

**DICTATION ACTIVITIES IN TEACHING ENGLISH AT STATE
ISLAMIC JUNIOR HIGH SCHOOL SURABAYA**

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

By:

Indah Yuli Kartika Sari

D75216047

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL
SURABAYA**

2021

PERSYARATAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Indah Yuli Kartika Sari
NIM : D75216047
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Judul Sripsi : *Dictation Activities in Teaching English at State Islamic Junior High School Surabaya*

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Surabaya, 10 Juli 2021



Indah Yuli Kartika Sari

NIM. D75216047

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This thesis by Indah Yuli Kartika Sari entitled “Dictation Activities in Teaching English at State Islamic Junior High School Surabaya” has been approved by thesis advisors for further approval by the board examiners.

Advisor I



Hilda Izzati Madjid, M.A.
NIP. 198602102011012012

Advisor II



Rizka Safriyani, M. Pd.
NIP. 198409142009122005

EXAMINER APPROVAL SHEET

This thesis by Indah Yuli Kartika Sari entitled "Dictation Activities in Teaching English at State Islamic Junior High School Surabaya" has been examined on



Dean,

Ali Masud, M.Ag.M.Pd. I

NIP. 196301231993031002

The Board of Examiner
Examiner I,

Dr. Siti Asmiyah, M. TESOL

NIP. 197704142006042003

Examiner II,

Rakhmawati, M. Pd.

NIP. 197803172009122002

Examiner III,

Hilda Izzati Madjid, M.A.

NIP. 198602102011012012

Examiner IV,

Rizka Safriyani, M. Pd.

NIP. 198409142009122005



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

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KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Indah Yuli Kartika Sari
NIM : D75216047
Fakultas/Jurusan : Fakultas Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
E-mail address : tikindahyuli@gmail.com

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Penulis

(Indah Yuli Kartika Sari)

Surabaya) and one teacher from State Islamic Junior High School Surabaya 4 (MTsN 4 Surabaya). The subjects were chosen based on two criteria, those are teacher who has experience in teaching English more than 5 years and already applied at least 2 dictation activities for more than 1 year. Furthermore, the subject in this study answered all the research question given by the researcher. The criteria of the school have to has A accreditation and have a good facilitate in the teaching-learning process.

C. Data and Source of Data

The data needed in this study are types of dictation activities used by teachers to teach English at State Islamic Junior High School Surabaya and teachers' reason or consideration used particular dictation activities in teaching English. The source of data in this study is one teacher at State Islamic Junior High School Surabaya 2 and one teacher at State Islamic Junior High School Surabaya 4.

D. Data Collection Technique

The researcher conducted the online questionnaire and online interview to collect data, because the pandemic of COVID-19 did not know when it would end, and the researcher decided to use online questionnaire checklist and online interview to collect the data. To get the data from the first research question what dictation activities are in teaching English at State Islamic Junior High School Surabaya, the researcher used online questionnaire checklist in the form of open ended questionnaire. The researcher distributed

Based on data questionnaire teacher two used running dictation in teaching English. Here are activities used by the teacher in applying running dictation. First the teacher explains the technician and the rules of dictation activity to the students before dictation activity begins. After explains the technician and the rules of dictation activity, the teacher goes out to the classroom to post a piece of paper which contains about 7 sentences of typed text. The text used is neither too long nor too short. Teacher usually stick the paper in several places such as on chairs and trees using adhesive tools. The teacher back to the classroom and divides the students into four group, each group consist 8 students. The teacher divides group with some consideration such as physical appearance of the students, if there is one group containing fat students and the others group containing thin students it will affect to the dictation activity, because if the fat students running to the text they will be slower and easily get tired than the thin students. The teacher also considers about their English ability in this case meaning that in each group consist of one good in English and some others are not. The gender is also a consideration for teacher when dividing groups, the number of female and male are the same.

After dividing groups the students asked to discuss with their group, who will be runners and who will be the writer. When the time already is over to discussion the teacher started the dictation activity and asked the runners to get out to the class to reading and memorize one sentence in the text. Every runners can memorize one or more sentence and they can't

same like what they heard, even though the vocabulary has different pronunciation and written.” (Teacher 1)

Therefore, the teacher usually gives audio English in dictation activities used to habitually listening. Students who often or habitually to listening English are able to rewrite exactly what they have already heard into written form.

On other hand students understand the part of each sentence and word phrases. In some case there are some students who are able to understand every sentence or words given by teacher, and there are some students who are less able to understand, sometimes the teacher has to translated difficult words on the whiteboard. Besides that before dictation activities begins, the teacher trains the students' listening by giving a warming up. The teacher gives an English video without translator to the students and let they understand the meaning words through the expression, accent, or lip movements contained in the video trains to the students. If the students still don't understand the meaning of words, the teacher asked to the students to find meaning words that don't they understand in their dictionary. Usually after teacher gives a video to the students, the teacher asks to the students to explain again what the contents of the video, automatically students must understand first to re-explain what they have heard. Indirectly the teacher trains to the students to understand a words or phrase what they have already heard. This description can be proven by following statement.

