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

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Abstrak

Berbicara adalah salah satu kemampuan bahasa yang siswa-siswi SMA harus kuasai. Meskipun, siswa-siswi SMA masih mempunyai kemampuan yang rendah dalam berbicara Bahasa Inggris. Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan yang signifikan secara statistik pada kemampuan berbicara siswa setelah penerapan teknik *dictogloss*. Penelitian ini adalah penelitian kuantitatif. Sampel penelitian ini adalah 30 siswa tingkat kedua SMA Al-Kautsar Bandar Lampung. Pre-tes dan pos-tes berbicara telah dilakukan untuk mengumpulkan data. Hasil penelitian menunjukan bahwa adanya perbedaan yang signifikan secara statistik dalam kemampuan berbicara siswa setelah penerapan teknik *dictogloss* dangan tingkat signifikan 0.05. Ini menunjukan bahwa teknik *dictogloss* dapat membantu siswa menigkatkan kemampuan berbicara mereka.

Speaking is one of language skills SMA students need to master. However, SMA students still have low capability of speaking in English. This study, therefore, was aimed at finding out whether there was a statically significant difference of students' speaking achievement after the implementation of dictogloss technique. This research was a quantitative research. The subjects of this research were 30 students of the second year of SMA Al-Kautsar Bandar Lampung. Speaking tests in forms of pre-test and post-test were done to collect the data. The results showed that there was a statistically significant difference of the students' speaking achievement after the implementation of dictogloss technique with the significant level of 0.05. This indicates that dictogloss technique helps students improve their speaking achievement.

Keywords: *implementation, speaking, dictogloss technique*.

INTRODUCTION

Speaking is one of important language skills for students in learning a language because it plays an important role in an oral conversation. It, therefore, should be mastered by senior high school students that they are able to make communication run well during the teaching learning process. It really makes sense 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. Chaney (1998:31) states that "Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbol in variety of context".

Speaking is one of complex skills which has many elements. According to Haris (1974: 75) speaking has some aspects, such as: Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. Therefore, commonly, SMA students experience certain difficulties in learning this language skill.

Unfortunately, many teachers still use a conventional way of teaching English. This leads to boring atmosphere of teaching learning process. In other words, students find it difficult to speak English. As a result, most of them are not fluent in speaking since they usually have problems in grammar and pronunciation. In addition, they are also lack of vocabulary knowledge, thus they have difficulty in arranging sentences when speaking. Consequently, the students are 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. Thus, they cannot explore their ability for communicating in the target language both in or outside classroom.

To overcome the problems mentioned above, the teacher should find such 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. 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. 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 Wajnryb (1990:5-6).

Kurniawati (2012) conducted research at the second year of SMP Darul Muta'allimin Taman, Sidoarjo. It was found that dictogloss technique can be an alternative to

improve English speaking skill of the students in the eighth year at SMP Darul Muta'allimin Taman, Sidoarjo which can be seen from their assessment in speaking; they can reach the minimum mastery criteria.

In line with the research above, Putra (2014) focused on the application of dictogloss technique to improve students' achievement in analytical exposition text writing. He conducted research through classroom action research. The subject of his study was Grade XI of 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.

With regard to the results of those studies, it can be inferred that dictogloss technique can be implemented in teaching speaking, especially in helping the students improve their speaking skill. The difference between those researches and this research is that this research does not only focus on finding out students' improvement in speaking skill but also finding out what aspect of speaking improves the most after the implementation of dictogloss technique.

METHODS

This study was a quantitative research which used a one group pretest-posttest design. It was applied to see the improvement after

the implementation of dictogloss technique. This research was conducted at the second year of SMA Al-Kautsar Bandar Lampung in academic year of 2017/2018. The class chosen as the sample by using lottery was Class XI IPS 1 which consisted of 30 students. The instrument of this research was a speaking test in forms of pretest and posttest. In the pretest, the students were assigned to retell a text orally by using their own words. After giving the pretest to the students, they were given treatments by using dictogloss technique. Then, the posttest was given to the students to evaluate their ability in speaking skill after the implementation of dictogloss technique. This posttest was similar to the pretest. An inter-rater was also asked to measure the reliability of the test. After that, the scores were analyzed by using SPSS.

RESULTS & DISCUSSION

Results

The result from the calculation by using *Repeated Measure T-Test* (SPSS 16.0) shows the mean scores of pretest and posttest improved from 60.33 to 74.40. The improvement in each aspect can be seen in the following table.

Table 1. Students' Improvement in Speaking Skill

Aspect of Speaking	Pretest Score (PrS)	Posttest Score (PoS)	Improvement (PoS - PrS)
Pronunciation	12.60	15.47	2.87
Grammar	11.93	14.00	2.07
Vocabulary	10.27	14.00	3.73
Fluency	12.53	15.60	3.07
Comprehension	13.00	15.33	2.33

From table 1. above shows the improvement of the students' scores in speaking aspects from the pretest to the posttest. Nevertheless, before it was done, the researcher made sure that the data were taken randomly, normally distributed, and homogeneous sample.

Then, it can be seen that the result of t-test shows that t-value is 19.747 and the two tail significance show that $p<0.05$ (p=.000). It can be infers that H_1 is accepted and H_0 is rejected since $0.000 < 0.05$. In conclusion, there is a significant difference of students speaking achievement before using dictogloss technique and after using dictogloss technique. Thus, the hypothesis is accepted.

Discussion

The research findings showed that the implementation of dictogloss as a technique in teaching speaking had given a positive effect of the students' speaking skill. In other words, dictogloss technique could improve students' speaking skill. It can be seen from the comparison of the mean scores of pretest and posttest in which the difference is 14.07 (from 60.33 to 74.40).

This study also analyzed the improvement of each aspect of speaking. The gain was obtained in each aspect, they were: pronunciation (2.87), grammar (2.07), vocabulary (3.73), fluency (3.07) and comprehension (2.33). The data of the research revealed that the aspect which improved the most was vocabulary.

Dictogloss technique can be used to improve students' speaking skill. Through Dictogloss Technique, 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. Through dictogloss technique the students can share their ideas and can make their own story.

This finding is confirmed by the result of the research conducted by Kurniawati (2012) who states that dictogloss technique could help develop students' skill, especially in speaking activities. It could be used to train and improve their ability to speak English correctly and fluently (good intonation and juncture better than before); to increase vocabulary mastery; 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 through testing or assessment and questionnaires. It was found that dictogloss technique can be an alternative to improve English speaking skill of the students in the eighth year at SMP Darul Muta'allimin Taman, Sidoarjo which can be seen from their assessment in speaking; they can reach the minimum mastery criteria.

Finally, according to the explanation above, it can be concluded that the implementation of dictogloss technique can improve students' speaking skill. By using dictogloss technique, the students are helped to share their ideas and to be fluent in speaking to express their ideas in front of the class or with their friends in English. Dictogloss technique can be applied not only to improve speaking skill but also to improve writing skill and it is proven by the previous researches above.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Referring to the discussion of the research findings on the previous chapters, these following points of conclusions are cited.

First, there is a significant difference of students speaking skill after being taught by using dictogloss technique. It can be seen from the mean scores 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 occurred because dictogloss technique helped the students improve their speaking skill.

Second, the implementation of dictogloss technique could improve students' speaking skill, especially in vocabulary aspect. It is because the use of dictogloss technique in

teaching speaking could improve their vocabulary mastery.

Suggestions

Considering the advantages of dictogloss technique, the researcher suggests that English teachers apply dictogloss as an alternative technique to improve the students' speaking skill. This is because the technique can help the students to share their own ideas by using their own words and their own way.

Furthermore, there are several suggestions for future researchers. First, this study applied dictogloss technique to improve the students' speaking skill in descriptive text. Therefore, future researchers can apply this technique to another kind of text, e.g. procedure, analytical exposition, or other kinds of texts. Second, in this research, the researcher implemented dictogloss technique to the second grade students of senior high school. Future 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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