

CHAPTER I

INTRODUCTION

This chapter discuss about the issues of listening and the reasons why the researcher conduct the research about dictation technique on students' listening ability, research questions, research objectives, research hypothesis, significance of the research, scope and limitation, and also definition of key terms.

A. Background of The Research

Language is a media used by people to communicate in social environment. People used language to communicate with one another constitute a society. In line with Fromkin (2011:3) that "To understand our humanity, one must understand the nature of language that makes us human". The symbol of language may be spoken or written, we can use language to express an idea or feeling. In the language, they have differences in pronunciation, grammar and writing.

Now days, English is a tool of communication in the form of oral and written. Communication here means a process of interaction between one person and the other to share information. Therefore, it is important to learn English because English is International language in this era which is use in many countries over the world. Learning English is not only learnt about vocabulary,

grammatical pattern and structure but also learning about the use of it in the daily activity.

In Indonesia, English is very needed, especially in education. English is taught as foreign language in all level of school start from kindergarten until university and language courses. As a foreign language, English is a difficult subject for Indonesian's students to learn, because English has a lot of rules which are different from Bahasa Indonesia. While, the rules in Bahasa Indonesia are simple and easy. Actually, English has four skills that should be mastery. They are listening, speaking, reading, and writing. Besides four skills, English also has three language components they are grammar, vocabulary, and Pronunciation. Pronunciations of most English words are not spelled as they are pronounced. It is one of example that English is difficult to learn by Indonesian's students, especially in learning listening.

Listening is the first skills which will be learn before the students have mastered three other skills: speaking, reading, and writing. By listening to the language around them, the students are expected to get knowledge of speaking and get introducing to writing. Besides that, listening is how the students learn and check the words that they have listened. Here, the students can evaluate their grammar, pronunciation and vocabulary. When the students have good pronunciation they will easy to listen something and they can write down correctly.

Bachman (1990) in O'malley (1996: 58) states that "Listening is interactive, dynamic, interpretive process". It means that the hearer must active to

get the point of what the speaker's said. Most of students will spend more time in listening to the foreign language when they do not have basic in listening. They also will be silent receiver when they get English information. Usually they do not understand what have said by the speaker and they will confuse to guessing what is mean by the speaker. According to Saricoban (1999) "Listening is the ability to identify and understand what others are saying". It means that the students should understand what speaker's said, they will be active hearers to understanding the speaker's mean.

Therefore, listening should have an important place in teaching learning English because impossible that people speak without listening first. Listening is the way of learning the language. It is same with the students, if the students do not have listening ability first they will find difficulties to understand what have said by the speaker. "It gives the learner information from which to build up the knowledge necessary for using the language" (Nation and Newton, 2009:38). Because that, listening not only to comprehension but also to language learning. Richards (2008:1) said that "In recent years, listening has also been examined in relation not only to comprehension but also to language learning". So, Listening is one of the language skills that should be taught by English teacher because it is not only stated in the curriculum but also because of listening is one of the skill of English learning.

Lesson's guide of Curriculum 2013 for English lesson of junior high school (2014: 544-545) explains:

“Basically, in Junior high schools, language competence is the ability in communication which is then divided into three discourses- interpersonal, transactional, and functional (both spoken and written). One of competence in junior high schools is an ability in comprehending meaning and organizing both oral and written text in a good order. Meanwhile, the material consists of some skills- listening, speaking, reading, writing, and effectively live within a social environment.”

Therefore, listening skill should be practiced by the students in junior high school. It means that students are expected to be able understand what have they taught. As the researcher knows, listening classroom often makes the students bored in the classroom. To make learning activity cheerful and not monotonous the teacher can use technology or media to teach listening, for example: using video, audio tape, recorder, real voice, movie, radio etc. According to Flowerdew and Miller (2005:182) states that “Each type of technology provides opportunities for students to explore their ranges of listening strategies and in some cases develop new strategies”. Therefore, technology or media used to motivate and invite the students come to listening classroom.

In the teaching process, the teacher can also uses technique for the students to practice the language. English teacher uses teaching technique to drill listening ability of students. Teaching technique has important role in learning language. The teacher explores an enthusiasm teaching technique in listening class to encourage students in learning listening skill in the classroom. Teacher also should create enjoying and interesting materials to motivate the students come to the listening activities.

The teacher must choose appropriate teaching techniques of listening in order to encourage students in learning listening. Here, the teacher should carefully choose the technique so that the students are understand with materials. Besides that, the teacher should make sure that the students can come to teaching learning process. From the teaching technique the teacher can know whether the students who make progress and who do not make progress in their study.

The researcher think technique that can use to drill listening is using dictation. Where, the people have to write down word, phrases, sentences or passage that is read aloud, as a way of helping to learn a language called as dictation (Hornby, 1995: 320). Dictation technique in listening gives motivate to the students in learning listening material given. As a teaching technique, dictation makes students focus on the sentences being dictated because they should memorize what they have heard. According to Nation (1991: 12) “Dictation as a technique where the learners receive some spoken input, hold this in their memory for a short time, and then write what they heard”. Hence, their writing is affected by their listening, their memory about what they have heard, and also their vocabularies. In dictation, the listening part is supported by the use of repetition and pauses from the teacher.

Because of dictation is technique of listen and write down what they have heard, it means that dictation integrated with listening and writing. Based on curriculum 2013 learning activities do not just emphasize on one language skill, but the skills must be integrated. Thus, the receptive skills (listening and reading)

may be taught at the same time with the productive skills (speaking and writing). Hence, the students can learn both of receptive and productive skills.

Dita Sari (2013) conducted the research through dictation using song to in teaching listening at eight grade students. She found that the dictation technique using song improves students' comprehension in listening at eight grade students. It can be seen from the result of t_{count} 2.26 was higher than t_{table} 2.093. She used two classes (experimental class and control class).

Then, Hirokazu YONEZAKI (2014) conducted the research with the title: *Effectiveness of Dictation in Improving English Listening Ability of Japanese High School Student*. This paper focused on dictation, the learner is first required to recognize the words and phrases in the sound chain before writing them down. In the experiment, dictation was given eight times as treatment and the result in the control group (n=41), the number of students who lost in their scores was 17 students, the number of those whose scores remained unchanged was 3 students, and the students who gained was 21 students. In the experimental group (n=24), the number of students who lost was 4 students, the number of the students who remained unchanged 2 students, and the students who gained 18 students. Based on the data of both groups, an independent *t*-test was conducted. The difference in gains between the two groups was statistically significant ($p < 0.05$) even though the effect size was small ($r > 10$). From this result, it is plausible that the treatment of dictation practices had a statistically significant effect.

Fatimah Mulya Sari (2013) also conducted the research about improving students' listening ability through dictation. The research was conducted in first

year students of SMA Negeri 1 Tanjungbintang. She used two classes as the experimental class and the try-out class. She focus on cohesive devices element, detect sentence constituents element, recognition of function and structure, and intonation pattern. The result of her research proved that there was a significant difference of students' achievement in listening ability before and after being taught through dictation technique.

Relying on the evidences and benefits of dictation, the researcher wants to conduct a research in MTsN 2 Tulungagung. The researcher wants to conduct in MTsN 2 Tulungagung because the students of first grade in MTsN 2 Tulungagung basically, the students hear the certain word that the speaker have said, but, they do not listen clearly and it makes them get difficulty to write down the words into correct form. It was proved by the researcher when she conducted PPL in MTsN 2 Tulungagung. Based on the reason above the researcher wants to conduct a research entitles "The Effectiveness of Dictation Technique on Listening Ability of The First Grade Students in MTsN 2 Tulungagung".

B. Research Questions

On the basis of the background, the research problems are formulated as follows:

1. How is the students' listening ability before being taught by using dictation technique?
2. How is the students' listening ability after being taught by using dictation technique?
3. Is there any significance difference of students' listening ability before and after being taught by using dictation technique?

C. Research Objectives

The research objectives of this research are:

1. To find out the students' listening ability before being taught by using dictation technique.
2. To find out students' listening ability after being taught by using dictation technique.
3. To know the significance difference of students' listening ability before and after being taught by using dictation technique.

D. Research Hypothesis

The researcher uses two kind of hypothesis before conducting the research, those are:

1. The Null hypothesis (H_0): there is no significant difference between the students' listening ability before and after being taught using dictation technique.
2. The Alternative hypothesis (H_a): there is significant difference between the students' listening ability before and after being taught using dictation technique.

E. Significance of the Research

In this research, the researcher hopes that this research useful for the teacher, the students, the researcher her-self, and the next researcher.

1. Teacher : hopes that the teacher can use dictation technique to know students' listening ability. It is expected that this research can used for technique to measuring students' listening ability for the teacher.
2. Students : hopes that the students enjoy and interest to following listening classroom by using dictation technique.
3. Researcher her-self: hopes that the result of this research will useful and can improve the knowledge about the dictation technique towards students' listening ability.
4. Next researcher : by read this research hopes that this research can used to improve their knowledge about dictation technique towards

students' listening ability and also can used to reference. The next researcher can add this thesis if there are some lacking. He or she also can compare this research finding between his/her research finding.

F. Scope and Limitation of the Research

In order to avoid the readers' misunderstanding, the researcher would like to give limitation of this research. The researcher mentions two variables related with the title. They are: using dictation technique and students' listening ability of the first grade in MTsN 2 Tulungagung.

The students of the first grade in MTsN 2 Tulungagung surely have been teaching about listening, and they have taught use any kinds of technique of listening. Moreover, the scope in this research is teaching English in listening skill. And the limitation is listening using dictation technique.

G. Definition of Key Terms

Definition of key term is used to avoid the readers' misunderstanding in clarify some terms used in this research. The key terms are:

1. Dictation

Dictation is technique ask students to write down what they have heard instead of saying aloud.

2. Running Dictation

Running dictation is dictation technique where a learner is the writer and the other is the runner who goes to the dictation text, memorises a short sentence, returns to the writer and retells it.

3. One chance dictation

One chance dictation is dictation technique that dictated the students once.

4. Dictation of long phrase

Dictation of long phrase is when the teacher reads long phrases or sentences several times during the dictation.

5. Guided dictation

Guided dictation occurs when the teacher guides students by write down certain verbs before doing dictation.

6. Dictation for mixed class

Dictation for mixed class is dictation technique used when the class has some learners who are good at dictation and others who are not very good.

7. Peer dictation

Peer dictation is where one student as speaker and one student as writer.

8. Completion dictation

Completion dictation is dictation technique that ask students to complete the sentences or text.

9. Sentence dictation

Sentence dictation occurs when the teacher dictates students by using short sentence.

10. Unexploded dictation

Unexploded dictation occurs when the teacher records a text onto a tape-recorder at normal speaking speed and the students should write down.

11. Pre-listening

Pre-listening is background information before the students listen to the text.

12. Whilst-listening

Whilst-listening is when the students do listening activities after get background information.

13. Post-listening

Post-listening is when the teacher and students discuss the text by re-read the text.

14. Redundancy

Redundancy means that too many materials, and it can make the students difficult to mastering listening.