

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter the researcher discusses some theories related to the title in detail. There are some theories, which require careful and perceptive reading, and attention to detail discussed on the review of the literature. This chapter contains about comparative study, definition of teaching, listening, teaching listening, listening assessment, audio, and the using drilling and dictation as techniques.

A. Comparative Study

Comparative study or research, simply put, is the act of comparing two or more things with a view to discovering something about one or all of the things being compared. This technique often utilizes multiple disciplines in one study. When it comes to method, the majority agreement is that there is no methodology peculiar to comparative research. The multidisciplinary approach is good for the flexibility it offers, yet comparative programs do have a case to answer against the call that their research lacks a "seamless whole" (Isaac et.al, 1984). The researcher explains a comparative study is a research that involves comparing two groups to see which one is the better techniques used in teaching listening.

B. Definition of Teaching

The word teaching is common for teachers but when in this study want to explain the definition of teaching, or teachers are still doubted. So, the researcher

has to look at the definition of teaching. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition of learning.

Teaching is a complex process that can be conceptualized in many different ways, using alternative, metaphor, and analogies. Then, teaching is a way how to prepare learning experience to the students. According to Paulson and Bruder (1976:59), teaching is simply to instruct the learner how to get the meaning across to be able to communicate some referential meaning in the target language. Therefore, learners are capable of satisfying their own expression orally.

Based on the explanation above, the researcher can find words such as guiding, helping and also facilitating that related with teaching. So in general, it can be said that teaching is a kind of process how to make the students' knowledge and attitude improved.

C. Listening

1. Definition of Listening

a The Nature of Listening

Listening is not only hearing, but listening is also more than just hearing the words. Rost (2011:9) defines listening in terms of overlapping types of processing: neurological processing, linguistic processing, semantic processing, and pragmatic processing. A complete understanding of listening needs to account for all four types of processing, indicating how these processes integrate and complement each other. While Goodith defines that listening is more than simply

taking in the words another person says. It often includes a requirement for us to empty our hearts and minds of personal agendas in order to connect. Alice (in Goodith (1998:5) also defines that listening is not morally not talking, its means taking a vigorous human interest in what is being told us. You can listen like a blank wall or like a splendid auditorium where every sound comes back fuller and richer.

Based on the explanation above, listening is a process where the spoken language is converted into meaning in mind not only heard, but also includes an additional dimension of understanding, paying overt attention, analyzing, and evaluating the spoken messages, and possibly acting on the basis of what has been heard. Listening is something that is an active skill process. Because when someone is listening, the listener must simultaneously integrate both linguistic skills and non-linguistic skills.

b. Listening Process

Listening is not a simple process. Listeners pass through several stages to comprehend the meaning of a spoken text. Buck (2001: 274) states that listening is a complex process in which the listener takes the incoming data, an acoustic signal, and interprets it based on a wide variety of linguistics and non-linguistics knowledge. In this case, the linguistics knowledge includes phonology, lexis, syntax, semantics, and discourse structure. The non-linguistics knowledge includes knowledge of the topic, context and general knowledge about the world and how it

works. Buck (2001: 274) also adds that comprehension is an on-going process of constructing an interpretation of what the text is about and then continually modifying that as new information becomes available.

There are different processes in the listening process these processes are often referred to as bottom-up and top-down processing. Nation (2008:40) defines that Bottom-up and Top-down processes are conveyed.

1.) Bottom-up Processes

These are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

2.) Top-down Processes

Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inference. So, top-down processes that very important in study listening because of it one of the listening process.

Based on the explanation above, in this research, the researcher used the top-down processes in this listening process. The top-down processes are easier for the students to study listening comprehension with easily. So, this process makes it easier for students to learn listening comprehension and make them understand better

c. The Aspects of Listening Comprehensions

Listening comprehension is a very complex process emphasizing the listener to understand the meaning of the spoken texts. It involves both linguistic knowledge and non-linguistic knowledge. Rost (2011: 9-53) describes linguistic knowledge as follows:

1.) Speech sounds

Sound perception is the basis of hearing an essential process in listening. Listeners recognize speech as a sequence of phonemes that are particular to a certain language. These phonemes have slightly different characteristics of length; duration and frequency which help the listeners discriminate between them.

2.) Words

Recognizing words is the essential semantic process in listening. In order to recognize a word, listeners have to perform three simultaneous processes: find the most probable candidate word among several possibilities, estimate the best meaning of the word in the context, and find the reference for the speaker's words.

Moreover, Buck (2001: 37) also mentions that stress and intonation are very important in word recognition. By paying

attention on stress and intonation, listeners usually understood the meaning of a certain word, even when they did not catch the actual sounds.

3.) Parsing speech

One of the essential processes in listening is parsing. It is the process of dividing the incoming string of speech into grammatical categories and relationships. Listeners parse speech by calculating the relationship of words and groups of words to a central theme, or verb.

4.) Discourse processing

It refers to the reasoning processes that enable the listeners to understand how language and context function together. In listening, the listeners try to identify relevant information. Often, they must infer missing information. They also form useful conclusions that include the relevant information and make sense in the cultural situation.

Besides, any process of text comprehension presupposes a great deal of general non-linguistic knowledge about the world and how things work within it. Buck (2001: 19) states that world knowledge is used not only to expand interpretation but also to restrict it. For the example, when a general topic is familiar, knowledge about that topic can be used to interpret the text. Moreover, knowledge of specific facts or knowledge of how things

usually happen can be used to fill in details that are not explicitly stated in the text. Non-linguistic aspects in listening related to the world knowledge are inference and schema.

1.) Inference

World knowledge is applied through the process of inference. Hildyard and Olson in Buck (2001: 18-19) classify inferences into three types as follows:

a) Propositional inferences

Propositional inferences are those that follow on logically and necessarily from any given statement.

b) Enabling Inferences

Enabling inferences are related to the causal relationship between event and concepts.

c) Pragmatic Inferences

Pragmatic inferences provide extra information which is not essential to the interpretation of the text, but which expands on it.

2.) Schema

Rost (2011: 60) states that the use of schemas for understanding is very important. Schemas are culture-specific patterns of background knowledge that enable listeners to imagine the details form of description, narrative or social conversation. A schema is often called as schemata. According

to Buck (2001: 20) schemata is a structure for representing knowledge in memory, and are assumed to exist for most things listeners would want to represent in memory, including general concepts, situations, events, sequences of events, actions, sequences of action etc. In the listening process, schemata guide the interpretation of text, setting up expectations for people, places or events.

The researcher can conclude from the explanation above, that the Non-linguistic aspects of the schema are a very important part. Because by using the schema researcher easily explain to students about the questions to be tested. So, the students can also easily be able to work on the questions that have been given.

d. The Interactive Model of Listening Comprehension

The following eight processes (adapted from Clark and Clark, 1977 and Richard, 1983) are involved in comprehension.

- a) The hearer processes what we will call “raw speech” and holds an “image” of it in short term memory. This image consists of constituents (phrase, clauses, cohesive markers, intonation, and stress patterns) of a stream of speech.
- b) The hearer determines the types of speech event that is being processed. The hearer must, for example, ascertain whether this is a

conversation, a speech, a radio broadcast, etc., and, then appropriately “color” the interpretation of the perceived message.

- c) The hearer infers the objectives of the speaker through consideration of the type of the speech event, the context, and content. For example, one infers whether the speaker wishes to persuade, to request, to exchange pleasantries, to affirm, to deny, informing, and so forth. Thus the function of message is inferred.
- d) The hearer recalls background information (or schemata) relevant to the particular context and subject matter. A lifetime of experiences and knowledge are used to perform cognitive associations in order to bring a plausible interpretation to the message.
- e) The hearer assigns a literal meaning to the utterance. This process involves a set of semantic interpretations of the surface strings that the ear has perceived.
- f) The hearer assigns an intended meaning to the utterance. A key to the human communication is the ability to match between perceived meanings with the intended meaning. This match-making, of course, can extend well beyond simple metaphorical and idiomatic language. It can apply to short and long stretches of discourse and its breakdown can be used by careless speech, inattention of the hearer, conceptual complexity, contextual miscues, psychological barriers and host of other performance variables.

- g) The hearer determines whether information should be retained in Short-term or long term memory. Short-term memory- a matter of a few seconds- is appropriate, for example, in the context that simply calls for a quick oral response from the hearer. Long-term-memory is more common when, say, you are processing information in the lecture. There are, of course, many points in between.
- h) The hearer deletes the form in which the message was originally received. The words, phrase, and sentences themselves are quickly forgotten-“pruned”- in 99 percent of speech act.

The researcher can explain in the interactive model of listening comprehension students are easy to understand the following questions by match-making what they are hear in the audio of listening comprehension. So, they must be clearly listen the audio to can answer the question with the correct and proper answer from the audio.

e. Types of Listening Activities

In creating a successful listening, it is very important to expose a variety of listening activities to the students. Brown (2000: 255-258) describes listening activities as follows:

- 1.) Reactive: It requires little meaningful processing. The role of the listener as merely a “tape recorder” must be very limited. The only role that reactive listening can play in an interactive classroom is individual drills that focus on pronunciation.

- 2.) Intensive: It focuses on components (phonemes, words, intonation, discourse markers, etc.) in its requirement that students single out certain elements of spoken language. It includes the bottom-up skills that are important at all levels of proficiency.
- 3.) Responsive: A significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses.
- 4.) Selective: Its purpose is does not to look for the global or general meanings, necessarily, but to be able to find important information in a field of potentially distracting information.
- 5.) Extensive: Its purpose is to develop a top-down, global understanding of spoken language.
- 6.) Interactive: This listening activity can include all five of the above types as learners actively participate in discussions, role-plays, and other pair and group work. It must be integrated with speaking (and perhaps other) skills in the authentic give and take of the communicative interchange.

The researcher chooses to use selective listening activity because in this a type of listening to the purpose is students must listen to the important information in the audio recording to answer the questions. Before the students listen to the audio recording, they must read the questions. After that, they continue to listen carefully to answer the following questions correctly.

D. Teaching Listening

1.) The importance of listening

Brown (2000: 347) states that the importance of listening in language learning can hardly be overestimated. The researcher defines without internalizing linguistic information could not produce language. In the classrooms, students always do more practice listening than speaking. Listening competence is universally larger more than speaking competence.

While Larry and Chuen (2012: 4) state that the important skill in listening: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills. Compared with writing and reading, or even speaking, however, the development of listening receives the least systematic attention from teachers and instructional materials.

Some linguists bring listening-based methods together through the notion of 'comprehensible input'. He claims that 'acquisition' can take place only when people understand messages in the 'target language' (Krashen and Terrell, 1983). Listening is motivated by the need to get messages out of what is heard. Foreign language learner acquires a new language by hearing in contexts where the meaning is made plain to them. Ideally the speech they hear has enough 'old' language that the student already knows and makes enough sense in the context for the new language to be understood and absorbed. How the teacher gets the message across is not particularly important (Yan Zhang, 2009: 195).

While language learners are often taught how to plan and draft a composition or deliver an oral presentation, learners are seldom taught how to approach listening or how to manage their listening when attending to spoken texts or messages. Although they are exposed to more listening activities in classrooms today, learners are still left to develop their listening abilities on their own with little direct support from the teacher. A possible reason for this is that many teachers are themselves unsure of how to teach listening in a principled manner.

2.) Strategies for developing Listening Ability

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. At this point, Larry (2012: 182) states that part of teacher's roles is to ensure that the lesson proceeds in an orderly and productive way so that the students feel confident, relaxed and unthreatened by listening task. A good pattern for listening sessions should include the following aspects:

- a) Pre-listening activities are carried out before an actual listening task to prepare learners for listening. The rationale is based on our understanding of how prior knowledge or schema about facts and language can assist individuals in processing any kind of information encountered. So, from the explanation above the researcher can define that pre-listening must be prepared by the teachers before conduct teaching listening in the classrooms.

- b) The while-listening stage. It is the stage when the student's listened to the passage (in some instance one section at a time) and attempts the while-listening activities. The researcher can conclude that in this stage that teacher have chosen a listening section that wants to use for practice listening for the student's.
- c) A period when student's discuss their responses in pairs group and help each other with the task. When the students have listened to the recording of listening, they can discuss together with their groups to makes easy answer the blank questions from the listening section.
- d) Some further discussion (if necessary) between student's, Based on prompt questions from the teacher, discuss possible responses or discuss an idea or issue that is related to the topic of the listening text. The important of discussion is when suddenly the teacher gives a question to the group, they can answer easily because they have done discuss the question mentioned.
- e) Post-listening, as the name suggests, is carried out after a listening task to extend the communicative listening outcomes. Student's already have done in listening to the recording, when they get the listening task and can extend the communicative listening outcomes with easily.
- f) Consideration of the area where student's failed to understand or missed something and discussion of why this happened, playing through the text again, in whole or in part, if necessary. When the recording play and the students miss some text, the teacher must play it again so the

students can fill the blanks question when listening to the second or the third time.

g) A post-listening extensions activity (if necessary). While for teachers, it is very important to design pre-listening, while listening and post-listening activities that can make students' feel confident, relaxed and unthreatened in understanding the content. The researcher defines that teacher must design pre-listening and post-listening to make the student's more confidence and easy to understand the listening material that played by the teacher. So, the student's didn't get difficulty to study listening material in the classrooms.

E. Listening Assessment

In teaching listening, one aspect that should not be forgotten is the assessment process. It is needed for many purposes in the teaching learning process (Headington in Buck, 2001: 117). Headington adds that assessment of learning enables the progress of the students is recorded and analyses, in order to monitor the students' performance in out the school.

However, it should be noted that the assessment in the classroom is different from assessment in larger-scale education. It depends on the context in the classroom. Before conducting a listening assessment, teachers have too sure about the purpose of the listening assessment that teachers want to conduct. Buck (2001: 95-101) says that there are several purposes for assessing listening:

1) General language proficiency

The aim of the test is to test the proficiency of four major skills in English language learning such as listening, writing, reading and speaking. This test usually conducts by a large organization and available in the regular interval in a variety of locations.

2) Representing oral skill

Sometimes listening replacing speaking in representing oral skill because of a speaking test rather expensive and time-consuming. That is why proficiency test like TOEFL and CELT do not have a speaking test but listening test instead.

3) Assessing achievement

This assessment is for the teachers that want to test the students understanding. It is useful to know whether the student's understand the material and are ready to proceed to next level education. It is also useful so that to encourage the students to practice listening.

4) Diagnostic test

This test is conducted to identify the lack of students' knowledge so that teaching can be effectively targeting their needs. There are few diagnostic tests because there is a lack of understanding of the important sub-skills of listening are.

5) School or district-based test

The aim of this test is for admissions, placement, achievement or even graduation.

6) Specific-purpose test

Academic listening and listening test for business use include in this kind of test.

7) Specific research purpose test

In this research, the researcher chose to assess achievement as the technique of the listening assessment. It is suitable with the purpose of the researcher that wants to know about students' understanding of the materials that can be seen from their Listening achievement.

The researcher chooses the specific research purpose test as the listening assessment. Because in the specific research purpose test, the teacher assessing the student's achievement to know about student's understanding of the materials that have been teaching by the teacher.

F. Audio

1) Definition of Audio

Audio comes from the word audible which means "can be heard by a human being". While in the context of audio as one of the instructional media, it means voices and sounds that recorded to be heard again by students (Daryanto, 2012: 40-41). According to Anitah (2012: 37), audio is media to give message toward hearing. Audio language is something combines some voice elements, sound, and music that contain abstract value.

2) Teaching Listening Using Audio

After learning about the meaning of audio, proceed to the next discussion, which is about teaching listening using audio. Daryanto (2012: 46) suggests some ways to use audio in the classroom:

- a) Audio use can be integrated with printed media. So, it means audio not just recording of some voice but printed media also can be audio.
- b) Audio use can be integrated with activity in the classroom. Teacher use audio to make activity in the classroom more have variation, so the students will not get bored to study listening material.
- c) Audio use independently as interactive audio. Teacher use audio to make the teaching more interactive and easy to make the student's understand the material.

After learning about teaching listening using audio now proceed to the next discussion which is still interrelated, namely about the steps of learning to listen using audio, as explained by Daryanto (2010: 46-49) states, the steps in teaching listening with audio are:

1) Pre-listening

Preparing students mental to have role active in learning process using audio.

2) Listening

Teacher gives student facility to join learning activity carefully.

3) Post-listening

Checking students understanding about audio played.

Sudjana and Rivai (in Arsyad (2014: 46) say that following abilities in listening can be achieved with the help of audio media:

- a) The ability to focus and maintaining their attention. For example, the students listen to a particular recording and identify the phenomenon that happened in the recording.
- b) The ability to follow the guidance. For example, as listen to short explanation and sentence, the students mark one of the statements that have the same meaning.
- c) The ability of training analytical competence. For example, the students try to arrange the sequence of an event, or the students try to find the cause and the result of a phenomenon based on the recording they heard.
- d) The ability to define the meaning from the context. For example, the students listen to an incomplete statement and try to complete it with some prepared words. The words are similar and they can only be distinguished when they are a different context.
- e) The ability to sort out the information or idea the relevancy or not. For example, the recording being played is contained of two different sides of information and the student's group that information into the relevant or non-relevant group.
- f) The ability to summarize, restating, and recalling the information. For example, after listening to a story or information, the students are asked to retell the story or the information using their own

words. So, student's after getting material of listening from the teacher they must understand and make a summary with their own words and retell in front of the classroom.

3) The Advantages of Using Audio

According to Anitah (2012: 37), (1) Audio-tape is economical enough, because audio record can be deleted and changed with new material, (2) physical defect of student (blind or illiterate) can learn toward audio media, and (3) to children, audio media can give language learning experience to beginner.

4) The Disadvantages of Using Audio

The audio medium has some disadvantages because audio can only be heard by the students, it makes the communication has only come from the speaker to the hearer (one-way communication). It also lacks in involving other sense besides hearing sense (Munadi, 2012: 65).

Anitah (2012: 38) further states that disadvantages of using audio are toward audio media without instructor that face to face directly with student, it can make students not interest to the learning process, and when the students listen to the same audio in a long time without variation learning, sometimes it makes the learning process to be bored for students.

After conducting an observation in Mts Darul Huda Wonodadi Blitar, the researcher noticed that students of Mts Darul Huda especially 9 grades of B & C are included in the type of extensive listening. Because when the researcher does the observations then look at the way students'

pronunciations and the way they listen to what the teacher has said. So, they can understand what the teacher has said when explaining in the classroom.

G. Drill

1. The Definition of Drill

The drill is a method of teaching based upon repetition to establish fixed responses. The repetitive effort necessary to fix the response is generally carried on in what is known as the practice period (Boroughs, 1964).

At its simplest, drilling means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. This is a repetition drill, a technique that is still used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase and the students repeat it.

2. Types of Drill

a. Substitution Drill

This type of drilling may be applied by substituting any sound instead of the other sound. Example: /t/ instead of /θ/ or /d/ in place of /ð/ and many more. Here are some exercises:

- a. This is thin/ tin
- b. Did you see her lung/ lunch?
- c. Was it a brand / branch?
- d. He is our king/ kin

e. It is cheap/ chip (Riswanto & Haryanto, 2012: 83-84).

b. Question and Answer Drill

In the question and answer drills, the prompt is a question and the response the answer. This is used for practicing common adjacency pairs such as 'What's the matter?', 'I've got a (a headache).' or 'Can I have a (pen) please?', 'Yes, here you are.' The words in brackets here can be substituted during the drill.

The researcher uses question and answer drill then give question and students answer that question. However, before working by the question the students will first be given an explanation of the drill so they can answer a given question well.

3. Using Drill

The researcher conducts research in MTs Darul Huda Wonodadi Blitar in the third grade of B & C, and before continue to the next discussion the researcher want to explain about some ways using the drill for learners and teacher that are:

a. For the learners, drills can:

- Provide for a focus on accuracy. Increased accuracy (along with increased fluency and complexity) is one of the ways in which a learner's language improves so there is a need to focus on accuracy at a certain stage of the lesson or during certain task types in the learning process.

- Provide learners with intensive practice in hearing and saying particular words or phrases. They can help learners get their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language.
- Provide a safe environment for learners to experiment with producing the language. This may help build confidence particularly among learners who are not risk-takers.
- Help students notice the correct form or pronunciation of a word or phrase. Noticing or consciousness rising of language is an important stage in developing language competence.
- Provide an opportunity for learners to get immediate feedback on their accuracy in terms of teacher or peer correction. Many learners want to be corrected.
- Help memorization and automation of common language patterns and language chunks. This may be particularly true for aural learners.
- Meet student expectations i.e. They may think drilling is an essential feature of language classrooms.

b. For the teacher, drill can used as some activities:

According to an article of teaching English, a teacher can use the drill for:

- Help in terms of classroom management, enabling us to vary the pace of the lesson or to get all learners involved.

- Help us recognize if the new language is causing problems in terms of form or pronunciations on teaching speaking in junior high school.

The researcher can conclude that the teacher can use the drill to make it easier to manage the class and teach students about the speaking pronunciation used in the recording listening.

H. Dictation

1. The Definition of Dictation

Dictation has a history stretching back to ancient times. Imitation and repetition were historically the classic methods of studying any subject matter in the first language. In the Middle Ages dictation was used to transmit course content of various subjects from master to pupil. Books were dictated to scribes in scriptoria as a way to publish books. By the sixteenth century dictation was being used in the study of foreign languages. In the nineteenth century dictation was used extensively in teaching foreign language in conjunction with the grammar-translation method (Stansfield: 1985). In 1900 Edward Joynes waxed rhapsodic about the pedagogical merits of dictation:

In dictation we have the most perfect combination of faculties and functions. There is the accurate tongue, speaking to the listening and discriminating ear; there is the reproductive hand, bringing back to the intelligent and critical eye that which the mind has heard by ear --all the

faculties of perception, conception, and expression are alert and in harmonious cooperation (Joynt as cited by Sawyer and Silver, 1961: 40).

In its simplest form, dictation refers to a person reading some text aloud so that the listener(s) can write down what is being said. When used in the language classroom, the aim has traditionally been for students to write down what is said by the teacher, word for word, later checking their own text against the original and correcting the errors made. While this certainly has its uses, there are countless variations that can make it more interesting and learner-centered.

An interesting study done in 1968 would seem to show that the simple effort of dictation belies the depth and complexity of the understanding of language, that proficiency in dictation is a powerful indicator of language skills as a whole. The study, published by John Oller in 1971, which results were reevaluated by him and Virginia Streiff in 1975, showed a correlation of .94 between the dictation scores on the UCLA English as a Second Language Placement Examination (ESLPE) to the total ESLPE score, a correlation much higher than any other part of the test to the whole. Dictation proved more indicative of overall language competency than vocabulary, grammar, composition, and phonology. In the words of Oller and Streiff, "The data indicate that the dictation by itself could validly be substituted for the total" (Oller & Streiff 1975: 32).

In the definition dictation is very important for students' and also for the teacher, because dictation makes the students' more independently in

studying and also teach students' how the corrects process of writing in listening English materials. So, students' must listen carefully to what the teacher has been said and also must be attentive to the English materials.

2. Using Dictation

The teacher can use dictation as the technic in teaching in the classroom. Dictation is one of the technics that often use in teaching the material by the teacher. There are several reasons why dictation activities work well in the classroom.

a. From the teacher's point of view, dictations:

- Can be done at any level, depending on the text used. Before teaching the teacher must look for the suitable text that can be applied using dictation as the technic.
- Can be graded for a multi-level class (see below for more on this). After applying the dictation as the technic in teaching the teacher can give the student's appreciate during the teaching process.
- Usually, require very little preparation and photocopying. When applied dictation as the technic the teacher can save expenditures to photocopying the material. Because the teacher just use the audio recording and the student's write it in the notebook or in the worksheets student's when applied it in the classroom.

In fact, dictation can be used to decrease preparation time for other activities. There are:

- Instead of spending hours making cut-up activities such as matching vocabulary and their definitions, why not just give the students blank slips of paper and dictate the necessary information to them in the classroom? This also gives the students more listening and writing or spelling practice. The researcher concludes that the teacher not spending any time for teaching dictation if use blank slips paper and dictate the student's using the audio recording.
 - To save time, the class can be divided into two groups and the words or phrases dictated quickly with each group required to write down only half the words given. So, every group just write the words or phrases given by the teacher to each group.
 - For example, the teacher says "group 1: apple" "group 2: potato" "group 1: cucumber" "group 2: carrot" - the students only write down the words given for their group. The students can then be paired up so that each pair has one person with each list of words and the matching activity can continue as normal.
- b. Dictation is one of the technique applied toward the student's to make it easy to understand the material given by the teacher. For the Students, dictations are as follow:
- Can focus on both accuracy (form) as well as meaning - e.g. in the digtoloss activity described above.

- Can develop all four skills - speaking and pronunciation can be developed if the students do the dictating rather than the teacher.
- Give students the opportunity to notice features of pronunciation such as weak forms, linking, and elision.

In other words, dictation activities are to compare student's version of the text to the original and can increase their ability to notice aspects of the language which are sometimes overlooked, as well as mistakes which they commonly make. These might include common spelling errors, the absence of articles or the third person's, etc. The comparison also helps students to become better at identifying errors in their own written work or test that given by the teacher in the classroom.

I. British Council

a. The Definition of British Council

The British Council is a British organization specializing in international cultural and educational opportunities. It works in over 100 countries: promoting a wider knowledge of the United Kingdom and the English language; encouraging cultural, scientific, technological and educational co-operation with the United Kingdom.

The British Council is governed by a Royal Charter. It is also a public corporation and an executive non-departmental public body (NDPB), sponsored by the Foreign and Commonwealth Office. Its headquarters are near Trafalgar Square. Its chairman is Christopher Rodrigues, its CEO is Sir

Ciarán Devane and its chief operating officer is Adrian Greer (https://en.wikipedia.org/wiki/British_Council).

b. Learning English with British Council

We have a wide range of courses to meet the needs of every type of learner. So regardless of your age, your level or what you want to achieve, we have a course that is just right for you.

Each course is designed using the latest interactive and communicative teaching methods. Carefully planned lessons improve your confidence, ability and motivation.

Our aim is to make learning an enjoyable experience and to encourage you to use English immediately in real life.

Learn English with us and make rapid progress in the most effective and enjoyable way. We have:

- the most highly qualified and experienced teachers
- fun and interactive classes
- great modern classrooms
- the right course for you (<https://www.britishcouncil.lk/english/why-study>).

J. Previous Research

Previous research is useful as a reference for the researchers in their research. It is used to show the difference between the previous researches with the current research in order to avoid being a claim. The researcher conducts this research based on the previous study from four theses, those are:

First research conducted by azizah (2015) the result from the research showed that it conducted to find out the comparative study using two methods in teaching reading. The research employed a quantitative approach.

The focus of the previous studies was on the comparative study of STAD and CIRC, meanwhile, the focus of the present study was on speaking anxiety in classroom presentation that required the students to present the topic orally in the form of presentation. In addition, the subject that was observed in this present study was the students of MTsN Kunir in academic year 2014/2015; meanwhile, the subject of the previous studies was students a sixth semester of English education department of IAIN Tulungagung.

Second research conducted by Faizah (2017) the result from the research showed that it conducted to find out the speaking anxiety in classroom presentation of the sixth-semester students and also to explain the way how to overcome the anxiety.

The research employed a descriptive study with a qualitative approach. However, in this research, the researcher just would like to limit the study on the causes of students' speaking anxiety in classroom presentation encountered by the sixth-semester students of English Education Department at IAIN Tulungagung and students' strategies to minimize their speaking anxiety in a classroom presentation. The research could help the English lecturer to identify speaking anxiety encountered by the students in a classroom presentation.

Third research conducted by Eka (2014) to find out the effect of applying drill teaching technique in learning English to the students of SMA Negeri 5

Makassar. It was concluded that the effect of the application of learning techniques drill in growing public speaking skills (rhetoric) in English language learning class X MIA 3 in SMA 5 Makassar.

Fourth research conducted by Anggita (2017) based on the researcher conducted at SMP Muhammadiyah 9 Gemolong, to find out a significant difference between teaching students by video and audio in listening comprehension for the first-grade students of SMP Muhammadiyah 9 Gemolong in the academic year 2016/2017. It can be seen based on the students' post-test scores in teaching listening using video is higher rather than the students' post-test scores by using audio.