

# **CHAPTER I**

## **INTRODUCTION**

Chapter I of this thesis, that is the introduction, covers the following sub-titles: the background of the study, the statement of the problem, the objectives of the study, the significance of the study, the scope and limitation of the study, the definition of key terms, the methodology of the study, and the organization of the study.

### **1.1 Background of the Study**

Language is a means of communication (Lim, 1975: 1 and Brown, 1987: 5). People listen, speak, read, and write with language. Since we are living in a modern world, the world seems to get smaller with the development of science and technology. People from all over the world can communicate more easily. With language, the communication can go on more smoothly and the role of language becomes more important.

Nowadays, English is the most widely used language in the world; therefore, English takes an important role in almost all countries in the world, including Indonesia.

Indonesia, which is a developing country, is trying to keep up with what modern countries have achieved in science, technology, and culture-art. To achieve all those things, Indonesia considers English as the first foreign language to be taught in High Schools for English is an international language and many books about various kinds of disciplines are written in English.

As quoted and translated from High School Curriculum, the basic principle in teaching English to High School students in Indonesia, according to GBPP (1993: 1), reads as follows:

"Basically language is a tool to express ideas, thoughts, opinions and feelings, English is the first foreign language in Indonesia which is considered important in order to absorb and develop science, technology, and culture-art, and to establish relationships with other nations."

From the basic principle above, it can be understood why English becomes one of the compulsory subjects in the curriculum.

The question now is how to teach English well in the classroom. To teach English well means to make the students master English well. What does "to master English well" mean? To master English well means to master the four language skills which are called 'listening, speaking, reading, and writing (Byrne, 1969: 12) and three features (sound, structure, and vocabulary) which always appear in learning a language as a communication (Finocchiaro, 1974: 21-35).

In SMU, the four English language skills, including listening are taught, too. English teachers in the classrooms always try to find ways of how to teach English properly so that the students get English mastery. They design language programs and materials to provide more efficient and more effective ways of teaching English.

In the teaching of English in SMU classrooms in Indonesia, English teachers do not use only one method. Many kinds of teaching methods are used by English teachers to achieve the goal of English learning based on curriculum. In addition, one of the ways to increase the students' motivation in language learning is by giving them a feeling of joy in learning English rather than a feeling of burden. After they are motivated to learn, they will feel excited and self-confident and it will be easy for them to absorb the lesson.

For example, during the writer's teaching training practice in a senior high school in Surabaya, the writer observed that English teachers used some methods and approaches to achieve the goal of English teaching-learning process. One of the methods used by the writer's English tutor was found interesting. The English teacher gave the students an old-fashioned method which is declining in use nowadays because of the waves of other new methods. It is called **dictation**.

Dictation is a kind of teaching method which was so popular in use in the old days. Most students and language teachers probably know dictation as when a teacher gives a sentence or a text (English in this case); reads the sentence or the text aloud

once at normal speed while students listen; reads the sentence or the text again, pausing long enough for students to write down; and at last reads the whole sentence or text one more time at normal speed so students can check their writing before handing it in.

Interested in the use of dictation in teaching English, specially listening skill, the writer would like to present various ways of using dictation in the SMU classroom.

## **1.2 Statement of the Problem**

As stated before, English teachers design language programs and materials to provide more efficient and more effective ways of teaching English. In this thesis, the writer is interested to present some suggested techniques in using Dictation as an alternative method in the SMU classrooms, which can make students motivated to learn English, specially in listening, in an interesting way.

Based on the background of the study, the problem of this study is stated as follows: How can English teachers use Dictation more efficiently and more effectively in the SMU classroom ?

### **1.3 Objective of the Study**

Derived directly from the above formulated question, the objective of this study is to propose some suggested techniques in using dictation in teaching English in the SMU classroom.

### **1.4 Significance of the Study**

The writer hopes this thesis can help SMU English teachers to know more varieties about the use of dictation in teaching English, specially in listening. And it is hoped that the use of dictation will give an alternative method in language learning and teaching and increase the students' interest and motivation in English learning.

### **1.5 Scope and Limitation of the Study**

Being aware of how broad the topic of this study will be and how limited the time given to finish it, the writer finds it necessary to limit the scope of the study.

The study is limited to SMU students (at senior high school level), for most of them have background knowledge of English. In this thesis, the writer presents some suggested techniques in using dictation that might eliminate the students' boredom, arouse their interest and help them to develop their English, specially listening.

## 1.6 Definition of Key Terms

Attempting to enable the readers to understand the topic being discussed, the writer finds it useful to define the important key terms of the title used in this study so that the readers can have a complete idea of what this thesis is trying to present. The important terms are: technique, dictation, and classroom.

According to Richards and Rodgers (1986: 15), a **technique** is implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective.

**Dictation** is a decoding-recoding process that Oller (1979: 39) defines as "a psychologically real system that sequentially orders linguistic elements in time and in relation to extralinguistic contexts in meaningful ways."

And the last, The Concise Oxford Dictionary (1990: 208) defines **classroom** as "a room in which a class of students is taught, especially in school".

## 1.7 Methodology of the Study

This is a library research, for the great majority of the research is done in the library. The writer collects information and language experts' opinions taken from books and journals dealing with this study. Then she gathers, relates, paraphrases, summaries, and concludes the relevant facts and opinions to support this study. At

last, she presents some suggested techniques in using dictation in the SMU classroom.

### **1.8 Organization of the Study**

This study consists of five chapters. The first chapter, or introduction, contains the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation, the definition of key terms, the methodology of the study, and the organization of the study. The second chapter discusses the nature of dictation and kinds of dictations. The third chapter discusses the advantages of using dictation. The fourth chapter presents the application of the suggested techniques in using dictation in the classroom. The last chapter deals with Conclusion and Suggestion.