CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the literature related to present study to support the theories in this research. The researcher takes some theories from some book and media electric. So the researcher can explain as well as possible about the research study.

A. Teaching and Learning Foreign Language

Learning a foreign language is not easy as a native language. The learners whose learn a foreign language may meet all kinds of difficulties dealing with spelling, vocabulary, grammatical rules and how to arrange the words be a sentences.

Indonesian learners also meet difficulties in learning English because their native language is quite different from English. Consequently, the learners should have a great motivation. They should be serious in learning English because learning language actually needs a total concentration, intellectual, and emotional response.

In teaching a foreign language, a teacher should have an objective. The common objective of teaching a foreign language is to make learners to be able to communicate by using the target language orally and written form.

According to Brown, teaching is guiding and facilitating learning, enabling, and setting the condition for learning¹⁶. There are some factors that should be considered before teaching a foreign language such as English. Those factors are "age, ability, aspiration and need, native language, and previous language experience" ¹⁷

By that statement, it can be concluded that the material which is going to be presented should be based on the learners' age, ability, aspiration and need, native language, and previous language experience.

B. Definition of Teaching

English one is many language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest because English is the important in any scope of our lives.

Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. ¹⁸

Teaching is how teacher manage the environment so can encourage the students to do their activities in teaching – learning process.¹⁹

¹⁶H. Douglas Brown. *Principles of Language Learning and Language Teaching*. (New Jersey: Prentice Hall Inc. 1988) P. 8

¹⁷ Finocchiaro.. English as A Second Language: From Theory to Practice. (New York: Regent Publishing Company, 1974) P. 14

¹⁸ H. Douglas Brown. *Principles of Language Learning and Teaching* (San Francisco: San Francisco University Press, 2000) P. 7

Harmer describes that teaching means to give (someone knowledge) or to instruct or train (someone). It is undertaking certain ethical task or activities the intension of which is to induce learning. Therefore, English teaching means that the teacher gives some knowledge about English so that they can use English well anywhere.²⁰

From the description above it can be concluded then teaching is an activity guide and organize the environment around the students, in order to create a conducive environment that allows maximum learning.

C. The Component of Teaching

As a system of teaching, the teaching activities have some of components that include objectives, teaching materials, methods, media and evaluation. Here is an explanation of each component.

1. Objective of Teaching

The objective is a very essential for great meaning, therefore, must be defined a clearly, accurate, and cannot contain some directions or are doubtful.²¹

¹⁹ Syaeful Bahri Djamarah and Aswan Zain. Strategi Belajar Mengajar (Jakarta: Rineka Cipta, 1997)

²⁰ Jeremy Harmer. *The Practice of English Language Teaching.* (England: Longman 2003) P. 54 Omar Hamalik. *Media Pendidikan*, (Bandung: Citra Aditya Bakti, 2008) P. 108

Based on the 2004 curriculum, English is one of the primary subjects at school. The objectives of teaching english to Junior High School students as a primary subject of the study are²²:

- a. Developing the communication skill in English both spoken and written language. The ability to communicate includes listening, speaking, reading and writing.
- b. Giving information that English is one of the most important foreign languages that bacome means of communication in education.
- c. Developing the understanding of language and culture. Therefore the children will have knowledge about culture.

2. Materials of Teaching

A material is important in a teaching-learning process, and is a factor affecting the quality of education. According Pannen (cited in M. Abdul Hamid's book) the material is lesson which developed systematically, used by teachers and students in the learning process.²³

Materials is one a important thing in teaching - learning process Arikunto said that materials is a important role in learning process because it is the aims which must be a mastered by students.²⁴

²² Depdiknas 2004, Bahan Pelatihan Terintegrasi Berbasis Kompetensi Guru SMP Bahasa Inggris, (Jakarta: Departemen pendidikan Nasional Direktorat Jenderal Pendidikan Dasar dan Menengah Lanjutan Pertama), P. 35

²³ M. Abdul Hamid et al. Pembelajaran Bahas Arab: Pendekatan, Metode, Srategi, Materi dan Media, (Malang: UIN Malang Press, 2008)P. 71
²⁴ Suharsimi Arikunto. *Managemen Pengajaran*, (Jakarta: PT. Rineka Cipta 1993)

3. Method of Teaching

Method is an overall plan for the orderly presentation of language material, no part of which contradicts all of which based upon the selected approach.²⁵

The method used by teachers to create a good and effective teaching and learning process. Teachers cannot do their job well if they did not mastered in methods. Methods have a several function, namely: ²⁶

- a. Method as a eccentric motivation
- b. Method as teaching strategy
- c. Method as a tool to achieve the objectives

In English teaching there are some methods of foreign language, there were chosen because they are all currently practiced today.

a. Grammar Translation Method

Grammar translation method is learning foreign language to apply the rules by translating sentence. The translating had done in translating word by word from the target language to the mother tongue.

The fundamental purpose is people can learn foreign language was to be able to read literature that was written in foreign language so students can read and write in the foreign language.

²⁵ J.C. Ricgards dan Rodger Theodors, *Approaches and Methods in Language Teaching 2th* (England: Cambridge University Press, 2001) P. 19

²⁶ Syaiful Bahri Djamarah and Aswan Zain. Strategi belajar mengajar, (Jakarta: Rineka Cipta, 1997) P. 82-84

The grammar translation method focuses on translating grammatical forms, memorizing vocabulary, learning rules and studying conjugations.²⁷

The following procedure which adapted from Larsen-Freeman

- 1. The class reads a text written in the target language.
- 2. Students translate the target language into mother tongue.
- The teacher asks students that they have some questions and teacher answered their question.
- 4. Students write out the answer to reading comprehension.
- Students translate the new word from target language into mother tongue.
- 6. Students give a grammar rule based on the example words which applied by using new words.
- 7. The teacher asks to students to state the grammar rule.
- 8. Students memorize the rule.
- 9. Errors are corrected by providing the right answer.

And there are some techniques used in Grammar translation method

- 1. Translation of literary passage
- 2. Reading comprehension question

²⁷ Ag. Bambang Setiyadi. Teaching English as a Foreign Language. (Yogyakarta: Graha Ilmu. 2006) P. 34

- 3. Antonym / synonym
- 4. Cognates
- 5. Deductive application of rule
- 6. Fill in the blank
- 7. Memorization
- 8. Used words in sentences
- 9. Composition

b. Direct Method

This method is a revision of the method of grammar translation method. In this method, the translation is not used anymore. Teacher asks students to read aloud, and then the teacher gave some questions in a language that has been studied. During the lesson, the teacher used realia and teacher can use real objects that can support the learning.

The following procedure which adapted from Larsen-Freeman

- 1. Each students reading passage in front of the teacher and their friends
- 2. The students are called on one by one and they read the text loudly
- 3. After reading the passage, the students asked in target language if they have a question
- 4. The teacher answer their question in the target language
- 5. Teacher learn pronunciation with students
- 6. The teacher gives question to the students about the students in classroom

- 7. The students make up their own question and their statements and direct them to other students in classroom
- 8. The teacher instruct the students to turn to an exercise in the lesson and fill in the blanks
- 9. The students read aloud to missing word as they reading.
- 10. The teacher asked students to write and teacher give them dictation
 And there are some techniques used in Direct Method
- 1. Reading aloud
- 2. Question and answer exercise
- 3. Getting students to self correct
- 4. Conversation practice
- 5. Fill in the blanks
- 6. Dictation
- 7. Map drawing
- 8. Paragraph writing
- c. Audio Lingual Method

The form of Audio lingual method is a conversation, drill and pattern practice. The conversation serves as a tool for the structure of language in context and provides an illustration where the structure is used by native speakers.

The students whose learn of language also required to understand the foreign people whose language they are learning and the culture of the foreign people ²⁸

And there are some techniques used in Audio Lingual Method

- 1. Dialog memorization
- 2. Backward build up
- 3. Repetition drill
- 4. Chain drill
- 5. Single slot substation drill
- 6. Multiple slot substitution drill
- 7. Transformation drill
- 8. Question and answer drill
- 9. Use of minimal pairs
- 10. Complete the dialog
- 11. Grammar game

d. Community Language Learning

This method has the principle that teachers do not just pay attention to the students feelings and intelligence but also relation among students. Students should be able understand students feelings and desire of student.

²⁸ Ag. Bambang Setiyadi. *Teaching English as a Foreign Language.* (Yogyakarta: Graha Ilmu. 2006) P. 54

The procedure of Community language learning which has been developed from concepts of counseling psychology, it refers to the idea that there is a relationship between a counselor and client.

This method may be developed in different ways, depending on the culture, the proficiency level and the classroom setting, such us a circle of chairs and a table in the middle, there is a tape record teacher's desk. Teacher explains the purpose of learning.

The teacher asks the students to create dialogue in English and if students do not know the teacher will help them. Students conversations were recorded later, the tape is written in form of transcripts in English and their mother tongue. And the last discuss about the grammatical together.

And there are some techniques used in Community Language
Learning

- 1. Tape recording students' conversation
- 2. Transcription
- 3. Reflection on experience
- 4. Reflective listening
- 5. Human computer
- 6. Small group tasks

e. Silent Way

The Cognitive psychologists believe that language learning does need to repetition. They believe that learning can create an expression that they had never heard.

In the process of learning, the teacher just showed charts that is vowels and consonant. The teacher showed few times in silence while the teacher is only give an example to how the pronunciation. Then appoint the students to pronounce it until correct. In this process the teacher a lot of silence, teacher only refers to direct materials.

And there are some techniques used in Silent Way

- 1. Sound-Color Chart
- 2. Teacher's Silence
- 3. Peer Correction
- 4. Rods
- 5. Self Correction Gesture
- 6. Word Chart
- 7. Fidel Chart
- 8. Structured Feedback

4. Media of Teaching

Media is one of the learning components. The media is anything that can be used to channel messages from the sender to the receiver so it can become aroused thoughts, feelings, concerns and interests of students resulting in the learning process well. ²⁹ The media is integral part of education process of learning in school, so that a component must be master by teacher.

Media are all tools and materials that could be used to achieve educational goals, such us a radio, a television, books, newspapers and magazines.³⁰ In another opinion, Gerlach and Ely said that media is a medium, conceived is any person, materials or event that establish condition which enable the learners to acquire knowledge, skills and attitude³¹.

Teacher must choose the good media in teaching learning process; furthermore teacher has an understanding in the selection of used media. This is the things that need to be considered in selecting the media.

- a. The characteristic of media
- b. Objectives to be achieved
- c. Methods used
- d. Material that will be delivered
- e. Situation
- f. Students condition
- g. Costs

²⁹ M. Basyiruddin Usman, Media Pembelajaran (Jakarta: Ciputat Press, 2002), P. 11

³⁰ M. Robert Gagne and J.Leslie Briggs. *Principles and Instructional Design*. (New York: Holt Rinehart and Winston, 1979) P.3

³¹ S. Vernon Gerlach and Donald P. Ely, *Teaching and Media a systematic Approach*. (New Jersey: Prentice Hall Inc. 1980) P. 244

5. Evaluation of Teaching

Evaluation is the final component in the learning process, the function or teacher is to gives students feedback. Evaluation as refer to the act or process to determining the values of something.³²

Evaluation refers to a process for determining the value of something that is evaluated. The value of a process can include people, objects, activity or condition.

Brown suggested two types of evaluations that teachers used an informal and formal test. an informal test occurred during the learning process toward the goal to be reached which known as the Formative Evaluation (assessing students in the process of 'forming' the competencies and skills with the goal of helping them to continue that growth process) while formal tests are exercises and experiences designed to know the level of knowledge and a wider skills at a certain time limit. This test is designed to reflect the systematic summary of what has been obtained by the students and the test is called Summative Evaluation.³³

³² Drs. Saiful Bahri Djamarah and Drs. Azwan Zain, Stratrgi Belajar Mengajar, (Jakarta: PT Rineka Cipta, 1997) P. 57

³³ H. Douglas Brown Teaching by Principles: An Interactive Approach to Language Pedagogy. (New Jersey, Englewood Cliff. Prentice Hall Regents 1994) P.

D. Definition of Dictation Technique

In Oxford advanced learners dictionary, dictation means the act of speaking or reading that somebody can write down the word³⁴. In additional dictation tended to follow the traditional format. The teacher read a passage to the students phrase by phrase, the students copied and the passage somehow got corrected.³⁵

In other opinion, Paul Davis and Mario Rinvolucri write that decoding the sound of English and recording them in writing is a major learning task.³⁶

Dictation is used to help students in teaching – learning process. Students not only hear and write down what is said by teacher, but also they should be more concentration and if students done systematically, it can improve students ability to difference of sounds, spelling and grammatically correct sentence.

Students do dictation technique not only pay attention to the sound of the words read by the teacher but also understand about the meaning and be able to transfer the dictated passages to their graphical representations. They are forced to pay a comprehensive attention to the passage dictated and write down what they perceive by sound, sight and feeling in the second language at the same time allowed for response in the first language.

³⁴ Hornby, As. Oxford Advance Learner Dictionary of Current English. (Oxford: Oxford University Press 2005) p. 404

³⁵ Richard Kid. Teaching ESL Grammar through dictation. (TESL Canada Journal/REVUE TESL Du Canada.Vo.10, No 1, 1992) http://claritaslux.com/blog/dictation-language-learning-technique/Retrieved on 27th September 2010

³⁶ Paul Davis and Mario Rinvolucri. *Dictation New Method, New Possibilities* (Cambridge: Cambridge University Press) P.7

E. The Various of Dictation Technique

According Ruth Montalvan in Guidelines for teacher-training workshop, the various of dictation techniques are:³⁷

1. Question to statements

Dictate a question and ask the students to change to statements

2. Changing tenses

Dictate sentences or text and ask students to change and making any other necessary changes

3. Cloze dictation

Select a short text for dictation, delete every sixth word or all the prepositions, article or anything depend on the material.

Give each students a copy of the prepared passage (blanks) write it on the board for students to copy and then read the passage while students fill in the blanks with missing word.

4. Dictation combined with composition

Choose a two paragraph story. Duplicate one set of paragraph, each paragraph for half student, ask students to work in pairs. And give a copy of paragraph into each group. Students one dictate the first paragraph to students two and students two dictates the second paragraph to students one. Students check each other work on the dictation. Then the pairs work together to

Ruth Montalvan. Dictation Updated: Guidelines for teacher-training workshop http://exchanges.state.gov/education/engteaching//dictatn.htm. Retrieved on 27th September 2010

compose the third paragraph. Titles and paragraph may be read aloud and discussed.

5. Number

Students can dictate with another students and writing on the board for everyone in the class to look at.

6. Dictation quiz games

Dictate three or four sentence that either gives information about someone or something. Ask student to listen and decide whether each statement is true, false or possible.

7. Dicto-comp

Select a short text appropriate for the students. Read several times until the students understood the passage. And student should not be writing while they are listening.

8. Acting out the story

Choose a short story no longer than half a page, read the story slowly and acting it out as you read and passing between sentence, ask students to volunteer to do acting in front of the class while teacher read a second time and give students the original text, read together the third times and the last ask students to acting it out without reading.

9. Dictogloss

Teacher read a text three times and students listen carefully. Teacher divides students into group and asks students to discuss and reconstruction the whole passage in the story as they know.

According Paul Davis and Mario Rinvolucri the dictation is has 12 techniques in English teaching these are:

1. Correction

a. Speed Control

- 1) Teacher dictate a whole text through once at normal voice
- 2) Students can control the teacher reading
- Student must tell where they want to read from and say go back.
 Become they can complete a whole text
- 4) Give out copies of story and they can compare what they have written with original.

b. Saying it right

- Give students strips of paper with one sentence from text to each students
- 2. Answer any vocabularies questions that the students want to ask
- 3. Tell them that the bits of paper make a story and that story includes a problem
- 4. Ask students to around the class and read to their friends and ask to write down

5. Discussion

c. Shadow dictation

- Pair the students, ask students to sit behind a desk, they would be reader and writer
- 2) The other sit on front, facing with friends and be ready to listen carefully
- 3) Mention eye contact to students not writing
- 4) If finish, students who have not written should check

d. Complete correction

- 1) Teacher reads three, four or five as many times as they want
- 2) Students listen carefully
- 3) Read 1 to 5 times again
- 4) Give back the paper and ask any question

e. Passing the buck

- 1) Student sits in tightish circle
- 2) Each student has a blank sheet of paper, pencil and rubber
- 3) Dictate one sentence or phrases of text
- 4) Tell them to pass their paper to the students to the right then they underline any mistakes

f. Word fields

- 1) Pair students one girl and to one boy
- 2) The boy is writer the txt while the girl helps in the text

- 3) Dictate each part once only
- 4) Give time to check
- 5) Discuss together

g. Grammar charts

- 1) Ask students to write down all the words
- Ask students to work in small group, get secretary to write up on the board
- 3) Copy text out, check that all
- 4) Have a chart of content words known by students and charts unknown to students
- 5) Give students longish stick to point out words
- 6) Students may come to the front and pronounce sentences from the chart and other try to write down. As so on
- 7) Discussion

2. Sounds, spelling and Punctuation

- 1) Silent letter
 - a) Ask students to suggest which letter are silent and under line
 - b) Dictate the students
 - c) Ask students to write the number of letter in the word and the silent letter
 - d) Ask students to compare

e) Discus about their differences between spelling and pronunciation in English

2) Past ending

- a) Explain that most English Verb the past ending in writing is ed
- b) Ask students to make 3 columns, each headed T, D and ID and feed them 3 examples
- c) Sheet 20 verbs; dictate them with their past ending
- d) Ask students to write suitable column
- e) Have students compare and correct any spelling error

3) Interference

- a) Play students a tape 2 or 3 variety of regional accent
- b) Ask students to pick out differences from English
- c) Ask students to make 2 columns on piece of papers (the first for intonation and second is written down any other features)
- d) After finish, give them time to correct
- 4) Listening for word stress
 - a) Students pronounce their names
 - b) Ask the group to find how many syllables and where the stress lies
 - c) Students pronounce the words in their mother tongue
 - d) Students make 2 columns on paper and dictate a selection of 2 syllables English words

- e) Ask them to put the first syllables stress in the left hand column and those 2 syllables on the right
- 5) Firing Question
- 6) Program punctuation
 - a) Dictate the following short BASIC program
 - b) Photocopy enough so that the students can dictate to other students at the keyboard

3. The telephone

- a. Taking massage
 - 1) Ask students to phone
 - Dictate one of the sentences from the split story tick of their name on your list
 - Students job is to note down the sentences accurately and having written it down, memorize it.

b. Quick calls

- 1) Write phone number on the board
- 2) Ask students out their phone number
- 3) Write then on the board as they do
- 4) Do through splitting number into stress group
- 5) Have students repeat individually or in group
- c. Telephone tree
 - 1) Write your name on board

- 2) ask students to volunteer their number
- 3) write their name and telephone numbers under yours
- 4) Ask more students to give their telephone number
- 5) Write their name and number telephone under the others until teacher has a telephone tree
- 6) Explain that you will phone the first two people on the tree and dictate.

d. Instant lesson

- 1) Ask students to suggest a place they know
- 2) Written them n the board
- 3) Around the words suggested you can improve a dictation

4. Single word dictations

a. Connection

- 1) Teacher dictates some list of words or phrases to write down
- 2) Each item or each list are connected to each other
- 3) Dictate the first group and continue with others
- 4) Have students working individually
- 5) They should dictate their list to the whole group

b. Collocations

- 1) Divide the class into some group
- 2) Dictate the group of words in the list
- 3) Ask students to give the first noun

- 4) They can think of which fits with each of the adjectives in the set
- c. Word change
- d. Sound American
 - Ask students to differences hey have noticed between American and British
 - 2) Write a word or phrase in random on the board
 - 3) Ask students which words mean the same and which is American and British
 - 4) Dictate the following text
 - 5) The sense
 - 6) Ask students to make four columns on the page in front of them wit these headings

I use / I hear / I taste / I smell / I fell through my body

- 1) Dictate a series of words
- 2) Take down in the columns to their first sensory impression
- 3) Students compare the categorization with other
- e. Word sets
 - 1) Give students text a lyrics of music
 - 2) Tell students that the task while read is all the words they hear
 - 3) Write down what they hear connected with music
 - 4) Ask students to make group
 - 5) Compare their list

- 6) Give those copies the text if they have missed any words
- f. Picking your words
 - 1) Teacher telling story I the class
 - 2) Ask students to jot down 10 to 15 word that seem important to them in the story
 - 3) Compare their words in small groups
- 5. Thinking about meaning
 - a. Association
 - 1) Dictate these words to your students
 - 2) Give a time to write down the first a associated words that come to their minds
 - 3) Ask students to compare with each other
 - 4) Give hand out photocopies of the list
 - b. Does it mean anything?
 - Students rule their pages into three vertical columns with these headings
 - Meaningful / 'Iffy / Meaningless
 - 2) Dictate these sentences and ask students to write them in what they feel to be a suitable column.
 - 3) Discuss together
 - c. Translating ambiguity
 - 1) Write these sentences on OHP

- 2) Divide students into a group
- Flash the first sentence up four second and ask students to write down and translate it.
- 4) Flash the second one and so on
- 5) ask students to work and compare their translation

d. Quantifying sentences

- 1) Tell students that teacher would to write quantification after teacher dictate
- 2) The elements of quantified could include space, time or any measurable category
- 3) Students should work individually and in silence.

e. Him or her?

- 1) Give one students incomplete sentence
- 2) Choose one of students to dictate to he teacher and write the board
- 3) Teacher complete the sentence with She / He and teacher explain why they choose the sex
- 4) Ask students to explain how they choose the sex
- 5) Best for them to work in small group

6. Where on the page?

a. Word on the picture

 Ask students to take a piece of paper and draw a place, where they were happy as children

- 2) Ask students to write down the relevant places in their drawing.
- 3) Dictate some or all these words
- 4) Ask students to add any other words of their own they want too
- 5) Ask students work together in small group
- 6) Describe the place they have choose and explain

b. Import or export

- 1) Give out enlarge photocopies of outline map
- 2) Dictate the following words in two or three to provide a context
- 3) Students discuss where the words come from
- 4) Write them on the map as appropriate

c. Hand guns

- Prepare an enlarge photocopy or transparency of the handgun poster
- 2) Write north at the top in the middle, east in the middle of the right hand side
- 3) Dictate the first part of students; write at the top of the page
- 4) Students should write as teacher dictate
- 5) Ask students to compare their map and check what they have written

d. Around and about picture dictation

Ask students to draw a vertical line down a piece of paper,
 numbered nought at the bottom and hundred at the top

- 2) Dictate the students
- 3) Write sentences a bout, your age, your date of birth, your future etc.
- 4) Discuss and argue about it

e. Time Dictation

- 1) Ask students to stand up and have a good stretch and yawn
- 2) Guide students through an image
- 3) Ask students to try and visualize
- 4) Give out copies of the time line
- 5) Dictate the following words
- 6) Asking the students to write down at the right place on the time line

7. Text reconstruction

- a. Whistle gaps
 - 1) Teacher gives a student's a written text with gap
 - 2) Students fill in the space dictation
 - 3) Teacher used whistle
- b. Words dictation story
 - 1) Put up these word on the board ar OHP
 - 2) Ask students to come to the board and circle two of words
 - 3) Back to the group and dictate a sentence

4) If students know the story, get students to reconstruct what they can remember of the story

c. Cheating dictation

- Read the following text, helps them with any word they do not know
- 2) Hand out copies of the blanked text
- 3) Give students word from the text
- 4) They can ask Yes or No question about the text
- 5) Teacher can cheat a word which is in the wrong places
- 6) Teacher gives students word to put into the blanked text

d. Cheating with mime

- Ask students to standing up in a tight circle, read through the text at normal speed
- Read the text a second time by line, after line pauses and elicit an action from the students
- 3) Student should show with their bodies that they have understood
- 4) Read through a third time quickly again with all the students miming
- 5) Pair the students and have them sit down with a copy between each pair of the blanked text

e. Piecing it together

- Teacher read a story, which students know he text but they have scrambled
- 2) Read a story at the normal speed
- 3) Give out the sheet of phrase opposite
- 4) Give students time to study it
- 5) Ask students to listen to our reading to reconstruct the whole text in their own writing

f. Dictogloss

- 1) Choose a fairly long sentences that is not too difficult
- 2) Teacher read the sentences
- 3) Ask students to jot down the main key words
- 4) Teacher read again and ask them to pay attention
- 5) Ask them to rebuilding of the sentences with their group
- 6) Ask 'a secretary 'to come out the board to write up a last version
- 7) The Secretary does not bring the script but depend on suggestions from the group
- 8) Students compare with the original text

g. Mutual Procedure

- 1) Ask students to sit facing much other in pairs
- 2) Give students A in each pair a version A sheet and students B a version B sheet

- Students A dictate and students B is write, then B dictate and A is writes and so on until the story complete
- 4) Finally, the students show each other sheets to check for accuracy

8. Using students' text

a. Adjective

- 1) Ask students to mention all adjective that they know in English
- 2) Teacher writes the adjective on the board
- 3) Divide students and make a group
- 4) Ask each group to select and write down (four most useful, four difficult and most they like)
- 5) Each student dictates their list to each other but the students taking down the words must opposite
- 6) Discuss together

b. Word by word

- 1) Divide class into a group
- 2) Give each group large sheet of paper
- Ask group A to write down the first word of sentences, they dictate their word to the other groups
- 4) Group B writes down a second word which they dictate to the other
- 5) Group C provides a third word, until each group
- 6) Discuss together

c. Before and after

- 1) Each students write, a) a nice word, b) a new word. c) a grammar used
- 2) Write all their suggestion on the board or OHP
- 3) Ask students to make as many short sentences
- 4) Ask students to choose a partner and sit facing with their partner
- 5) Teacher dictates some of their sentences back to them
- 6) Students write in centre column and add one, two, three or four words either before or after
- 7) Choose and dictate the sentences
- 8) Ask to pair to decide which of their sentences are meaningful across all three columns.

d. What have I done?

- 1) Offer students some example of skill you have experience
- 2) Ask students to write down on a sheet of paper for experience of their own
- 3) Take it their sheet than make statements like this

Maybe.....

Perhaps.... % of us have

Probably...

- 4) Ask students to take down the sentences
- 5) After dictation get students read their estimate- Discuss together

e. Opinion poll

- Ask to the students take piece of paper, write five sentences giving an opinion, each to include the word home
- 2) Collect these opinion sheets
- 3) Ask to make five columns with....
 - I agree / I disagree / most people in my country would agree / X...
 in my family would disagree / our teacher probably agrees
- 4) Students should choose a person they know well in their family for the X in columns 4
- 5) Dictate of sentences with each opinion down in the suitable column
- 6) Discussion

f. Half the story

- 1) Dictate the sentences and give instruction
- 2) Ask students to read their stories to one other in pairs or small group

g. Students story

- 1) Tell students a story
- 2) Give students time to come up with their own story
- 3) Ask students to volunteer their story
- 4) Ask students to get pencil and paper
- 5) Ask students to write a story

9. Lost in though

- a. Deleted transcription
 - 1) Teacher put a text on the wall
 - 2) Ask some students to come forward
 - 3) Give a little introduction of the first paragraph
 - 4) Students read the text on the wall again and memories it and back to their seat
 - 5) After finish describing, teacher takes the paper of the wall and again them out to students so they can check it based on the original
- b. The messenger and the scribe
 - 1) Post copies of the text on the wall or board
 - 2) Pair students or make a group
 - 3) One student's ascribe and another is messenger
 - 4) The messenger goes and read from the wall and dictates into the scribe

c. Brief glimpses

- 1) Prepare OHP transparency
- 2) Divide students
- 3) Tell the group that teacher going to show 12 words
- 4) Teacher see the words for only seventh seconds
- 5) Students jot down the words

- 6) Discuss together
- d. The never ending story
 - 1) Ask students to prepare a pencil and paper
 - 2) Teacher goes to a far corner of the room
 - 3) Ask students to gather round and read the text once through to hem
 - 4) After finish the first reading, teacher read two, three or four times
 - 5) They can write it down
 - 6) Discuss together
- e. Talking to themselves
 - 1) Teacher read first sentences of text into the student's earphones
 - 2) Students start her/his machine and repeat the sentences
 - 3) Teacher read the next sentences
 - 4) Students record it in her/his own voice
 - 5) Students take dictation from their own voice
- f. Visualisation
 - 1) Ask students to sit on their chair in comfortable position
 - 2) Told students they may shut their eyes if they wish S
 - Ask students to imagine what they will see when they open their eyes
- g. Musical script
 - 1) Give out a text and ask students to translate it into their own
 - 2) Teacher monitoring and checking the student's word

- 3) Teacher plays the music slowly
- 4) Students should not write during the first reading
- Dictate the text to the students and keeping the musical loud- in opposite to your voice
- 6) Discuss together

h. DIY word music

- 1) Ask three or four students in making dictation tape
- 2) Ask them to bring a personal tape of their favorite music.
- 3) Gather the students around two tape recorders
- 4) The students in sub- group has made a recording of their text
- 5) Ask them to choose 'disc jockey'
- 6) The disc jockey plays and controls whole tape record which dictate the text
- 7) Discuss together

i. Musical conversation

- 1) Give a copies of transcribe of group conversation from your own class
- 2) Read the text through once to music with long pauses for reflection
- 3) Dictation continuously

10. Finding out about each other

- a. The teacher autobiography
 - 1) Teacher batches of four statements about periods in teacher's life

- 2) In each batch of four, three be true and one should be false
- 3) Ask students to write false statements
- 4) Read each group of statements three times
- 5) Get students to working in small group and comparing the answer
- 6) Give them copies of the statements and time to read

b. About my self

- 1) Give questions page opposite to one of the students
- 2) Ask to dictate any question page opposite to one of the students
- 3) Ask to dictate any question she wishes to you
- 4) Take it down on the board and answer it
- 5) Take back the page and dictate 10 to 15 of questions
- 6) Discuss their answer in pair
- c. How can you say that?
 - 1) Ask students to turn their writing sheets lengthways
 - 2) Say something to the group loudly, and then ask them how you spoke
 - Repeat with these ways to speaking such us, softly, angrily, kindly, clearly and boringly
 - Dictate question to students about the way different students speak in given situation
 - 5) Tell students to add five more questions of their own to fill out this set

- 6) Students compare their answer and explain the context
- d. How can you say that to?
 - 1) Explore the topic to raise student's conversation
 - 2) Tell students to turn a piece of paper lengthways and make five columns
 - 3) Tell them to put a person of their choice as the fifth column heading
 - 4) Teacher dictates the questions
 - 5) Ask students out of their eats and moving around
 - 6) Ask them to compare their responses

e. Stairs

- 1) Write a dictation passage about 2 or 3 lots of stairs
- 2) Ask them to work in small group and tell each other about stairs their own

11. Community language learning

- a. Students transcription
 - 1) Students produce utterance in mother tongue
 - 2) Teacher whispers a translation in target language in her ear.
 - 3) Students take a mike and start the recorder
 - 4) Discuss together
- b. Community language learning for larger classes

- c. Shadow community language learning
 - 1) Divide the class into an inner group ad outer group
 - 2) Ask inner group to make a short tape
 - 3) Ask to outer group to shadow the inner group
 - 4) Ask to inner and outer group to swap places
 - 5) The new inner group makes a recording of what they can remember of the previous conversation
 - 6) The outer group watches and listens
 - After recording, made students transcribe two conversations side
 by side on the board
 - 8) They correct and discuss

12. Working with teacher

- a. Transcribing teaching practice
- b. Using computer
 - Students given an audio cassette with the spoken ext of dictation passage on it
 - 2) The micro has some text, its memory and is programmed to help students
 - 3) Students switch on the recorder and listens the whole passage.
 - 4) Give out a photocopy of the text for group discussion

F. The advantages and disadvantages

Dictation has been used in language learning for several hundred years, however, the use of dictation has always been controversial.

The following are some opinion concerning with the advantages of using dictation techniques. According to Ruth Montalvan³⁸

- 1. Dictation can help develop all four language skills in an integrative way.
- 2. As students develop their aural comprehension of meaning also of the relationship among segments of language, they are learning grammar.
- 3. Dictation helps to develop short-term memory
- 4. Practice in careful listening to dictation will be useful later on in note taking exercise.
- 5. Correcting dictation can lead to oral communication
- 6. Dictation can serve as an excellent review exercise
- 7. Dictation is psychologically powerful and challenging
- 8. Dictation foster unconscious thinking in the new language
- 9. If students do well, dictation is motivating
- 10. Dictation involves the whole class, no matter ho large it is

Another opinion from Paul Davis and Mario Rinvolucri, that there are 10 reasons why the dictation technique still has a useful in teaching language.³⁹

- 1. The students' active during the exercise
- 2. The students are active after the exercise
- 3. Dictation leads to oral communicative activities
- 4. Dictation fosters unconscious thinking
- 5. Dictation copes with mixed ability groups
- 6. Dictation deals with large groups
- 7. Dictation will often calm groups
- 8. Dictation is technically useful exercise
- 9. Dictation is safe for the non native teacher
- 10. Dictation gives access to interesting text

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³⁸ Ihid

³⁹ Paul Davis and Mario Rinvolucri. Dictation New Method, New Possibilities (Cambridge: Cambridge University Press) P.4 - 8

There are some disadvantages of using dictation technique in teaching learning process, such us:

- 1. Boredom
- 2. Accuracy when checking
- 3. Discouraging for weaker students⁴⁰

G. Previous study

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 Negri Wonorejo 01 Karanganyar Demak in the Academic Year of 2006/2007) by Ika Ratna Melawanti. 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. The result for this research is that dictation very useful for the teacher as a test instrument to check the students progress and motivates the students in learning the listening materials.⁴¹

⁴⁰ Anne Thareau. What's the role of dictation in the learning of a second/foreign language? (Canada: Universidad de Terranova)

⁽http://homepage.mac.com/Jefftennant/wefla/wefla/2004/tematicas/dictation.pdf) retrieved on 27th September 2010.

⁴¹ 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

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. 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 2006/2007.⁴²

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 43 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 tes, 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 previous study, the writer used dictation technique is to know the variation of dictation technique in English teaching. It is because the assumption that the process of teaching-learning English language with dictation is very tedious and boring for students. And the writer see that the development of the phenomena of learning English in Mts. Plus Darul Ulum, Jombang.

⁴² 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

⁴³ 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)