

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Nation (1991: 12) defines dictation as a test where learners receive some spoken input, hold this in their memory for a short time, and then write what they heard. This is affected by their skill at listening, their command of the language, and their ability to hold what they have heard in their memory.

According to Manzi (1992: 38-40), there are two major types of errors that learners tend to make in their dictation, namely comprehension errors and phonological/spelling errors. The first type of errors, the comprehension errors, include meaning errors and structural errors. Meaning errors are the misunderstanding of sounds related to meaning. An example of meaning errors is that a learner writes 'I live in the morning' instead of 'I leave in the morning'. Meaning errors are caused by the learner's lack of listening skill. He cannot discriminate sounds related to the context. According to Deyes (1972: 151), it indicates a lack of comprehension. The learner has not allowed the context to help him over his confusion. He may not even have grasped the meaning of the context. Structural errors are the incorrect choice of morphosyntactic structure. An example of structural errors

is that a learner writes 'His been ill since last week' instead of 'He's been ill since last week'. According to Deyes (1972: 151), it is a failure to give a correct grammatical form which should be an automatic response. Another example of structural errors is that a learner writes 'automaticly' instead of 'automatically'. Again Deyes (1972: 151) claims that this shows ignorance of the relational suffixes which are part of the structure of the language. Thus, structural errors are caused by the learner's lack of structural competence.

The second major type of errors, the phonological/spelling errors are the misspelling of words caused by the learner's non-existing knowledge of the words. An example of phonological/spelling errors is that a learner writes 'qew' instead of 'queue'. Concerning these phonological/spelling errors, Manzi (1992: 39) states that if the learner wants to spell correctly in English, he has to abandon the thought of correlating the sound system with the orthographic system. What he must concentrate on is vocabulary building (mostly through reading), and improved listening. From that Manzi's statement, it is clear that these phonological/spelling errors are caused by the learner's lack of vocabulary competence.

From the description of errors that learners tend to make in their dictation, it can be concluded that a

learner's dictation achievement is significantly influenced by his vocabulary competence, his structural competence, and his listening skill as well. As a result, the higher one's vocabulary competence, one's structural competence, and one's listening skill, logically the higher his dictation achievement will be. Based on that reason the writer wants to prove whether one's vocabulary competence, one's structural competence, and one's listening skill correlate with his dictation achievement. However, since 1994, at the English Department of Widya Mandala University - where the subject of this study are taken from - the students' vocabulary is developed through the extensive reading. Considering it, the writer wants to present her thesis entitled: "The Correlation between The Achievements of Extensive Reading, Structure, and Listening Comprehension, and The Achievement of Dictation."

1.2. Statement of the Problem

This study is intended to answer the following questions:

- Is there a high, significant, and positive correlation between the extensive reading achievement and the dictation achievement?
- Is there a high, significant, and positive correlation between the structure achievement and the dictation achievement?

- Is there a high, significant, and positive correlation between the listening achievement and the dictation achievement?

1.3. Objectives of the Study

Derived from the above formulated problems, this study aims to see whether there are correlations between the extensive reading and the dictation achievements, between the structure and the dictation achievements, and between the listening and the dictation achievements.

1.4. Significance of the Study

The data and information obtained from this study are expected to find out the correlations between the extensive reading and the dictation achievements, between the structure and the dictation achievements, and between the listening and the dictation achievements. If those correlations mentioned above exist, the teachers should pay more attention to the teaching of extensive reading, structure, and listening which will improve the students' dictation achievement.

1.5. Scope and Limitation of the Study

This study is limited on the correlations between the extensive reading and the dictation achievements, between the structure and the dictation achievements, and between

the listening and the dictation achievements. Variables such as the students' aptitude, intelligence, home environment, and motivation are beyond the scope of this study.

1.6. Underlying Theory

Dictation is regarded as the integrative testing along with cloze-test. As an integrative testing, dictation tests more than one single language element at a time (Brown; 1980: 228). Concerning dictation, Oller (1971: 257) states that the student not only receives auditory information, but he processes this information in order to generate a sentence that has meaning. Moreover, he states that the student is tested for his ability to (a) discriminate phonological units, (b) make decisions concerning word boundaries in order to discover sequences of words and phrases that make sense, i.e. which are grammatical and meaningful, and (c) translate them into a graphemic representation (Oller; 1971: 259). Along with what Oller has said, Brown (1974: 229) claims that success on a dictation requires careful listening, reproduction in writing of what is heard, and efficient short-term memory. Finally, Prodomou (1983: 37) concludes that to produce 'sit' instead of 'sead' or 'seed' is clearly a useful accomplishment: aural perception and knowledge of lexis and of linguistic context are all brought into play.

1.7. Hypotheses

The hypotheses are formulated as follows:

- Ha₁ : There is a high, significant, and positive correlation between the extensive reading achievement and the dictation achievement.
- Ho₁ : There is no high, significant, and positive correlation between the extensive reading achievement and the dictation achievement.
- Ha₂ : There is a high, significant, and positive correlation between the structure achievement and the dictation achievement.
- Ho₂ : There is no high, significant, and positive correlation between the structure achievement and the dictation achievement.
- Ha₃ : There is a high, significant, and positive correlation between the listening achievement and the dictation achievement.
- Ho₃ : There is no high, significant, and positive correlation between the listening achievement and the dictation achievement.

1.8. Variables

There are two kinds of variables in this study, namely the independent variable and the dependent variable. An independent variable is a variable that comes first and influences or predicts another variable. There

are three independent variables in this study. They are the extensive reading achievement, the structure achievement, and the listening achievement. A dependent variable, on the other hand, is a variable that comes later or which is influenced by the independent variable. In this study the dependent variable is the dictation achievement.

1.9. Definition of Key Terms

To avoid misunderstanding, it is necessary to explain the key terms used throughout this study. Those key terms are:

a. Correlation

Harris (1969: 142) defines 'correlation' as a statistical term which expresses the degree of relationship between two sets of scores or other variables. It ranges from a value of +1.00, which means a perfect positive correlation; through 0 which means no correlation, and down to -1.00, which means a perfect negative correlation. Positive correlation means that an increase of one variable is accompanied by an increase of another variable, while negative correlation means that an increase of one variable is accompanied by a decrease of another variable. The degree of relationship between the two variables is indicated by the size of the coefficient of correlation.

b. Dictation

Nation (1991: 12) defines 'dictation' as a test where the learners receive some spoken input, hold this in their memory for a short time, and write what they heard. This is influenced by their skill at listening, their command of the language, and their ability to hold what they have heard in their memory.

c. Extensive reading

'Extensive reading' is a subject where the students' vocabulary is developed through reading.

d. Vocabulary

Hornby (1989: 192) defines vocabulary as the total number of words that make up a language.

e. Structure

Finocchiaro (1974: 192) defines 'structure' as the recurring patterns of language elements as they occur in forms of words, and in arrangements of words in utterances.

f. Listening

Lundsteen (1971: 126) defines 'listening' as being aware of the sound component and recognizing them as meaningful sound and speech sequences.

g. Discrete-point testing

Harris (1969: 5) defines a discrete point test as one in which a certain component of language is tested.

h. Integrative testing

An integrative testing was born in contrast with the definition of a discrete point testing. Harris (1969: 5) states that an integrative test is one in which the student is tested in a way that forces him to use his overall knowledge of English.

1.10. Organization of The Study

This thesis consists of five chapters. Chapter I is the Introduction, Chapter II is the Review of Related Literature, Chapter III is the Research Method, Chapter IV is the Analysis and Interpretation of the Data. Chapter V, the last chapter, presents the Conclusion and Suggestion.