CHAPTER I

INTRODUCTION

This chapter will discuss the background of the study, the statement of problem, the objective of the study, and definition of key words.

1.1 Background of the study

Speaking skill is considered as an important part of language learning.It is supported by (Ben knight,1992) who says that Speaking skills are often considered the most important part of an EFL course. Meanwhile,(Richards,2008) says that oral skill does not has an enough attention in EFL courses although what approach that will be best to teach an oral skill has long been the focus of methodological debate.Therefore, sometimes the students speaking skill is low because the less of exposure. Because of that reason, the teacher need a method which can motivate the students to practice their foreign language, minimally in English class.

Most of EFL students measures their success in learning English in how much they improved their English in practice it. It is supported also by (Richards:2008) who says that the ability of speaking skill in English become the priority for many L2 and EFL learners. So that, they often evaluate their success as well as the effectiveness of their course based on how much they improve their spoken language proficiency.

As an EFL learner, usually the students feel unconvidence to practice their foreign language in public. It is because the student less of exposure in the speaking skill. The teacher gives their big focus on how the student will be able to answer the question in examination and pass the exam not how the students will be able to improve and practice their English outside the class.

Moreover, sometimes they feel bored beause of the method and the technique that is used by the teacher does not make the student interested and giving any contribution in teaching learning process. They only sitdown and hear the teacher explanation. It is because the teacher focuses only in reading, grammar, writing and sometimes listening. Speaking skill des not get a big chance here. The teacher claims that they should finish the course book and make the student able to pass the national examination. So, national examination becomes the big reason and the big purpose of the teacher in doing their teaching process.

Therefore, the teacher actually need some innovation method in teaching their students to make them interested and contributed in teaching learning process and of course to reach the goal of teaching. They also need a method which offer multiple skill. So they can reach the goal of teaching and also practice other skill.

In this case, the researcher tries to offer an innovated method to teach speaking skill at SMA. Although, this method focuses on speaking skill but this method offers to practice multiple skill as the process of this method. There are grammar, listening, writing and as the focus of the researcher, which is speaking skill. The method is "dictotell".

Dictotell it self comes from dictogloss which introduced in the first time by (wajnryb,1990) as a methodology to teach grammar. In the development of the research in dictogloss, some researchers (vasiljevic:2010,Daura,R.J:2013,Wulandari,F:2011,Arif,A:2013) develop their research not only in grammar but also in listening and writing skill. Here, the researcher tries to develop dictogloss in improving students speaking skill by combining this method with retelling technique. It becomes "dictotell".

Dictotell it self has four basic steps. There are warm-up, dictation, reconstruction, and retelling. Dictotell is a classrom activity where students listen to a passage, note down the key words and then work together to reconstruct the text and the last they should retell the text.

In the other side, retelling technique is said by (rachmawaty&hermagustiana:2010) as a technique which can be considered to improve students speaking fluency. In conducting their study there was a step in which the students made some notes where there were a list of words, phrase or simple sentences used as a speaking guide. This step is similar with the first and the second steps of digtogloss where they were introduced to unfamiliar words. Then in dictation step they will take a fragmentary notes which can includ a word or phrase or simple sentence that will guide them in paraphrasing the text and then retelling their reconstruction text.

The effectiveness of this method is that By working at group and giving a comment, the students will be encouraged to speak during teaching learning process. So, their speaking skill will be practiced more than before. This method also offers learner autonomy. As noted by (vasiljevic:2010), digtogloss covers several important principles of language learning such as learner autonomy, cooperation among learners, focus on meaning, and self and peer assessment. As a result, it enhances both listening and communication skiil.

By considering the effectiveness of dictotell and the problems where the student less of exposure and the teacher is challengged to find a method which cover a multiple skill the researcher offer "dictotell" to answer the teacher's need and improve student's speaking skill. The researcher tries to conduct a study focusing on "how dictotell strategy significantly improve the students speaking skill at grade senior high

school". In hope that this can be applied by the teacher in the speaking class and improved students speaking skill.

1.2 Statement of the problem

The researcher formulated the problem statement as "how does dictotell strategy significantly influence students speaking skill at grade senior high school? "

1.3 Purpose of the study

The aim of the study is to use dictotell to improve the student's speaking skill. According to the research, this study tries to investigate the influence of dictotell to the improvement of student's speaking skill at grade senior high school students.

1.4 significance of the study

1. **Theoretical Significance**

a. It is expected that the result of this research will generate idea on the teaching speaking in senior high schools by using "Dictotell" strategy.

b. It is expected that the result of the study will give contribution to the theory of the strategies in teaching speaking.

1. **Practical significance**

Practically the research results are expected to give contribution to:

a. It is expected that the use of dictotell strategy can be a good way for students in learning speaking. So, the students can enjoy the material and improve their speaking skill.

b. Being the reference for teacher to teach and motivate the students to practice their English especially speaking. It can be an alternative ways to solve the problem in teaching speaking in the class as creative and interesting as possible.

c. It is hoped that the result of the study can give the information related to the teaching speaking using "Dictotell" strategy.

1.5 Limitation of the study

In this study, the researcher limits the problem discussion only in the student's speaking proficiency through dictotell to the students in the 11[th]grade senior high school students.

1.6 Hypothesis of the study

The researcher formulates the research hypothesis as follows :

1. There is significance influence of using dictotell strategy to improve student's speaking skill.

1.7 Definition of key words

There were four key words in this study which are digtogloss, retelling technique, dictotell, speaking skill. The researcher will presents the key words to eliminate a misunderstanding in this study.

1. Dictogloss : dictogloss is a classroom dictation activity where learners listen to a passage, notedown key words and then work together to create a reconstructed version of the text.

2. Retelling is a process when someone tries to re-memorizing what they listened to and read.

3. Dictotell : dictotell is combination between dictogloss and retelling as a technique to improve the student's speaking skill.

4. Speaking skill : Speaking is also the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney:1998).