about some components of speaking such as:²⁸

a. Pronunciation

Actually, pronunciation deals with how to produce sound. Pronunciation becomes the most important part of speaking skill. According to Allen, “ It is necessary for an English course to concentrate on the structure of the English language it cannot teach about the spoken language a part from offering a guide to pronunciation”²⁹, and when learner are as follows: The students must learn in the mastery of sound attributes especially stress and voice pitch.

²⁷ Henry Guntur Tarigan. Berbicara. (Bandung:Angkasa, 1984), 3.

²⁸ Valette, Modern Language Testing, (pt, 1977), 157.

²⁹Allen, Standart W. Living Rnglish Structure; A Practice For Foreign Students,(Jakarta: Dian rakyat, 1984), 11.

The students recognize readily and certainly the variation speech sounds occurring in the language. The students must learn to use those sounds in their proper place in connected speech.

Pronunciation is way in which a language is spoken as quoted David Nunan, provides a balanced treatment of theory and practice there are principle factor affecting pronunciation learning,³⁰ such as: native language, the age factor, amount of exposure, phonetic ability, attitude and identify, motivation and concern for good pronunciation It have many factor for affection pronunciation learning,

Any students learning a foreign language will find that they have to learn to recognize and make sounds that are not used in his own language. A few of English sounds occur in only small number of language. So here, the students who learn about foreign language must learn about pronunciation because they will produce sounds that different from their own language.

b. Vocabulary

Vocabulary is the words that are used in a language. They are elements that combine a sentence and discourse. When their vocabulary increases they can choose the word easier suitable with their thinking. It means the part of vocabulary used in language and elements in vocabulary combined of

³⁰ David Nunan, Language Teaching Methodology (A. Textbook for Teacher).(Sydney: International Book Distributor, 1998), 670.

sentences. It is needed in order to accurate word choice and effectively to convey thoughts and observation in vocabulary And Legget says,“ All language change constantly, and language that are written today does not have any exception. The language we speak today is the creation of all generations that have gone before us, and now we turn in help to create the English vocabulary for the future generation”.³¹ It means that vocabulary covers words, meaning and how to use in context. Except that vocabulary also the foundation of people’s ability to think and to chase their thought with other people and people will use words not just to speak but to think too.

There are two kinds of vocabulary, they are as follows :

A passive vocabulary

In which the learner must read the words in the passages even they don’t use himself. So they can active with the other. It will make them can express with their group/ friends.

An active vocabulary

In which consist of working words those use daily in writing and speaking. Student can help each other to communication with their pocket vocabulary. It will make them more have words at their vocabulary.

³¹ Glen H. Legget, “ Essential of Grammar and Competition,(London: 1978), 318.

According to Evelyn, Hatch and Cherly say the term of vocabulary refers to a list or set of words for particular language or a list or set of words that individual speakers of a language might use. Vocabulary is a total number of words which (with rule for combining them) make up a language. In other words, Hornby defines that vocabulary is all the words known to person or used in a particular book, subject, etc. Then, he also defines that vocabulary is (informal) a list of words with their meaning.³² Based on the definition above, it can be concluded that vocabulary is a list of word which make up a language and which might be used by individual speakers.

Vocabulary is an essential element for second language use. Coady and Huckin stated that vocabulary is central to language and of the critical importance to the typical language learner. Vocabulary has a close relationship with the word and meaning. Coady and Hucking quote Rivers remarks that:

“Excessive vocabulary learning early in the course gives student the expression that the most important thing about learning a language is accumulating new words as equivalents for concept which they can already expressed in groups of words and in combinations of language segments,

³² Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1995), 461-959.

and that the meaning of an individual word usually difficult to determine when it is separated from context on the other words and phrase....”³³

From the statement above, it can be said that every person who learns a language must learn the vocabulary of the language first, in order to make learning process easier.

Mc. Whorther writes that vocabulary means the ability to recognize the individual words and to associate meaning with the particular combination of letters that form a word³⁴. Furthermore, David says that “ Many components of complex language skill first of all moment shared by all four skill, grammatical and vocabulary”.³⁵ Based on the statement above, component is an important language skill, but the two important are structure and vocabulary”.

Vocabulary is a part of essential of English, where it has rule of the learning of vocabulary activity. The master of vocabulary is important for the students because it is a foundation in communication to improve skill of language such as speaking, reading, writing and listening.

³³ James Coady and Huckin, *Second Language Vocabulary Acquisition*, (Cambridge: Cambridge University Press, 1997), 11.

³⁴ John H. McWhorther, *Language*, (Berkeley: University of California, 1998), 201.

³⁵ David Nunan, *Discourse processing by first language, second phase, and second language learners: Unpublished doctoral dissertation* (Adelaide: Flinders University of South Australia, 1984), 9.

The mastery of vocabulary can increase their English language skill, as stated by Tarigan,” Tingkat kosakata siswa merupakan index yang baik bagi kemampuan mentalnya dan merupakan fakta yang telah diterima secara umum,oleh karena itu ujian kosakata merupakan suatu cara untuk mengetahui IQ para siswa. (Students vocabulary level is a good index for the students mentally and as a matter of fact it is except in the environments, so vocabulary test is one kinds of test to know about the students IQ level)”³⁶. Sobran Rachmadi says that:

“To stop increasing your vocabulary is to stop the intellectual growth is you want to keep growing in intellectual, socially, professionally, if you want to success, I whatever time ended you choose your live work you will increase your vocabulary continually”³⁷

It means that vocabulary is the most important to improve collecting related word. So in reality to get essential meaning world wide human being create mastering vocabulary in his society.

c. Grammar

Grammar is the structure rules of a language. The rules deal with the forms of the words, their function and the ways of arranging those words into meaningful sentence. According to Hermanto, grammar is the study of

³⁶ Henry Guntur Tarigan, *Berbicara*,(Bandung:Angkasa, 1984), 20.

³⁷ Tony S. Rachmadi, *In Relation To Syntax In Indonesian*, (Jakarta: Balai Pustaka, 1984), 64.

words and their function. And then, Nasr writes that grammar consist of the means by which relationship between words are shown.³⁸ It means grammar is combination of word in grammatical rules in English stated that most noun form plural according form plural by adding-s (-es) to the singular, it is called a rule in grammar. Understanding and using English grammar is concerned with the analysis of the structure of the language. And the regular pattern of sentence in taking the word is a basic grammatical unit and the art of grammar is that part which deals to the patterned relations of words each other in the sentence of language and the mean of analyzing them systematically. This is traditional province of syntax and it may be claimed that syntax is the most important part of grammar.

d. Comprehension

Comprehension is form of language mastery, without speaking comprehension, resulted unsuccessful communication. Peter Trudgill in his book “ Sociolinguistic an introduction” says, “ Language is not simply a means of communication information about weather or anything about the conversation between two Englishman is not the words they are using but the fact that they are talking about”.³⁹

³⁸ Nasr, R. A Distributed Logic Programming Language, (ICOT: 1984), 74.

³⁹ Peter Trudgill, Sociolinguistic an introduction, (England: Penguin Book, 1974), 13.

The statement about speaking is not only emphasizing on the word itself about the content what will talk about on speaking skill clearly. To improve their speaking, will be:

Listening to the news, music in English

Student can listen about many information from their audio record, radio, song, etc. It will make them easily for remember and express.

Read many English book

This book include anything of the English side line. It can be magazine, newspaper, announcement, comic, novel, etc. They will get information from reading aspect.

Try to speak English everyday

At class, teacher can make schedule when English lesson it must use English language for do anything, example conversation with friends, ask to teacher.

To this study, the students' ability is aim based the tree main indicator, they are fluency, intonation, comprehension.

e. Fluency

In teaching a productive skill of speaking, the main purpose will be oral fluency. Oral fluency is an ability to express someone's opinion himself clearly and confidently. Without fluently listener will get faster bored and the communication may break down.

According to David Nunan, there are several factors that influence the successful of oral communication (speaking).⁴⁰

They are as follows: the ability to articulate phonological feature of the language comprehensible, mastery of stress, rhythm, intonation pattern, an acceptable degree of fluency, transactional and interpersonal skill, skills on taking short and long speaking term, skills on management of interaction, conversational listening skill (successful conversation requires good both good speaker and good listener), using appropriate conversational formulation and filter skill of knowing.

In conclusion, to this study the students' ability is aim based the tree main indicator, they are fluency, intonation, comprehension.

3. Teaching Speaking

The most difficult job of the teacher is to make students to be able to master a speaking skill and able to have free communication in the class. In teaching speaking, the teacher usually finds some difficulties in finding the most appropriate way to be used. And the teacher should use English when they teach English, so the class will be in English environments.

There is not just one way to teach speaking. The reason for this is that speaking and its use are so varied that different ways of teaching should be

⁴⁰ David Nunan, *Discourse Analysis* (England: Penguin Book, 1993), 35.

conducted to be easy to be grasped by the students. Some of the varied teaching of speaking based on Rehberg are retelling activities, information exchange, dialogue, role play, description, discussing, interpretation, and out of class activities.⁴¹

a. Retelling Activities

Teacher reads story two or three times before asking students to retell it. Some keywords and expressions on the story or the passages are sometimes noted in the whiteboard to help them to get hold of the central area. If you want the students to use their own words in retelling activities, teacher should conduct them in a group of 3.

b. Information Exchange

Students talking two short stories that give to each pair have same structure but different content. When the two students in each pair finish reading the stories they exchange by asking each other questions.

c. Dialogue

We make use of Idalou “fill in “ dialogue, a kind of opened exchange is articulatory appealing to students. Some parts deleted from the original dialogue and the students are required to fill the blanks while doing the dialogue. Allows the students more freedom since they have stick to the version. We give a list of picture for discussing in the classroom.

⁴¹ Rehberg 1978

d. Role play

According to Livingstone role play is a class activity that gives students opportunity to train language, the aspect of behavior, and the real roles in or outside of class⁴². Further, Larsen and Freeman also define that role-play is an activity that gives students opportunity to train communication in different situation and social roles.⁴³ Role-play is frequently employed to practice speaking, we have devised a correspondents interview a kind of role-play dramatization as a designated character such as schoolteacher. At the beginning of the interviews the character briefly introduces him then the correspondent ask them about their work and life.

e. Description

Another oral exchange use is description. Description is like or give pictures of something in a words. Here we can list names of persons and things that are known on pieces of paper and distributing among the students. Each student describes the person or things assigned to him and his classmate to be able to identify the person or things.

f. Discussion

The other process that also has an essential devise for our oral communication is discussion. According to Hornby discussion is examine and

⁴² Professor Christopher N. Candlin, Language and Development: Teachers in a Changing World (Oxford: Routledge, 2014),

⁴³ Larsen and Diane Freeman. Techniques and principles in language teaching (Oxford: Oxford University Press: 1986), 8.

argue about something; talk for the purpose of discussing.⁴⁴ Here, we give a simple problem solving topics to the students in order to ease the difficult words. Thornbury.

g. Interpretation

The last technique is interpretation. it gives explanation or meaning by oral translation of an article.

h. Out of class activities

We can pay attention on extra curricular activities which we encourage our students to carry on English speaking.

The goal of those ways is to build the students' speaking skill. The teacher can develop a simple conversation. So the students will have an active communication and it will give freedom to students to use and practice what they have got. So the students will freely express their feeling and ideas through oral speaking. "In teaching speaking the teacher is hoped to be able to create a relax situation, have goal and in communicative situation".⁴⁵

⁴⁴ Hornby As., Oxford Advanced *Learner's Dictionary of Current English*. (Walton Street: Oxford University, 1987) 246.

⁴⁵ Ibid, 43.

4. Dictation Technique

a. Definition Technique

Technique an approach is process, actions. In other words approach is both of assumptions which have collaboration each other.⁴⁶ Technique is individual interactional activity as it occurs in the classroom. A technique is implementation that which actually takes place in a classroom. It is particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique are ways of presenting the language to the students. Technique are chosen by a teacher feels are going to do the most good. There are some teaching technique that can be applied in teaching learning process. Brown says that methods is generalized set of classroom specifications for accomplishing linguistic objective. Methods tend to be concerned primarily with teacher and students roles and behavior and secondary with such features as linguistic and subject matter objectives, sequencing, and materials. A teaching technique is a particular trick, strategy or connivance used to accomplish an objective. There are many methods to teach the language.

Its meant that teaching method is the way that is used by teachers to interaction and communicative with their students during teaching learning process.

⁴⁶ Iskandarwassid dan Suhendar, Strategi Pembelajaran Bahasa (Bandung: PT Remaja Rosdakarya, 2009), 40.

b. Dictation

Dictation has a history stretching back to ancient times. Imitation and repetition were historically the classic methods of studying any subject matter in the first language. In the Middle Ages dictation was used to transmit course content of various subjects from master to pupil. Books were dictated to scribes in scriptoria as a way to publish books. By the sixteenth century dictation was being used in the study of foreign languages.⁴⁷ Dictation's methodologists have often made pedagogical claims for its value. Davis and Rinvoluceri write that "Decoding the sounds of [English] and recoding them in writing is a major learning task" and Frodesen writes that dictation can be "an effective way to address grammatical errors in writing that may be the result of erroneous aural perception of English. Dictation can help students to diagnose and correct these kinds of errors as well as others." Montalvan writes that "as students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar."⁴⁸

Dictation is technique used in both language teaching and language testing in which a passage is read aloud to student or test taker, with pauses during which they must try to write down what they have heard accurately as

⁴⁷Marilyn c. Fisher, "Submitted In Partial Fulfillment Of The Requirements For The Master Of Arts In Teaching Degree At The School For International Training Brattleboro, Vermont" (Thesis, Vermont, 2001), 1.

⁴⁸ Scott Alkire, "Dictation as a Language Learning Device", *TESL Journal*, Vol. VIII (March, 2002), 3.

possible.⁴⁹ In addition, John Flowerdew described dictation as a simple technique that the listener listen to an oral text and write down what they hear, the passage may be presented more than once and it need to be presented in segments, or information units, so the learner has time to process the language and write it down.⁵⁰ While according to Sonya Shafer dictation is useful to reinforce punctuation and grammar by studying a selected sentence or passage from a living book rather than just a list of words.⁵¹ In its simplest form, dictation refers to a person reading some text aloud so that the listener can write down what is being said. When it is used in the language classroom, traditionally the aim has been for students to write down what is said by the teacher, word for word, later checking their own text against the original and correcting the errors made. While this certainly has its uses, there are countless variations that can make it more interesting and learner-centred.⁵²

Sawyer and Silver define four types of dictation that can be used in language learning. I will give a short definition of each, and then expand on the one which has the widest application for ESL/EFL teaching.

⁴⁹ Jack C Richard and Richard Schmidt, *Longman Dictionary Of Language Teaching And Applied Linguistics* (London: Longman Group Limited, 2002), 157.

⁵⁰ John Flowerdew and Lindsey Miller, *Second Language Listening Theory And Practice* (Cambridge: Cambridge University Press,2005), 200.

⁵¹ Sonya Shafer, *Education Is an Atmosphere, a Discipline, a Life* (Georgia: Simply Charlotte Manson, 2007), 40.

⁵² Sances, *The Language Teaching Lovers*, (online), (<http://teachingdictation.blogspot.com/2010/01/definition-of-dictation.html>, accessed March 31 2014).

The first, the phonemic item dictation, consists of the teacher presenting the individual sounds of a language (i.e., their IPA coordinates) to students for transcription. The phonemic item dictation is useful in that it increases the students' ability to recognize the sounds of a language and their contrasts, thereby facilitating their accurate production. This dictation is an excellent way to teach beginners to stop imposing the sound system of their native language upon the sound system of English.⁵³

The second, the phonemic text dictation, is an extension of the phonemic item dictation. It consists of the teacher reciting a passage which students phonetically transcribe. The phonemic item dictation is valuable as a way to understand how English sounds change in connected speech.

The orthographic item dictation is the dictating of individual words in isolation for transcription, similar to the traditional spelling test. It is useful for reinforcing the correlation between the spelling system and sound system of a language. In English this correlation is more complex than it is in other languages (e.g., Spanish and many Slavic languages), and so it is a worthwhile ESL/EFL exercise.

The dictation with the broadest learning possibilities is the orthographic text dictation, in which students transcribe a unified passage. This is the

⁵³ Scott Alkire, "Dictation as a Language Learning Device", *TESL Journal*, Vol. VIII (March, 2002), 3.

classic dictation exercise all foreign language teachers are familiar with.⁵⁴ Besides reinforcing the spelling/sound correlations of English, the orthographic text dictation uncovers comprehension and grammatical weaknesses in learners which the teacher can analyze and address in future lessons.

Here are some general rules and steps that might be useful while using dictation to test students:

Preparing dictation:

The first step in giving dictation is to choose an appropriate text. A useful source for dictations is the class textbook itself. By using the textbook, the teacher will avoid choosing material that is too different from the language the students have been learning and the selected text will have good examples of the language aspects the class is studying in terms of grammar, vocabulary, spelling and punctuation.

⁵⁴ Ibid., 3.

The teacher may either write her own passage or use authentic materials which the student is likely to hear in real life - messages, instructions, etc. Vocabulary and syntax should be appropriate to the level of the students.⁵⁵

The length of a dictation test depends on whether it is used alone or as a part of a longer test. If it is used by itself, the passage about 125 to 200 words is recommended, but if it is a part of a longer test, the passage should be shorter - 75 to 100 words.

After selecting the material for dictation, the next step is to decide how to set up a dictation task. This involves deciding where to plan the pauses.

However, the other step the teacher writes on the board any proper nouns, abbreviations (etc., e.g., i.e., and so on), acronyms, or foreign or specialized words within the dictation that he or she has not previously explained. The teacher also writes on the board the chosen spelling for any word that is commonly spelled in more than one way.⁵⁶

There are no absolute criteria for deciding where the pauses should come, but some general principles can be suggested as guidelines. First, pauses

⁵⁵ *Elzbieta Prokop*, The Use of Dictation at School, (online), (http://www.profesor.pl/mat/n13/pokaz_material_tmp.php?plik=n13/n13_e_prokop_050730_3.php&id_m=15586 , diakses March 31 2014).

⁵⁶ Scott Alkire, "Dictation as a Language Learning Device", *TESL Journal*, Vol. VIII (March, 2002), 28.

should always be inserted at natural break points where pauses might normally occur in a discourse. Second, breaks should be spaced far enough apart to challenge the limits of the short - term memory so that the student will have to use all his language skills and abilities to decode, store and then recreate on paper what he hears. The amount of material that can easily be held in short-term memory without really understanding its meaning varies from student to student according to the proficiency level of the students so the length of sequences should vary from five to about twenty words.

Therefore, it is recommended to aim for about seven or eight words between pauses.⁵⁷

Administering dictation:

The description of how to deliver dictation has been offered by many authors. The routine is very simple. The dictation should be read three times. The first time, the students only listen to get a general idea what the text is about. It is recommended that the text be read at normal speaking speed without pauses.

The second time, the dictation is read with pauses. During each pause, the students are to write what they have just heard. Sometimes marks of

⁵⁷ *Elżbieta Prokop*, The Use of Dictation at School, (online), (http://www.profesor.pl/mat/n13/pokaz_material_tmp.php?plik=n13/n13_e_prokop_050730_3.php&id_m=15586 , diakses March 31 2014).

punctuation are given to them. Each pause should be long enough so that every student has time to write down what he has heard. One way of assessing whether the pause is sufficiently long is to spell each sequence twice while the students are writing.⁵⁸

The other way students begin transcribing. The teacher stops after each phrase or meaningful unit and also calls out punctuation, which the students must include in their transcriptions. Occasionally a student will ask for a word or phrase to be repeated.⁵⁹

The third reading of the dictation provides an opportunity for quick proof - reading and making any last changes.⁶⁰

In the 1980s new methods of using dictation in the language classroom appeared. Dictation is no longer only a testing technique, but also a very useful teaching method, a creative exercise where students act out as the leading part and which allows direct interaction between not only teacher and student but among students themselves.⁶¹

⁵⁸ Ibid.,

⁵⁹ Scott Alkire, "Dictation as a Language Learning Device", *TESL Journal*, Vol. VIII (March, 2002), 28.

⁶⁰ *Elżbieta Prokop*, *The Use of Dictation at School*, (online), (http://www.profesor.pl/mat/n13/pokaz_material_tmp.php?plik=n13/n13_e_prokop_050730_3.php&id_m=15586), accessed on March 31 2014).

⁶¹ Ibid.,

There are some advantages of the Dictation Technique⁶² :

Dictation makes the students and the teacher aware of the students' comprehension errors-- phonological, grammatical, or both. In English, typical errors include the frequent omissions of bound morphemes.

Dictation shows students the kinds of spelling errors they are prone to make. Dictation gives students practice in comprehending and transcribing clear English prose.

Dictation gives students valuable practice in notetaking. ESL college students may already be in courses in which they must take notes of lectures delivered in English at normal speaking speed.

But in the traditional step, this the advantages of such exercises having as a starting point traditional dictation procedure are numerous. Some of them are⁶³ :

Dictation activates students during the activity and after the activity, it leads to oral communicative activities, it fosters unconscious learning, it can

⁶² Scott Alkire, "Dictation as a Language Learning Device", *TESL Journal*, Vol. VIII (March, 2002), 28.

⁶³ *Elżbieta Prokop*, *The Use of Dictation at School*, (online), (http://www.profesor.pl/mat/n13/pokaz_material_tmp.php?plik=n13/n13_e_prokop_050730_3.php&id_m=15586), accessed on March 31 2014).

be used with large heterogeneous classes, it often calm droops, it is safe for nonnative teachers, it gives access to interesting texts

5. Applying Dictation Technique in Teaching Speaking

Based of the types of dictation technique, some variations can applying in teaching speaking.

Dictation technique most use in teaching writing and reading, but for variation also can use in teaching speaking.

One of them is this step:

The teacher choose the materials spelling for any word that is commonly spelled in more than one way (e.g., rock and roll/rock'n'roll). It can be from song lyrics, news, information, etc.

To begin the exercise, the teacher reads the dictation through once, at normal speaking speed.⁶⁴ As stated earlier, it is recommended that the teacher select a passage from the class textbook with which the students are already familiar (e.g., part of an essay, short story, or article). During this first reading, the students should only listen.

The teacher then reads the dictation through a second time, at a slightly slower speed. The students begin transcribing. The teacher stops after each phrase or meaningful unit and also calls out punctuation, which the students must include in their transcriptions.

⁶⁴ Scott Alkire, "Dictation as a Language Learning Device", TESL Journal, Vol. VIII (March, 2002), 28.

The teacher then reads the dictation through a third time at normal speaking speed, again including punctuation.

After finishing the dictation and allowing the students a minute or two for final corrections, the teacher instructs the students to stop.

The last teacher ask student for speaking their work. The teacher can check their spelling of the materials.⁶⁵

6. The Advantages of Dictation Technique in Teaching Speaking

There are some advantages of applying dictation technique in teaching speaking, such as:

The teachers can check the spelling word or phrase of the students work.⁶⁶ For beginner level, they early to know for new words and phrase. So with dictation, teacher will know their mistake at the word and phrase when speak.

Dictation gives students valuable practice in notetaking. ESL college students may already be in courses in which they must take notes of lectures delivered in English at normal speaking speed..⁶⁷ While no one should take lecture notes that are exact transcriptions, learning to write spoken language quickly is an essential college skill.

⁶⁵ Ibid.,28.

⁶⁶ Kennedy, Learning to Spell (The Univerity of Arizona Place, 1970), 138.

⁶⁷ Scott Alkire, "Dictation as a Language Learning Device", TESL Journal, Vol. VIII (March, 2002), 29.

Dictation activity can make students concentrate on the activity. It leads to oral communicative activities.⁶⁸ When the teacher makes them into a group, they will easily express and improve each other. Class can be more conducive too.

Dictation technique can clear the spell of pronunciation or the phonetic foreign language.⁶⁹ At our country, still has wrong pronunciation when spell of words and phrase. For beginner level, teacher will easy to know and can correct it directly.

B. Previous study

One of skills in English is speaking. Lado in Anggraeni defined speaking ability as “the ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language”.⁷⁰ Through speaking skill, student learns concepts, develops vocabulary and delivers message communicatively.

Based on previous research finding there is from thesis of Etika Sari, University of STAIN Ponorogo, NIM 210909101 with the title of thesis is “Descriptive Study of The Teacher’s Classroom Management in Building Positive Student Behavior in

⁶⁸ *Elżbieta Prokop*, The Use of Dictation at School, (online), (http://www.profesor.pl/mat/n13/pokaz_material_tmp.php?plik=n13/n13_e_prokop_050730_3.php&id_m=15586), accessed on March 31 2014).

⁶⁹ Kennedy, Native American Verbal Art (The University of Arizona Place, pt), 40.

⁷⁰ Purwita Anggareni, 25.

Teaching Speaking (For the VIII H grade students of SMP N 2 Ponorogo in academic year of 2012/2013).

This research is to describe the teacher's classroom management in building positive student behavior in teaching speaking. The specific objectives of this research are to describe the teacher's classroom management in building positive student behavior in teaching speaking, to analyze the problems faced by the teacher to manage classroom in building positive student behavior in teaching speaking, and to enhance positive student behavior in teaching speaking.

The second previous research there is from Titin Retno Wulansari thesis, University of STAIN Ponorogo , NIM 210908053 with the title of thesis is effectiveness of recorded report video in teaching speaking (an experimental study to the second year students of SMA Bakti Ponorogo in academic year 2011/2012).

This study is an experimental design aimed to know the activeness of Recorded Report Video method in teaching speaking ability for the second year of SMA Bakti Ponorogo. Recorded Report Video is an affective method to help the students ability the text easily and understand the content. Nearly, the english teacher usually used the conventional method in teaching speaking. This research applied the Conventional method to know whether Recorded Report Video is effective or not in teaching speaking for the second year of SMA Bakti Ponorogo.

The third previous research there is from Tatik Setianingsih thesis, University of STKIP Ponorogo , NIM 0321080762 with the title of thesis is The use of shadowing a tape in teaching speaking for the first grade of MTS Al- Falah students Baosan Lor Ngrayun in 2006-2007 academic year.

In English speaking, where now many students learn English get difficulty to use it in communication. This problem also happens in MTS AL- Falah Ngrayun Ponorogo. Shadowing a Tape technique is one of the alternatives teaching technique that make learners more interested in learning English and helps learner get new vocabularies and improve their speaking English. Since in presenting this subject, the teacher use some media to help the students more understand, it will motivate the student's study in the classroom. The study has proven that shadowing a tape technique is effective in developing the students' speaking ability, the students' ability gradually improve and also their motivation in learning English.

The four previous research there is from Robert W. Norris paper, Fukuoka Women's Junior College Studies, with the title of paper is using creative dictation to manage, motivate, and activate large groups of false beginners.

The paper concludes by stating that these exercises are effective not only in terms of classroom management and activating students, but also in increasing student motivation.

The last previous research there is from Scott Alkire, San Jose City College, with the title of journal is Dictation as a Language Learning Device.

Despite claims such as these from respected methodologists, dictation is not widely used in ESL programs. Likewise, it has long been ignored in most teacher-training programs. The purpose of this paper is to re-introduce dictation as a valuable language learning device and to suggest ways for using it in an effective and interesting manner.

The statement of the problems is The Used Of Dictation Technique In Teaching Speaking to Seventh Grade Students of SMP N 2 Ponorogo in Academic Year 2013/2014.

Based on the previous finding, not found research like this title. In other hand this research has more interesting technique than investigation, and give the solution to the teacher how to teach english language interested. So, the researcher take title of “The Used Of Dictation Technique In Teaching Speaking to Seventh Grade Students of SMP N 2 Ponorogo in Academic Year 2013/2014”.



CHAPTER III

RESEARCH RESULT

H. General Data

1. Historical Background of SMP N 2 Ponorogo

SMPN 2 Ponorogo was established by Departement of Culture and Education on 1960. SMP N 2 Ponorogo was legitimated on December, 27th 1978 based on the degree of Education Ministry number 1287/0/1978. It was changed its name twice; first name is SLTP N 2 Ponorogo on March, 7th 1997 based on the degree of Education ministry number 034/0/1997, and the last is SMPN 2 Ponorogo on February, 17th 2004 based on the degree of Education Ministry number 075/0/2004.⁷¹

Since 1960, SMP N 2 Ponorogo has been experienced to have several headmaster replacements. The headmasters of SMP N 2 Ponorogo are as follows:

- a. Lamsari, BA
- b. Sukardi
- c. Duryati
- d. Hajar Suryoto, BA
- e. Pemit Subagyo

⁶⁸ Look at Appendix 1.

- f. Rundap, BA
- g. Drs. Murdiaso
- h. Drs. Subagiyo
- i. Drs. Asisno
- j. Drs. Warsono
- k. Darmawan, BA
- l. Drs. Suryono
- m. Drs. H. Ahmadi Sofyan, M. Pd.
- n. Dra. SY. Christine Suala, M. Pd start at 2010 until now.

2. Location of SMP N 2 Ponorogo

SMP N 2 Ponorogo is one of education institutions in Ponorogo. SMP N 2 Ponorogo is located at Jendral Basuki Rahmat Street Number 44, Surodikraman, Ponorogo, East Java. This area of SMP N 2 Ponorogo is 5.777 m². It is very easy to reach this school because it is located on the strategic area.⁷²

3. Vision and Mission of SMP N 2 Ponorogo

The visions of SMP N 2 Ponorogo are: getting good achievement, building good characters, and establishing good belief.

⁶⁹ Look at Appendix 1.

SMP N 2 Ponorogo has some missions to apply those visions. They are explained below:

- a. Creating a comfortable learning environment.
- b. Improving the students' final examination.
- c. Giving good education service system.
- d. Increasing students' nationalism.

4. Organization Structure of SMP N 2 Ponorogo

The organizational structure in an association or institution is very important to help the implementation of program that has been planned.⁷³

5. The Numbers of Teachers in SMP N 2 Ponorogo

There are 55 teachers in SMP N 2 Ponorogo in academic year 2012/2013. They are professional teachers.⁷⁴

6. Facilities and Infrastructures of SMP N 2 Ponorogo

SMP N 2 Ponorogo provides facilities and infrastructures to support the teaching and learning activities. There some laboratories for science, computer and language.⁷⁵

⁷⁰ Look at Appendix 2.

⁷¹ Look at Appendix 3.

⁷² Look at appendix 4.

I. Specific Data

1. The Reason of Use Dictation Technique in Teaching Speaking to Seventh Grade Students of SMPN 2 PONOROGO in Academic Year 2013/2014

According Mrs Jajun, there are several reasons of teacher behind the use of dictation technique in teaching speaking.

The first reason, this dictation technique usually to be able for discipline students. They usually playing or talking with their friend this would be sidetracked their activities. This technique is able to control the class so restrained. Mainly because they are students at the junior school final level, then this technique will allow them to concentrate in the exam later.

The second reason, this technique is able to give them an understanding of the pronunciation of words or phrases. They will understand how the word is supposed to be pronounced. At the end of the assessment was the student will be required to speak clearly and correctly to the word or phrase that has been given.

The third reason, this technique has various variations in its application. In teaching speaking this technique can be combined with learning listening. Then the students listen to the teacher talk. Then on stage teacher assessment to check how the pronunciation of students. This is a mutual benefit for both students and teachers. Finally in the exam test they know the false and true the word or phrase spelling.⁷⁶

⁷³Look at Interview Transcript 01/1-I/F-1/5-XII/2014.

According Mrs Sulis:

Dictation technique is very effective to increase the student's speaking and vocabulary at beginner level. This technique is very easy to do at learning and can be improve with student in the class. They keep learner interested, they also bring enjoy lesson, and fun for the student. Those have them learn and retain new word and phrase easily. This technique also can join with all of aspect such as writing, listening, speaking, and reading.

Based on observation, Dictation technique is very interesting to apply. It gives some advantage in teaching process. Besides, Dictation technique give positive influence for student and teacher. Interesting and unique technique is a suitable technique to apply in teaching process. A teacher can combine this technique. The flexible also a reason to apply this technique.

2. The Implementation of the Use Dictation Technique in Teaching Speaking To Seventh Grade Students of SMPN 2 Ponorogo In Academic Year 2013/2014

a. Preparation of the Used Dictation Technique in Teaching Speaking

The Preparation are explained by Mrs. Jajun as follow:

- 1) Goal of dictation technique in teaching speaking
Generally, the goal of teaching writing are student can expressing idea and persuasive in written form, describing person, an object or place. Besides, student can make

sentence or paragraph correctly. goal of teaching writing are student can describe content of news item text, answer question of news item text correctly and make simple news item text. Through the groups, teacher will create a design of teaching that is more enjoy and fun but it can include all of goal. Dictation is be more like an imitation. So at the first time we will give them listening model of native speaker.

- 2) Objectives of study of dictation in teaching speaking in this research, an objective of study is expressing idea of the native speaker object.
- 3) Material that use in this research is from book and update global information.
- 4) To evaluate, teacher uses process and result of lesson. The evaluation of this research is following two steps. First step, teacher ask for leader of groups to go on front of class presentation their discuss. Second step, teacher, give little explained and added the result of discuss to student. So they can make their result for the material lesson. This result of all steps above is used as daily assignmen⁷⁷.

Before the student start the lesson, preparation is very important done by the teacher. It makes the learning process become more organized. The steps done by Mrs Jajun are:

The first is preparing Lesson Plan. Lesson Plan is used to describe the implementation of the technique in learning process. The second is preparing material. The material come from text book or non text book (article, video, cartoon and picture). In preparing material the teacher also need design and quantity of group. Third, a teacher needs tape for give them material from Native speaker. The fourth is preparing students task. The fifth is preparing student evaluation. All of these steps are done by the teacher because all of this are component that supporting teaching learning process.. So that when the students entered to class, the teacher can be soon starting the lesson.⁷⁸

⁷⁴ Look at Interview Transcript 02/1-I/F-1/5-XII/2014.

⁷⁵ Look at Interview Transcript 04/1-I/F-1/5-XII/2014

Beside it, according Mrs Sulis:

The first, teacher must have RPP or lesson plan. Preparing lesson plan or RPP. Its so important for preparation the learning at class. Preparing material from book, internet, and other resources. Preparing student's worksheet and hand out. Preparing teaching media namely, audio, tape. Teacher must make class conducive to start learning. But teacher must too make student enjoy at class. Enjoy when they study also evaluation statement.⁷⁹

Based on observation, preparation always did by teacher to get the purpose of teaching process. Making preparation is not easy, teacher must prepare material , media, strategy, and evaluation. Some time teacher forgets to bring preparation. So, a teacher always prepares all of preparation one day before practice. A good preparation is a preparation can support material to understand student. The assignment of teacher not only in teaching and evaluation, but also before teaching process a teacher must make preparation.

b. Implementation of the Use Dictation Technique in Teaching Speaking

According Mrs. Jajun, the implementation of the use dictation technique in teaching speaking are:

⁷⁹ Look at Interview Transcript 10/1-I/F-1/5-XII/2014

First time, to start the lesson, teacher is greeting to the students. Then, checking the students to know who was absent. After giving apperception, teacher gives material to the student. Teacher uses communicative technique to give material, its called brainstorming. Communicative is used for give material because it is just need little time for some sub material. Materials that are used come from news, update information, article, etc. Teacher explain about the material of brainstorming and give little explained about the real material of the day. Students just pay attention what teacher says. Students sit down with their group.

Second time, to start the lesson, teacher prepare the tape for give material of native speaker. Then give student material sheet that must they answer. At the task teacher give blanks for the answer. So student must found the answer of the blank area at the task. Teacher ask student for reading first the task at 5 minute then the lesson can be start. Teacher give them example how answer question of the task.

Continuing of the time, teacher give instruction to student listening to material of native speaker. Teacher repeat the material of native speaker 2 or 3 time. Keeping conducive when at listening of native speaker. It is the goal of the lesson.

After the student done answer the question, then teacher give them time about 10-15 minutes for discuss with their group, so they not just impress but also speaking. Teacher observe one by one student of the group, it can be point of affective assessment.

When they finish of the discus, teacher ask the leader of ground to come in front of class for presentation their answer. When the student presentation their answer, in the end teacher ask a question to the other group about the answer. It is true or false, if it false the other group can give they true answer.

At the final of lesson, teacher give conclusion about the question task. After we have finished, student got the conclusion and the true answer of the lesson today.⁸⁰

⁷⁶Look at Interview Transcript 02/1-I/F-1/5-XII/2014

According Mrs. Sulis ,

The implementation of the use dictation technique in teaching speaking are Dictation technique has variation to implementation in learning. Dictation one of technique that can implementation with speaking, writing, reading, and listening. But for the implementation in class, this technique need some preparation, example audio tape, task sheet, book, etc. Student must know about the instruction of teacher given. So in the evaluation process, student can be active and communicative.

Based on the observation, the teacher makes preparation of lesson. Teacher are preparing RPP for this lesson. Besides, teacher are preparing material that is used for lesson. The material is from Book. Teacher are also preparing media that is used in lesson such as Tape , material sheet for answering . Teacher also makes students evaluation to measure student ability. If the preparation is ready, teacher goes to class. Condition of class is very clean. After giving apperception, teacher gives material. A period of lesson process is 45 minutes.

3. The advantages uses of dictation technique in teaching speaking To Seventh Grade Students of SMPN 2 Ponorogo in Academic Year 2013/2014

Dictation has a flexible design which can be used for individualized learning, independent learning, and group

instruction. Its focus is on individual performance, which in turn contributes to group performance.

As a teaching technique, dictation “works” for several strengths.

According Ririn Dwi Eka :

This system of teaching is very fun, easier to understand material and intimate with friend. Through battle of group, we are more spirit to learn.⁸¹

According Keisya Larasati Faradila:

The teaching like this is very fun. We learn seriously but relax. We work test with friends. We can mutual help with friend, more intimate with friend. Through at the discussion of the group, we challenge to be a winner, but condition is very fun.⁸²

According Mrs. Sulis:

In learning section, this technique have many advantages. At the model of small group, student can express their argument. Student have their responsibility to finish the work.

According Mrs. Jajun:

It capitalizes on the cooperative aspects of small groups, the competitive spirit of battle, and the students’ familiarity with all of these. This technique is old model but the application of this technique for beginner level such as at Junior High School student have good effect. Student can express and have fun each other at the battle discussion ending. Through team group, student learn how to do social interaction, find solution together and mutually help for goal together.⁸³

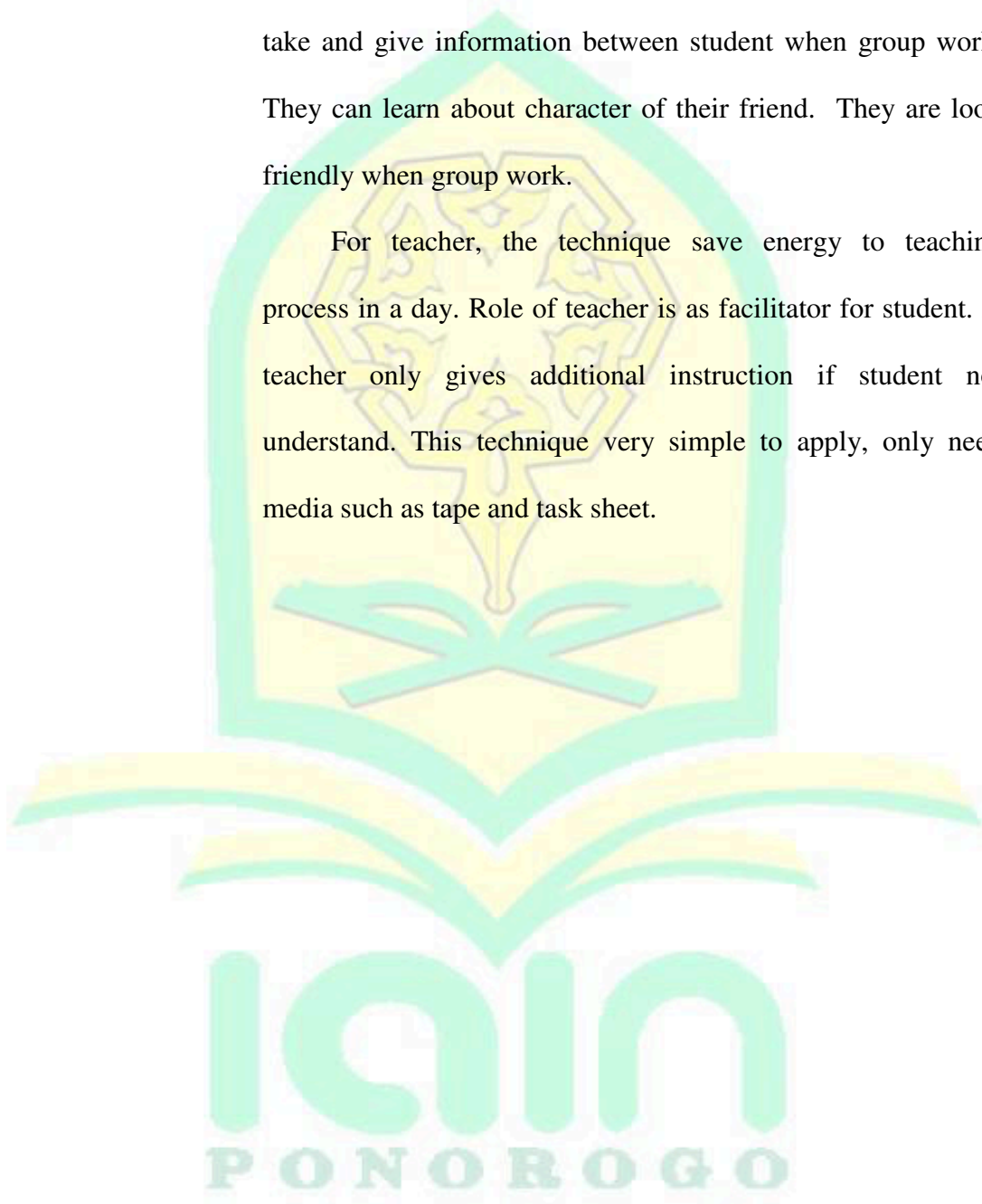
⁸¹ Look at Interview Transcript 05/1-I/F-1/5-XII/2014

⁸² Look at Interview Transcript 06/1-I/F-1/5-XII/2014

⁸⁰ Look at Interview Transcript 11/1-I/F-1/5-XII/2014

Based on observation, student is very enthusiasm in teaching process. They feel enjoy in teaching process. They can take and give information between student when group work. They can learn about character of their friend. They are look friendly when group work.

For teacher, the technique save energy to teaching process in a day. Role of teacher is as facilitator for student. A teacher only gives additional instruction if student not understand. This technique very simple to apply, only need media such as tape and task sheet.



CHAPTER IV

DATA ANALYSIS

A. Analysis Of The Reason Use Dictation Technique In Teaching Speaking To Sevent Grade Students Of SMPN 2 Ponorogo In Academic Year 2013/2014

Teaching is a process of helping students to understand new knowledge that they have never experienced and to achieve the better understanding of it. From the observation, to help the students in order to more understand the material is needed technique that can support teaching learning process. One of technique that used by English teacher in SMPN 2 Ponorogo is Dictation. The aim of dictation is helping student to understand lesson. Dictation also builds social character between students.

According Scott Alkire, Dictation gives students practice in comprehending and transcribing clear English prose with fun technique and also enjoy.⁸⁴

According practice and theory teams games tournament can improve achievement because it is student motivation to learn in the class. It is also

⁸¹ Scott Alkire, "Dictation as a Language Learning Device", TESL Journal, Vol. VIII (March, 2002), 3.

motivation to attitude in the class. Motivation and attitude student is a important factor to get goal of teaching. Through small group, it can create student peer tutoring. This is suitable with a vision and vision of SMPN 2 Ponorogo to encourage and guide students to perform prayers in order, to be good character and builds students' familiarity that can remove different background of student.

B. Analysis of the Implementation Use Dictation Technique In Teaching Speaking To Sevent Grade Students Of SMPN 2 Ponorogo In Academic Year 2013/2014

According Elzbieta Prokop, dictation technique have some variations can applying in teaching speaking.

In the class, teacher gives material to the student. Teacher uses communicative method to give some impulse to student first . Teacher use an article or update information to brave their motivation. Brainstorming given on 10-15 minute. After that, teacher give an example of the material at day. At class student have group for prepare the learning. The group must study together to understand and answer question of material. Then teacher take a Tape also give them task sheet with blank answer. Student must answer the blank area. Teacher give instruction to student listening to material of native

speaker. The material of native speaker will repeat 2 or 3 times. Keeping conducive when at listening of native speaker.

After the student done answer the question for discuss with their group. When they finish of the discus, teacher ask the leader of ground to come in front of class for presentation their answer. At the final of lesson, teacher give conclusion about the question task.

Teaching process consist of preparation, presentation and evaluation. If teacher uses flexible technique, teaching process is easy to control. Flexible technique that is can be combined with other method helping teacher to always give new condition in every teaching process

C. Analysis of the Advantages Use Dictation Technique In Teaching Speaking To Sevent Grade Students Of SMPN 2 Ponorogo In Academic Year 2013/2014

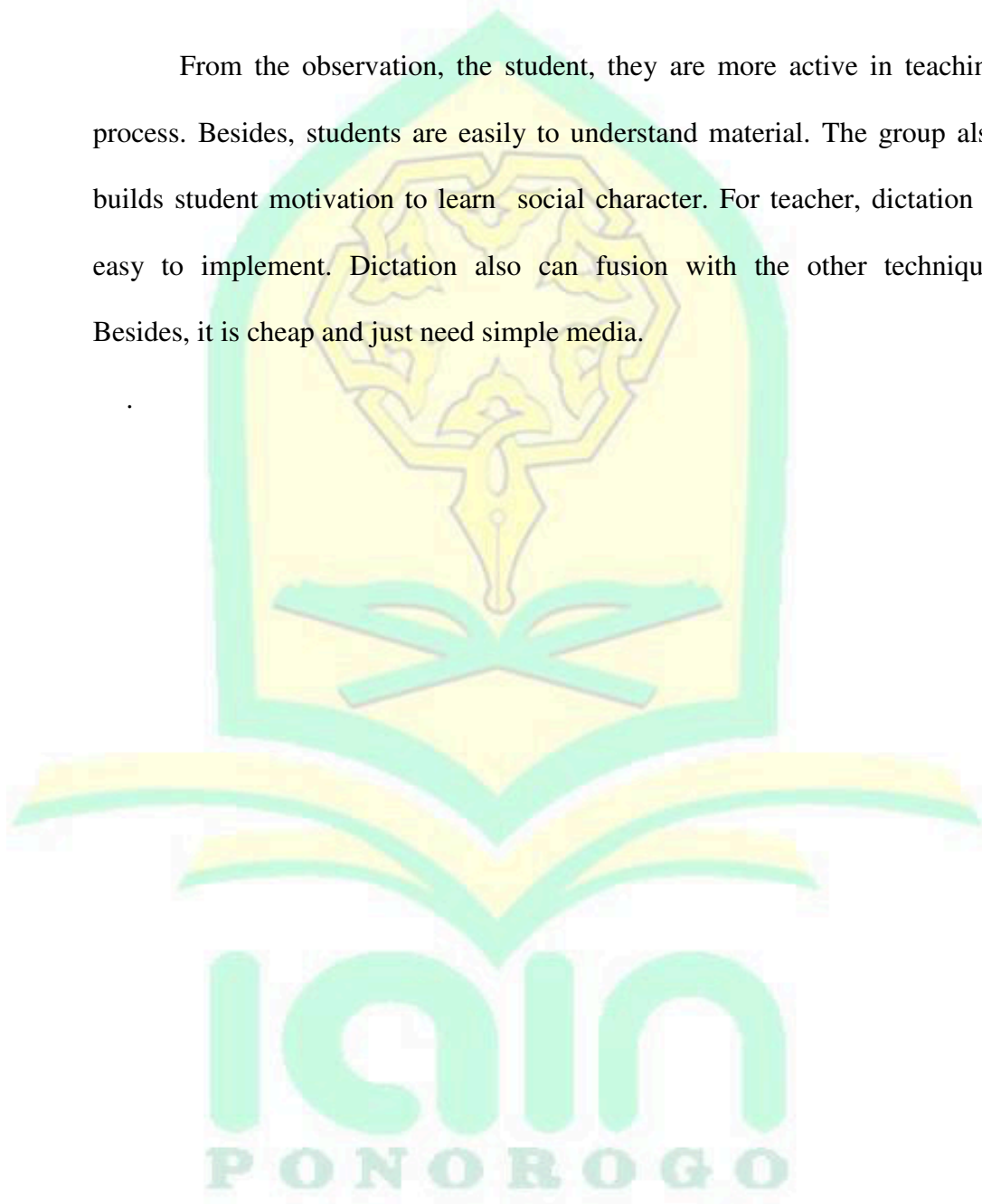
Dictation technique have some strengthness such as inexpensive, easy to implement, changing the way of students study on academic tasks, motivation student to learn, building social character of student.

According to the researcher the activities in teaching and learning process, it found many advantages of this technique. Based Kennedy, the teachers can check the spelling word or phrase of the students work⁸⁵.

⁸² Kennedy, Learning to Spell (The Univerity of Arizona Place, 1970), 138.

According to Elżbieta Prokop, the dictation activity can makes students concentrate the activity. it leads to oral communicative activities⁸⁶.

From the observation, the student, they are more active in teaching process. Besides, students are easily to understand material. The group also builds student motivation to learn social character. For teacher, dictation is easy to implement. Dictation also can fusion with the other technique. Besides, it is cheap and just need simple media.



⁸⁶ Elżbieta Prokop, The Use of Dictation at School, (online), (http://www.profesor.pl/mat/n13/pokaz_material_tmp.php?plik=n13/n13_e_prokop_050730_3.php&id_m=15586 , accessed on March 31 2014).

CHAPTER V

CLOSING

A. Conclusion

Based on the resulted data, the researcher concludes that research as follows:

1. There are some reasons of using dictation technique in teaching speaking at SMPN 2 Ponorogo. Dictation technique can help student to create their skill. Besides, dictation technique with group class build student to be social human. It is very important for students because in real life, they always do interaction to other human. In teaching process, dictation technique student also understand the outside world and have solid social barrier.
2. Implementation of this technique need preparation follow some step. The steps done by teacher of SMPN 2 Ponorogo Ponorogo are: The first is preparing Lesson Plan. Lesson plan consist of goal, objectives, material, strategy and evaluation. The second is preparing material. The material come from Book. The third, a teacher need task sheet with some blank area. The fourth is preparing student evaluation.
3. The factor that influenced to dictation in teaching speaking at SMPN 2 Ponorogo are Ponorogo are internal and external factor . Internal factor comes from character, ability and knowledge of student. External factors are task structure, team size and technique of assignment.

4. Dictation technique has many strenghtness. For student, they are more active in teaching process. Besides, students are more easily to understand material. Dictation also build student motivation to learn social character. For teacher, dictation is easy to implement also can fusion with the other technique. Besides, it is just need simple media.

B. Recommendations

Based on the result of this research, some suggestions are enclosed as follows:

1. For the English Teacher

- a. The English teacher should use dictation in their teaching learning, because it can create interesting, fun, and improve student ability.
- b. The English teacher should know the students' needs. So the learning activity has useful to the students next day. And it isn't formality only.

2. For SMPN 2 Ponorogo

The institution should equip the facilities needed by the students to develop their skill to support student's speaking skill.

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