

**THE CORRECTION TECHNIQUES USED IN TEACHING DICTATION AT THE 3rd
SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF TEACHER TRAINING AND
EDUCATION FACULTY**

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Abstract

Dictation is one of techniques in learning foreign language. Understanding dictation is not always easy for students. An English lecturer should choose suitable techniques to teach them in order not to make students bored because she is one of the factors that determines whether the teaching learning process will be successful or not. The lecturer has to be able to apply various techniques in teaching English because the students prefer listening and writing an easy text. So, the lecturer can use correction techniques like shadow dictation and passing the buck.

Key words : correction techniques, dictation

INTRODUCTION

Dictation is one of the oldest techniques know for testing progress in learning of a foreign language. Until the end of the Middle Ages, it was used to transmit course content from master (teacher) to pupil in the first language classroom. Dictation has long been associated with the traditional or grammar translation method. The traditional method emphasized written translation and the memorization of rules of grammar. this part of the English language can never be taught through dictation, either to natives or foreigners. He who knows the spelling of an English word derives no benefit from writing it, and he who is not previously acquainted with it, will seldom be able to spell it from hearing (Chapman and Hall, 1853, passage)

In any language in which the orthography does not exactly correspond to the pronunciation, dictation is inefficient, since the writer has, thereby, no clue by which he can infer the mode of writing it from the manner in which it is uttered. This exercise, however, can be very useful as a test by which to ascertain the pupil's

progress in spelling; for although it cannot prevent the commission of errors, it affords the means of detecting and correcting them.

Some of us may remember dictation from our schooldays with pleasure, some may have found it an encouraging exercise. In many cases the teacher probably read us the text, dictated it and then read it a third time so we could check through (Cambridge University Press, 1988).

The writers realized that most teacher either at SMP or SMA have strived to improve the student in dictation. In this research, the writer wants to give techniques in order to make the student better than before in dictation and takes the 3rd semester students of English Department of Teacher Training and Education Faculty

LITERATURE REVIEW

Correction

Davis and Rinvoluceri (1988:11) states that correcting is one of the teacher's major functions in any classroom, though its function which can be more or less positively performed. Code Switching. The

types of correction techniques are: Speed control, Saying it right, Shadow dictation, Complete correction, Passing the buck, Word field and Grammar charts. In speed control, Usually it is the reader who controls the speed of the dictation.

In the exercise, the writers dictate the speed they need and want. While in Saying It Right The students dictate their sentence to you in what they think is the right order. When they see all the sentences up they may want to change the order-they can do this easily by numbering the sentence. Shadow Dictation is a way of organizing your students for an otherwise ordinary dictation so that they help each other and do their own correcting. Passing The Buck, this is another exercise you can use with any text to encourage self-correction. It is particularly interesting in the way, it avoids the impression that one student is being 'marked' by another.

Dictation

According to Davis and Rinvoluceri (1988, 4) some of teachers used dictation because of ten good reasons ;The students are active during the exercise, the students are active after the exercise, dictation leads to oral communicative activities, dictation fosters unconscious thinking, dictation copes with mixed-ability groups, dictation deals with large groups, dictation will often calm groups. dictation is safe for the non-active teacher, for English, it is technically useful exercise, and dictation can provide access to interesting texts.

Dictation can be integrated with other activities, and it can draw upon the personal language and experience of you, the lecturer and your students. Dictation has been taught in senior children and college students.

METHODS

The study is descriptive qualitative which is focused on the use of corrections technique in teaching dictation. They were obtained from the class as an observer. She

observed the activity of the lecturer which was started from the beginning of the activity till the end of the activity in order to know the types of correction technique used by the lecturer in teaching dictation. The observer data is based on the activities that happened in dictation class that consists of A, B, C, and D class of third semester. There are 40 students in third semester at-B class of dictation.

The function of research instrument is something used to complete the data that the research needed. There are four instruments can be use for the research process. They are observation, interview, questionnaire and documentation. But in this case, the researcher use only three instruments in order to complete the data, the instrument of this research are observation, interview, and questionnaire.

In analyzing the data, the writers divided the data into two, primary and secondary data. The primary data in this study is in the form of spoken words, while In the secondary data, the writer will clarify and analysis are in important in research because the result of this research is taken from conclusion of data analysis. The procedure of the data analysis is done as follows; having been collected, the data gathered from the observation selected and classified based on the lecturer activities when the lecturer used correction technique in teaching dictation of third semester. Then, analyzing the data based on the lecturer activities when the lecturer use correction techniques in teaching dictation of third semester students of English department of Teacher Training and Education Faculty, Madura University in academic year 2007-2008. Putting the data based on the lecturer activities when the lecturer used correction techniques in teaching of third semester students into table. The researcher interviewed an English lecturer only. Lastly, Interpreting the data.

RESULTS

The Correction Techniques

The kinds of correction techniques are : Speed control, Saying it right, Shadow dictation, Complete correction, Passing the buck, Word fields, Grammar charts (from the silent way).In this case, the lecturer used shadow dictation and passing the buck in correction techniques when the lecturer taught dictation.

Shadow Dictation

In shadow dictation, the researcher did some steps when she observed the lecturer. Firstly, the lecturer paired the students carefully. The lecturer divided into groups. Secondly, the lecturer ready to dictate the first text. Thirdly, the writers only wrote the text on the paper and the listener just listened what their lecturer dictated. Fourthly, after the writers finished writing a text, the listeners checked the mistakes. Fifthly, the lecturer shouldn't let the students as the listeners have any papers or pens because their task only listened not wrote a text. Sixthly, the lecturer dictated a second text. At this time, the listeners became the writers and the writers became the listener but they were still into one group. Seventhly, when the lecturer dictated a text, this writer should be like the first writers. Eighthly, when the lecturer dictated the text, the lecturer asked to the students to discuss with their partner who became the listeners. Then, the lecturer gave a score to the students, the students who got the bad score would held a remedial.

Passing the Buck

In this activity, the researcher observed the lecturer's activities and the students' activities. Firstly, the lecturer asked the students to make a circle in the classroom. Secondly, the lecturer should instruct the students to prepare a blank sheet of paper, a pencil and a rubber. Thirdly, the lecturer dictated the first sentence. After dictating, the lecturer asked the students to pass their paper to their friends. The students who received their

friends' paper underlined the mistakes. They only underlined not corrected. Fourthly, the lecturer dictated second sentence. Fifthly, after finished the students' paper passed to their friends again. Sixthly, the lecturer gave the students enough time to think, before the lecturer continued to the next sentence. Seventhly, the lecturer dictated the third sentence. Finally, the students could work alone until they were satisfied when they corrected their mistakes.

Based on the interview, the lecturer stated that the correction techniques were very effective and helpful for them, they didn't need much time and too many words to explain certain materials since the students had already caught the sentences when the lecturer dictated from the correction techniques. Based on questioner used by the lecturer, she should dictate a text. The students felt difficult because they were lacked of vocabularies so they were confused to write the sentence or the word what the lecture said. They also felt bored when the lecturer dictated because the condition of the class was noisy, so this activity make them didn't listen what the lecturer was dictating.

The Students Responses

The students were interested in passing the buck and shadow dictation, they paid attention and looked out them, the lecturer chooses the text and the lecturer dictated the text. They listened what the lecturer dictated a text. The students found that teaching dictation was interesting. On the contrary, in the previous times, most of them assumed that dictation teaching learning process was monotonous because they had to memorize a lot of vocabulary items. So, it was proved that the correction techniques especially passing the buck and shadow dictation could attract the students' interest in teaching English especially dictation.

DISCUSSION

Considering the above analysis, the writer found some cases dealing with, the correction techniques to teach dictation in the 3rd semester students at B-class of dictation. First, the correction techniques in teaching dictation. Second how to analyze correction techniques and the last is what are the students' responses and the lecture's problem in using correction techniques in teaching dictation.

The corrections techniques consist of speed control, saying it right, shadow dictation, complete correction, passing the buck, word fields, grammar charts (from the silent way). The problems of lecturer when she used passing the buck and shadow dictation in teaching dictation, students are still was interested in catching what their lecturer dictated, when the lecturer introduced shadow dictation and passing the buck, the students' language competence was heterogeneous, so it was the problem to give the English Material to the students. The lecturer also found the students get difficulties to pronounce some words correctly and to write what the lecturer was dictating correctly and the students still felt bored.

The students were like being taught by using correction techniques. In this case the lecturer mostly used shadow dictation and passing the buck in teaching dictation. Besides that, it made easy in teaching dictation and it could make the students interested in responding. So, the students were interested and not felt bored because of the correction techniques used by the lecturer.

CONCLUSION

The following conclusions are based on the data analysis. Based on the result that the writer has done eight times at the 3rd semester students of English department of teacher training and Education Faculty, Madura University in Pamekasan. The writer found that using correction techniques at The 3rd Semester Students of

English Department of Teacher Training and Education Faculty, Madura university. It could be considered advanced enough.

In dictation, when the lecturer taught dictation, the lecture mostly used the correction techniques. They are passing the buck and shadow dictation. The lecturer used shadow dictation because this is a way of organizing the students for an otherwise ordinary dictation, so that they help each other and do their own correcting. Based on the result observation, the lecturer used correction techniques. In this case, she used shadow dictation passing the buck. When she used them, she has problems. The problems were the students were still uninterested / unenthusiastic, when the lecturer introduced shadow dictation and passing the buck, when the lecturer wanted to pronounce the vocabularies and the last as psychologist, the lecturer felt stressed because the students' behaviors.

Knowing that problems, the lectures should be more creative in looking for new ideas to attract the students and make technique variation from routine activity to dictate English by using shadow dictation and passing the buck that could make students interested to study foreign language and to make easy the students understanding about the English material. There fore, the students could enjoy and comfort to learn English.

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