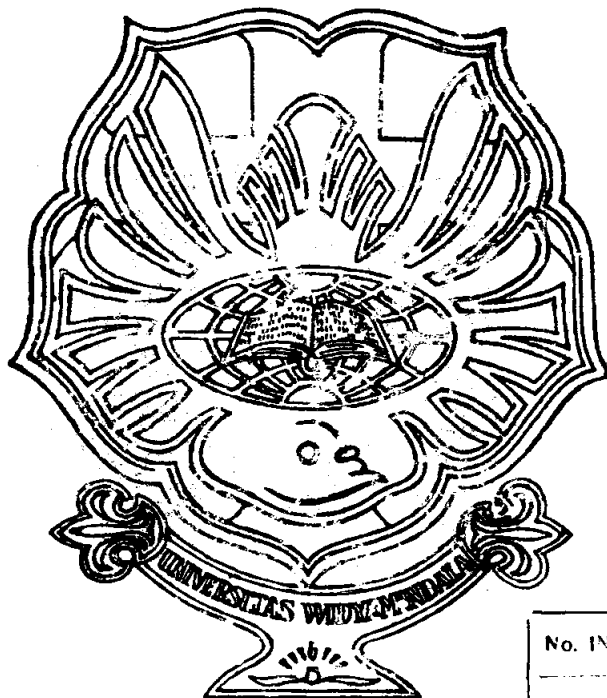


# **SOME SUGGESTED TECHNIQUES IN USING DICTATION IN THE SMU CLASSROOM**

## **A THESIS**



by

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**Jurusan Pendidikan Bahasa dan Seni**  
**Program Studi Pendidikan Bahasa Inggris**  
**1996**

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**In Partial Fulfillment of the Requirement for  
the Sarjana Pendidikan Degree in  
English Language Teaching**

**by**

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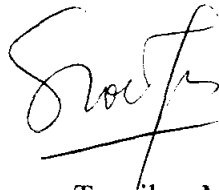
## APPROVAL SHEET

(1)

This thesis entitled **SOME SUGGESTED TECHNIQUES IN USING  
DICTATION IN THE SMU CLASSROOM** \_\_\_\_\_

and prepared and submitted by LINA AMELIA WIJAYA

has been approved and accepted as a partial fulfillment of the requirements for the  
Sarjana Pendidikan Degree in English Language Teaching by the following advisor :



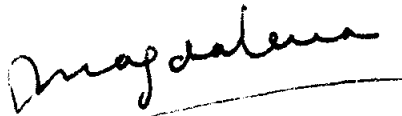
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## APPROVAL SHEET

(2)

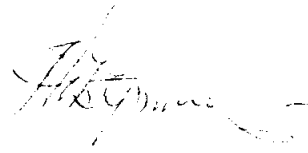
This thesis has been examined by the Committee on Oral Examination with a grade of B on April 1st, 1996.



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## ABSTRACT

People listen, speak, read, and write with language. Nowadays, English is the most widely used language in the world; therefore, it can be understood why English becomes one of the compulsory subjects in Indonesia's school curriculum.

English teachers in the classrooms always try to find ways of how to teach English properly so that the students get English mastery. They design language programs and materials to provide more efficient and more effective ways of teaching English. In SMU, there are four English language skills to be taught. They are listening, speaking, reading, and writing. Dictation is found as a method of teaching which can be used to support the listening skill.

In this thesis, the writer is interested to present Dictation as an alternative method in teaching English in the SMU classroom. It is not a boring traditional dictation as when a teacher probably reads the students a text, dictates it, and then reads it a third time so the students could check through, but dictation here is focussed more on the modified-dictation as conveyed by Davis and Rinvoluceri in their book entitled '*Dictation- New methods, new possibilities*'. Some of these modified techniques are Connections, Word Sets, Associations, Piecing it together, Mutual dictation, and The Messenger and the Scribe.

These modified-method dictations are based on the goal of Curriculum 1994 (1993: 1-2) as these suggested techniques are given integratively to SMU students through meaningful approach. Integratively means that these techniques are presented to include the four English language skills, specially listening skill, in an integrative way. Presenting through meaningful approach means that students are considered subjects rather than objects in learning-teaching process.

These suggested techniques in using dictation are hoped to eliminate the students' boredom, arouse their interest and help them to develop their English, primarily in listening.

Finally, the writer realizes that this thesis is far from being perfect. She hopes that there will be other researchers continuing this study by experimenting these techniques in the classroom.