

CHAPTER II

Literature Review

This chapter discussed some theories that as the important points of this study. That are definition of speaking, teaching speaking, aspects of speaking, principles in teaching speaking, definition of dictogloss technique, advantages and disadvantage of dictogloss technique, and teaching speaking using dictogloss technique.

2.1 Speaking

2.1.1 Definition of Speaking

Speaking is one of the four skills available in English learning. Speaking skills really help us to communicate well with people around us. We can share and receive ideas or information directly, so that it can be easier to be understood by the listener. As explained by some of the following experts : Risnadedi (2001:56-58) stated speaking is a language skill that develops on a child's life.

Brown (2001) stated that speaking is an interactive process that builds meaning by involving the activities of producing, receiving, and process speech as the main instrument. As well as explanation from Cameron (2005) which states when speaking is an ability that used to express meaning to others in order to make them understand what we are saying. So, speaking here is an ability generated from the listening process that can help us in communicating with others to convey a message or information consciously to the listener.

2.1.2 Aspect of Speaking Skill

To be able to master speaking skill there are several components that must be mastered by students. According to Syakurs' explanation (2000:78) "There are at least five components in speaking skills to be noticed by teachers while teaching speaking, that are; Pronunciation, Vocabulary, Fluency, Grammar, and Comprehension" Therefore to be successful in speaking practice we should master the five components of speaking.

(a.) Pronunciation; Is a way to produce a clear spoken language when speaking. According to the explanation Hornby (2009:343) He defines pronunciation as a way to a particular language or word or sound is spoke. (b.) Vocabulary; Vocabulary is a list of words and their meanings, which are usually encountered in books used for learning foreign language. Vocabulary is one of the important parts in the language that can affect the smoothness in communication. Webster (1990) in Mishferi (2011:7) explains if vocabulary is a list of words to be understood by a certain person while communicating with others. So to be able to understand and apply the language with ease, it is very important to be able to master the vocabulary by default. (c.) Fluency; Some experts define if fluency is ability to speak fluently and accurately. According to Brown (2000:34) Fluency is a sign for students when they have the right speed when speaking and not much use of piss. (d.) Grammar; Every language in the world have their own rule. Rules or grammar in a language can help the speaker or writer in conveying a message to others with the preparation of a good sentence so that listeners or readers can understand the message easily. As explained by Harmer (2001:48) That through the organization of grammatical sentences listeners will easily understand the message from speaker. (e.) Comprehension; In the process of learning a language is not enough if without any understanding. Because through the process of understanding, the accepted language will be fully mastered so that they can apply it in daily life. According to Hornby (2009:83) Understanding is a misunderstanding to understand or as an exercise that trains students to understand the language. Based on the explanation, it can be concluded that someone has to master these elements such as comprehension, grammar, vocabulary, pronunciation, and fluency. By master these components , the students will not face difficulty in speaking English as foreign language.

2.1.3 Teaching Speaking for Junior High School

Teaching speaking is a very important part of learning a foreign language. Because of ability communicating in a foreign language clearly and efficiently will contribute to make students success in school as well as in daily life. Since

the academic year of 2013, Indonesia has implemented the curriculum 2013 (K-13), that is a curriculum applicable in the Indonesian Education System. This curriculum is a permanent curriculum applied by the government to replace the curriculum 2006 (often referred as the Education Unit Level Curriculum) that has been valid for approximately 6 years.

While the characteristic of the implementation in English lesson for Junior High School based on the curriculum 2013 refers to the explanation that contained in Permendikbud No. 3 of 2014. Including, the material should contain the basic competence of the basic attitude spiritual, social attitude, knowledge, and skill; can be implemented in one or more meetings; pay attention to the difference individual learners; centered on the learner; context based; contemporary-oriented; developing learning independence; give feedback and follow-up learning.

Based on the syllabus of K13 has been explained, if on the English lesson for Junior High School, aims for developing the potential of students to have communicative competence in the text interpersonal, transactional, and functional, using a variety of oral and written text. Through the use of such texts, students are guided to use factual, conceptual, and procedural knowledge, and to inculcate the noble values of the nation's character, in the context of life at home, school, and society. Specifically, students graduate from junior high school are expected to be able: (a.) Show that behavior deeply acceptable environment personal, social cultural, academic, and professions; (b.) Identify social function, text structure and linguistic element of short and simple text, in students' daily life; (c.) Communication interpersonal and functional about self, family, people, animals, and objects, concrete and imaginative, which is closest to students' life and activities everyday at home, school, and society; (d.) Capturing meaning and compile text oral and written, short and simple with use structure of the text order and coherence as well as elements linguistically accurate, acceptable, and smoothly.

The eight grade students of Junior High School in the first semester are expected to have speaking competencies as displayed in the table below.

Core Competences (KI)	Basic Competences (KD)
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi sesuai dengan konteks penggunaannya.

Table 2.1. The Core Competences and Basic Competences

Based on the table above, it can be seen that the students in the eight grade at first semester should be able to get some expression about interpersonal communication, in the teaching and learning process, teacher should provide many opportunities for students to be able to train their skill, especially in speaking skill. So, hopefully students can master these expressions well, and can be practiced in their daily life.

2.1.5 Principles in Teaching Speaking

Basically there are several theories about the principle of teaching speaking, the purpose of the principle itself is to be a benchmark against the success of the teaching speaking process. But in this study researcher used the theory of Thornbury (2005:39), in that theory is explained if there are three stages that become benchmarks in teaching speaking, such as *awareness*, *appropriation*, and *autonomy*.

Awareness, at this stage learners will experience the process of obtaining the target language by students consciously. So the teacher will provide a series of activities that can generate awareness effects on learners in the process of understanding the target language. As for the series of activities covered at this stage are awareness-raising, using recordings and transcripts, focusing on selected language features, using live listening, and using noticing the gap activities. ***Appropriation***, at this stage students will be trained to use the target language with a knowledge base. And the series activities covered at this stage are

appropriation-practiced control, drilling and chants, writing task, reading aloud, assisted performance and scaffolding, dialogue, communicative task, and task repetition. *Autonomy* is the last stage, at this stage students will begin to use their knowledge of the target language without help. The series activities covered at this stage are autonomy and automaticity, criteria for speaking task, feedback and correction, presentations and talks, stories, jokes and anecdotes, drama, role-play and simulation, discussions and debates, conversation and chat, and outside-class speaking.

On the other hand, there is also an opinion from Nunan (2003) about some principles in teaching speaking. As for the principles are includes: (a.) give exercises to the students with fluency and accuracy. At the level of beginning and intermediate, students should be given the opportunity to be able to improve their fluency and accuracy. Accuracy means using the target language correctly and fluent in using the language quickly and confidently; (b.) Using group work or pair work. In the process of enhancing the students speaking skill, are they should be given enough opportunities to practice speaking in the class. Thus, the students' speaking time should be more than the teacher. So, they can have plenty of time to practice speaking using the target language.

But in the selection of teaching learning principle should also be adapted to the techniques that will be used when teaching. Therefore the reason of the researcher choose the theory of Thornbury (2005:39) is because the procedure of the use of dictogloss technique already includes that all three stages. The stage of *awareness* lies in the first dictating process, then the *appropriation* stage lies in the second dictation process until the reconstruction process of the story, and the last is the *autonomy* that lies when the process of delivering the text of each version in front of the class one by one.

2.2 Dictogloss Technique

2.2.1 Definition of Dictogloss Technique

Dictogloss technique is a technique that includes dictation technique and technique for identifying keywords. Dictation is applied by reading the discourse with moderate or normal speed. As for keywords identification can be applied when the students write keywords with as much as possible in accordance with their abilities. As described by Jacobs and Small (2003:1) dictogloss is a new way of dictation, which was developed by Ruth Wajnryb. As for the definition of dictogloss according to Wajnryb (1990) in Vasiljevic (2010:43), dictogloss is an classroom dictation activity that requires learners to listen to a passage, then take down key words and after that work together to create a reconstructed text version. As well as with the opinion of Indriyanti (2013:3) dictogloss activity is a way used to present new factual information to students, and encourages them to listen and understand the key points of the information.

From all opinions of experts above, it can be concluded that dictogloss is a renewal technique of dictation in general which is used to make students understand students what they hear. So the information that delivered by the teacher it can be mastered for all of the students. So the goal of dictogloss technique is to get all students to be active in speaking practice especially to give their opinions regarding the material being taught.

2.2.2 Procedures of Dictogloss Technique

There are some opinions about procedures of dictogloss technique. For the first is from the explanation of Nunan in Azies and Alwasillah (1996:86), That are includes (a.) *Preparation*, at this stage the teacher prepares students to face the texts that they will hear by asking some questions and discussing stimulus images, by discussing vocabulary, by ensuring that students know what they should do, and by ensuring that students are in the appropriate group; (b.) *Dictation*, Learners will listen to dictation for two times. First, they will only listen and get an overview of the text. Second, they will take notes where the notes will help them in reconstructing the text. But for consistency reasons, it would be better if the students listen to the text through the tape recorder not from the text that read by the teacher; (c.) *Reconstruction*, at the end of the dictation, all students will collect

the notes to be rearranged into their version text. During this stage the teacher is not allowed to provide language input to the students; (d.) *Analysis and Correction*, there are various ways to handle this stage. First, any student version text can be written on a whiteboard or displayed through overhead projector (OHP) or LCD. Second, the text can be reproduced and distributed to all students. Third, students can compare their version with the original text, sentence by sentence.

In other opinion are from Wajnryb (1990) The basic procedure of dictogloss begins with a learner listening to a short text that read by the teacher at normal speed, then proceeded to reconstruct the text, first individually, then in small groups, so that the text has the same meaning as original text. All text are then analyzed and compared as a whole. In the application of dictogloss technique not only focus on on the learner's output, but also on interaction among learners.

But in this research, the researcher will use the procedures of Nunan in Azies and Alwasillah (1996:86), because in that procedures the steps are more complete, so it can better to support the success of research and also the process of learning speaking.

2.2.3 Advantages of Dictogloss Technique

The use of dictogloss techniques in learning process is very useful to make students more active and courageous to speak in public. Moreover, dictogloss technique can make the students more easily to receive all the information that conveyed by the teacher. It is supported by an explanation of Vasiljevic (2010) if there are nine benefits from the application of dictogloss technique, such as (1) Dictogloss is an effective way in combining work activities of individuals and groups. First students will work individually during the process to hear and record, after that they will work together to reconstruct the text. The presence of the task of reconstruction that will make the students more focus with clear learning objectives (2) The procedure of dictogloss facilitate the development of learner competence in communication. The task of reconstruction in the

collaborative will provide an opportunity for learners to practice and use all modes of language when communication and clarification (3) At the stage of reconstruction will help students in encouraging their strengths and weaknesses. Thereby assisting them in comparing inputs with their own text representation (4) Dictogloss is also useful for developing strategies in solving a problem. It will lead learners to be able to help each other create their own text versions that rely on teacher information. And at the stage of analysis and correction allows students to see their linguistic flaws, so they will know what needs to be improved (5) Dictogloss offers a unique blend between the teaching of listening, understanding and also assessment of the students listening ability. In the task of dictogloss, the students need the ability to identify phonemic, introduction lexical, analysis syntax and interpretations of semantics. And in the task of reconstruction offer insight about the performance of the students in every stage of their expressed opinion and also from their records. After that the teacher can verify and identify the parts of the text, words or certain structures that are less precise so that it causes misunderstandings. Furthermore, the nature of the task of reconstruction forced the students to listen carefully the input of students from other students, and provide additional opportunities for listening exercises (6) The task of reconstruction can also promote the acquisition of L2 vocabulary. At the preparatory stage students need to remember the meaning in written form on the material of the introduced vocabulary. In addition, students also use new words in the effort to form complex sentences, and at that time teachers can direct the attention of students in the use of target language (7) Reconstruction task can increase students' independence of the theoretical patterns in the target language. They facilitate the students ability to be able to understand and manipulate the patterns of textual organization and make it more sensitive to other discourse markers and cohesive bonds contained in the language they are studying (8) Working in small groups will reduce students anxiety when speaking out because at that time they will only perform in front of small audiences. They may be more relaxed and confident as they share ideas that represent groups rather than themselves (9) Dictogloss can build students' motivation for "Coopetition"

(cooperative and competition) activities. It offers a sense of togetherness, self-confidence, and responsibility so that they have a sense of comfort to perform the activity. Competitions in closing activities offer students they opportunity to prove and demonstrate their abilities.

Dictogloss is a useful technique for use in teaching and learning process for several reasons. The activity of dictogloss provides an opportunity for learners to be able to learn individually and also in groups by using critical thinking, in addition dictogloss will also increase the autonomy of learners that make them not only depend on the teacher but the can also work with their group during learning process to gain knowledge.

2.3 Review of Previous Research

This study aims to discuss previous research about the use of the dictogloss technique in the process of learning the language, as well as to see what has been found. The following is a summary of the use of dictogloss techniques in previous studies in several skills. First study conducted by Asrobi and Amni (2017) about "The Use of Dictogloss in Teaching Listening Comprehension for EFL Learners". The design of this research was a 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. And the result of this research is pre-test (11.10) was lower than post-test (13.57). so it can be concluded that dictogloss was significantly effective in teaching listening comprehension.

The second study conducted by Retnowaty (2017) about "The Effectiveness of Dictogloss Technique to Improve Students' Skill in Writing Narrative Text". This study conducted in SMA N 2 Wonosobo in academic year 2010/2011. Used experimental Designs which use the pre-test and post-test equivalent-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. The mean of the experimental group was 59.35, and for the control group is 59.75. After giving treatments, the score of experimental group was 76.39, and for control group was 70.50. So, there is significant difference between students that giving treatments using dictogloss technique and without dictogloss technique.

And for the third study is conducted by Kurniawati (2012) about “Learning English Using Dictogloss To Improve Speaking Skill Of Students In the Eight Year At SMP Darul Muta'allimin Taman, Sidoarjo”. This study used Classroom Action Research (CAR) and focused on three aspects of speaking skill, that are pronunciation, fluency, and vocabulary. There were significant difference on the students speaking ability after using dictogloss technique. On the Cycle 1 the score of the students speaking skill was 60,88, and the score of the students speaking skill in the Cycle 2 was 81,28.

Based on the previous study, there are differences and similarities between those previous studies with the present study. For the similarities, in this study was same with the previous study that used Dictogloss as a technique in teaching learning process. For the differences in this study with others is in the research design, because the previous study used CAR design and pre-experiment design, while this study will use quasi experimental design. The other differences is in the aspect of speaking that in the previous study only used three aspects of speaking but in this study, the researcher used all of aspect in speaking that are pronunciation, vocabulary, fluency, grammar and comprehension.