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LEARNING ENGLISH USING DICTOGLOSS TO IMPROVE SPEAKING SKILL OF STUDENTS IN THE EIGHTH YEAR AT SMP DARUL MUTA'ALLIMIN TAMAN, SIDOARJO

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in teaching English

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ABSTRACT

Kurniawati, Elly. 2012. Learning English Using Dictogloss to Improve Speaking Skill of Students in the Eighth Year at SMP Darul Muta'allimin Taman, Sidoarjo. A Thesis. English Education Department, Faculty of Tarbiyah, State Institute of Islamic Studies Sunan Ampel Surabaya. Advisor: M. Syaifudin, M.Ed (TSL) and Sigit Pramono Jati, M.Pd.

Key words: dictogloss, improvement, speaking skill, alternative

This research finds out whether the dictogloss can be an alternative to improve students' speaking skill in the eight year which can be seen from three aspects, they are pronunciation, fluency, and vocabulary. This research collects information from the students of eight year at SMP Darul Muta'allimin Taman, Sidoarjo by testing or assessing in every cycle and filling the questionnaire is made by the researcher. From the finding of this research, there are several information that have to know, they are:

1. The dictogloss can be an alternative to improve English speaking skill of the students in the eight year at SMP Darul Muta'allimin Taman, Sidoarjo which can be seen from their assessment in speaking; they can reach the target of score.
2. The students are interest to receive the lesson and explore their ability in speaking by using dictogloss technique (it can be seen from the result of questionnaire).
3. There are many strengths and weakness to do this research, so the teacher must be active and creative to cover the weakness with the strengths it.

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CHAPTER I
INTRODUCTION

A. Background of the Study

The existence of international relation between Indonesia and abroad gives access for foreigners to step into this country. It means that we have to think more quickly and creatively, so that we can compete with them including in education. Therefore, the government decides to include English into subject list.

Learning is a process of changing ourselves to be better by expanding our skills. According to Kimble and Garmezy (1963:133), "learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice."[1] Behavioral as a result of learning process is influenced by many factors; those are internal and external factors. Internal factors are their ability, enthusiasm and attention, habitual, effort and motivation, etc. While, external factors are family, school, and environment.[2]

Learning is not only process to change behavior, but should be also seen as an active process in which children construct ideas about language as they engage in communicative setting[3] especially English. In a communicative setting,

[1] H. Douglass Brown, Principles of Language Learning and Teaching (Fourth Edition), (New York: Longman Inc., 2000), 7.
[2] Dr. H. Nana Sudjana, Cara Belajar Siswa Aktif dalam Proses Belajar Mengajar (Bandung: Sinar Baru Algensindo, 1989), 6.
[3] Coulmas, The Handbook of Sociolinguistics (Blackwell Publishing, 1997), 399.

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students are encouraged to response or to interact with others, in other word, doing communication.

Communication is the eliciting of response and successful human speech. Communication is the eliciting of the desired response through verbal symbolization (Zelko and Dance, 1965, p.5). Human communication is a subtle set of processes through which people interact, control one another and gain understanding (Smith, 1966, p.v).[4]

One way of communication is through speaking. Speaking is one of important aspects in learning English. Speaking is easy to do, but speaking English is difficult for those who are not accustomed to speak English, including students at SMP Darul Muta'allimin (Damin) Taman, Sidoarjo. This school still uses conventional method to teach English. The atmosphere of learning process can make students feel bored and unenthusiastic to acquire the lesson. Students in this school feel difficult to speak English.

There are many students still shy and afraid to speak English, because they do not know how to speak correctly, and they are afraid of being mocked or laughed at by their friends if they make mistake when they speak English in front of class. So, they cannot explore their ability.

Teaching and learning is a process of interacting the teacher and the students. In this interaction, there are 4 elements. They are:

1. Purpose of teaching and learning,

[4] John E. Baird Jr , 1981, Speaking for Results Communication by Objectives, New York.

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2. Materials of teaching and learning,
3. Method and instruments of teaching and learning, and
4. Assessing, to measure the progress of teaching and learning.

Therefore, to accomodate elements above, the technique that is used by the researcher is different from other techniques. The technique is dictogloss.

Dictogloss is learning technique with fun activities. It is a classroom activity where the teacher reads short text, and the students just listen. Then, the teacher reads again, and the students write key words of the text in their paper. After that, the teacher divides the students into several small groups to play based on characters in the text. Every group comes forward rotationally to perform or to present about the text with their own words based on their ability (producing the language of their version). The most exciting group will get rewards.

Dictogloss technique can help to develop students' skill, especially in speaking activities. It is able to train and improve their ability to speak English correctly and fluently (good intonation and juncture better than before); to increase vocabulary as much as possible; and to rise their bravery or self confidence to explore, to express, and to appreciation ideas in their mind.

So, based on the explanation above, the researcher intends to use dictogloss as a learning technique to improve students' speaking skill at SMP Darul Muta'allimin Taman, Sidoarjo.

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B. Problem of the Study

Based on the background of the study, research questions of this research are formulated as follow:

1. How can dictogloss technique be used to improve students' speaking skill at SMP Darul Muta'allimin Taman?
2. How are the students' responses when the teacher uses this technique in their class?

C. Purpose of the Study

Purpose of this research:

1. To find out whether dictogloss technique can improve students' speaking skill at SMP Darul Muta'allimin Taman, Sidoarjo.
2. To find out and describe how the students' responses about the use of dictogloss technique.

D. Significance of the Study

This research is expected to give benefits to:

1. The students

It is expected that dictogloss technique can help the students to improve their speaking skill, and there are no student who are shy and afraid to speak English when they study in the classroom or everywhere.

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2. **The researcher**

It is expected to add knowledge about learning technique and give exercise to teach the students in improving their achievement.

3. **The teacher or the other researchers**

It is expected that the teacher can find way to raise the students' bravery or self confidence to explore and to express their ideas by speaking activities. Using dictogloss technique can be reference to improve students' skill.

E. Scope and Limitation

The scope of the study is limited to students of SMP Darul Muta'allimin Taman, Sidoarjo especially in the eighth year students who are learning English using dictogloss to improve their speaking skill, and to make them enjoy receiving their English lesson in the class. In this case, the researcher focuses on improving their speaking in three aspects; they are pronunciation, fluency, and vocabulary.

F. Definition of Key Term

To make this research clearer, so it is needed to explain more detail or specific from the concept.

1. **Dictogloss**: development of dictation, classroom activity where the teacher reads short text and the students just listen. Then, the teacher reads again, the

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students write the key words in their paper. After that, they work in group to reconstruct the short text based on the key words with their own words.

2. **Teaching and learning process**: an activity when teacher and students interact in the classroom to give and to get knowledge e.
3. **Improve**: become or make better than before.
4. **Speaking skill**: an ability to produce the language orally.

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CHAPTER II
REVIEW OF RELATED LITERATURE

A. Speaking

We have to thank to the God because he gives us brain to process and to develop our ability to be better. One of them is speaking skill. Speaking skill is about how to say something or produce a language orally that has meaning and makes the hearer can understand about the speaker's say. Linguist said that "speaking is language."[5]

According to Douglas Brown, a number of possible definitions of language yields the following composite definition:

1. Language is systematic.
2. Language is a set of arbitrary symbols.
3. Those symbols are primarily vocal, but may also be visual.
4. The symbols have conventionalized meanings to which they refer.
5. Language is used for communication.
6. Language operates in a speech community or culture.
7. Language is essentially human, although possibly not limited to humans.
8. Language is acquired by all people in much the same way: language and language learning both have universal characteristic.

[5] Henry Guntur Tarigan, Berbicara sebagai Suatu Kemampuan Berbahasa (Bandung: Angkasa, 1990), 3.

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We have spoken since child (baby), and all children seem to pass several steps to get or to acquire language. They are crying, cooing, babbling, intonation patterns, one utterance, two utterances, word inflections, questions, rare or complex constructions, and mature speech. In getting or acquiring language, children learn by repetition and imitation too. Imitation is consonant with behavioristic principles of language acquisition-principles relevant, at least, to the earlier stages.[6] We only imitate people's speech in around of us unknowingly its meaning. We do not care whether the words are true or false, its pronunciation is precise or not.

After adult, automatically we will understand words meaning what we say, and precise pronunciation (mature speech). Language is not limited to place and time, so there are several developments of language, they are:

1. Phonology : mastering the system of speech sound.
2. Morphology : mastering the words formation.
3. Syntactic : mastering the words are combined to form a phrase, a clause, and a sentence.
4. Lexical : mastering and increasing vocabularies and words meaning.
5. Semantic : mastering language meaning.

[6] Brown, p. 38.

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For learners, speaking English is difficult to do. To speak English well obviously requires some talent and much desire.[7] Besides, we also have to learn and train to speak English. For learning English well, we need to comprehend of specific situation and condition in speech. It is important for us to know both formal and informal uses of communication within a situation and condition.

1. Functions of Language

Language is used for communication. Communication is a series of communicative acts or speech acts, to use John Austin's (1962) term, which are used systematically to accomplish particular purposes. Michael Halliday (1973) uses term "function" to mean the purpose nature of communication, and there are seven different functions of language[8], those are:

a. Instrumental function

The instrumental function serves manipulate the environment, to cause certain events to happen. Sentences like "This court finds you guilty," "On your mark, get set, go!" or "Don't touch the stove!" have an instrumental function; they are communicative acts that have a specific perlocutionary force; they bring about a particular condition.

[7] Donald C. Bryant and Karl R. Wallace, 1976, Fundamentals of Public Speaking, New Jersey: Prentice-hall, Inc., p. 12.
[8] Brown, p. 251.

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b. Regulatory function

The regulatory function of language is the control of events. While such control is sometimes difficult to distinguish from the instrumental function, regulatory function of language are not so much the "unleashing" of certain power as the maintenance of control.

"I pronounce you guilty and sentence you to three years in prison" serves an instrumental function, but the sentence "Upo…good behavior, you will be eligible for parole in ten month" serves more of a regulatory function. The regulation of encounters among people-approval, disapproval, behavior control, setting laws and rules-are all regulatory features of language.

c. Representational function

The representational function is the use of language to make statements, convey facts and knowledge, explain or report-that is, to "represent" reality as one sees it. "The sun is hot," "The president gave a speech last night," or even "The world is flat" all serve representational functions, although the last representation may be highly disputed.

d. Interactional function

The interactional function of language serves to ensure social maintenance. "phatic communion," Malinowski's term referring to the communicative contact between and among human beings that simply

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allows them to establish social contact and to keep channels of communication requires knowledge of slang, jargon, jokes, folklore, cultural roars, politeness and formality expectations, and other keys to social exchange.

e. Personal function

The personal function allows a speaker to express feelings, emotions, personality, "gut-level" reactions. A person's individuality is usually characterized by his or her use of the personal function of communication. In the personal nature of language, cognition, affect, and culture all interact.

f. Heuristic function

The heuristic function language used to acquire knowledge, to learn about the environment. Heuristic functions are often conveyed in the form of questions that will lead to answer.

Children typically make good use of the heuristic function in their incessant "why" questions about the world around them. Inquiry is a heuristic method of eliciting representations of reality from others.

g. Imaginative function

The imaginative function serves to create imaginary systems or ideas. Telling fairy tales, joking, or writing a novel is uses of the imaginative function. Poetry, tongue twisters, puns, and other instance of the pleasurable uses of language we are free to go beyond the real

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world to soar to the heights of the beauty of language itself, and through that language to create impossible dreams if we so desire.

2. Language, Communication, and Thought

The ability of individuals to communicate through language is both a unique and a universal human quality. Communication would be meaningless in the absence of thinking.

Language and thinking are so closely connected that it is hard to discuss one without the other, for speech can serve thought and thought can be revealed in speech.[9] If we communicate with other people, we will think first about what we say in order to other people or hearer can understand. So, language, communication, and thought cannot easily be separated.

[9] Coulmas, p. 389-390.

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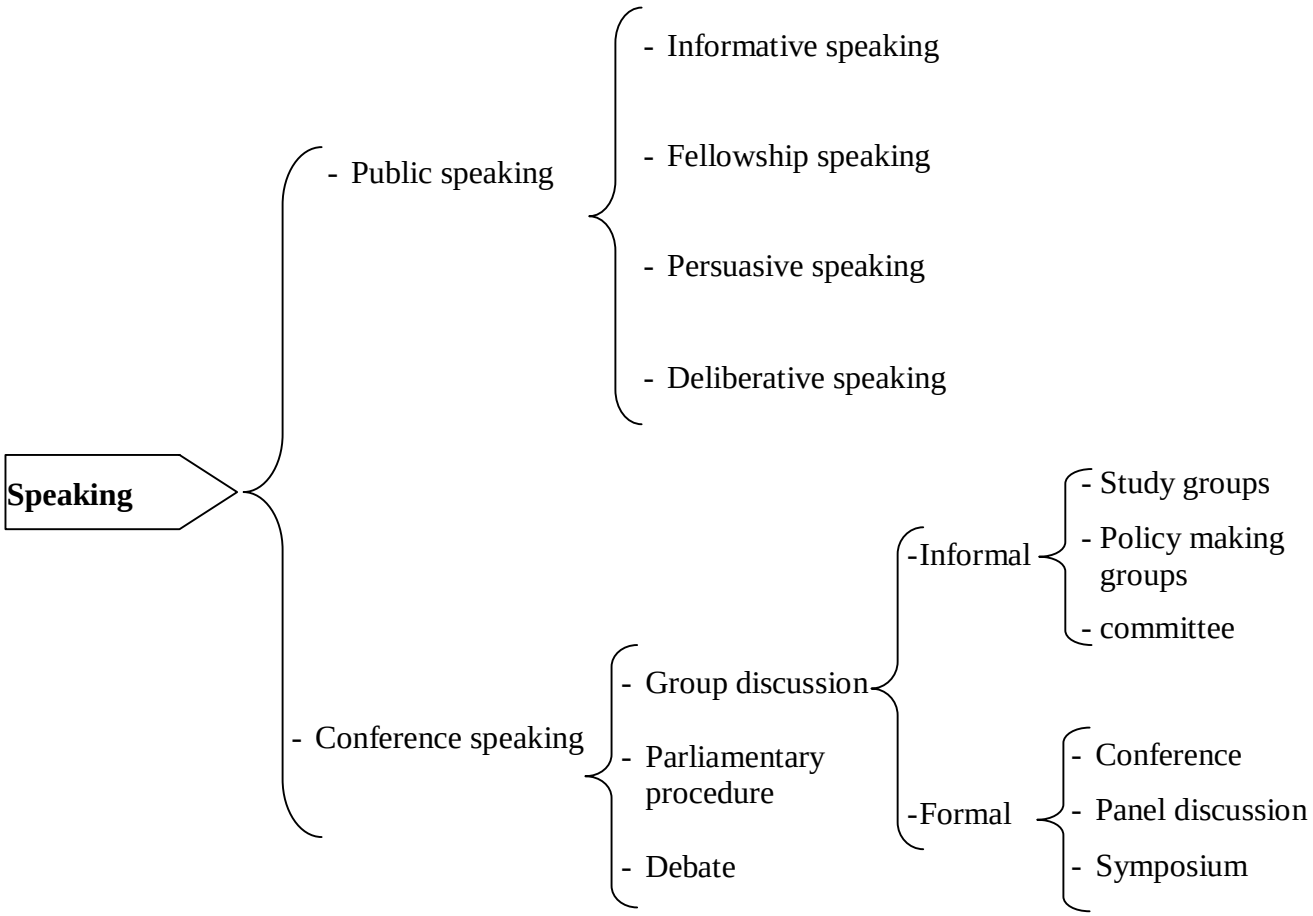
B. Types of Speaking

Picture 2.1

Kinds of speaking, adapted from Tarigan (1990)



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C. Speaking Assessment

Assessment can be defined as the process of collecting information about a given object of interest according to procedures that are systematic and substantively grounded.[10] Assessment can provide information about attributes of individuals such as their relative strengths and weakness, their achievement in a language course, or their level of proficiency in a language.[11]

There are many aspects to measure level of proficiency in speaking such as articulation, pronunciation, intonation, vocabulary, fluency, rhythm, etc. The researcher will use three aspects in speaking assessment of the students that are pronunciation, fluency, and vocabulary.

1. Pronunciation

Pronunciation is way in which a language or a particular word or sound is spoken.[12] In pronunciation which must pay attention such as stressing, articulation, and intonation. If the stress, articulation, and intonation are different, so the meaning of word is different too.

[10] Lyle F. Bachman, 2004, Statistical Analyses for Language Assessment, New York: Cambridge University Press, P.39.
[11] Ibid., p. 9.
[12] *Oxford Learner's Pocket Dictionary New Edition*, (New York: Oxford University Press, 2000), p. 343.

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Therefore, the students have to know how the correct pronunciation when they speak. Sari Luoma said:

"When people hear someone speak, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker's personality, attitudes, home region and native/non-native speaker status on the basis of pronunciation."[13]

Observe the following examples!

1) **Stationary** (adj) / 'ste □nri / : not moving, standing.

   Stationery (n) / 'ste □nri / : materials for writing and for using in an office.

2) **Dependent** (adj) / d 'pend□nt / : needing.

   Dependant (n) / d 'pend□nt / : person who depends on another for a home, food, etc.

3) **Present** (adj) / 'preznt / : existing or happening now: the government, showing an action or state in the present: the tense a participle.

   Present (n) / 'preznt / : gift, something given.

   Present (v) / pr 'zent / : show, appear, attend, reveal, introduce.

[13] Hikmatul masykuriyah, " The Influence of Audio lingual Method on Teaching Speaking Especially in Pronunciation to the First grade Students of SMP Negeri 1 Sedati," (Thesis, IAIN Sunan Ampel Surabaya, 2009), p. 12.

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4) **Colleague** (n) /'k li:g / : person that you work with.

   College (n) / 'k l d / : institution for higher education, part of a university.

5) **Plain** (n) / ple n / : large area of flat land.

   Plane (n) / ple n / : flying vehicle with wings and one or more engines, tool with a blade set in a flat surface used for making wood smooth.

6) **No** (det) / n / : not one, not any, used to express the opposite, used to give a negative reply or statement.

   Know (v) / n / : have information in your mind / understand, be familiar with a person, place, thing, etc.

7) **Not** (adv) / n t / : used to form the negative of the verbs be, do, etc.

   Knot (n) / n t / : unit of speed used by ships; one nautical mile per hour, fastening made by tying together pieces of string, rope, etc.

8) **Meet** (v) / mi:t / : come together with, go to a place and wait there for a particular person to arrive.

   Meat (n) / mi:t / : flesh of animals, used as food

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9) **Write** (v) / ra t / : mark letters numbers of surface especially with a pen or a pencil.

   Right (v) / ra t / : return somebody/something/yourself to the normal, upright position: the ship –ed herself.

10) **Watt** (n) / w t / : unit of electrical power.

    What (pron, det) / w t / : used in questions to ask for particular information about.

11) **Peal** (n) / pi:l / : loud sound or series of sounds.

    Peel (v) / pi:l / : take the skin off fruit or vegetables.

12) **Massage** (n) / ‘m s : / : (act of) rubbing and pressing somebody’s body, especially to reduce pain in the muscles or joints.

    Message (n) / ‘mes / : written or spoken piece of information sent to somebody or left for somebody, central idea that a book, speech, etc tries to communicate.

13) **Waist** (n) / we st / : area around the middle of the body between the ribs and the hips.

    Waste (n) / we st / : materials that are no longer needed and are thrown away.

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14) **Light** (n) / la t / : energy from the sun, a lamp, etc that makes it possible to see things, expression in somebody's eyes which shows what they are thinking.

Night (n) / na t / : time of darkness between one day and the next.

Right (n) / ra t / : what is morally good or correct, moral or legal claim to get something or to behave in a particular way.

Tight (n) / ta t / : piece of clothing made of very thin fabric that fits closely over a woman's hips, legs, and feet.

Abbreviation / Indication:

n	: noun
v	: verb
adj	: adjective
adv	: adverb
det	: determiner
pron	: pronoun

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The following are the list to help spelling and pronunciation.

Table 2.1

List of words to help spelling and pronunciation

Sounds	Words
/ i: /	Bee, Speed, Sea
/ i /	Many, Very
/ I /	Disk, Basic, Empirical
/ e /	Pen, Spell, Empire
/ /	Black, Scan, Embarrass
/ : /	Answer, Scarf, Arm
/ /	Dog, Comic
/ : /	Brawny, Score
/ /	Book, Push
/ /	Above, Sometime, Public
/ /	Work, Curse, Fur
/ □ /	Alone, Habitual, Ago
/ e /	Make, Space
/ a /	Guide, Five, Guy
/ □ /	November, Soul, Post
/ a /	Flout, Sound, Powder

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/ /	Boy, Board, Oil
/ □ /	Ear, Near
/ e□ /	Fairy, Scare
/ □ /	Pure, Poetry
/ /	China, Chubby, Church
/ /	Vegetable, General
/ /	Crush, Wash, Shift
/ /	Television, Massage
/ /	Hang, Song
/ ð /	Mother, Further
/ /	Month, Mouth
/ ju: /	Uniform, Unicorn
/ f /	Phonology, morpheme
/ h /	Who, Whose
/ k /	Candy, Cutter, Castle
/ kw /	Square, Quite
/ n /	Know, Knee
/ r /	Write, Wrong
/ s /	Certain, Cigarette, Psychiatry

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The goal of teaching pronunciation to such learners is not to make them sound like native speakers of English. With the exception of a few highly gifted and motivated individuals, such a goal is unrealistic. A more modest and realistic goal is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate.[14]

In assessing pronunciation, the researcher classifies it into four criteria which have adapted from E. Shoharny. The first criterion is excellent (score 4): no consistent or conspicuous mispronunciation, good intonation and juncture. The second is good (score 3): some identifiable deviation in pronunciation, but with no phonemic errors. The third is fair (score 2): identifiable deviation in pronunciation with some phonemic errors. The last is poor (score 1): many phonemic errors that make understanding difficult.

2. Fluency

There are several aspects in fluency; they are speed, pause, filler, and repetition. Speed is a factor, but it is by no means the only -or even the most important- one.[15] Often time, speakers need time to formulate an utterance. In other word, speakers use the pause in their speech. The speakers must pay attention the placement of pause when they speak, because it will facilitate

[14] Mariane Celce-Murcia, Donna M. Brinton, and Janet M. Goodwin, 1996, Teaching Pronunciation, Cambridge, p.8.
[15] Scott Thornbury, How to Teach Speaking, Longman, p. 6.

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the hearer to catch up or to understand about what we say. For disguising the pauses, the speakers use filler, like *uh, um, er, erm, I mean, what is it?* etc. Another common device for gaining formulation time is the use of repeats –that is the repetition of a single word at the point where formulation has been temporarily paused.[16]

Criteria of assessing speaking in fluency are same with pronunciation assessment. The first criterion is excellent (score 4), the students can get this criterion if their speech is effortless and smooth. The second is good (score 3), they can get it if their speech is mostly smooth but with some hesitation and unevenness. The third is fair (score 2), the students who are included in this criterion if their speech is slow, often hesitant and jerky, sentence may be left uncompleted. And the last is poor (score 1), if their speech is very slow exceedingly halting, strained, and stumbling, difficult for a listener to perceive continuity in utterance, and speaker may not be able to continue.

3. Vocabulary

Vocabulary is all the words that a person knows or uses.[17] According to Dupuis and Eunice, vocabulary is a words or phrases, which level the part of the materials to be learned, and which are necessary for the students to use it in talking and writing. Vocabulary is index of the nature and quality of

[16] Scott, p.7
[17] Oxford, p. 482.

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lives, it reflect what people have studied, where people have been, the subtleties and refinements of people's mind.[18]

Words are classified into two kinds, they are classification based on the content word and based on the functional word. Word classification based on the content word involves nouns, verbs, adjectives, and adverbs. In the second kind (classification based on the functional word), they consist of noun determinate, auxiliaries, prepositions, qualifiers, interrogators, coordinators, includes, sentence linkers, and mixing.

The process of getting a language can through learning and practicing in daily activities, such as at home, at school, in the environment, in the organization, etc. There are three stages in learning a language; they are easy, medium, and advance.

In the first stage, the students can get or acquire a language or vocabularies which are easy to understand and remember for them. The words are something around of them, such as father, mother, cat, tree, bag, book, etc.

In the second stage (medium), the students can get vocabularies from larger areas, for example at their school, because this stage contains vocabularies that are normal difficulty (the coverage is larger than before), like as human being, education, etc.

[18] Edgar and Joseph O'Rourke, 1971, Technique of Teaching Vocabulary, USA: Field Education Publication, p. 9.

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Then, in the last stage, they will find some words that are unfamiliar and are not easy to understand for them. Therefore, they need a dictionary to help them to find the meaning of the words.

In teaching and learning English, vocabulary still becomes a big problem especially in speaking. The students do not have enough vocabulary. It can make them difficult to express their idea (explore their ability) precisely in speaking. So, to speak English well, we have to learn and train our skill. Not only it, but we also have to master the vocabulary.

To measure the students' mastery of vocabulary, the researcher classifies it into four criteria which are same with pronunciation assessment and fluency assessment.

The first is excellent (score 4): very good range of vocabulary with evidence of sophistication. The second is good (score 3): good range of vocabulary and limited evidence of sophistication. The third is fair (score 2): adequate range of vocabulary with no evidence of sophistication. And the last is poor (score 1): limited range of vocabulary lack of repertoire and frequent errors in word choice often impede comprehension.

D. When Learning English

1. Do not be afraid to speak English

We still shy to speak English, moreover if we make mistake when we speak in front of people. We are afraid of being mocked and laughed at by

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them. Besides, we also often think that we are more stupid than others in learning English especially speaking. So, we must be brave to speak and to practice what we learn in English.

2. **Increasing vocabularies**

Vocabulary still becomes a big problem, because vocabulary is a part of important in learning English. So, we have to master and to increase new vocabularies to help us in the process of learning English.

In increasing vocabularies, we can do it with several ways, and one of them is to adhere vocabularies in everywhere: in the classroom, in the bedroom, in the bathroom, in the dining room, in the kitchen, etc. For example, when we eat in the dining room, we also can add our vocabularies, such as teapot, bowl, kettle, jug, cabinet, refrigerator, etc. If we memorize the vocabularies, we will take and change with new vocabularies.

Besides we adhere vocabularies in everywhere, we can also bring pocket dictionary. The size of pocket dictionary is relative small, so we can bring it anywhere. If we meet unfamiliar words, we will be easy to open and to find the meaning of the words. It is best to have a dictionary with phonetic symbols. Phonetic symbol can help us to know the correct pronunciation.

3. **Making English area**

The next way to help us in learning English is to make English area. In this way, we invite our friends who will learn English together and make agreement in a place.

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The agreement contains rules which have to be done in that place. What we are doing in that place, we have to use English. If we forget and speak Indonesia, we will get punishment from the members of English area, of course about English.

4. Partner

Partner is very important to support us in learning English especially speaking. In English area, we will only speak English in that place, and we speak tend to formal and clumsy. But if we have a partner, we can speak English everywhere, every time, and everything. We speak English tend to informal.

5. Doing yourselves

If English area and partner cannot support to practice speaking English or it is difficult to do, we will practice it ourselves. If we are shy to do in outdoor, we can do it indoor like as in the bedroom.

We can say anything to be faced with the mirror to see our gesture, expression, pronunciation, etc. For example: there is a new bed cover in our bedroom, we can say anything about bed cover, like as the price, color, size, design, kind of cloth, etc.

6. To neglect the grammar

To learn English especially speaking, we do not too focus on the grammar. It does not mean that we do not need it at all. Like a baby, when the baby said " mimik " his/her mother know what does he/she wants. It must not

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be used the correct grammar or complete sentences, “Mama, aku sekarang haus. Aku mau minum susu.”

So, someone who learns English especially speaking, he/she does not have speak English with the correct grammar. The important thing, the hearer or other people who speak with us can understand about what we say.

7. Watching films and listening music of west

By watching film and listening music of west, we can train and develop our ability in English, including speaking and listening skill. We are able to know about the correct pronunciation, gesture when we talk with others, how to express something: expression of thanks, expression of admiration, expression of pleasure, expression of surprised, expression of angry, expression of sympathy, expression of giving congratulation, etc. not only it, but we also can add our vocabularies by watching and listening it.

E. Dictogloss

Mark and Kathy Anderson[19] state that dictogloss is more than just dictation. Dictogloss comes from the words “dictation” and “glossary”. Dictation is when one person reads a passage aloud and the audience writes what is said (dictated). A glossary is a list of words with their meaning written beside them.

According to Jacob and Small, dictogloss is an integrated skills technique for language learning in which students work together to create a reconstructed

[19] Mark Anderson-Kathy Anderson, Text Types in English 2 (South Yarra: Macmillan Education Australia PTY LTD, 1997), p.5 and 46.

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version of text read to them by their teacher. One purpose of the activity is to focus the students' attention on specific items of language by getting them to analyze the difference between their written recreations and the original which they have heard.[20]

The researcher thinks that dictogloss is the development of dictation technique, and it is learning technique with fun activities. It is a classroom activity where the teacher reads short text, the students just listen. Then, the teacher reads again, and the students write key words of the text in their paper. After that, they divides into several small groups to play based on characters in the text.

Every group comes forward rotationally to present about the text with their own words based on their ability (the story of their version). The purpose of learning by grouping is to reduce the students' anxiety when they present in front of the class.

There are many students feel more comfortable when they face the problems in front of the class and find a solution to solve it together than alone. Besides, it is also used to train teamwork among the students in the role play, so the students are neither dominant nor step aside in the group. The most exciting group will get rewards.

F. Procedures of Dictogloss

There are many opinions about procedures of using dictogloss.

[20] Jeremy Harmer, How to Teach Writing (England: Pearson Educational Limited/Longman, 2004), p. 74.

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1. Procedures Using Dictogloss According to David Nunan[21]

a. Preparation

At this stage, teachers prepare students for the text they will be hearing by asking questions and discussing a stimulus picture, by discussing vocabulary, by ensuring that students know what they are supposed to do, and by ensuring that the students are in the appropriate groups.

b. Dictation

Learners hear the dictation twice. The first time, they listen only and get a general feeling for the text. The second time, they take down notes, being encouraged to listen for content words which will assist them in reconstructing the text. For reasons of consistency, it is preferable that students listen to a cassette recording rather than teacher-read text.

c. Reconstruction

At the conclusion of the dictation, learners pool notes and produce their version of the text. During this stage it is important that the teacher does not provide any language input.

[21] Mark J. Waltermire, Using Authentic Audio in Dictogloss Activities, (Vol.19, Nos. 1& 2, 2008), p.4. (http://www.diflc.edu/archive/documents/DLI_19.pdf#page=5)

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d. Analysis and correction

There are various ways of dealing with this stage. The small group versions can be reproduced on the board or overhead projector, the texts can be photocopied and distributed, or the students can compare their version with the original, sentence by sentence.

2. Procedures of Using Dictogloss According to Ruth Wajnryb[22]

The basic procedure of dictogloss consists of learners listening to a short text read to them at normal speed, and reconstructing the text, first individually, then in small groups, so that it has the same meaning as the original text.

The various versions are then analyzed and compared in a whole class setting. In short, the task focuses not only on learner output, but also on learner interaction.

[22] Juliana Shak, 'Children Using Dictogloss to Focus on Form' (thesis, University Brunei Darussalam),p. 48

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3. Procedures of Dictogloss According to George Jacobs and John Small[23]

The basic format is as follows:

a. The class engages in some discussion on the topic of the upcoming text. This topic is one on which students have some background knowledge, hopefully, and interest. The class may also discuss the type of the text, e.g., narrative, procedure, or explanation, and the purpose, organizational structure, and language features of that text type.

b. The teacher reads the text aloud once at normal speed as students listen but do not write. The text cab be selected by teachers from newspapers, textbooks, etc., or teachers can write their own or modify an existing text. The text should be at or below students' current overall proficiency level, although there maybe some new vocabulary. It may even be a text that students have seen before. The length of the text depends on students' proficiency level.

c. The teacher reads the text again at normal speed and students take notes. Students are not trying to write down every word spoken; they could not even if they tried, because the teacher is reading at normal speed.

[23] George Jacobs and John Small, p. 1-2.

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d. Students work in group of two-four to reconstruct the text in full sentences, not in point form (also known as bullet point). This reconstruction seeks to retain the meaning and form of the original text but is not a word-for-word copy of the text read by the teacher. Instead, students are working together to create a cohesive text with correct grammar and other features of the relevant text type, e.g., procedure, or rhetorical framework, e.g., cause and effect, that approximates the meaning of the original.

e. Students, with the teachers' help, identify similarities and differences in terms of meaning and form between their text reconstructions and the original, which is displayed on an overhead projector or shown to students in another way.

G. Variations of Dictogloss[24]

1. Dictogloss Negotiation

In dictogloss negotiation, group members discussing what they heard when the teacher has finished reading, students discuss after each section of text has been read. Section can be one sentence long or longer, depending on the difficulty of the text relative the students' proficiency level.

[24] George Jacobs and John Small, p. 9-12

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2. Student-Controlled Dictation

Students use the teacher as they would use a tape recorder. In other words, they can ask the teacher to stop, go back, i.e. rewind, and skip ahead, i.e. fast-forward. However, students bear in mind that the aim of dictogloss is the creation of an appropriate reconstruction, not a photocopy.

3. Student-Student Dictation

The teacher being the one to read the text, students take turns to read to each other. Student-student dictation works best after students have become familiar with the standard dictogloss procedure.

4. Dictogloss Summaries

In dictogloss summaries, students focus only on the key ideas of the original text.

5. Scrambled Sentence Dictogloss

Scrambled sentence is a popular technique for teaching a number of language skills. Scrambled sentence dictogloss employs this technique to raise the difficulty level of dictogloss and to focus students' attention on how text fit together.

6. Elaboration Dictogloss (Airey, 2002)

Students go beyond what they hear to not just recreate a text but also to improve it.

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7. Dictogloss Opinion

In dictogloss opinion, after students reconstruct the text, they give their opinion on the writers' ideas. These opinions can be inserted at various points in the text or can be written at the end of the text. If student commentary is inserted throughout the text, it promotes a kind of dialogue with the original authors of the text.

8. Picture Dictation (Airey, 2002)

Dictation does not always have to involve writing sentences and paragraph. Instead, students can do other activities based on what the teacher reads to them. For instance, they can complete a graphic organizer.

H. Strength and Weakness of Using Dictogloss

There are many advantages or strengths of using dictogloss, those are:

1. Training listening
2. Training memory

} Based on the first step of dictogloss' procedure

3. Training between listening and writing → Based on the second step
4. Rising bravery
5. Developing imagination
6. Developing concentration
7. Training teamwork
8. Improving effectiveness in learning

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9. Improving speaking ability
10. Speeding up communication with pronunciation correctly
11. Increasing vocabulary

Jeremy Harmer said that "Dictogloss is useful for vocabulary acquisition too in very much the same way."[25]

There is no perfect technique, including dictogloss. Weakness of this technique is it needs a long time.

[25] Jeremy Harmer, p. 74.

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CHAPTER III
RESEARCH METHOD

A. Research Design

According to the research problems and purposes of the study which have been mentioned, this research uses Classroom Action Research (CAR) method. It is a classroom investigation which is done directly by the researcher. In other word, the researcher acts as the teacher in the classroom who wants to increase her understanding of classroom teaching and learning and to change the teaching and learning practice which is used by her. During the researcher implementing the technique, the English teacher acts as the observer who observes the researcher and the students' activities. The researcher chooses this design because she wants to find out the students' improving in speaking ability by using dictogloss technique and to solve classroom's problem in teaching and learning of speaking.

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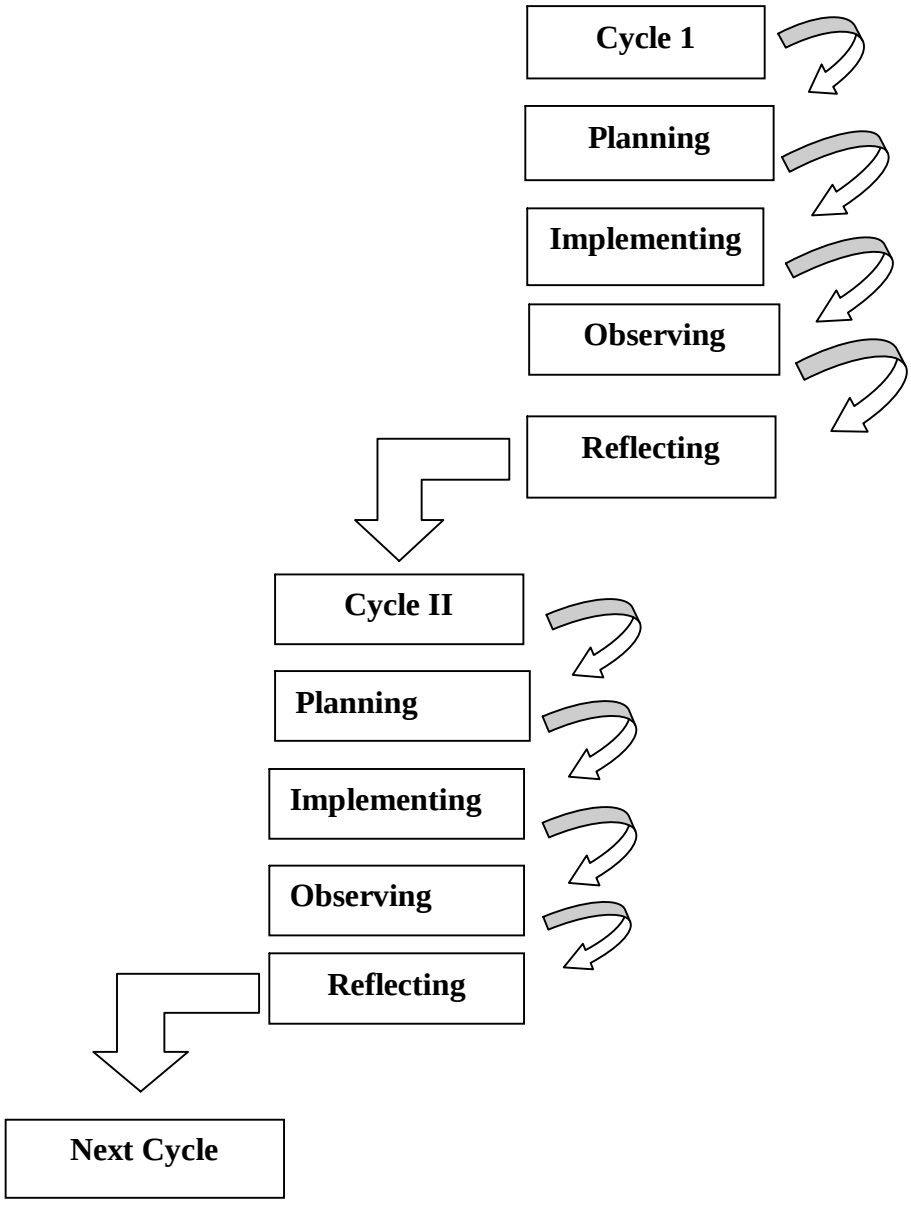
The researcher uses the following procedure of classroom action research:

Picture 3.1

The procedure of Classroom Action Research (CAR)

Adapted from Prof. Suharsimi Arikunto (2009)



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B. Research Subject

In this research, the subject is students of the eighth year at SMP Darul Muta'allimin (Damin) which is located on Jl. KH. Raden Mas Ali No. 1 Tawangsari, Taman, Sidoarjo. The researcher chooses this school because in this school still uses conventional method to teach English.

The atmosphere of learning process can make students feel bored and unenthusiastic to acquire the lesson. Students in this school feel difficult to speak English.

There are many students still shy and afraid to speak English, because they do not know how to speak correctly, and they are afraid of being mocked or laughed at by their friends if they make mistake when they speak English in front of class.

C. Research Procedure

1. Preliminary Study

During this preliminary study, the researcher does not only meet the headmaster of SMP Darul Muta'allimin Taman, but also the English teacher of the eighth year to talk about this research. From the English teacher, the researcher tries to get information about students' problem in the process of teaching and learning of speaking. Data of the English teacher will be used to make the action plan.

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2. CAR Process

a. Planning

The researcher prepares everything which is used in teaching and learning process by using dictogloss technique. The researcher will do some steps:

1) Problem identification

When the researcher teaches in the classroom, the teacher finds some problems that come from observing. These problems are considered and solved to improve students' ability.

2) Analysis cause of the problem

After finding the problems, the researcher analyzes what the cause of the problems.

3) Developing lesson plan as

The researcher solves the problems in the classroom that have been identified. The researcher plans an action that is done with preparing learning project, they are: lesson plan, syllabus, RPP, learning technique which is applied, materials and media which support the teaching and learning process. The materials and media must be interesting and are suitable to the topic for speaking class.

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4) The criteria of success

The researcher makes indicator or criteria of success to judge whether dictogloss technique is success or not in improving students' speaking skill. The criteria of success are:

a) The teacher (the researcher) has good performance in teaching speaking activity in the classroom.

b) Enthusiasm of students in teaching and learning process about 80%.

c) Students can reach score more than 70 in assessing speaking.

b. Implementing/Acting

The researcher implements or applies all of things that have been formulated in learning process as an effort to solve the problems that will be faced in the classroom.

c. Observing

In this stage, the researcher makes note and identifies all of activities in the classroom during teaching and learning process. The researcher uses observation checklist and field notes (see appendix 6 & 8) to make easy this research. The results of the observation become input for the researcher's performance in the next cycle.

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d. Reflecting

Reflection is analysis, synthesis, and assessment of result in planning, implementing, and observing.[26] In reflecting, the English teacher and the researcher discuss the execution the lesson plan that is done in the classroom.

This research is done in two cycles. Each meeting takes about 2x40 minutes.

D. Data Collection Technique

1. Observation

Observer can observe the classroom activities during teaching and learning process. The researcher knows not only how that process is done, but also the real situation in the class to look for information about the students' skill.

The researcher uses observation checklist and field notes. Field notes intend to anticipate the possibility of losing the relevant data during teaching and learning process. In this case, the researcher acts as a teacher who teaches in the classroom and the English teacher acts as an observer.

2. Test

Test shows whether the students have progress or not to their English lesson, especially with the aspects of assessment in speaking.

[26] Dr. Iskandar, M.pd, 2009, Penelitian Tindakan Kelas, Ciputat: Gaung Persada (GP) Press, p. 109.

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3. Questionnaire

By questionnaire (see appendix 10), the researcher finds out how the students' responses about dictogloss technique used to teach in the class.

E. Data Analysis Technique

The researcher collects and analyzes all of the data from data collection technique.

1. Observation and Field Notes

By using observation checklist and field notes, the researcher collects the information about the topics, materials, and teacher-students' activities during the process of teaching and learning English in the classroom. Then, the researcher and the English teacher find out some problems when the process of teaching and learning is conducted. After that, the researcher and the English teacher find a solution to solve the problems.

2. Test

The teacher gives test to the students at the end of every cycle and classifies aspects of assessment (pronunciation, fluency, and vocabulary) into table of speaking assessment.

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Table 3.2 Speaking Assessment

No.	Aspects of Assessment	4	3	2	1
		Excellent	Good	Fair	Poor
1.	Pronunciation				
2.	Fluency				
3.	Vocabulary				
	Total of Score	Score max. 12			

Indication:

Pronunciation

Table 3.3

Indication of pronunciation assessment

4	Excellent: no consistent or conspicuous mispronunciation; approaches native-like pronunciation with good intonation and juncture.
3	Good: some identifiable deviation in pronunciation, but with no phonemic errors. Non-native accent evident with occasional mispronunciations that do not interfere with understanding.
2	Fair: identifiable deviation in pronunciation with some phonemic errors. Non-native accent requires careful listening, and mispronunciations lead to occasional misunderstanding.
1	Poor: frequent pronunciation errors with a heavy non-native accent, many phonemic errors that make understanding difficult.

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Fluency

Table 3.4

Indication of fluency assessment

4	Excellent: speech is effortless and smooth with speed that approaches that of a nature speaker.
3	Good: speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.
2	Fair: speech is slow and often hesitant and jerky. Sentence may be left uncompleted, but speaker is able to continue, however haltingly.
1	Poor: speech is very slow exceedingly halting, strained, and stumbling except for short or memorized expressions. Difficult for a listener to perceive continuity in utterances and speaker may not be able to continue.

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Vocabulary

Table 3.5

Indication of vocabulary assessment

Adapted from E. Shoharny (1985)

4	Excellent: very good range of vocabulary with evidence of sophistication and native-like expression. Strong command of idiomatic expressions. Infrequent use of circumlocution because particular words are rarely lacking.
3	Good: good range of vocabulary and limited evidence of sophistication. Some expressions distinctly non-native but always comprehensible. Limited evidence of idiomatic expressions. Speaker is comfortable with circumlocution when lacking a particular word.
2	Fair: adequate range of vocabulary with no evidence of sophistication. Some distinctly non-native expressions or errors in word choice may impede comprehension. No evidence of idiomatic expressions. Speaker has difficulty with circumlocution when lacking a particular word.
1	Poor: limited range of vocabulary lack of repertoire and frequent errors in word choice often impede comprehension, speaker shows no attempt at circumlocution when lacking a particular word.

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The calculation:

$$\frac{Total\ score}{Score\ \max(12)} x100 =$$

Score in the first cycle is compared with score in the second cycle. If the result of the test has been identified, the researcher can conclude whether the dictogloss technique can help students to improve their English in speaking skill or not.

3. Questionnaire

The researcher can recognize responses of the students whether positive or negative about this technique by result of questionnaire. Then, the results of questionnaire are analyzed by using presentation technique, that is:

$$P = \frac{F}{N} X100\%$$

Indication:

P = the total score

F = the total earned

N = Total of the student

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CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter, the researcher shows the data of the research at SMP Darul Muta'allimin (Damin) Tawangsari, Taman, Sidoarjo. It means that the researcher finds out whether the dictogloss technique can be an alternative to improve the students' speaking skill, and finds out the strengths and the weakness of the dictogloss technique.

A. Findings

To answer the first question, the researcher takes the data from observation checklist and field notes that describe the implementation of teaching and learning process using dictogloss technique to improve the students' speaking skill. The researcher also uses the data from the students' score in two cycles (by using test or speaking assessment) to compare whether any improvements or not.

The researcher uses the data from questionnaire to answer the second question. In this instrument, there are 15 questions that had to be answered by students to find out their opinion or responses about the dictogloss technique.

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1. The Description of Research Object

School begins at 7 o'clock in the morning. The students go to school by bicycle, motorcycle, pedicab. Even, there are many students walk to school. They try to get to school on time.

They do not want to be late because the gate will be locked. In this school, before and after the lesson always pray. It is the activities in SMP Darul Muta'allimin (Damin).

SMP Darul Muta'allimin (Damin) which is located on Jl. KH. Raden Mas Ali No. 1 Tawangsari, Taman, Sidoarjo is built between the Islamic boarding school (pondok pesantren) and the market in 1992 by owner of the Islamic boarding school, that is Kyai Hasbullah. The first headmaster is Drs. Sakhi Huda (1992 – 1994), and the next headmaster who leads this school is Drs. Moh. Faruq (1994 – now).

SMP Damin has 32 teachers including 2 English teachers. This school has two stages and eight classrooms, in every classroom consists of 40-49 students. Because this school has many students, the class divides into two shifts, morning class and afternoon class. In morning class: 7 (A, B, C), 8A, and 9 (A, B, C, D), and in afternoon class: 8 (B, C, D).

When the researcher asks the headmaster why the students of the seventh year only three class, he answers that there are many schools around this school, they are 14 SMP (Junior High School) and 3 MTs (Madrasah

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Tsanawiyah). So, this school has to compete to get students with other schools.

SMP Damin has many facilities, such as library, laboratory of computer, laboratory of science, school yard, meeting hall, UKS, Kopsis, canteen, parking area, etc.

The teachers and the students of SMP Damin are very kind, friendly, and respecting others. It is shown when the researcher come to the school in the first time. They receive her very well, including the classroom that is held by the researcher, 8A class. In this class, there are 49 students. They consist of 23 male and 26 female. They have a good character and behavior. They keep clean and tidy their class. So, it makes the researcher feel comfort to do research there.

2. CAR Cycle

Cycle 1:

The first cycle is conducted on August 10th, 2011. The subject of the research is the students of 8A. In this class, there are 49 students who consist of 23 male and 26 female.

In this case, the researcher acts as the teacher and the English teacher acts as the observer. Her name is Heny Fauziyah. She helps the researcher to observe her and the students' activities during the process of teaching and

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learning in the classroom by using observation checklist and field notes that have prepared by the researcher.

a. Planning

In this stage, the researcher prepares everything needed in teaching and learning English by using dictogloss technique. The researcher makes lesson plan (see appendix 1). In this lesson plan, the researcher uses the technique and topic which is able to get the students' attention and to raise their enthusiasm to receive the lesson.

The researcher also makes syllabus (see appendix 3), RPP (see appendix 4), and instruments that can support in the teaching and learning English and CAR, like as observation checklist and field notes (see appendix 6 & 8).

b. Acting

Before the researcher implements the dictogloss technique, she begins to open the lesson by greeting and checking the students' attendance. The researcher introduces about the dictogloss technique first and explains the reason why the teacher uses the technique in the school.

The researcher elicits to the topic to stimulate and to activate the students' schemata (background knowledge) by showing the short story text. The next, the researcher applies the procedure of the dictogloss technique. She reads the short story text twice. In the first

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time, the students just listen carefully. In the second time, they not only listen carefully, but also write the key words of the short story which have been heard. Then, the researcher gives some questions for the students to know their understanding about the story.

After that, she gives task to the students to make a dialogue based on their understanding about the short story which have been heard with their own words (the short story of their version). But before it, she divides the students into several groups.

After making a dialogue, they have to come forward to present or to perform their dialogue in front of the class. When the students perform their dialogue in front of the class, the researcher assesses their ability in the form of assessing speaking that consists of pronunciation, fluency, and vocabulary. The researcher gives a reward for the most exciting group.

Before closing the lesson, the researcher evaluates the lesson (feedback) and asks to the students about the difficulties and responses of the use of dictogloss technique. As a result, the researcher also can know how far this technique helps the students to understand the short story text.

c. Observing

In this stage, the English teacher acts as an observer. The researcher collects information about the topic, materials, and teacher-

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students' activities in the classroom during acting stage by using observation checklist and field notes which have prepared (see appendix 6 & 8). She crosses the observation checklist in score of 1, 2, 3, and 4. She also notes down something of the process of teaching and learning which have forgotten by the researcher in the observation checklist with use field notes.

The results of observation checklist and field notes in the first cycle, the English teacher (observer) finds some problems when teaching and learning was conducted. The materials which have been given to the students by the researcher are quite good.

For the first time in this cycle, the researcher faces difficulty to control them. The situation and the condition are very crowded, because in 8A class is big class with 49 students there. The researcher's voice is not able to hear by the students in the back when she explains and gives instructions.

Then, when the researcher orders the students to present or to perform their task in front of the class, there are many of them still shy and afraid. So, the researcher needs a long time to do it. In other word, the researcher cannot manage the time well.

d. Reflecting

Based on the result of observing in the first cycle, the researcher and the English teacher discuss the problems in the process

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of teaching and learning. The researcher must be active to approach the students. When she explains the topic and gives instructions, her voice must be louder, in order that the students are able to pay attention and to focus on their lesson.

The researcher must often walk around the students to monitor and to help them if they find difficulties in the process of teaching and learning. The researcher has to manage the classroom effectively. Not only it, but the researcher also has to persuade and give motivation to the students in order to raise their bravery, do not shy and afraid to speak English, and explore their speaking ability.

Cycle 2

The second cycle is conducted on August 12th, 2011.

a. Planning

The result of reflecting in the first cycle is very useful for the researcher and the English teacher to prepare every needed in the second cycle to be better than before.

Like the first cycle, the researcher makes lesson plan (see appendix 2), syllabus (see appendix 3), RPP (see appendix 5), and instruments (observation checklist and field notes).

b. Acting

Acting in this cycle is like in the first cycle, but there is something that has been added in this cycle. For example: to warm up

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the class, the researcher invites the students to play a game first before begin the lesson.

The game is word lightning. In this game, the students mention some words with an initial, for example M: monkey, money, mother, machine, milk, mouse, membership, etc. After they are ready to begin the lesson, the researcher elicits to the new topic and shows the short story text. The title of the story is "The Vain Little Mouse."

Then, before closing the lesson, the researcher evaluates the result of the students' task and distributes questionnaire to them to find out their responses when the researcher teaches in the classroom and about the dictogloss technique, because this cycle is the last cycle that had implemented by the researcher.

c. Observing

In this stage, the researcher collects the information about the topic, materials, and teacher-students' activities during the process of teaching and learning in the classroom by using observation checklist and field notes.

As a result of observation checklist and field notes in the second cycle, the English teacher (observer) says that the second cycle is better than the first. The researcher's performance is quite good. She walks the students to monitor and help them when they find difficulties in their lesson. She gives clear explanations and

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instructions, her voice can be heard by all of students, including students in the back.

The situation and the condition in the second cycle are better than in the first cycle. The researcher can control the classroom effectively and manage the time well. Besides that, the students can enjoy receiving their lesson and they also have motivation to speak English in front of the class.

d. Reflecting

The researcher and the English teacher discuss the result of observing in the second cycle. According to her, the implementation of the second cycle is better than before. The researcher can implement well and clearly.

The students give good responses or enthusiasm when the researcher explains and gives instructions to them. They also show improvement in their speaking based on their score in assessing speaking. So, the English teacher (observer) says that this cycle is the last cycle because the researcher is able to reach all of the criteria of success.

3. The Result of Questionnaire

The researcher uses questionnaire to find out the students' opinion or responses about the process of teaching and learning English using

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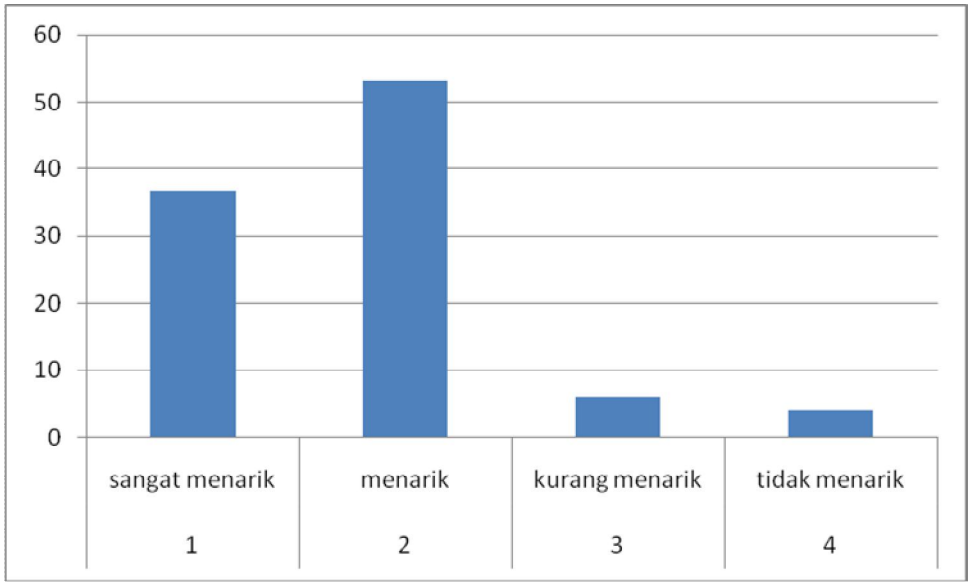
dictogloss technique. The result of questionnaire is very good. Most of the students give positive responses about the new learning technique.

Picture 4.1

Percentage of the students' interest about dictogloss technique



There are 53,1% of the students choose "interest" about dictogloss technique as a new learning technique in their classroom. They enjoy and are enthusiast to receive their lesson when the researcher uses this technique in their class.

Then, there are 69,4% of the students say that the dictogloss technique is able to motivate them in learning English.

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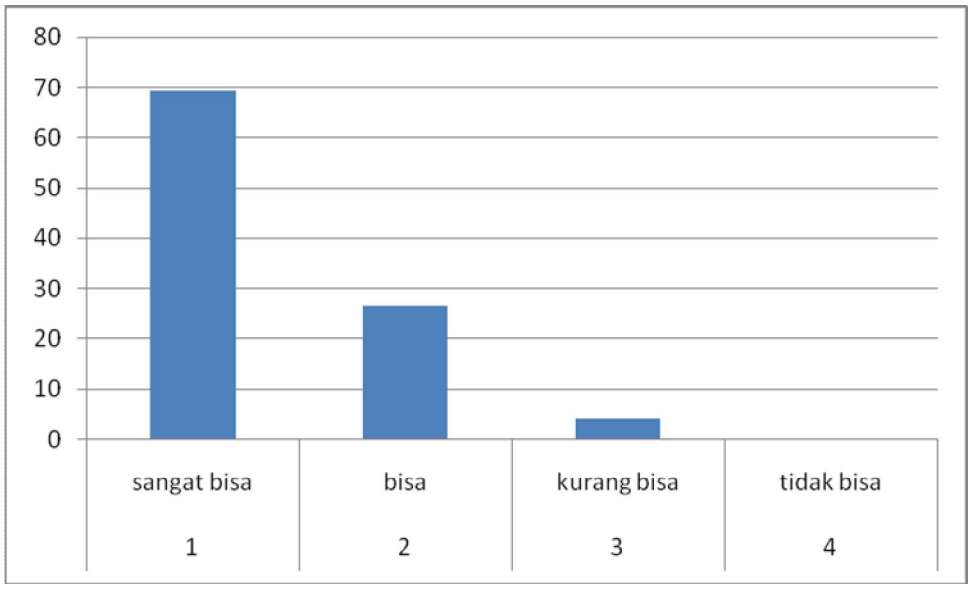
Picture 4.2

Percentage of the students' response about the dictogloss can motivate them in learning English



Based on the result above, it means that they receive dictogloss as a new learning technique in their class which is able to motivate them for improving their ability in English especially speaking. (Pictures of the result of questionnaire can be seen in appendix 11)

4. The Students' Score

The researcher gives assessment to the students for each cycle to measure their ability, especially in speaking. The aspect of assessments that are given in every cycle can be seen in chapter III.

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The researcher counts average score to know the students' achievement in speaking, and the researcher uses the formula below to measure it.

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Total of The Student}}$$

The result of the assessment in the first cycle and second cycle show the improvement in their score. In the first cycle, there are only 10 students who can reach the target. Most of the students get a problem in their pronunciation. They still hesitate to say something in English.

But in the second cycle, all of the students are able to reach the target of score which have been mentioned in the criteria of success.

Based on the data of average score above, the students can get 60,88 in the first cycle, and 81,28 in the second cycle. It means that the dictogloss technique is success.

B. Discussion

1. The Process of Teaching and Learning

Based on the result of observation during the process of teaching and learning in the first cycle and the second cycle, the researcher finds

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something that shows the students' problems in learning English, especially in speaking ability by using dictogloss as a technique to teach them.

From the first and the second cycle which have been implemented by the teacher (the researcher), pronunciation is the most frequent error which have done by the students. It means that the students find difficulty to pronounce the words of English correctly in speaking.

a. Cycle 1

In the first cycle, the implementation of dictogloss technique cannot be perfect. The researcher feels difficult to control them and to manage the time. It is caused by 8A is big class, and the researcher teaches them in the first time.

When the researcher gives a task to make a dialogue and to perform it in front of the class, there are some students still shy to come forward and present their dialogue with speaking English. Because they do not know how to speak correctly, and they are afraid of being mocked or laughed at by their friends if they make mistake when they perform in front of the class. So, the researcher has to persuade and to give motivation them to speak English in front of the class.

From their performance in front of the class, the researcher finds some mispronunciations which have done:

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- Hunt (h nt) was pronounced (hunt)
- Allow (□'la) was pronounced (all)
- Warn (w : n) was pronounced (w : n)
- Return (r 't : n) was pronounced (r 'turn)
- Matter (m t□(r)) was pronounced (m tt□(r))
- Confess (k□n'fes) was pronounced (k n'fes)
- Hour ('a □(r)) was pronounced (h ur)
- Hurry (h r) was pronounced (hur)
- Blood (bl d) was pronounced (blud)

Making errors in speaking, in fact, cannot be separated in learning English. But, the errors should be minimized. So, the researcher must know the causes of the errors. By recognizing the causes of the errors, the researcher can help the students not to do the same errors in the next.

b. Cycle 2

The implementation of dictogloss technique in this cycle is conducted better than in the first cycle. The researcher is able to control them and manage the time well.

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The researcher invites the students to play a game. This game is word lightning. In this game, the students mention some words with an initial, for example M: mother, monkey, mouse, etc. This game uses to get the students' attention and to raise their enthusiasm to receive their lesson.

When the researcher gives a task such as in the first cycle, make a dialogue and has to perform it in front of the class, they feel happy and whole-hearted to do it without the researcher has to persuade and to give motivation them. From their performance, the researcher does not find mispronunciation. It means that they can improve their ability in speaking.

2. The Result of Questionnaire

The researcher analyzes the result of questionnaire and divides into three matters. The first matter is the students' responses about the learning method before (conventional method). The second matter is the students' responses about the implementation of dictogloss technique, and the last matter is the students' responses about improvement in their ability in speaking.

For the first matter, there is nobody choose "A (sangat menarik)" for the learning method before. It proves that the students need a new

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learning method or technique that makes them enthusiasm to receive their lesson.

Then, the second matter, there are 51 % of the students choose “B (senang)” for the implementation of dictogloss technique. It proves that they give positive opinion or good responses about dictogloss as learning technique in their class.

For the last matter, there are 42,9 % choose “A (sangat merasa)” and 47,9 % choose “B (merasa)”. It proves that this technique can improve the students’ speaking skill.

3. The Students’ Score

In every cycle, the researcher as the teacher in the class gives speaking assessments to the students, and in every cycle there is improvement in their speaking ability. In the first cycle, the average of the students’ score is 60,88, and the average of the students’ score in the second cycle is 81,28 (see in appendix 14). It means that the students are able to reach the criteria of success, and it determines that this research has to finish in this cycle.

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CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data that are collected and analyzed by the researcher, she concludes that dictogloss is an alternative technique in the process of teaching and learning English. Through this technique, the researcher who acts as the teacher can give a new learning technique that cannot only raise the students' enthusiasm to receive the lesson but also improve their ability especially in speaking.

Further, this chapter also accumulates conclusion which have been mentioned from the results in previous chapter. The researcher makes conclusion based on the problems of the study.

1. Dictogloss can be an alternative and used to improve students' speaking skill. The students show the improvement in their ability especially in speaking. It can be seen from their score when the researcher gives test or speaking assessment to measure their ability in two cycles. The result of the speaking assessment in the first cycle, there are only 10 students of 49 students in the 8A class who can reach the target of score. Based on the data of average score, they get 60,88. Pronunciation is the most frequent error which has done by the students. They feel difficult to pronounce correctly. The researcher looks for the causes of the errors of the students to help them not to do the same errors in the next. Then, they prove it in the second cycle. All of the

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students are able to reach the target of score. They get 81,28 of the average score. Besides, based on the analysis of this research, it shows that the implementation of dictogloss technique in the process of teaching and learning English is good. The students can enjoy receiving their lesson and they also have motivation to speak English in front of the class.

2. Based on the result of questionnaire, the students' opinions or responses about dictogloss technique are very good. There are 53,1% of the students choose "like" and "interest" to the dictogloss as a learning technique in their class. They enjoy and are enthusiast to receive their lesson when the researcher uses the technique in their class. It means that they receive dictogloss as a new learning technique that is able to help and motivate them for improving their ability in English especially speaking.

B. Suggestions

1. For the teacher

a. There are many students still shy and afraid to speak English. The teacher must be patient to face them, even in the big class. The teacher always gives motivation to them in order to raise their bravery and explore their ability, especially in speaking.

b. The teacher has to create fun activities in the classroom in order to the students do not feel bored.

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2. For the students

a) The students must be active to speak English.

b) Never give up learning English. Do not be shy to ask to the teacher if you find difficulties in speaking English.

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