

Chapter Four

Findings and Discussion

This chapter consists of research finding, and discussion. The finding of this research reports the data from the interview. The researcher had conducted the interview with two participants who are English teacher in SMP Muhammadiyah 2 Yogyakarta. From the participants, the researcher found two major findings based on the purposes of this research. Firstly, the finding reports how the dictation technique implemented in teaching listening at SMP Muhammadiyah 2 Yogyakarta. Secondly, the finding reports how the English teachers' views in the challenges of implementing dictation technique in teaching listening at SMP Muhammadiyah 2 Yogyakarta.

Dictation Techniques Implemented in Teaching Listening

Teachers implemented one change dictation. Based on the data from the interview, there were three types of dictation method which were implemented by the participants in this study. The first finding about one change dictation was implemented in teaching listening at SMP Muhammadiyah 2 Yogyakarta. The first participant said about stages of dictation “students write vocabulary in a piece of paper. Then teacher and students marked it together, and there are some students come forward to write the words that they heard” (P1.1). In addition, the teacher also gave more detailed explanation, the statement of the teacher below supported that argument.

first, the teacher managed the students to calm them down. Second, the teacher gave the worksheet. Third, the teacher dictated some vocabulary to

the students. Usually the teacher asks them to listen carefully because there is no repetition of words that have been spoken. (P1.2).

However, this method was not applied in every listening class. This was proven from her statement “Teacher applies one change dictation rarely, but almost I (teacher) did several times repetition during dictation.” (P1.3).

Based on findings above, the participant used one change dictation in teaching listening. It was proven from the observation that the researcher did. The step of one change dictation was also appropriate with the theory of Nation (2008) who explained the role as follows, teachers read only one sentence in a short sentence and no further repetition afterwards. In addition, when the researcher did the observation, the teacher also used this method while teaching listening. The teacher applied one change dictation by using audio as tool for dictating. The audio that the teacher used was *google translate*. The teacher wrote in the blank column of *google translate*, and automatically it produced make a sound based on what was typed in that column.

Teachers Implemented Peer Dictation. The second finding was about peer dictation implemented in teaching listening at SMP Muhammadiyah 2 Yogyakarta. Based on the data of the interview, there was only one participant who explained the step of this dictation. Participant one stated

The stage of peer dictation was same as before, the first, manage the students to calm them down, tell them to find their partner. Then, the teacher gives the worksheet. Next, one student reads the word on the worksheet and the other writes, then done interchangeably (P1.7).

The teacher also added the explanation about additional activity, she said “Additional activity after doing the dictation, students matched the vocabulary in front of the class, then they will pronounce the words that have been spoken by the teacher or the audio that they heard” (P1.11). However, this method was not applied in every listening class. This is the evidence from her statement “I (teacher) do dictation practice rarely, because it uses filling gap techniques by deleting some words in paragraphs or dialogs according to the song” (P1.12). Although this type of dictation is not found while observation, it because the observation that researcher did only once.

From the statement above, it indicates that the teacher implemented peer dictation while teaching listening. Those statements were supported by Nation (2008) who stated in peer dictation, the learners have a copy of the dictation text in front of them. They work in small groups, with one person in the group reading the dictation for the others to write. The learners work in pairs. One learner reads a dictation while the other learner writes. They have only a limited time to do the dictation, because as soon as one pair of learners has finished the dictation, they say “Stop!” and the rest of the class must stop working. The learner who is writing can ask the other to repeat words and phrases, and to spell them aloud. However, when the researcher did the observation, the English teacher did not use this technique. It proved that this technique is rarely used.

Teachers Implemented Completion Dictation. Based on the data of the interview, the second participant implemented completion dictation by songs in teaching listening. The second participant explained “I (teacher) dictate through

songs, and gives the missing lyrics. Students were asked to listen to a song, then there are some words emptied. Students must fill the words on the missing lyrics based on what they heard on the song. The song that was usually used is “Count on Me” by Bruno Mars (P2.1). The teacher also added “Dictation through songs was sometimes done. Only twice per semester” (P2.2). Further explanation about step of dictation through songs that was given by teacher is “First, prepare some vocabulary from the online dictionary. Then, the teachers dictate it and students write down what they heard” (P2.5). In the end of dictation activity, the teacher usually checks students’ exercise. This is the evidence from her statement “In the end dictation activity teacher and students check students’ writing together” (P2.6).

From the statement above, it indicates that the teacher implemented completion dictation in teaching listening. The statement supported by Nation (2008) who stated that students have a copy of paper there were words are missing. Students listen to the text a phrase that is being read by the teacher and should fill in the missing words in a copy of their first. Then the teacher reads the text again and learners fill in the missing words in the next copy that has more words are missing from the first copy. This continues until the students write the whole dictation. However, there was something unique when the participant 2 implemented dictation technique. The participant 2 implemented completion dictation by using the songs. It was something different and unique, because completion dictation usually does not use the song as a tool for dictating. The stage of delivery dictation was the same as dictation sentences. Based on the

statement above, the stage as follows the teacher dictate through song and give the missing lyric. Students listen to a song and complete the some words that have been emptied. Then in the end activity, the teacher and students check their works together in front of the class.

English Teachers' Views on the Challenges of Implementing Dictation

Technique in Teaching Listening

Based on the interview data, the researcher three challenges of implementing dictation technique in teaching listening. The challenges are based on the participants' experiences. They include difficult in managing students, difficult in spelling and pronouncing vocabulary, and difficult in writing vocabulary correctly for students.

Difficult in managing students. Based on the interview data done with two participants, all participants said that one of the challenges in doing dictation was managing students. This finding were stated by the statement from all of participants. The first participant said "The challenge when doing dictation is in managing students" (P1.4). In addition, the teacher also gave more detail explanation "When dictation in pairs, many students asked answers to their partner. She added, "it's hard to manage in terms of honesty motivation" (P1.6). The second participant also stated that "Students are not used to the dictation technique" (P2.4).

Based on the findings above, it was proven from the observation that the researcher did. When the teacher conducted one change dictation to train their listening skill, students made noise and the class situation was crowded. In the

end of the class, the researcher confirmed to the teacher about that. The teacher admitted that she found difficult to manage students. In fact, there are some classes that she taught that are more crowded than this class. The teacher also still looked for the strategy to make students quiet and easy to manage them.

Difficult in spelling and pronouncing vocabulary for teacher. Based on the data of interview, there is one participant who mentioned about this challenge in dictation. Participant one argued “I’m (teacher) not able to pronounce vocabulary correctly in English. For example “Shell/ sell”, “she/sea”, “paper/pepper”, “although/even though” ” (P1.5). It was proven from the observation that the researcher did. In the English class, the teacher applied dictation in teaching listening. The teacher used audio for dictating words to students. In the end of class, the researcher clarified to the teacher why she used audio as tool for dictating. Actually the teacher was not confident to dictate by using her voice because she can not pronounce some words correctly. For example the word *snake* and the word *snack* are different. Other words are *live*, *life*, and *leaf*. Then the teacher stated other challenge of dictation, “the next challenge of dictation for me (teacher) is spelling” (P1.7). The last statement was stated “...the challenge of dictation for me, there must be several times repetition to read the vocabulary. Sometimes students forget if the letter A is read [eɪ] and letter I read [aɪ], sometimes they forget it.” (P1.9). However, when the teacher applied dictation in teaching listening, she only uses one chance dictation without repetition.

Those statements above were supported by Fisher (2001) who stated that the teacher faced in dictation technique are students confusing categories

sometimes and also missing some errors or mistakes that they made such as spelling. Therefore, during the dictation activity, the teacher used *google translate* audio to make sure that the pronunciation was correct. With these challenges, those can make teachers better to understand how to deal with the challenges and give the best results with that technique.

Difficult in writing vocabulary for students. Based on the data of the interview, there is one participant who admitted about this. Participant two stated “the challenge in dictation is most of students can not write vocabulary correctly” (P2.5). It was proven from the observation that the researcher did. In the English class, the teacher applied dictation in teaching listening. The teacher gave five sentences to students and they must listen and write correctly. Some students answered correctly but not for the others. For example: the correct sentence was “*do you understand?*” and the student wrote “*do you anderstand?*”. Other example the correct sentence was “*I understand ma’am*” and the student wrote “*I’m understand mam*”. The participant also added “One of dictation challenge is lack of vocabulary” (P2.7). From this statement, students may lack of vocabulary because they do not apply it in every conversation and daily activity. During the observation, there were some students who answered the incorrect sentence because they do not know or familiar with the words. For example the words *attention*. One of the students do not know how to write the word because the word is unfamiliar for him.

Based on the findings above, it was supported by Montalvan (2006) who asserted that students' native language has a totally different from English and

teachers need to consider students problem in writing before giving regular dictation activities. To get students understand and make them can write some vocabulary correctly, the teacher should train and give them extra works and exercise to improve their skill. It means that some students still can not write vocabulary correctly because of students lack of vocabulary.