

**THE USE OF DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS'
SPEAKING SKILL AT THE SECOND GRADE OF SMA AL-KAUTSAR
BANDAR LAMPUNG**

(A Script)

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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ABSTRACT

THE USE OF DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL AT THE SECOND GRADE OF SMA AL-KAUTSAR BANDAR LAMPUNG

By

Adys Anggun Wulandari

It is generally confirmed that speaking is one of difficult language skills to study because there are many crucial elements involved, such as pronunciation, grammar, vocabulary, fluency and comprehension. For this reason, it is not uncommon that SMA students find serious difficulties to require this skill. This research was aimed at finding out the significant difference of students' speaking skill and finding out the aspect of speaking that improved the most after the implementation of dictogloss technique at the second grade of SMA Al-Kautsar Bandar Lampung. This research was basically a quantitative research which used a one group pretest-posttest design.

The subject of this research were 30 students of class XI IPS 1 at SMA Al-Kautsar Bandar Lampung in the academic year 2017/2018. There were two raters to assess students' speaking performances and speaking test was used as the instrument. The students' speaking skills were measured in terms of pronunciation, grammar, vocabulary, fluency, and comprehension. The data were analyzed by using repeated measure t-test in which the significance was determined by $p < 0.05$.

The result of the research showed that t-value was higher than t-table ($9.420 > 2.042$) and the value of the significant level was $0.00 < 0.05$. The mean score of posttest (74.40) was higher than the pretest (60.33) and the gain was 14.07. It means that there was a significant difference in the students' speaking skill after being taught using dictogloss technique. Briefly, referring to the results above, it can be said that dictogloss technique can be applicable to improve students' speaking skill.

Keywords: aspect of speaking, speaking, dictogloss technique

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**By:
Adys Anggun Wulandari**

A Script

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In

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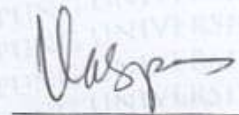
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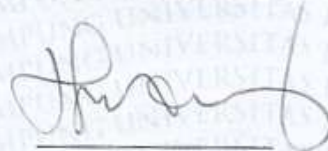
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CURRICULUM VITAE

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DEDICATION

This script is entirely dedicated to:

My beloved father and mother
Achmad Kurdi, SE and Suryati, SE

My brothers
Muhammad Reza Anggara and Muhammad Husam Fikri

My friends in English Department 2013

My almamater
Lampung University

MOTTO

“The only way to do great work is to love what you do. If you haven’t found it yet, keep looking. Don’t settle.”

(Steve Jobs, 1985)

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In this case, the writer would like to express her deep gratitude and respect to those who have valuable contribution in helping and supporting her to finish this script.

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Hopefully this script will give positive contribution to the educational development and also to those who want to carry out further researches.

The writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critiques, and suggestions are highly appreciated for better future improvement.

Bandar Lampung, October 2017

Adys Anggun Wulandari

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I. INTRODUCTION

This chapter describes several points i.e. introduction that deals with background of the problem, which includes the reason for conducting the research, the problems in teaching speaking skill, and the suitable teaching method which suitable in improving students' speaking skills. This chapter also describes: background of the problem, research questions, objectives of the research, uses of the research, scope of the research, and definition of key terms.

1.1 Background of the Problem

Speaking is a part of English proficiency that must be mastered by students who learn English in order to communicate with other speakers in English. Chaney (1998:31) states that "Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of context". It is widely known that in teaching a foreign language, there are four skills that should be mastered by the students, namely; listening, speaking, reading, and writing. Speaking is one of important language skills for students in learning a language because speaking plays an important role in an oral conversation.

More specifically, speaking is communication or conversations between two people exchanging information. Speaking is one of the skills which should be mastered by

Senior High School students because in the teaching learning process, they should be able to master the speaking skill to make communication run well. This is reasonable because if students can achieve the skill, they will be able to appropriately express their ideas, share information, and maintain social relationship by communicating to others.

Broadly, speaking is one of complex skills which has many elements, pronunciation in particular, most high school students accustomed to speak, so are the students at SMA Al-Kautsar Bandar Lampung 2016/2017. Teacher of this school still uses a conventional way of teaching English. This leads to boring atmosphere of teaching learning process. In other words, they find it difficult to speak English.

During pre-observation activity, there were some factors why this problem occurred. Firstly, the students have problems in grammar and pronunciation. Secondly, they are lack of vocabulary knowledge, thus they have difficulty in arranging a sentence in speaking. As a result the students feel incapable when speaking in English.

It is not uncommon that there are many students who are shy and afraid to speak English because they do not know how to speak correctly, and they are afraid of being mocked or laughed at by their friends if they make mistakes when they speak English in front of class. Consequently, they cannot explore their ability.

A study conducted by Kurniawati (2012) also indicated that Senior High School students still made mistakes in their speaking practice. Their weaknesses were mainly dealt with their pronunciation, fluency, and vocabulary.

To overcome the problems mentioned above, a teacher should find an effective way to create teaching and learning activities which involve a process of interaction between the teacher and the students. For this very reason, the technique that is used in this study is comparatively different from other techniques. This technique is naturally called Dictogloss.

In point of fact, dictogloss is a learning technique with creative activities. It is a classroom activity where the teacher reads a short text, and the students just listen. Then, the teacher reads again, and the students write key words of the text on their paper. After that, the teacher divides the students into several small groups to play based on characters in the text. Every group comes forward rotationally to perform or to present about the text with their own words based on their ability (producing the language of their version). The most exciting group will get rewards.

To put it another way, as pointed out by Wajnryb (1990:5-6), Dictogloss is designed to draw the learners' attention to language form, it promotes negotiation of meaning as well as negotiation of form. In this case student can discuss the material with their friends either in pair, group or other activities during the process of learning and teaching.

With those problems above, the researcher intends to use dictogloss as a learning technique to improve students' speaking skill at SMA Al-Kautsar Bandar Lampung 2017/2018.

1.2 Research Questions

Considering the background presented above, the problems of the research can be formulated as follows:

1. In general, “Is there any significant difference of students’ speaking skills before and after the students are taught through dictogloss technique at the second grade of SMA Al-Kautsar Bandar Lampung?”
2. In specific point of view, “Which aspect of speaking improves the most after being taught through dictogloss technique at the second grade of SMA Al-Kautsar Bandar Lampung?”

1.3 Objectives of the Research

In reference to the research questions, the objectives of the research are:

1. To find out whether there is a significant difference of students’ speaking skill before and after the students are taught through dictogloss technique at the second grade of SMA Al-Kautsar Bandar Lampung.
2. To investigate which aspect of speaking improves the most after being taught through dictogloss technique at the second grade of SMA Al-Kautsar Bandar Lampung.

1.4 Uses of the Research

The present research hopefully gives several significances for theoretical and practical benefits.

1. Theoretically, the result of this research is expected to confirm the previous theories of teaching speaking by using Dictogloss technique.
2. Practically, the result of this research is expected to give information to the English teacher about technique in teaching, especially by using dictogloss technique. Besides, it also explains about the influence of dictogloss technique to improve students' speaking skills.

1.5 Scope of the Research

This study was a quantitative research which focused on finding out if there was any significant difference of students' speaking skill after being taught through dictogloss technique and which aspects of speaking skill improve the most after using dictogloss technique. Haris (1974: 75) says that speaking has some aspects, they are: Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. The subject of the research was the first grade students of SMA Al-Kautsar Bandar Lampung 2016/2017 academic year.

1.6 Definition of Key Terms

Same definitions are used in this study is needed in order to have the same perception, especially for the ideas of the terms and to avoid ambiguity; they are:

1. Speaking Skill

Speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions involving *1) vocabulary 2) grammar 3) fluency 4) pronunciation 5) comprehension* (Gert and Hans 2008:207).

2. Dictogloss Technique

Dictogloss is designed to draw the learners' attention to language form, it promotes negotiation of meaning as well as negotiation of form. In this case students can discuss the material with their friends whether in pair, group or other activities during the process of learning and teaching. (Wajnryb 1990: 5-6)

3. Improvement

Improvement is the process of a thing moving from one state to a state considered to be better, usually through some action intended to bring about that better state. (Wikipedia)

II. LITERATURE REVIEW

This chapter reviews theories that support this research. It consists of review of previous research, concept of dictogloss, concept of speaking, teaching speaking skills, aspect of macro and micro skills of speaking, procedure of teaching speaking through dictogloss technique, the applicability of the procedure, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1 Review of Previous Research

This research was aimed at discussing previous researches that investigated dictogloss technique because she wanted to see what had been discovered. There are some researchers that had investigated dictogloss technique in some skills.

First, Kurniawati (2012) states that dictogloss technique could help develop students' skill, especially in speaking activities. It was able to train and improve their ability to speak English correctly and fluently (good intonation and juncture better than before); to increase vocabulary as much as possible; and to raise their bravery or self confidence to explore, to express, and to appreciate ideas in their mind. This research was conducted at the second year of SMP Darul Muta'allimin Taman, Sidoarjo by testing or assessing in every cycle and filling the questionnaire made by the researcher. It was found that dictogloss technique can be an alternative

to improve English speaking skill of the students in the eight year at SMP Darul Muta'allimin Taman, Sidoarjo which can be seen from their assessment in speaking; they can reach the target of score.

Second, Putra (2014) focused on the application of dictogloss technique to improve students' achievement in analytical exposition text writing. In his research, he conducted research through classroom action research. The subject of this study was Grade XI Senior High School PAB 4 Sampali which consisted of 25 students. It was found that teaching of analytical exposition text writing by applying dictogloss technique could improve students' writing achievement. It is suggested that English teachers apply this strategy as one of the alternative strategies in teaching writing.

Third, Panjaitan (2015) conducted research in the ninth grade students of SMP Swasta Brigjend Katamso Medan. The researcher used two different classes, one class as experimental group and another class as control group. In the treatment, the experimental group was taught by using Dictogloss technique, the control group was taught without using dictogloss technique. The finding showed that Dictogloss technique had a significant effect on students' achievement in writing a report text.

2.2 Concept of Dictogloss

Mark and Anderson (2003) point out that dictogloss is more than just dictation. Dictogloss comes from the words “dictation” and “glossary”. Dictation is when one person reads a passage aloud and the audience writes what is said (dictated). A glossary is a list of words with their meaning written beside them.

Wajnryb (1990: 5-6) states that dictogloss is designed to draw the learners’ attention to language form, it promotes negotiation of meaning as well as negotiation of form. In this case students can discuss the material with their friend whether in pair, group or other activities during the process of learning and teaching.

It can be logically assumed that dictogloss is the development of dictation technique, and it is a learning technique with fun activities. It is a classroom activity where the teacher reads aloud a short text, the students just listen. Then, the teacher reads again, and the students write key words of the text in their paper. After that, they divide into several small groups to make their own text.

Every group comes forward rotationally to present about the text with their own words based on their ability (the story of their version). The purpose of learning by grouping is to reduce the students’ anxiety when they present in front of the class.

Most students will feel more comfortable when they solve their learning’s problem together than alone. Besides, it is also used to train teamwork among the students in the role play, so the students are neither dominant nor step aside in the group. The most exciting group will get rewards.

To be more concrete here is an example of material for dictogloss activity:

Borobudur

Borobudur is one of the most wonderful legacies of the ancient human which Indonesia has ever had. A lot of people come to visit Borobudur to see how wonderful this temple is. Borobudur is Mahayana Buddhist Temple in Magelang, Central Java, Indonesia. The temple consists of nine stacked platforms, six squares and three circulars, topped by a central dome which is decorated with 2,672 relief panels and 504 Buddha statues. The central dome is in the center of 72 Buddha statues, each seated inside a perforated Stupa. It is the world's largest Buddhist temple often considered as one of the greatest Buddhist monuments in the world. Built in the 9th century during the reign of the Sailendra Dynasty, the temple was designed in Javanese Buddhist architecture blending the Indonesian indigenous culture of ancestor worship and the Buddhist concept of attaining Nirvana. The temple is also influenced by Gupta art reflecting India's influence on the region, but there are a lot of indigenous elements incorporated that make Borobudur very Indonesian. That is why almost all Indonesian need to go there for a visit.

The text above is one of the texts that was used in the treatment. The teacher read the text loudly and the students just listened. Then, the teacher read again, and the students wrote key words of the text on their paper. After that, they were divided into several small groups to share what they had gotten from the text and then they were asked to make their own text. After that, they came forward to present their own text one by one (a story based on their version).

2.3 Concept of Speaking

According to Chaney (1998:13) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking skill has important relation in communication. This is because people

cannot make a good communication without speaking. By speaking, people can express their ideas and share information.

According to Haris (1974:9) speaking is encoding process whereby, we communicate our ideas, thought, and feeling through, one or other form of language. So we can produce spoken message to someone. So, here speaking situation involves a speaker who puts a message with words or someone that has content and a listener. Meanwhile, Byrne (1984: 81) states that speaking is oral communication. It is a two way process between a speaker and a listener and involves productive and reactive skills of understanding. Based on this idea it is understood that through speaking someone can communicate or express what she or he wants in order to understand one another.

In relation to this, Lado (1976:240) states that speaking is an ability to converse or to express a sequence of ideas fluently. It means that in the process of speaking there must be at least two people, one is the speaker and the other one as the listener. In oral communication or speaking process, the speaker must be able to share the ideas clearly, so that the listener can receive what the speaker communicates, he or she must comprehend the coming message and organize appropriate response for production. Rivers (1978:162) also says through speaking someone can express her or his idea, emotions and reactions to other or situation and influence other person. Furthermore, someone can communicate or express what he or she wants from other and responds to other speakers. It means that in order to express someone's ideas, the speaker must also attend the aspect of speaking, in order that the message is understandable to the listener. Tarigan (1982:18) refers to speaking as the ability to

produce articulation, sounds or words to express, to say, to show, and to think about ideas, thought and feeling.

Furthermore, Wallace (1978:98) states that oral practice (speaking) becomes meaningful to students when they have to pay attention to what they are saying. Thus, the students can learn better on how to require the ability in conversing and expressing their ideas fluently with precise vocabularies and good or acceptable pronunciation.

Now, it can be inferred that speaking is what the speakers consider about (1) precise vocabularies, and (2) acceptable pronunciation. Precise vocabulary is the word choice which is suitable to use, while, acceptable pronunciation refers to a proper pronunciation used. With reference to the description above, the students can express their ideas, answer the questions, or ask a problem or question to the teacher orally. Freeman (in Risnadedi, 2001:56-57) asserts that speaking ability is more complex and difficult than people assume, and speaking is like other studies of language and naturalize many cases to language teachers.

2.4 Teaching Speaking Skills

Teaching and learning process of English in Senior High has the following purposes:

- a. Improving the communication ability both in oral and written forms to gain informational literacy level. Studentst of senior high school were also taught English language during their study in junior high school that is why

learning English in senior high school will improve their communication ability in oral and written forms

- b. Having the awareness about the essence and importance of English to improve national competitiveness in the global society. Learning English language is not only about knowing how to write and read but also how to speak to make students competitive in this global era in the future.
- c. Developing the understanding in relation to language and culture to gain information of culture. Learning English is learning a culture which means that students are able to speak English correctly and suits the culture.

It can be seen from the points above that students are expected to be able to communicate both in oral and written forms in daily life context. From the quotations above, the purpose of teaching English in Senior High School is the ability of communication. A teacher of English subject has to make speaking class that gives more chance for students to communicate. A teacher should be able to link the lesson with students' daily problems and give appropriate materials. It is also good if students can learn moral values from the lesson that is used for learning. The important thing for the teacher is to give the students more opportunity to practice their speaking skills by providing more activities that put them into the real practice of communication.

2.5 Aspect of Speaking Skill

In this part, it is necessary to review aspects of speaking because speaking can be says as good or bad based on the aspects of speaking. Harris (1974) says that

speaking has five aspects that must be fulfilled: pronunciation, fluency, grammar, vocabulary and comprehension.

a. Grammar

Grammar, in general, in terms of speaking skill, refers to the ability to construct appropriate English word order. Word order is the order or arrangement of words in a phrase, clause or sentence.

1. Word is a single distinct meaningful element of speech or writing, for example, *Borobudur is one of the most wonderful legacies of the ancient human which Indonesia has ever had.* This sentence was structurally correct because it consisted of: *Borobudur* (noun), *is* (aux.verb), *one* (noun), *of* (preposition), *the* (article), *most* (adjective), *wonderful* (adjective), *legacies* (noun), *of* (preposition), *the* (article), *ancient* (adjective), *human* (noun), *which* (pronoun), *Indonesia* (noun), *has* (verb), *ever* (adverb), *had* (verb).
2. A phrase is a group of words that stands together as a single unit, typically as part of a clause or a sentence. For example *It is the world's largest Buddhist temple often considered as one of the greatest Buddhist monuments in the world.* *World's largest Buddhist temple* is a phrase.
3. Clause and sentence; a group of words which expresses a complete thought. For example *The temple is also influenced by Gupta art reflecting India's influence on the region, but there are a lot of indigenous elements incorporated that make Borobudur very Indonesian. The temple is also influenced by Gupta art reflecting India's influence on the region* is clause.

b. Vocabulary

Vocabulary, in reference to speaking skill refers to the ability to use correct use of parts of speech in certain utterances. The (Wilkins, 1983:111) states that vocabulary is divided into two parts, open class and close class.

Open class consists of noun, adjective, verb, and adverb. Words in the open category are usually further divided into simple and complex words. According to Harmer (2004: 153) the elements of English vocabulary are the morphemes that combine to make the majority of words in the English language. Here is the implementation of vocabulary elements, such as:

a. Nouns

This part of speech refers to words that are used to name person, things, animals, places, ideas, or events. Noun is consist of countable noun (e.g. book, pen, etc), uncountable noun (e.g. water, air, etc), common noun (e.g. car, tv series, etc), concrete noun (e.g. folder, sand, board, etc), abstract (e.g. happiness, grudge, bravery, etc). Specifically, below are the examples of nouns (*see text on page 11*):

1. Borobudur is *Mahayana Buddhist Temple* in Magelang, Central java, Indonesia.
2. The temple is also influenced by *Gupta art* reflecting India's influence on the region.

The italicized words in the sentences above are the nouns in the sentence.

b. Verbs

This is the most important part of speech. It is true because without verb, a sentence cannot be a complete sentence. Verbs consist of regular verbs and irregular verbs. Regular verbs are dependably consistent—the simple past ends in *ed* as does the past participle. In contrast, the simple past and past participle of irregular verbs can end in a variety of ways, with absolutely no consistent pattern. For example, regular verbs consist of the words: *consist, design, influence, seat, etc.* And irregular verbs consist of the words: *come* and *see*.

Particularly, the samples of verb are typed in italic:

1. The temple *consists* of nine stacked platforms, six squares and three circulars, topped by a central dome which is *decorated* with 2,672 relief panels and 504 Buddha statues.
2. A lot of people *come* to visit Borobudur to *see* how wonderful this temple.

c. Adjective

This part of speech is used to describe a noun or pronoun. Adjectives can specify the quality, the size, and the number of nouns or pronouns. In particular, below are the examples of adjective in sentences:

1. A lot of people come to visit Borobudur to see how *wonderful* this temple.

The italicized word in the sentence above is the adjective in the sentence.

d. Adverbs

Same with adjective above, adverbs are used to describe words, but the difference is that adverbs describe adjectives, verbs, or another adverb. The different types of adverbs are:

1. Adverb of manner

This refers to how something happens or how an action is done, for example, Annie danced *gracefully*. The word “*gracefully*” tells how Annie danced.

2. Adverb of time

This states “when” something happens or “when” it is done, for example: She came *yesterday*. The italicized word tells when she “came”.

3. Adverb of place

This kind of adverb tells something about “where” something happens or “where” something is done. In reference to the statement above. Here is the example of adverb of place:

Of course, I looked *everywhere*.

The adverb “*everywhere*” tells where I “looked”.

4. Adverb of degree

This adverb states the intensity of the degree to which a specific thing happens or is done, for example: He is *very* talented.

The italicized adverb answers the question, “to what degree is the child talented?”

Besides that, close category/class consists of conjunction, pronoun, and preposition. Here are the examples of close class:

- 1). *He likes reading **and** singing* (The word “*and*” is conjunction)
- 2). *What is **your** favourite place?* (The word “*your*” is pronoun)
- 3). *My home is **beside** Borobudur* (The word “*beside*” is preposition).

c. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determine how sounds vary and pattern in a language. Harmer (2001:28-33) provides more issues related to pronunciation. He suggests:

- a. *Pitch* is the quality that allows us to classify a sound as relatively high or low.
- b. *Intonation* is the rise and fall of the voice in speaking, individual sounds is single sound that is out from mouth.
- c. *Sounds* is vibrations that travel through the air or another medium and can be heard by people.
- d. *Spelling* is the writing of a word or words with the necessary letters and diacritics present in a comprehensible order, usually with some degree of standardization.

- e. *Stress* is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence.

Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended. (Thornbury, 2005: 128-129).

Here is the example of pronunciation (*see text on page 10*):

(1) sound: we hear (**tem**-pel) for temple, and (**In**-do-ne-syen) for Indonesian,

(2) stress is when a word or syllables is pronounced with greater force than other words in the same sentence for example: ['tempəl] garden the first syllable is stressed: **tem**ple and ['kəltʃər] culture the first syllable is stressed: **c**ulture,

It can be clearly noticed that speaking is process building and sharing meaning, in which thought and knowledge are used to express what people would deliver and communicate in different situations. In pretest, the students still confuse how to deliver their story based on the picture because they had low pronunciation so that their friends cannot understand what the student's told, it made there is no communication in each other.

d. Fluency

Fluency refers to the one who express quickly and easily (Oster, 1985: 210). It means that when a person making a dialogue with another person, the other person can give respond well without difficulty. According to Brown (2001) states that fluency is the ability to use a language spontaneously and confidently and without undue pauses a hesitation. Fluency is an aspect that influences very

much the students' ability in speaking English. The teachers have to guide the students to develop to master it to be fluent in speaking. In this case, the students can speak spontaneously by using a right language or the students do not use too many unnatural pauses but succeed in conveying the general meaning and fair range of expression. Simon and Schuster (1979) defined fluency as the quality of flowing, freedom, expressively, readiness or smoothness of speech.

Here is possible example of fluency:

Student 1

Hobby is the thing that you do and like to get rid of your boredom and refresh your mind after an exhausting physical or mental work. I have a hobby in reading books. I started to love reading books since I was a child. My favorite books back then were animals encyclopedia. I was so obsessed with animals at that time. Every time my grandma or my parents ask me to buy a book, I always choose the animals one. Nowadays, I'm reading a lot of stories than encyclopedia. My favorite stories are the "Percy Jackson" series written by my favorite author Rick Riordan. I put an interest on adventure-based stories. I spend my leisure time among my lovely books and forget all worries of the world for a moment to enjoy the sensation of reading.

According to this students' recorded, it could be implied that the student has low mistakes in fluency. It is clear that the student was fluent in speaking. That is spoke as a native without any stucks, filler and correct pronunciation. For example, the speaker is able to pronounce difficult words such as: *boredom*(n) pronounced as /'bɔrdəm/, *exhausting*(adj) pronounced as /ig'zɔstiŋg/, *encyclopedia*(n) pronounced as /in,sɪklə'pɛdɛə/, *adventure*(v) pronounced as /ad'ven(t)ʃɛr/, and *lesuire*(n) pronounced as /'lɛʒɛr/.

e. Comprehension

Comprehension denotes the ability of understanding the speaker's intention (understand what the speaker said) and general meaning (get the point what the

speaker said) (Heaton, 1991: 35). It means that if person can answer or express well and correctly, it shows that he comprehends or understand well. For example: the students are given a question by teacher, such as “*What do you know about the Borobudur Temple?*”, they can answer question correctly, such as “*Borobudur is one of the most wonderful legacies in Indonesia, Miss*”. It means that they comprehend what teacher said. They are correct to speak and the audience can understand what they said.

2.6 Procedures of Teaching Speaking through Dictogloss Technique

Procedure of using dictogloss technique in the class is divided into three terms.

They are pre activity, while-activity, and post-activity. Here are the procedures of teaching speaking through dictogloss technique:

Pre-activities

- a. Teacher greets the students.
- b. Teacher asks the questions or brainstorming to the students related to the topic they are going to learn.
- c. Teacher gives a chance for students to share their ideas.

While-activities

- a. Teacher informs the students what they should do.
- b. Teacher asks students to listen to the text that will be read by the teacher.
- c. The students listen to the teacher carefully.
- d. Teacher asks some questions related to the text.

- e. Teacher retells the text once again and ask the students to write some key words of the text read by the teacher on a piece of paper.
- f. Teacher asks the students to make a group of two and make their own story based on the key words.
- g. Teacher asks some students to come in front of the class and retell the story using their own words.

Post Activities

- a. Teacher gives comments and explains necessary things such as correction and how to do a monologue.
- b. Teacher gives a chance to students to ask questions about the material.
- c. Teacher asks students about the lesson and the problem during the lesson.
- d. Teacher closes the class by greeting.

2.7 The Applicability of the Procedures

To be clear, here is the practical of the learning procedures with a lesson material of descriptive text.

Pre-Activities:

- a. *T : Assalamualaikum, Good morning class, how are you today?*
S : Waalaikumsalam. Good morning, Miss. I am fine, and how are you, Miss?
T : I am fine too, thank you.
- b. *T : Now, I would like to talk about parents. Do you have a father?*
S : Yes, I do, Miss.
T : What does your father look like? Is he a handsome man?
S : I think so, he is handsome, Miss.
- c. *T : Can you tell me, what is the color of your father's hair?*

- S : *His hair is black and white, Miss.*
 T : *Yes, he has a combination of black and white hair. How is about his nose? Pointed or flat?*
 S : *His nose is pointed, Miss.*

While-Activities:

- a. T : *Students, I want to dictate you a text about “My Father”, you have to pay attention and listen carefully, because there will be some questions related to the text. Do you understand, students?*
 S : *Yes, I do, Miss.*
 T : *That is alright.*
- b. T : *Students, listen to me carefully!*
 S : *Alright, Miss. We will listen to your explanation.*
- c. T : *My Father (title of the text). I have a father. His name is Fadlan Muhammad. He is 45 years old. My father is a handsome man. His nose is more pointed than me, and he has chubby cheeks just like me. My father’s height is about 175cm and his weight is about 60kg. His hair is black and short. My father is very friendly, he always makes us laugh with his jokes. He is a great man that I have ever known. He can be a father and a best friend for his children. He is a policeman in Yogyakarta. He have been works as a policeman since he was 22 years old. I am proud to him, and I am proud to be his child. Many people think that policeman is horrible, but my father is not a horrible person. He likes to make a joke, and make his family laugh. My father’s hobbies are running and fishing. He always runs every morning, and fishes once a month. And my father also likes to listen to the music when he works in his office. He has some idols such as Rolling Stones, Coldplay, and Judika. My father is a hard working person. He always says “Don’t waste your time to do something that’s not important for you”. I have the best father and I love him so much.*
- d. T : *So, what is the father’s name?*
 S : *His name is Fadlan Muhammad, Miss.*
 T : *Yes, his name is Fadlan Muhammad. And how old is he now?*
 S : *He is 45 years old, Miss.*
 T : *What are the father’s hobbies? Is he like fishing?*
 S : *Yes, he is. His hobbies are running, fishing and listening to music.*

- T : Alright, Students.*
- e. *T : Students, I want to retell the text once again and you must listen very carefully. And I want you to write some key words on a piece of paper about the text. After that, I want you to make a text about “My father” with your own words. Are you ready, Students?*
S : Yes, Miss. We are ready.
- f. *T : My Father (title of the text). I have a father. His name is Fadlan Muhammad. He is 45 years old. My father is a handsome man. His nose is more pointed than me, and he has chubby cheeks just like me. My father’s height is about 175cm and his weight is about 60kg. His hair is black and short. My father is very friendly, he always makes us laugh with his jokes. He is a great man that I have ever known. He can be a father and a best friend for his children. He is a policeman in Yogyakarta. He have been works as a policeman since he was 22 years old. I am proud to him, and I am proud to be his child. Many people think that policeman is horrible, but my father is not a horrible person. He likes to make a joke, and make his family laugh. My father’s hobbies are running and fishing. He always runs every morning, and fishes once a month. And my father also likes to listen to the music when he works in his office. He has some idols such as Rolling Stones, Coldplay, and Judika. My father is a hard working person. He always says “Don’t waste your time to do something that’s not important for you”. I have the best father and I love him so much.*
- g. *T : Alright, Students. Have you finished making the keywords?*
S : Yes, we have, Miss.
T : Alright, please make a group of two. After that you and your friend can share about the key words together and make your own story about “My Father” based on the keywords you have been write. After that I will ask you to come in front of the class to tell your own story one by one.
S : It is alright, Miss.
- h. *T : Fine, this is the time for you to perform in front of the class and retell the story by using your own words. Teacher invites the students one by one.*
S : Yes, Miss. (come in front of the class one by one and tell their own story)

Post-Activities:

- a. T : *Students, when you retell a story to your friends, you have to pay attention to five complex points, such as grammar, pronunciation, vocabulary, fluency, and comprehension. Do you understand, students?*
 S : *Yes, I do, Miss.*
 T : *That is good. So, you have to study hard how to a retell story well.*
 S : *Yes, Miss. I wil study how to retell a story well.*
 T : *Good students.*
- b. T : *Students, now I give you a chance to ask about the material what we have learned today.*
 S : *Alright, Miss. I want to ask about pronunciation. When we retell the story, we do not know how to retell the story in a good pronunciation. So, how to make a good pronunciation in retelling story, Miss?*
 T : *It is alright, that is a good question, Ayu. In retelling a story, pronunciation is the part of important things of make people enjoy hearing the story. To make a good pronunciation, we have to understand how to pronounce the word well. We can study from online dictionary, how to pronounce the word well. Now, have you understood, students?*
 S : *Yes, I have, Miss.*
 T : *That is very good..*
- c. T : *Alright, Students. During the learning process, do you have a problem?*
 S : *No, I do not, Miss.*
- d. T : *It is fine, this is the end of our lesson today. Thank you for your attention today and don't forget to study at home. Assalamualikum. wr. wb.*
 S : *Walaikumsalam, wr. wb.*

2.8 The Advantages and Disadvantages of Dictogloss Technique

Technique is an important thing in teaching and learning in every skill because, technique can be used to improve students' ideas and comprehension. In addition,

all techniques have advantages and disadvantages. Below are the advantages and disadvantages of teacher's dictogloss technique:

2.8.1 The Advantages of Dictogloss Technique

Dictogloss as one of techniques that can be used in language teaching brings some advantages when it is implemented. According to Vasiljevic (2010:41), there are some advantages of dictogloss. Those advantages are:

1. By dictogloss, students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching. It is because dictogloss combines individual and group activities in which students listen and take notes individually and then reconstruct the text together.
2. The reconstruction stage helps students try out their hypotheses and subsequently to identify their strengths and weaknesses. The reconstruction and correction stages help the students to compare input to their own representation of the text and to identify the possible gaps.
3. Dictogloss also promotes learners' autonomy. Students are expected to help each other recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enables the students to see where they have done well and where they need to improve.
4. Dictogloss is beneficial to reduce learners' anxiety in learning because they learn in small group.
5. Dictogloss can make students develop their concentration.
6. Dictogloss can make students improve their speaking ability.

2.8.2 The Disadvantages of Dictogloss Technique

In addition to advantages, dictogloss technique has disadvantages that should be considered as follows:

1. Dictogloss technique has too long procedure, it needs much time to apply perfectly in teaching and learning process.
2. Dictogloss technique only works on short term memory, not long term memory.

2.9 Theoretical Assumption

Teacher might make some goals to make the learning process successfully. Teacher could choose the appropriate technique in their teaching speaking, so that the students could reach the target. Speaking is extremely important in learning language and the researcher assumes that dictogloss technique is a suitable technique in teaching speaking skill. By applying dictogloss technique, the students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching. It is because dictogloss combines individual and group activities in which students listen and take notes individually and then reconstruct the text together. After that students could tell the story by using their own words and express their idea in front of the class. It could be assumed that by using Dictogloss students could develop their skill in speaking.

2.10 Hypothesis

Based on the theoretical assumption above, the researcher formulates hypotheses as follows:

1. There is a difference of students' speaking ability before and after being taught through dictogloss technique.
2. The aspect that improves the most after being taught through dictogloss technique is pronunciation.

III. METHODS OF RESEARCH

In this research, the writer discusses about design, population and sample, data collecting technique, research procedure, instruments of the research, criteria for evaluating students' speaking skill, scoring data, data analysis, and hypothesis as follows:

3.1 Design

The objectives of this research are to find out whether there is any significant differences of students' speaking skill and what aspect of speaking that improves the most after being taught through dictogloss technique. In conducting the research, the researcher applied a One Group Pretest-Posttest, pre-experimental design. The researcher used one class where the students have given pretest before treatments and posttest after the treatment. The pretest was given to find out the students' preliminary ability and posttest was given to see the increase of the students' speaking mastery after the treatments. The treatment was given to the students by using dictogloss technique.

In doing this research, the data were taken by having pretest (T1) and posttest (T2) on the sample, using the following formula:

T1	X	T2
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The formula can be further explained as follows:

T1 refers to pretest.

T2 relates to posttest.

X is concerned with treatment.

(Setiyadi, 2006:131)

3.2. Population and Sample

The population of this research was the second grade of SMA Al-Kautsar Bandar Lampung in the first semester of academic year 2017/2018. There are eight classes of the second grade (XI IPA 1–XI IPA 4 and XI IPS 1-XI IPS 4). In this case, the researcher used one class as a sample. The researcher used lottery technique to choose the treatment class. So, all the class got the same chance to be sample. As the result, the researcher used XI IPS 1 as the treatment class which consisted of 30 students.

3.3 Data Collecting Technique

In collecting the data, the researcher did the following steps:

1. Administrating the Pre-test

The pre-test would be conducted before the treatment was administered. The class was given pre-test to know the students' basic speaking ability. Meanwhile, before

pretest was administered, the researcher explained the topic that would be tested. The tests focused on monologue form of oral test. The topics of descriptive text was about describing things and person.

2. Administering the Post-test

The post-test was administered to the students after the treatment of teaching speaking technique through dictogloss technique would be implemented. It was a subjective test and focused on oral test of descriptive text. The topics of descriptive text was about describing things and person.

3.4. Research Procedure

In the collecting data, the researcher followed the following steps:

1. Determining the subject

There are eight classes at the second grade of SMA AL-KAUTSAR Bandar Lampung which consists of about 33-35 students for each class. The sample of this research was chosen by using a lottery technique as the experimental class.

2. Selecting the Materials

The researcher chose the materials from the students' book based on the syllabus. The material was about descriptive text. The research was conducted three meetings.

3. Conducting Pre-test

The pre-test was administered to the students before the treatment of teaching speaking through dictogloss technique, to know the students' basic speaking ability.

Meanwhile, before administering a pre-test, the researcher explained the topic that would be tested. The test was a subjective test and focused on oral test. The researcher gave the students a situational topic about “*a person you know ell or your favorite tourism place*” and they performed it in front of class. In performing the test, the students were asked to speak up clearly since the students’ voice would be recorded. Furthermore, the researcher and another English teacher assess the students’ performance.

4. Treatments

In this research, the treatments were administered in three meetings. The experimental class would be trained to speak. Therefore, researcher gave introduction about dictogloss technique.

The researcher delivered the indicators and objectives of treatment. She explained the material by using dictogloss technique. Next, the researcher told a story of descriptive text. The teacher read the story twice. The students listened to the teacher and then took notes about what they heard. Then, the students were asked to re-create the descriptive text based on their words. The procedures of teaching speaking using dictogloss technique were as follows:

Procedure of using dictogloss technique in the class was divided into three terms. They were pre activity, while-activity, and post-activity. Here are the procedures of teaching speaking through dictogloss technique.

Pre-activities

- a. Teacher greets the students.
- b. Teacher gives the questions or brainstorming to the students related to the topic they are going to learn.
- c. Teacher gives a chance for students to share their ideas.

While-activities

- a. Teacher informs the students what they should do.
- b. Teacher asks students to listen to the text that will be read by the teacher.
- c. The students listen to the teacher carefully.
- d. Teacher asks some question related to the text.
- e. Teacher tells the text once again and asks the students to write some key words of the text that being told by the teacher in a paper.
- f. Teacher asks the students to make a group of two and make their own story by the keywords.
- g. Teacher asks some students to come in front of the class and retell the story using their own word.

Post Activities

- a. Teacher gives comments and explains necessary things such as correction and how to do a monologue.
- b. Teacher gives a chance to students to ask questions about the material.
- c. Teacher asks students about the lesson and the problem during the lesson.
- d. Teacher closes the class by greeting

5. Administering a Post-test

A post-test was conducted after the treatment. The post-test was used to know the progress of speaking ability after using dictogloss technique. The researcher used a subjective test in oral form. The researcher gave a text of situational dialogue to the student and they had to perform the monologue in front of the class. In performing the dialogue, the students were asked to speak up clearly since the students' voice would be recorded. Moreover, the researcher and the English teacher judged the students' performance.

6. Recording

The recording activities were done in order to transcribe the students' speaking skill during the test by using dictogloss technique. It was used to help the researcher to score the students' speaking test.

7. Transcribing

At last, the data of the students' speaking skill from the audio recording were transcribed in order to investigate the students' improvement by analyzing the transcript and to help to score it.

8. Analyzing Data

After scoring the pretest and posttest, the data were analyzed by using SPSS version 17.0 software program. It was used to find out the means of pretest and posttest and how significant the improvement was.

3.5 Instrument of the Research

The instrument of this research was speaking test. The test was used to find out whether dictogloss technique could improve students' speaking achievement or not. The material of speaking test was a monologue. The students were asked to speak in front of the class about the monologue during speaking class. The following was a model of instrument of the research used in this study, speaking test. This test required the students to speak about person, place, hobby, and pet (*choose one only*).

To do so, the students should follow the following steps:

Step 1: The students listened attentively to the researcher.

Step 2: Second, the students were asked to listen again to the researcher and make some keywords of the text read by the researcher.

Step 3: Next, the students divided into several small groups to share about what key words the students have gotten from the text read by the researcher and make their own text using their own words.

Step 4: Last, the students come forward to present about their own text based on your ability one by one. (a story based on your version).

3.6 Criteria for Evaluating Students' Speaking Skill

The form of the test was a subjective test since there was no exact answer. In this test, the researcher used inter-rater reliability to assess the students' performance, the first rater would be the researcher and the second rater would be the English teacher of SMA AL-KAUTSAR Bandar Lampung as the second rater. Each rater

scored students' speaking performance based on their performance recorded previously. The researcher recorded the students' performance because it help the raters to evaluate the data more objectively and easily.

In fulfilling the criteria of a good test, validity and reliability of the test should be considered. They are as follows:

3.6.1. Validity of the Test

Validity is a matter of relevance. A test is said to be valid to the extent that it measures what is supposed to measure. This means that it relates directly to the purpose of the test. There are several types of validity. But in this research, the researcher only used content validity and construct validity.

1. Content Validity

Content validity concerned with whether or not the content of the test is sufficiently representative and comprehensive for the test. In content validity, the materials are made based on the curriculum used. To reach the content validity of speaking test, the materials were arranged based on the objective of teaching in syllabus for second grade of senior high school students, and the students made a monologue of speaking based on the teacher's instruction.

2. Construct Validity

Construct validity concerned with the test which was in line with the theory which is used to measure speaking performance; it is examined whether the test questions actually reflect what it measured. If a test has construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of speaking.

This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skill.

The researcher arranged the materials based on the objective of teaching in syllabus for second grade students of senior high school, the test would be measured based on the concept of speaking skill, so the test is valid.

3.6.2. Reliability of the Test

Reliability of a test could be defined as the extent to which a test produces consistent result when it administered under similar conditions (Hatch and Farhady, 1982: 243). The concept of reliability stems from the ideas that no measurement was perfect even we go to the same scale there would always be differences. Inter-rater reliability was applied in this research in order to ensure the reliability of the score and to avoid the subjectivity of the researcher. To achieve the reliability in judging the students' speaking performance, the researcher used a speaking criteria based on Harris (1974), in which the focus of speaking skills that was assessed included: pronunciation, grammar, vocabulary, fluency, and comprehension. The second rater is an English teacher who has been experienced in rating students' speaking. The statistical formula for counting the reliability was as follow:

$$R = 1 - \frac{6 \cdot \Sigma d^2}{N(N^2 - 1)}$$

The formula above can be elaborated as follows:

R relates to reliability

N refers to number of students

D is concerned with the different of rank correlation

1-6 is constant number

(Nitko, 1983:395)

After finding the coefficient between raters, the researcher then analyzed the coefficient of reliability with the standard of reliability according to Slameto (1998:147) in Hayanti (2010:38) as follows:

A very low reliability	(ranges from 0.00 – 0.19)
A low reliability	(ranges from 0.20 – 0.39)
An average reliability	(ranges from 0.40 – 0.59)
A high reliability	(ranges from 0.60 – 0.79)
A very high reliability	(ranges from 0.80 – 0.100)

3.7 Scoring Data

The scoring technique was taken from the oral English Rating sheet proposed by Harris (1974:84). In giving scores to the students, the researcher used analytic scale which was categorized by some categories and the researcher followed these scoring criteria for each category. This analytic score had five items and each item scored five. So, the maximum score was 20. But it would be multiplied with 4, so the final maximum score would be 100. Analytic scoring of speaking could be seen on the following table:

Table. 3.1. Rating Scales

Aspects of speaking	Rating scales	Description
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to understanding.
	2	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat.
	1	Pronunciation problem so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idiom virtually that is of native speaker.
	4	Sometimes use inappropriate terms and must rephrase ideas because of lexical inadequacies.

	3	Frequently use the wrong word; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of native speaker. Not or less of stuck or filler.
	4	The students' speech are have little stuck and filler.
	3	The students' speech are often have stuck and filler with less wrong pronunciation.
	2	The students make some stuck and filler, with some wrong pronunciation.
	1	The students make many stuck and filler, and wrong pronunciations.
Comprehension	5	The students are able to understand and retell the story which is dictated by teacher appropriately.
	4	The students are able to understand and retell the story which is dictated by teacher with little mistakes.
	3	The students are able to understand and retell the story which is dictated by teacher with some mistakes
	2	The students are able to retell the story with some miss information.

For example:

A student gets 4 in Pronunciation, 3 in Vocabulary, and 3 in Fluency, 4 in comprehension and 3 in grammar.

Therefore, the student's total score will be:

Pronunciation $4 \times 4 = 16$

Grammar $3 \times 4 = 12$

Vocabulary $3 \times 4 = 12$

Fluency $3 \times 4 = 12$

Comprehension $4 \times 4 = 16$

Total = 68

It means he or she gained 68 for speaking.

The students who gained scores ranging from 1-4 is categorized "Very Poor", the students who gained scores ranging from 5-8 is categorized "Poor", the students who gained scores ranging from 9-12 is categorized "Fair", the students who gained scores ranging from 13-16 is categorized "Good" and the students who gained scores ranging from 17-20 is categorized "Excellent".

Table. 3.2. Rating Sheet Score

Stud's Code	Pr. (1-20)	Gr. (1-20)	Voc. (1-20)	Flu. (1-20)	Comp. (1-20)	Total (1-100)
1. AA						
2. AB						
3. AC						

Notes:

Pr refers to Pronunciation.

Gr relates to Grammar.

Voc is concerned with Vocabulary.

Flu relates to Fluency.

Comp refers to Comprehension.

3.8 Data Analysis

The researcher computes the students' scores in teaching speaking by using dictogloss technique as follows:

1. The researcher makes a scoring of students pretest and posttest.
2. After the researcher got the raw scores of pretest and posttest, the researcher tabulates that result of the test and calculates the score of pretest and posttest. The researcher used SPSS17 to calculate the scores, then analyzed whether there is improvement on students' speaking achievement after the treatment by using dictogloss technique.
3. The researcher draws the conclusion. The conclusion is developed from the result of statistical computerization that is repeated measure T-test in SPSS17.

3.9 Hypothesis

The hypothesis was drawn as follows:

There was an improvement of the students' speaking skill through dictogloss technique. The formula for the first hypothesis was drawn below:

H_0 : There is no improvement of the students' speaking achievement through dictogloss technique.

H_1 : There is improvement of the students' speaking achievement through dictogloss technique.

In testing the hypothesis to find out that the teaching learning through dictogloss technique improves the students' speaking ability significantly, *Repeated Measure T-Test* was used. The hypothesis was also statistically tested by using statistical computerization (SPSS 16), in which the significance is determined by $p < 0.05$.

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

This research was concerned with the use of dictogloss technique to improve student's speaking skill at the second grades of SMA Al-Kautsar Bandar Lampung. Based on the research findings and discussion, researcher would like to state some conclusions as follows:

1. There was a significant difference of students speaking skill after being taught by using dictogloss technique. It can be seen from the mean score of pretest and posttest. The mean score of pre-test was 60.33 and the mean score of post-test was 74.40, the mean score of the posttest was higher than pretest. It can be concluded that the students' speaking skill improved. It happens because dictogloss technique helped the students improve their speaking skill.
2. The aspect of speaking improves the most after being taught through dictogloss technique in terms of macro skills at the second grade of SMA Al-Kautsar Bandar Lampung was vocabulary.

This technique also improved all aspects of speaking ranging from the higher to the lower improvement, they were:

- 2.1 Vocabulary improved from 10.27 to 14.00. So, this aspect of speaking improved 3.37 because most of the students were able to use the appropriate nouns, verbs, adjective, and adverb.
- 2.2 Fluency improved from 12.53 to 15.60. So, this aspect of speaking improved 3.07 because the students are able to spoke without stuck and filler.
- 2.3 Pronunciation improved from 12.60 to 15.47. So, this aspect of speaking improved 2.87 because the students were able to pronounce the word well.
- 2.4 Comprehension improved from 13.00 to 15.33. So, this aspect of speaking improved 2.33 because the students understood and were able to express their ideas well and correctly.
- 2.5 Grammar improved from 11.93 to 14.00. So, this aspect of speaking improved 2.07 because they were able to use phrase, clause and sentences fairly well.

5.2 Suggestions

Considering the finding of the research, researcher would like to recommend some suggestions as follows:

5.2.1 Suggestion for English Teachers

- a. Evidently, grammar was the lowest achievement among the other elements of speaking skills. For this reason, English teacher should apply effective strategies for improving this speaking element. For

example, the English teacher should give more affected exercises/drills such as: filling gaps, true or false, and error recognitions.

- b. English teachers are suggested to use dictogloss technique as one of the alternative techniques to improve the students' speaking skill. This is because the technique can help the students share their own idea by using their own words and their own way.

5.2.2 Suggestions for Future Researchers

- a. This study applied Dictogloss Technique to improve the students' speaking skill in descriptive text. Therefore, further researchers can apply this technique to another kind of text, e.g. procedure, analytical exposition, or other kinds of text.
- b. In this research, the researcher implemented Dictogloss Technique to the second grade students of senior high school. Further researchers can apply this technique in different levels, for example in the first and third grades of senior high school, or in junior high school.

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