CHAPTER I

INTRODUCTION

This chapter discusses some points in introduction that including background of the study, statement of the problem, purposes of the study, significance of the study, scope and limitation, and defintion of key terms.

1.1 Background of the Study

Speaking is a language skill that was preceded by listening, after we listen some words from the speaker so we can understand slowly some information delivered by the speaker, at that time the speaking ability learned. As the explanation from Risnadedi (2001:56-58) speaking is a language skill that develops on a child's life. It means that speaking ability is preceded by listening skills. So in the early stages of speaking ability we will get and understand the information from the speaker, then we will produces speaking. In another explanation that is from Irawati (2014:26) she says that speaking is an activity to produce speech in the form of words and verbal sentences to be able to communicate with others.

Actually, there are many opinions on aspects of the speaking assessment. But in this study the researcher use the opinion from Syakur (2000:78), he explained that "There are at least five components in speaking skills to be noticed by teachers while teaching speaking, that are; comprehension, grammar, vocabulary, pronunciation, and fluency." So, a person can be said to be good in speaking practice if they can master those five aspects. On the contrary, if from the five aspects, there are still aspects that can not be controlled, then the speaker could not be said to be good in the speaking ability.

Oxford (1990:20) explained that in language learning students need an activity, behavior or technique which is used consciously to improve their skills within internalize, save and remove and use languages learned. So in this research the researcher will use dictogloss technique as an intermediary to train students' speaking ability. Dictogloss technique consists of two words, including dicto or dictate which means dictation, and the word gloss which means interpret. So,

dictogloss technique is a combination of two techniques, namely dictation and interpret. After the text is delivered by the speaker by dictation, then the learners will proceed by interpreting the text or story that has already been delivered. As explained by Vasiljevic (2010:41-52) Dictogloss technique is a dictational activity in the classroom, the application of the technique begins by dictating a text or story to the learners, the learners listening then they write down the key words of the text that the teacher has already read, then they work together in small groups to make text versions.

Dictogloss technique is different from dictation technique in general. In the application of actual dictogloss technique, the teacher will dictate students a short text or short story twice. The first dictation, students only comprehend what the teacher says. In the second dictation, the students will start writing some keywords according to the content of the text that already read out. Then the students are divided into several small groups, then in the groups the students will begin to work together and exchange ideas to arrange the keywords into a story according to what has been dictated by the teacher. After that, every group must come forward to presents the results of the discussions using their own language.

Many research have been conducted to use Dictogloss technique in teaching and learning process. The first study was conducted by Asrobi and Amni (2017) titled "The Use of Dictogloss in Teaching Listening Comprehension for EFL Learners". The design of this research was pre-experimental research design which use the pre-test and post-test. this research conducted in tenth grades of MA Muallimat NW Pancor with a total of thirty students. The result of this research showed that pre-test was lower than post-test, so it can be concluded that dictogloss was significantly effective in teaching listening comprehension. The second study conducted by Retnowaty (2017) titled "The Effectiveness of Dictogloss Technique to Improve Students' Skill in Writing Narrative Text". This study conducted in SMAN 2 Wonosobo in academic year 2010/2011. She used experimental Designs which use the pre-test and post-test equivallent-group design. There were two groups that were given different treatments. The experimental group was taught by

using dictogloss technique, and the second group was taught without dictogloss technique, but using sequential pictures as media. The result of this research showed that the average scores of pre-test from the two groups were nearly the same. After giving treatments, the score of experimental group more higher than control group. So, there is significant difference between students that giving treatments using dictogloss technique and without using dictogloss technique. The last study conducted by Kurniawati (2012:14) titled *"Learning English Using Dictogloss to Improve Speaking Skill of Students in the Eight Year at Smp Darul Muta'allimin Taman, Sidorjo"*. She used three aspects of speaking for her research that are Pronunciation, Fluency, and Vocabulary. She use *Classroom Action Research (CAR)* as the design of her research. The result showed that students speaking skill was after using Dictogloss technique.

From those previous studies noone has examined the Dictogloss technique in teaching speaking and used quasi experimental design, so here the researcher will used Dictogloss as a technique for teaching speaking and focused on five aspects of speaking. Accordance with the opinion of Syakur (2000:78) The five aspects of speaking assessment are includes comprehension, grammar, vocabulary, pronunciation, and fluency. So, from those two differences the further researcher will re-examine the use of dictoggloss technique on students speaking ability to know the effect of dictogloss technique on the students speaking ability after the aplication of the two differences. The researcher will conduct this study in junior high school level, the research subject is SMP Muhammadiyah 07 Cerme. The researcher will take the students in the first semester at eight grades as the subject of this study and focus on the experession of *Interpersonal communication* as the topic. The reason of the researcher chose this school because the facilities of the school can support the implementation of Dictogloss technique.

1.2 Statement of the Problem

Based on the discussion above, the problem of the research can be formulated as follows:

Is there any significant effect of using dictogloss technique on students speaking ability at eight grades of SMP Muhammadiyah 07 Cerme?

1.3 Purposes of the Study

The purpose of this study is to know the effect of dictogloss technique on the students speaking ability at eight grades of SMP Muhammadiyah 07 Cerme, whether there is change or not in the students speaking ability after the technique applied.

1.4 Significance of the Study

There are two significances of the study, that are theoritical and practical significance. Theoritically, the result of this study is to know how the dictogloss technique can give the positive effect on students speaking ability at eight grades of SMP Muhammadiyah 07 Cerme.

Practically, from this study the writer hope that the result of this study can give benefits for the reader, especially for the teacher and the students. For the teacher, the writer hope that the result of this study can give the teacher alternative method to teach speaking. For the students the writer hope that from this study, the students more easy to practice speaking and more better in the speaking practice. For the readers, the writer hope that this study can give contribution to the readers to always improve the teaching method become a modern method.

1.5 Scope and Limitation

The scope of this study is to explain the effect of dictogloss technique on students speaking ability. The researcher choose dictogloss technique on students speaking ability, the reason is because the researcher want to know the effect of dictogloss technique on students speaking ability.

Limitation of this study was material used in the application of dictogloss technique. The material used is about *Interpersonal Communication*.

1.6 Hypothesis of The Study

H0: There is no significance effects of using dictogloss technique on students speaking ability at eight grades of SMP Muhammadiyah 07 Cerme.

H1: There is significance effects of using dictogloss technique on students speaking ability at eight grades of SMP Muhammadiyah 07 Cerme.

1.7 Definition of the Key Terms

1. Speaking Ability

Speaking ability is a students' ability to speak about *Interpersonal Communication*.

2. Dictogloss Technique

Dictogloss technique is development of dictation, and for classroom activity starting with the teacher reading a short text at normal speed twice, for the first dictation students only listen, while for the second dictation, the students start to write some keywords from the text which the keyword will facilitate the students when they reconstruct the text, after the text is prepared according to the version of each student must present their reconstruction results in front of the class.