CHAPTER I

INTRODUCTION

A. Background of study

English has become an International language for many years. It is used a tool of communication in each aspect of life such us English for News and Information, English for Business and Diplomacy and English for Entertainment.[1] That is why English is important to be learned.

In Indonesia English can be discerned as a foreign language because it is not used in daily communication. It is used to gain the knowledge. Therefore English is taught as foreign language from kindergarten up to university level. Students must expect to be able to make transactional and interpersonal skills in communication.

In learning English students need to mastering all skills. The language skill includes two types: Receptive skill (a term used for reading and listening, where meaning is extracted from the discourse), and Productive skill (a term used for speaking and writing, where students actually have to produce language themselves).[2] The four basic skills are related one another. In order words students must learn those skills integrated by due to their interconnectedness.

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[1]Kenji Kitao. The internet TESL Journal. *Why Do We Teach English?*. (Online), Vol. II, No 4, (http://iteslj.org/articles/Kitao-WhyTeach.html.1996). Retrieved on 8th December 2010

[2] Jeremy Harmer, *the Practice of English Language Teaching* (Longman,2003) P. 265

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Teacher realizes that they have limited time to teach and present all the materials so the teacher must have some manners to gain students knowledge and understand in English lesson, therefore teacher need some strategies, methods and techniques to manage and control their activities in the classroom.

In fact, teachers must be creative in selecting the teaching methods and techniques. Teachers are responsible for making a good atmosphere in the classroom, to promote the students' motivation and better attitude towards learning. It is because students are much more dependent at the teachers. The teacher's skills influence very much the students' attitude towards learning.

Technique is one element in the learning process that cannot be separated. Technique means the choice patterns of teaching and learning activities taken to achieve the learning objectives. Technique is Superordinate term to refer to various activities that other teacher or learners perform in the classroom.[3]

The use of appropriate learning technique and in according with students learning styles will help teacher and students to obtain satisfactory result in the learning process.

There are many methods, approaches and techniques which can to improve the students ability and competence. The using of these method is influenced by some factors, such us 1) different objective of each field of study.

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[3] H. Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy*. (San Fransisco State University, 2007) P. 180

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2) Differences in background and ability of teacher. 3) Differences in orientation, nature and teacher ability. 4) Differences in teaching quality.[4]

One of many techniques used by teacher is Dictation. Dictation is not a new technique in English teaching. The dictation as a teaching technique has been associated with a traditional approach to language teaching. [5] It is the act of speaking or reading so that somebody can write down the words, [6] 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.[7]

In the simplest form, dictation refers to a teacher reading some text aloud so that the students can write down what the teacher said. When it is used in classroom activities, traditionally the purpose has been for students to write down what is said by the teacher, word by word, later checking their own text against the original and correcting the errors made.

Dictation is not only teacher-centered but also dictation can be a student–students or students–teacher in teaching–learning process. It can avoid of boredom whose feels by students. Dictation gives alternative for teacher to teach and give understable especially in English lesson. There are many variations that

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[4] Toyar Yusuf and Saiful Anwar, *Metodologi Pengajaran Agama dan Bahasa Arab.* (Jakarta: PT Raja Grafindo Persada, 1995) P. 5

[5] P. Charles Brown. *The interactive Dictation*, (Ibaraki University: July, 2001) (http://www.jalt-publications.org/tlt/articles/2010/07/brown) Retrieved on 4th August 2010

[6] Hornby. *Oxford advanced learners dictionary* (Oxford university press: 1995) P. 404

[7] Sonya Safer, *Education Is an Atmosphere, Discipline, a life* (Georgia : Simply Charlotte Manson, 2007) P. 40

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can make classroom more interesting and learner- centered. Some of dictation techniques are Dictoglass, Delayed transcription, brief glimpses, shadow dictation; speed control and saying it right whose students can help each other and do their own correcting.[8]

Dictation can also be treated as teaching-learning exercises in which students learn to improve their language learning, teacher can create differences of genre and a number of dictation activities to conduct their lesson, it can change a boring, teacher-centre and stressful classroom atmosphere into relaxing, supportive and enjoyable learning and brings positive influence on learners performance.

This technique combines a lot of reading, writing, listening and speaking. Dictation often acts as memorization, decode in order to make what they wrote. Beside that the dictation technique need concentration because all of skills in English teaching in those activities. Dictation technique refers to a variety and instructional strategies in which students work individually or group in different ability and understanding and expected to help one other in learn academic materials and complete a project together.

In teaching–learning process, students are expected to help each other, to discuss and argue with each other, to assess each other current knowledge and fill in gaps in each understands. Beside that in dictation technique has some

[8] Paul Davis and Mario Rinvolucri. *Dictation New Method, New Possibilities* (Cambridge: Cambridge University Press) P.11

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beneficial to students such us dictation will often calm group, dictation deals with large groups and dictation copes with mixed–ability group.[9]

Based on the reason above, the teacher should be able to facilitate, to be creative and encourage the students in order to mastering English. State in Slameto's book that "teacher must be used many methods in teaching - learning process. The variation of method caused the transforming the materials more interesting, more easy to accepted all materials and the classroom situation more attractive"[10]

Education is a conscious effort to prepare students through activities, counseling and teaching for students to their future. To make successful of teaching-learning process and make students enthusiasm it is need a professional teacher who has all competencies that can support the progress of students. Moreover teacher must have variation of technique to teach their students. Teacher should be able to understand the needs of students in the technique for effective learning. This is important to create a conductively atmosphere in teaching-learning process. The way of teacher conduct learning activities may require different approaches and methods in learning.[11]

The aim of English teaching in Indonesia especially teaching English to Junior High School is to enable students to have ability in developing communicative competence in both oral and written form in achieving functional

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[9] *Ibid.* P 6-7
[10] Dr. Slameto, *Belajar dan Faktor – Faktor yang Mempengaruhi* , (Jakarta : Rineks Cipta, 1995)P. 92
[11] Dr. Mulyasa M Pd. *Menjadi guru professional* (Bandung: PT Raja Grafindo Persada, 2005) P. 95

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literacy level, to have awareness about the essence and the important of English in increasing competition in global community, and the last is developing the students comprehension about interrelatedness between language and culture.[12]

Therefore, to improve the result and create an enjoyable learning situation, teachers must be able to choose the method, strategy or technique that can create a conducive learning atmosphere of the class and enhance the creativity of students in answering questions and giving feedback, and the improvement students in all the Language aspects.

There are many Junior High Schools in Jombang, one of school is MTs Plus Darul Ulum. It has same position as junior high schools in Darul Ulum Foundation. MTs Plus implements of Depag's curriculum. And also adds more other subjects in the afternoon, students learn more religious subject and language subject.

In MTs Plus was applied several kinds of dictation technique such us a Word sets. Teacher prepares a text and decides where the teacher will pause of breath and for eye contact with the students. Reading aloud well for two or three times. Ask to students to write them all the word that they hear connected with music. Asked students in groups and compare their lists, give them original text to see if they have missed any words they did not understand.

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[12] Depdiknas.2004. *Bahan Pelatihan Terintegrasi Berbasis Kompetensi Guru SMP Bahasa Inggris*. (Jakarta: Departement Pendidkan Nasional Direktorat Jendral Pendidikan Dasar dan Menengah Lanjutan Pertama). P.35

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There are some previous studies in dictation. Firstly, *dictation as a testing technique in measuring the students listening mastery (a case study of the fifth grade students of SD Negeri Wonorejo 01 Karanganyar Demak in the Academic Year of 2006/2007)* by Ika Ratna Melawanti[13]. She is focused to find out the students mastery of listening using dictation as a testing technique. She conducted descriptive research design. She did two activities, library and field activity. She analyzing the data used a descriptive qualitative and simple quantitative to measurement the student mastery in listening.

Secondly, *dictation as testing device of listening analysis of students error (the case of the fifth grade students of SDN Slawi Kulon 02 in Academic Year 2006/2007)* by Dian Anggraini[14]. The main objective in this study is to find out dominant spelling errors and possible causes of those errors in dictation as a testing device of listening made by the fifth grade students of SDN Slawi Kulon 02 in Academic Year 2006/2007.

Thirdly, *the effectiveness of using dictation technique to improve student skill in writing at the fifth grade of elementary school. (a research in SD Negeri Muararejo 01 Academic year 2009/2010*) By Alfia Amalia [15]

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[13] Ika Ratna Melawanti. Thesis, *Dictation as a Testing Technique in Measuring the Students Listening Mastery (A Case of Study of the Fifth Grade Students of SD Negeri Wonorejo 01 Karanganyar Demak in the Academic Year of 2006/2007)* (Semarang:UNNES Press, 2007) P. 37

[14] Dian Anggraini. Thesis, *dictation as testing device of listening analysis of students error (the case of the fifth grade students of SDN Slawi Kulon 02 in Academic Year 2006/2007)* (Semarang:UNNES Press, 2007) P. 38

[15] Alfia Amalia, Thesis, *the Effectiveness of Using Dictation Technique to Improve Student Skill in Writing at the Fifth Grade of Elementary School, (a research in SD Negeri Muararejo 01 academic year 2009/2010)* (Tegal: Universitas Pancasakti, 2010).

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The researcher has a hypothesis that dictation technique is effective to improve English writing skill of the fifth grade students of SD Negeri Muararejo Tegal Residence, she used and experimental design and the data is gained by using English dictation test, she uses t-test analysis and level of significant. The result is there is a positive of the implementing of dictation technique toward writing skill.

Based on the explanation above, the researcher is interested in making a research about dictation technique in English teaching. She used dictation as a technique in teaching – learning process. This study would concern about the variations of dictation technique in teaching – learning process which is used by English teacher. She chooses this way in order to describe the implement of dictation technique and to know the teacher and students problems in teaching – learning process.

The implementation of dictation with all the expect variations of dictation technique in Teaching – Learning process. Hence it is significant to conduct research on "The Implementation of Dictation Technique in English Teaching at MTs Plus Darul Ulum, Jombang"

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B. Problem of study

The study conducted to answer the questions as follow:

1. What are the various dictation techniques used in English Teaching at MTs Plus Darul Ulum, Jombang?
2. What are the problems in applying dictation technique for teacher and students in English teaching at MTs Darul Uum, Jombang?

C. Objective of study

According to problem of the study above, the study aims:

1. To describe the various of dictation technique on English teaching at Second grade of MTs Plus Darul Ulum.
2. To describe the problem which faced by Teacher and Students in English teaching at Second grade of MTs Plus Darul Ulum

D. Significance of study

The present study is expected to give some useful points. First of all, it hopefully can give useful information about how are the various of dictation techniques used in teaching-learning process. Hopefully, it becomes a useful contribution for the area of the language teaching. Secondly, it is expected to be feedback for the English teacher who were the subject of the study provide of reflection of what goes on the learning process so that they can decide what

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should be done to increase the quality of education process. Finally, it is expected give useful information generally for the researcher. It can be used as are reference to conduct a wider investigation about teaching method.

E. Scope and limitation

The following limitations are making in order not to make the discussion out of from the ideas. There are:

1. The study is conducted to describe the teacher and students activities used technique of dictation in English teaching
2. The subject of the study are an English teacher and students of Second grade in MTs Plus Darul Ulum

F. Definition of key terms

To avoid misunderstanding and misinterpretation, it is necessary to define the following key terms:

1. Dictation:

   Dictation is an activity to write down something that someone says or reads out as it is or immediately after it is said

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2. Implementation

A process of engaging ideas, concept, policies or an innovation of a certain act which can give effect in the form of behavior, knowledge and values

3. Technique

The Implementation of method which occur in the classroom, it is particular trick, strategy on contrivance used to accomplish an immediate purpose.

4. Teaching process

Is the activities that occur in the class include how the teacher application the material and technique and also how is the interaction happen among teacher and student.

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