

CHAPTER I

INTRODUCTION

The chapter present background of the research, formulation of the research problem, objective of the research, significance of the research, hypotesis, the scope limitation of the research and definition of key terms.

A. Background of the study

Language is system of arbitrary vocal symbols which permit all people in a given to other people, who have learned the system of the culture, to communicate or to interact (Brown: 2001:1). It is used by people to communicate, to interact and to transfer his idea with the other people. It means that, language is an important role for human life because people use language to communicate with other in fulfilling their daily needs. On the other hand, language is part of human's daiiliy acivities. Through communication by using language, we can share our ideas with other people.

There are many languages that are used by the people in the world, one of them is English. English is an important language because it is spoken by people in the world, as a first language, second language, or foreign language. They speak and learn English to communicate with another person and achieve their purposes.

It is important for us to learn language especially English since it is an international language which is used as a means of communication among nation in the world either in spoken or written interaction. In addition, the use of English is very important as a means of communication, so that the interest in learning English grow very rapidly. In this area, many books, computers, and internet have used English for direction and operation ways. It means that, the learners must learn English language to understand knowledge, science, and technology.

English is one of international language which used by many countries. In Indonesian contains at present, English is learnt at school from kindergarten up to University. As the foreign language, English is considered difficult to learn by Indonesia student because English is new for them. They have been surrounded by their mother tongue and spoken in their native language since their childhood.

As a foreign language, English has four skills to be mastered by students, they are listening, speaking, writing and reading. Listening should have an important place in teaching learning English because it is impossible for the people to speak without listening first. As Rost (1994:107) points out of the four language skills; speaking, listening, reading and writing, listening is the most critical for language learning at the beginning stages. Large amounts of listening practice before speaking or reading may prepare the learner to acquire a second language with a greater efficiency than if she/he was taught all the skills simultaneously. In

fact, listening is the most frequently used language skill in everyday life. Actually , people in general listen twice as much as they speak, four times as much as we read, and five times as much as we write. Listening is a highly integrative skill. Listening is assuming greater and greater importance in foreign language classrooms.

Listening is very important in communicating with others. According to Feyten in Vasiljevic (2010:41) listening is used more than 45% in communication, which clearly shows how important this skill is in overall language ability. In the five respects of learning English, listening (understanding), speaking, reading, writing and translating, which represent university students' general ability of English, listening is the most important. Listening needs more attention and concentration to comprehend the sound (listening material).

Listening is now considered as an active skill that involves many processes. According to Fischer in Moulic (2012:64) "Listening is just more than mere hearing. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we creative a significance.

Listening has often been called as passive skill. This is a inappropriate because listening skill requirers active involvement in the hearer. According to Nunan (2003:24) "Listening is an active, purposeful process of making sense of what we hear. Listening is a creative skill. In order to comprehend the sounds falling on our ears, we take the raw

material of words, arrangement of words, and the rise and fall of the voice, and from this material we create significant. Listening is an active process in which the receiver assumes a responsibility. Listening is much more than just a matter of hearing. We have to pay attention to the sound and give interpretations and meaning to what we hear. By study listening, people can improve their ability in English, because people can give their response after they listen to the speaker.

According to Swan in Sharma (2011:13) Listening is a communication method that requires the listener to understand, interpret, and assess what they hear. Because listening is so challenging, teachers need to think carefully about making the activities successful and the content interesting. Teacher should know what technique and strategies in teaching listening that uses to make student understand. On the other hand, the teacher should realize about student's condition, the teachers should understand about the student's need. So, the teachers have to find a good technique in teaching listening to improve student's listening skill.

Based on the explanation above, in making familiar with some words and can understand what someone says. People need technique to increase their ability in listening. Dictogloss is one technique that can improve listening skill. According to Wajnryb in Vasiljevic (2010:41) "Dictogloss is a classroom dictation activity where learners listen to a passage, write down key words and then work together to create a reconstructed version of the text. It can make student interactive in the

class. Dictogloss, in term of objective and procedures, is different from dictation. Based on statement, dictogloss learner technique is very helpful in listening and learning about their ability to monitor students both in the classroom and outside the classroom. Learners listen to a passage, note down a key word or phrase and then encourage comparison. Dictogloss activities are a useful way of presenting new factual information to students, and encourage them to listen for key points and understand the listening.

Since listening has an important role in understanding a spoken message, teaching listening cannot be neglected. It is very necessary for teacher to develop teaching and learning listening strategies to improve their student's ability by developing their technique in teaching listening to create listening learning process interactive and communicative.

Teaching Listening in the school need more attention because in listening classes, students are usually given practice in listening but they are not actually taught listening. Practice is not enough for student.

Teaching listening in MTs Al-huda is less variety technique because it has no language laboratory. The teacher teaches listening in the class. They used monotonous technique in their teaching-learning process. The teacher's technique has not attract students' attention yet, so the students have not been motivated to develop their listening skills. The teacher use tape recorder and teacher who read their own script of listening to teach listening in the class. After that, they ask to the students

to answer the question based on the context. In fact, students need new strategy or technique to encourage them to improve their understanding about listening. It means that they need a certain condition to express their aspiration.

Based on the background above, the researcher would suggest to have a new technique which can improve their listening skill. Dictogloss may improve listening skill. Teacher can develop listening strategies, for instance, ask students to listen for specific information or listen for details and write only what is necessary for the moment. Teachers can guide students to be more aware of the different kinds of listening strategies to reach their aim in any dictation activity which involves listening comprehension.

The researcher take data in MTs Al- Huda. The researcher chooses the school because the reseacher know about the condition student's ability. The reseracher create interactive listening learning process and the student can give motivation to improve their listening ability. They can more focus in listening and dictogloss technique can improve their listening ability

To get accurate result about the effect of dictogloss technique on the student's listening ability. The writer has choosen the title "THE EFFECTIVENESS OF USING DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS LISTENING ABILITY AT THE EIGHT

GRADE OF MTs AI-HUDA BANDUNG TULUNGAGUNG IN
ACADEMIC YEAR 2014/2015 “.

B. Formulation of the research question

Based on the background of the study above, the researcher formulated the question as follows :

1. How is students' ability in listening when they are not taught by using dictogloss technique?
2. How is students' ability in listening when they are taught by using dictogloss technique?
3. Is there a significant difference in the listening ability between those who are taught by using dictogloss technique and those who are not?

C. Objective of the Research

1. To know students' ability in listening when they are not taught by dictogloss technique.
2. To know students' ability in listening when they are taught by using dictogloss technique.
3. To know a significant difference in the listening ability between those who are taught by using dictogloss technique and those who are not.

D. Hypotesis

Hypotesis is an important thing in a reseach because it is a contemporary conclusion toward research problem, until the researcher collect and analysis all data which have been collected. According to Ary (2010:7), a hypotesis is a statement describing relationship among variables that is centatively assumed to be true. In addition, Gay (1992:66) states “ a hypotesisis a tentative conclusion for certain behaviour phenomenon, or events that have occured or will occur. A hypotesis states the researchers’ expectation concerning the relationship between variables in the research problem.

In conclusion to make this research better, the reseacher, therefore, explanations two hypotesis which are presented in two forms. They are The Alternative Hypotesis (Ha) and The Null Hypotesis (Ho) as follows:

1. The Alternative Hypotesis (Ha)

There is significant difference of students’ listening ability taught by using dictogloss technique on the eight grade student’s listening ability at MTs Al-Huda Bandung Tulungagung in academic year 2014/2015.

2. The Null Hypotesis (Ho)

There is no significant difference of students’ listening ability taught by using dictogloss technique on the eight grade grade student’s listening ability at MTs Al-Huda Bandung Tulungagung in academic year 2014/2015.

E. Significance of the research

The result of this research is expected to give important contributions for the teacher, the students, and other researcher.

1. The teachers

The result of this study can be used by the teachers as reference and feedback for the effective in teaching. Hopefully, the learners more focus and understand learning listening using dictogloss technique. So that, the teacher is more easy in teaching learning process.

2. The students

For the students, the result of the study can stimulate their ability in learning English especially listening ability and feel fun in the teaching learning process. It is hoped to be able to improve their ability.

3. Other researchers

The result of the study can be used as a reference for other researcher to conduct a further research dealing with teacher's activity in supporting student learning. This research is expected will be an anchor for next researchers to give more attention to improve listening skill.

F. The scope and Limitation of The Research

To avoid misunderstanding upon what the writer has explained, the writer limits the scope of study in order to make it more detail and focus. There are some limitations in this study. The object of the study will be

limited to the students of eight grade of MTs Al-Huda Bandung Tulungagung in Academic Year 2014/2015. The researcher focuses on studying about the effectiveness of using dictogloss technique, not another techniques. This study also limited in eight grade students of MTs Al-Huda Bandung Tulungagung in Academic Year 2014/2015.

G. Definition of Key Term

1. Listening

Brown (2001:247) who stated that “Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking.

2. Dictogloss

Wajnryb in Vasiljevic (2010:41) say “Dictogloss is a classroom dictation activity where learners listen to a passage, not down key words and then work together to create a reconstructed version of the text”. Dictogloss are that students are encouraged to focus some of their attention on form and that all four language skills.

3. The students' ability

The students' ability refers to the scores achieved by the students and obtained by pre test and post test.