

CHAPTER II

LITERATURE REVIEW

2.1 Speaking skill

In language learning, speaking is an essential part as the goal of learning a foreign language. Sometimes it seems to be difficult to be practiced. As stated by (Oradee:2012) who said that In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. Therefore, in teaching speaking the teacher should have an interest strategy and enjoy activity to encouraged the student to practice the language.

Speaking is also an instrument to express message to listener whether the listener understands or not (Tarigan:1986) and as quoted in (Šolcová:2011), speaking has its own patterns and structures that are different from those of writing. Moreover, 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).

So, speaking is a key in communication since it is the basic point for communication. It is an interactive process of constructing meaning that involves producing, receiving, and processing information. So that, the activities in speaking class should cover those producing, receiving and processing information.

2.2 Dictogloss

Dictogloss is a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. It was originally introduced by (Wajnryb:1990) as an alternative method of teaching grammar. The original dictogloss procedure consists of four basic steps:

- a. Warm-up when the learners find out about the topic and do some preparatory vocabulary work.
- b. Dictation when the learners listen to the text read at a normal speed by the teacher and take fragmentary notes. The learners will typically hear the text twice. The first time the teacher reads the text, the students just listen but do not write. The second time, the students take notes.
- c. Reconstruction when the learners work together in small groups to reconstruct a version of the text from their shared resources.
- d. Analysis and correction when students analyse and compare their text with the reconstructions of other students and the original text and make the necessary corrections (Wajnryb:1990).

Several definitions have reported that the use of dictogloss involves students' attention to those four language skills (i.e. listening, speaking, reading and writing), and encourages learner's autonomy, cooperation, curricular integration, diversity, thinking skills, and alternative assessment techniques (Jacobs:2003).

The statement above is supported by other statement which noted that the dictogloss method and cooperative learning can be combined to promote the development of listening and speaking skills of second language learners (Vasiljevic:2010).

2.3 Retelling

There are many techniques can be used to teach speaking skill in senior High School. One of them is using story telling. By using story telling, the teacher can motivate the students to speak based on the story that they have read.

In retelling, choosing to read a story or text orally to students means that you will assess both listening comprehension and speaking skills. Retellings are appropriate for individual assessment of students at the beginning and intermediate levels and require no preparation on the part of the student (Herminda:2013).

Retelling is grounded in an understanding of the crucial role that oral language plays in both the formation and sharing of meaning (Gambrell,Koskinen,&Kapinus:1991). In their book of Authentic assessment (O'Malley and Pierce:1996) said that story/text retelling has many advantages. There is:

- Students produces oral report
- Can be scored on content or language components
- Scored with rubric or rating scale
- Can determine reading comprehension, reading strategies, and language development

So, It means that teaching English speaking using story telling technique was effective to improve the student speaking ability

2.4 Teaching speaking

Teaching speaking is to teach learners to:

- Produce the English speech sounds and sound patterns

- Use word and sentence stress, intonation patterns and the rhythm of the language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan:2003).

One of the goal of teaching speaking in an EFL Speaking class is improving students' communicative skill so they can express themselves using the target language appropriately based on its social and cultural contexts (Rachmawati&Hermagustiana:2010).

So, the teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task (Kayi:2006).

Good speaking activities should be extremely engaging for the student. If they are all participating fully – and if the teacher give sympathetic and useful feedback – they will get satisfaction from it (Herminda:2013).

2.5 The General concept of Dictotell

As the researcher noted that dictotell is a combination between dictogloss and retelling or story telling. It is combined because Dictogloss is said to be a methodology which can improve those four skill and one of them is speaking skill. Dictogloss method and cooperative learning can be combined to promote the

development of listening and speaking skills of second language learners (Vasiljevic:2010).

It will get innovation by combined dictogloss with retelling or story telling. Story telling it self gives students an opportunity to speak at length. Story telling also helps develop oral language proficiency as well as reading comprehension. Storytelling allows students to give their opinion or thought about the story (O'Malley&Pierce:1996).

Therefore, dictogloss and retelling or story telling will be combined as follows:

1. Warm-up : when the learners find out about the topic and do some preparatory vocabulary work
2. Dictation : when the learners listen to the text read at a normal speed by the teacher and take fragmentary notes. The learners will typically hear the text twice.
3. Reconstruction: when the learners work together in small groups to reconstruct the text from their shared resources.
4. Retelling : when the learner retell their reconstruction text and other students will give their comment about the reconstruction version of their friend.

So it consist of the content of dictogloss and story telling (retelling). Dictogloss it self offers an autonomy for the student so they can express their idea, feeling, creativity in doing the task. Dictogloss encourages learner's autonomy, cooperation, curricular integration, diversity, thinking skills, and alternative assessment techniques (Jacobs:2003). More over, dictogloss has a step which is reconstruction where the student have their opportunity to re-create the original

text. In this step, the creativity of the student to substitute the word with the synonym or paraphrasing the sentence based on the topic can be develop.

It will be complited by retelling technique where the student will retell their reconstruction text to their friend. The use of story telling technique makes students develop their ability in speaking. They regard it very helpful for them in term of developing their speaking ability (Herminda:2013). So that, they will be motivated to speak in the class and they will have their confidence to speak because the class do not justify their task or work by saying wether their task is true or false.

2.6 Previous study

There are some previous studies which lead the researcher to conduct this study. Those are Dictogloss helps students in cooperative learning. The students can get used to working with peers without inhibition. Therefore learning becomes fun. Knowing that one's classmates are not better than him can be a motivating factor in striving hard to achieve better grades (Daura:2013). Furthermore, in the study of listening skill by using "Spot the dictogloss" the researcher finds that this technique can improve the student's listening skill (Wulandari:2011). Moreover, (Vasiljevic:2010) stated that the dictogloss method and cooperative learning can be combined to promote the development of listening and speaking skills of second language learners.

In addition, dictogloss is a methodology which belongs to the students centered learning where the students are active participant in their own learning and make decisions on what and how they will learn. So, it become important to consider this characteristic as the reason why dictogloss must be considered as a methodology which can improve the students speaking skill.

There are some reason why dictogloss become important as a students centered learning process to improve the students speaking skill from the perspective of a psychological principles in education:

1. Successful learners are active, goal-directed, self-regulating and assume personal responsibility for contributing to their own learning.

In dictogloss the students are encouraged to be active students where they should present their task. So, they will give their own contribution on their own learning.

2. Cultural or group influences on students can impact many educationally relevant variables, such as motivation, orientation toward learning, and ways of thinking.

In dictogloss, when the students work together with their group each students will give their contribution because the group is not arrange based on how smart the member but the group arrange by the researcher using a randomize way. So, they will help each other to reorganized their task and their thinking to do a good group task.

3. Learning can be enhanced when the learner has an opportunity to interact and collaborate with others on instructional tasks. In dictogloss, the students will work at group in which the task will give them chance to interact each other and help each other in collaborative way to reach the goal of the task.

Based on some previous study above, there are a dfferences between the previous study and this research. In this research, the researcher tries to use retelling technique as the combination while the previous study use a collaborative learning as the combination. This research also tries to investigate the influence of dictogloss towards speaking skill by using retelling as the

combination while the previous study tries to investigate listening and writing skill.

In the other side, this research also has a similarity in which both of this research and the previous study used dictogloss method as the method of the treatment. From those characteristic of students centered learning point of view, the researcher also sees a similarity in which this method can improve the students learning.

Derived from some previous study above, the researcher find an innovation to conduct a study which use dictogloss to improve speaking skill by combining retelling or story telling as the innovation step.