

CHAPTER II

REVIEW OF THE RELATED LITERATURES

A. Theoretical Review

1. The Concept of Dictation

a. Definition of Dictation

Dictation is a test in which people have to write down a passage that is read aloud, as a way of helping them to learn a language.¹ The teacher reads the text and asks the student to write what has been read by the teacher. Dictation can help the teacher to know the students' ability in learning a language, especially in writing ability.

Dictation is simply the rendition in writing of what one hears aurally, so it can be classified as an imitative type of writing, especially since a proportion of the test taker's performance centers on correct spelling.² So dictation is done for students to take notes as discussed by a particular teacher. The most common method is that students are expected to write down every single word dictated by the teacher. The students are as the test taker. They submit their written report for grading purposes. In this way, teacher knows that the students are fully attentive at the time when

¹International New Students' Edition, *Oxford Advanced Learner's Dictionary*, (Oxford: Oxford University press, 1995), P.320.

²H. Douglas Brown, "*Language Assessment...*" P.220.

lesson is dictated. It also helps teacher to know which students are capable of multi-tasking or combining skills in listening and writing.

b. Types of Dictation

Sawyer and Silverdefine three types of dictation that can be used in language learning:³

- 1) Phonemic text dictation consists of the teacher presenting the individual sounds of a language to students for transcription. The phonemic item dictation is useful in increasing the students' ability to recognize the sounds of the language to make easier the students in their accurate production. This dictation type is specified for beginners to stop imposing the sound system of their native language toward the sound system of English.
- 2) Phonetic text dictation is an extension of the phonemic item dictation. It consists of the teacher reciting a passage which students phonetically transcribe. The phonemic item dictation is valuable as a way to understand how English sounds change in connected speech.
- 3) Orthographic text dictation is the dictating of individual words in isolation for transcription, similar to the traditional spelling test. It is reinforcing the correlation

³Scott Alkire, "Dictation as a Language Learning Device", *The Internet TESL Journal*, (Vol. VIII, No. 3, March/2002), P. 1.

between the spelling system and sound system of a language.

There are some differences among three types of dictation text above, phonemic text dictation focuses on dictating word by word to students then lets them to transcribe the word. In the Phonetic text dictation, the students transcribe a passage dictated by the teacher. While orthographic text dictation emphasizes on the spelling system, then lets the students to transcribe the passage word by word.

Based on the above explanation, in this research, the researcher used orthographic text dictation. It would be useful for students to increase their abilities in dictation because applying this type of dictation helps the students to comprehend spelling letter before doing dictation. Here, the spelling emphasizes on some letters that students face some difficulties on them. After doing the spelling exercise, orthographic text dictation was applied to check the students' ability in recognizing the correct English writing. If they are able to write it, it means they have comprehended the correct spelling of the English word, especially in menu material. This type of text dictation also helps the researcher to analyze and to address the lesson on the next cycle.

c. The Implementation of Orthographic Text Dictation

The way to implement orthographic text dictation is the first the teacher writes on the board any proper nouns, abbreviations, acronyms, or foreign or specialized words within the dictation that the students have not been previously explained. The teacher also writes on the board the chosen spelling for any word that is commonly spelled in more than one way. To begin the exercise, the teacher read the dictation once, at normal speaking speed. As stated earlier, it recommended that the teacher selected a passage from the class textbook which the students were familiar. In this case the teacher chose menu text for the dictation. During this first reading, the students should only listen.

After reading the dictation text once, the teacher continues to read the dictation text for the second time, at a slightly slower speed. The students begin transcribing. The teacher stops after each word or meaningful unit and also calls out punctuation, which the students must include in their transcriptions. Occasionally, a student asks for a word to be repeated. For any words the students cannot transcribe, the teacher spells them then asks the students to continue transcribing the dictation. The teacher reads the dictation for the third time at normal speaking speed including punctuations. During the reading, the students check their work and make any last changes. After finishing the dictation, the teacher

allows the students a minute or two minutes for final corrections then instructs the students to stop and to collect the transcription.

The researcher used the way of delivering orthographic text dictation that had been explained above. It made the students easier to practice the dictation. Dictation itself was seldom practiced by the real teacher, because the weakness of the students in recognizing spelling words, although she knows that dictation is a good test in assessing students' ability in spelling. When the researcher practiced the dictation, she read the text three times to customize the students writing the text through dictation. In the first reading students should listen to it carefully. In the second one they should begin to transcribe the text. In the last one is checking.⁴ So it can be inferred that dictation test is one possible tool to determine learner's writing proficiency, especially in writing word. As a testing method, dictation had been confirmed to be reliable and valid by many researchers on the summary of empirical studies. Indeed, dictation is a familiar language-teaching technique involved into a testing technique.⁵

⁴H. Douglas Brown, "*Language Assessment...*" P.9.

⁵H. Douglas Brown, "*Language Assessment...*" P.220.

d. The benefits of the dictation

Dictation also provides pedagogical benefits to learners. In this manner, dictation can contribute to student consciousness-raising concerning their mistakes. Furthermore, when evaluating learners, dictation can be a good indicator of overall language ability and as testing mechanism. Alkire also stated some benefits of the dictation:⁶

- 1) Dictation makes the students and the teacher is aware of the students' comprehension, phonological or grammatical error or both. In English, typical errors include the frequent omissions of bound morphemes such as: the-*s* plural, the-*'s* possessive, the-*s* third person singular, and the -*ed* ending for regular past participles.
- 2) Dictation shows students the kinds of spelling errors that they are prone to make.
- 3) Dictation gives students valuable practice in notetaking.
- 4) Dictation helps develop all four language skills in an integrative way.
- 5) Dictation helps develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down.
- 6) Dictation fosters unconscious thinking in new language.
- 7) If the students do well, dictation is motivating.

⁶Scott Alkire, "*Dictation as a Language Learning...*" P. 5.

- 8) Dictation involves the whole class, no matter how large it is.
- 9) Correction can be done by the students.
- 10) Dictation can be prepared for any level.
- 11) Dictation can be administered quite effectively by an inexperienced teacher.
- 12) Dictation accesses to interesting text.

It is also strengthened by Paul Davis in his book *“Dictation New Methods, New Possibilities”* that there are many benefits of using dictation:

- a) The students are active during the exercise
- b) The students are active after the exercise
- c) Dictation leads to oral communicative activities
- d) Dictation fosters unconscious thinking
- e) Dictation copes with mixed-ability groups
- f) Dictation deals with large groups
- g) Dictation will often calm groups
- h) Dictation is safe for the non-native teacher
- i) For English, it is a technically useful exercise
- j) Dictation gives access to interesting text⁷

In this research, the researcher used dictation as a test, because dictation had many benefits such as showing the kinds of spelling error to the students, giving valuable practice

⁷ Davis, P. and M. Rinvoluceri, *Dictation: New methods, new possibilities*. (Cambridge: Cambridge University Press, 1988). P. 7.

in notetaking, involving the whole class, being able to be prepared for any level and providing access to interesting text.

2. Students' Ability in Dictation

a. Definition

Student is someone who is learning at a school. Then ability is the mental or physical capacity, power or skill required to do something.⁸ So students' ability in dictation is their capability in writing down the words that they heard from the instructor in correct writing. This research focused on English lesson especially in learning menu, so the words written by the students were English words. Writing an English word is considered difficult by students who learn English. One of the factors is the difference between the spoken and the written of English word. So, Committing errors in writing an English word is inevitable. Nevertheless, learners could make their own ways on how to avoid errors in writing. Language teachers also play an important role in helping students to avoid errors in writing down notes.

Avoiding some errors in writing English word, students require to have capability in understanding the correct spelling of English letters. Jeremy Harmer said that although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the readers' judgment. All too

⁸ International New Students' Edition, "*Oxford Advanced ...*", P.2.

often bad spelling is perceived as lack of education or care.
⁹Because of this factor, in this research, the researcher applied SBG to make the students understand the correct spelling of every single letter in English alphabet. It was very important for vocational high school, especially in school where the researcher conducted a research to understand the correct spelling well. As we know that vocational high school in Indonesia was a middle education. It is very inadequate for them if they did not understand the correct spelling well, especially in English alphabet. After understanding the correct spelling of it, the students require to know how to pronounce the letters in a word or sentence.

In learning English language, most of teachers maintain their time in studying grammar. They do not teach pronunciation as many as grammar. They consider that grammar is the most difficult language component to be understood. They teach grammar in most of teaching-learning process, because the English teachers also study grammar intensively than pronunciation. As stated by Kelly that Western philologists and linguists have studied grammar and vocabulary much longer than pronunciation. For this reason, grammar and vocabulary have been much better understood by most language

⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (UnitedState:www.longman.com),P.256.

teacher than pronunciation.¹⁰ In the researcher point of view, pronunciation is also an important language component. When conducting teaching-learning in class, the student do not only need mastering the grammar but also need mastering pronunciation. The aim of studying language make the students are able to communicate with the language that they are learned. Then the communication would be more understandable if the students were able to communicate with a good pronunciation. It had been explained in pronunciation pedagogy and theory book that pronunciation is a crucial aspect of each individual's personal experience, identify and presentation of self.¹¹

One of the ways to teach pronunciation uses Direct Method. The Direct Method receives its name from the fact that meaning is conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.¹² The teacher teaches pronunciation using target language by demonstrating it to the students. The teacher also uses visual aid with the purpose to make the students easier to understand the menu material and to make the

¹⁰Marianne Celce –Murcia, et Al., *Teaching Pronunciation.*(United Kingdom: Cambridge University Press), P.2.

¹¹ Joan Morley, *Pronunciation Pedagogy and Theory: New Views, New Directions*,(Caledonia:World Composition Services,1994),P.112

¹²Diane Larsen and Freeman, *Tehniquesand Principles in Language Teaching*,(United Kingdom: Oxford University Press, 2002), P. 23.

teaching-learning process more enjoyable. In this method, pronunciation is taught through intuition and imitation. Students imitate a model – the teacher or a recording- and do their best to approximate the model through imitation and repetition.¹³The repetition could be either choral or individual. In this research, the researcher used choral repetition. Used choral repetition could facilitate all the students to say the new word or phrase together.¹⁴

Repetition plays as a part in language learning, even if its efficiency in helping students to transfer knowledge from their short-term to their long-term memories is not firmly established. Nevertheless, the researcher supposed that students would think what they repeat and try to organize it in their heads. Repetition is also known as drilling. Drilling aims to help students achieve better pronunciation of language items, and to help them remember new items.¹⁵After understanding how to spell and pronounce English letters, the teacher applied dictation as assessment.

b. The common writing errors of the students in dictation.

¹³Marianne Celce –Murcia, et Al. “*Teaching Pronunciation...*”. P. 3

¹⁴Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge:Pearson,2011),P.206.

¹⁵Gerald Kelly,*How to Teach Pronunciation*, (England:Pearson Education Limited, 2000),P.16.

As we know that there are differences between the way to pronounce an English word and the way to write it. Because of these differences there are many students who face some difficulties in writing an English word. In line with this case, when applying dictation as the test automatically the students have mistakes in writing down an English word. Students as the receivers are individuals who receive the message. Their understanding toward the message depend on a number of factors which include the following: how much the individuals know about the topic, their receptivity to the message, and the relationship and trust that exist between sender and receiver. The result of De Jesus study on common writing errors, she declared that there were general types of composition writing errors namely grammatical, mechanical and structural errors.¹⁶ She further revealed that in her study the most common grammatical error was on verb form, while on mechanical error, it was on spelling and in sentence structure was the order of words. The error is also from the use of plural and possessive ending.¹⁷

In another study of common writing errors done by Ledesma, he found out that there are many students who cannot

¹⁶Ruchelle Y. Dimalaluan, et Al., *Common Writing Errors in a Dictation Task*, (Pamantasan: Faculty of the College of Arts and Sciences, 2014), P.20.

¹⁷Dana R. Ferris and John S. Hedgcock, *Teaching ESL Composition*, (United State of America: Lawrence Erlbaum Associates, 2005), P 265.

distinguish colon from semi-colon and the use of each in the sentence.¹⁸The use of punctuation in written text is important. When a teacher assesses their students' writing, they do not only focus on the content but also from the writing mechanism. Writing mechanism can be revealed from punctuation, capitalization and abbreviation. Sometimes, the students have not discovered the importance of these items.

According to Montalban as cited by Alberto " some of the common errors in dictation test are mishearing sounds.¹⁹ The example is when the teacher dictates: "I saw a ship" then the students write "I saw a sheep". Alberto also said that another factor leading the students had common error in dictation test is error of omission. It occurs when the students omit the word because of differences in native language structures. The example is when the teacher dictates "Is it an interesting book?" then the students write "Is an interesting book?".

All these concepts are some factors that causes errors in writing English word. In this research, the researcher used those concepts to predict the expected outcome of writing errors. After finding the common writing errors done by the students, then the researcher decided to increase students' ability in

¹⁸Ruchelle Y. Dimalaluan,et Al.,*"CommonWritingErrors..."* P.21.

¹⁹Ruchelle Y. Dimalaluan,et Al.,*"CommonWritingErrors..."* P.23.

dictation by making them were able to understand the correct spelling of English letter.

c. Tehnique for understanding spelling to increasestudents' ability in dictation.

In this research, the researcher found two tehniques for increasing students' spellingthose are dictionary.com and spelling bee game. Both of the techniques had been explained in the background of this research. The researcher chose SBG to be applied in this research. This technique was aimed to make students understand the correct spelling of English letter, so that the students were able to spell and write English word correctly.

3. Spelling Bee Game

a. Spelling Bee Definition

Spelling bee is a competition in which the winner is the person or group who is able to form correctly the highest number of the words they are asked to form.²⁰ Spelling itself means the writing of the word and also the placing of the word's letters in the correct accepted order.Spelling in this research refers to ability of the students in recognizing as well as in writing every single word by using letters. In learning

²⁰ANONYMOUS, Cambridge Advance Learner's Dictionary (Third Edition),(Singapore: Cambridge University Press,2008).

spelling, the students must know about alphabets and receive single word by using letters or clues for word recognition. The purpose of spelling bee game is in line with two language components of English, vocabulary and pronunciation.²¹

Based on Kichura a spelling bee is a competition, usually among children, where contestants are eliminated for misspelling a word. However, spelling bee can be conducted anywhere and anytime. Even adults have their own spelling bee with the list of words more difficult than children. This research conducted in vocational high school, especially in the tenth grade. Based on the theory above the researcher chooses kinds of word that consists of two syllables. So it increases the difficulty of the word level, then it appropriates with their level as the students of vocational high school.

b. The Use of Spelling Bee Game.

Karen said that one of the winners in spelling bee competition, Chase Brown, had studied every night since winning the Aderson Country Bee.²² He also stated that he liked to get to learn new words. The use of spelling bee as a technique in teaching spelling will motivate the students to learn a new

²¹ Rahayu Sekarini, *Implementing Spelling Bee Game to improve seventh Graders' Spelling Ability*, (Malang: State University of Malang, 2012), P.2

²² Jeani Shinta Rahayu, *Spelling Bee Game in Teaching narrative*, (Jakarta: Department of English Education faculty of Languages and Arts Education Indonesia University of Education, 2009), P.18.

word. Students also demand to learn harder. So, spelling is a very important part in learning a language, often becoming part of class work and homework. Spelling bee also encourages students to study their spelling words as well as learning how to compete with one another. If students encourage to study their spelling words, it means that they will increase their ability in dictation, especially when write menu text. As stated by Fergus that there is a definite need for good spelling in the written communication.²³

c. Spelling Bee in the classroom.

Before playing any game with students, especially in the classroom, it is important for them to understand the procedure clearly. The game can be demonstrated in front of class so that everyone understands how to play it. The researcher established rules for playing the game and lets students realize the rules to make spelling bee works fluently in the classroom. The researcher made the clear procedure by explaining it to the students.

There are several ways to conduct spelling bee game in the classroom, and spelling bee is easy to set up. In this research the details of SBG in the classroom had been explained in the procedure of the research, especially when

²³ Fergus, P.M, *Spelling Improvement: A Program for Self-Instruction*. New York : Mc Graw- Hill, Inc, 1964).P. 105

taking an action. Organizing a spelling bee in the classroom was a fun way to get the students brushed up on their spelling skills and got them involved in the learning fun. It also helped the teacher to know the spelling ability of the students and got everyone involved in the fun learning. They got a good chance to compete with their classmates to spell the word correctly. Further, it motivated them to use the target language.

4. Menu.

Menu is a text discussed in this research. As Bovee and Thill, said: "To begin transmitting the message, the sender uses some kind of channel (also called a medium). The channel is means as the use to convey the message. Most channels are either oral or written, Common channels include the telephone and a variety of written forms such as memos, menus, letters, and reports."²⁴

Menu is a list of dishes available to a restaurant or to be served at a meal.²⁵ So menu is food variety listed in the paper to prepare the visitor's reserving in restaurant. Actually, it has been common in Indonesian society the word "menu" refers to some foods for breakfast, lunch and dinner. Menu itself is divided into 3 parts. These are appetizer, main menu and also dessert.

²⁴Ruchelle Y. Dimalaluan, et Al., "*Common Writing Errors...*" P.16.

²⁵International New Students' Edition, "*Oxford Advanced ...*", P.731.

Appetizer is served in the beginning because it functions to stimulate some people to increase their appetite in eating. Main menu is served after the appetizer. Most of menus in this stage are containing carbohydrate. Then the last one is dessert to refresh our breath after eating. So, menu is chosen by the researcher because it is suitable with the syllabus where the researcher conducts this research.

In menu text contains many kinds of menu in vocabulary form. By studying menu text makes the students are able to enrich their vocabularies. In the learning process, one of the important parts in creating and understanding the language is vocabulary mastery. People cannot express their opinion and ideas in English without knowing their vocabulary. Low vocabulary mastery also make them unable to express the opinion properly. This statement appropriate with the Koran, Allah said:







وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

And He taught Adam all the names of everything, then He showed them to the angels and said: “Tell Me the names of these if you are truthful (Al Baqoroh: 31)²⁶

In the surah above, it was the situation where Allah mentions the glory of Adam over the angels because He has been devoting it to teach the names of everything that is not taught to the

²⁶Muhammad M. Khan and Muhammad Tagi –ud-Din Al-Hilali, *The Qur'an*, (English: Curzon Press Ltd, 1981), p. 3.

angels.²⁷ Allah shows us that we should learn name of everything that we mentioned it as vocabulary, so we can create our language skill. We can choose appropriate words in spoken or written language. A good vocabulary is a vital part of effective language communication. Vocabulary was thought through demonstration, objects, and pictures.²⁸ Vocabulary learned by the students on Menu text in the first and second cycles as follow:

<u>MENU</u>	
Appetizer:	Main Courses:
 Fruit salad	 Hamburger
 Tofu	 Fried Potatoes
 Sandwich	 Sushi

²⁷ Ibn Katsir, *Tafsir Al-Qur'an Al-Adzim li ibni Katsir* vol 1, (Cairo: Muasasah Qurtubah, 2000), P.54

²⁸ Jack C.Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press,2001),P.12.

MENU

Main Courses:



Hamburger



Fried Potatoes



Sushi



Beef Steak

Dessert:



pancake



chocolate cake



pudding



rainbow cake

B. Previous Research

The researcher describes some researches which are relevant to this thesis to make its arrangement easier:

1. Jeani Shinta Rahayu (054556) thesis of Department of English Education faculty of Languages and Arts Education, Indonesia University of Education 2009, the title was *Spelling Bee Game in Teaching Narrative Text*. Her research design was experimental study research. She chose two classes to be the subject of the research, one class as control class and the other class as experimental class. She divided them by using cluster random sampling.

For the experimental class, she applied SBG for student when she was teaching narrative text and she did not use it in the other class. She used test and non-test. Test was used in pre-test and post-test for both control and experimental groups. The test instrument was reading comprehension test. The non-test instrument used in this research was questionnaire. The questionnaire was used to find out the aspects contributed to the effectiveness of SBG in teaching narrative text. It consisted of three questions about their respond to SBG. Accordingly, the questionnaire was used only for the experimental group. For the result, it used quantitative analysis and it was significant, SBG could be more effective in teaching narrative text on the first grade of SMAN 5 Cimahi.

Even so, the result of the research showed that in the observation during the experiment, students frequently misspelled at the words A, E, H, G and J. The teacher needed to ensure the students did not have problems with spelling. Teacher needed to recheck their spelling skill by asking them to spell a number of words especially that have those letters.²⁹

The above previous research inspired and motivated the researcher to conduct a research using SBG technique together with spelling assessment in the form of dictation that is “Increasing Student’s ability in Dictation by Using Spelling Bee Game in Learning Menu”. The researcher had a classroom action research in teaching menu using SBG as a technique. The researcher conducted the research with tenth grade of students of Vocational High School Islamic Centre Baiturrahman Semarang in the academic year of 2015/2016. Therefore, the differences between her research and my research are in the research design, material, setting, assessment and participant. My research is another research that is aimed to increase students’ ability in dictation and to correct error spelling done by the students using SBG. In this research, the students exercise to spell words especially in menu text then assess using

²⁹Jeani Shinta Rahayu (054556), Spelling Bee Game in Teaching Narrative Text (An Experimental Study at SMAN 5 Cimahi), (Jakarta: Department of English Education faculty of Languages and Arts Education Indonesia University of Education, 2009), Published Thesis.

dictation. The researcher chose dictation as assessment, because it can help students to diagnose and to correct grammatical mistakes, ensures attentive listening and trains students to distinguish sounds, helps them to learn punctuation and to develop aural comprehension.³⁰

2. Ratna Juwita Ningsih (0606427) thesis of English Education Department faculty of Languages and Arts Education, Indonesia University of Education 2013, the title is *The Use of Spelling Bee Game to Improve Students' Vocabulary Mastery*. Her research design was pre-experimental research. The sampel consist of 31 students of the 8th grade students of one of junior high schools in Bandung.

The sampel was given spelling bee treatment. The data of this research were obtained through pre-test, post-test and questionnaire. The pre-test and post-test were given in form of vocabulary test. The data from pre-test and post-test were analyzed statistically using SPSS 17. The result showed that the use of SBG gave an influence toward the improvement of students' vocabulary mastery. The questionnaire results were analyzed using Likert Scale quantitatively. Data from questionnaire showed that almost all of students (97.9 %) gave positive responses toward the implementation of the game and

³⁰Galina Kavaliauskienė and Irena Darginavičienė, "Dictation in the ESP Classroom: A Tool to Improve Language Proficiency", *English for Specific Purposes World* (Vol. 8, No. 23), P. 2.

(2.1%) of students gave negative responses toward the game. The implementation of the game was recommended for teachers to build amusing atmosphere for students in learning vocabulary because students would not achieve success in learning unless they enjoy the process.

The result of the research showed that the teacher gave unclear instruction to students about the rules of the game before playing the game. The teacher needed to give clear instruction and made sure the students' understanding toward the instruction before playing the game. In addition, the teacher should give clear pronunciation in order to avoid students' misspelling when they played the game.³¹

The above previous research inspired and motivated the researcher to conduct a research using SBG technique together with spelling assessment in the form of dictation that is "Increasing Student's ability in Dictation by Using Spelling Bee Game in Learning Menu". The researcher had a classroom action research in teaching menu using SBG as a technique. The researcher conducted the research with tenth grade of students of Vocational High School Islamic Centre

³¹Ratna Juwita Ningsih (0606427), The Use of Spelling Bee Game to Improve Students' Vocabulary Mastery, (Jakarta: Department of English Education faculty of Languages and Arts Education Indonesia University of Education, 2013), Published Thesis.

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C. Action Hypothesis

In this research, there is an action hypothesis that can be described as follow: The use of SBG technique can increase students' ability in dictation of menu text of the tenth grade students of Vocational High School Islamic Centre Baiturrahman Semarang in the academic year of 2015/2016.