CHAPTER I

INTRODUCTION

This chapter is directed to discuss background of the research, statement of research problems, objective of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Study

Listening is the ability to identify and understand what others are saying. In understanding others' saying, the listener construct the meaning and interpretations of what they've listened. Listening is one of the four English skills that require the listener's ability to hear, understand, and interpret the information sent by the speaker (Dewi, 2013: 6). Listening involves understanding a speaker's accent or pronunciation, grammar, and vocabulary. Therefore, mastery of listening is important to create the speaker's meaning while speaking.

The important of listening in language learning can hardly be overestimated. Through in classrooms, students always do more listening than speaking. Listening competence is universally larger than speaking competence (Brown: 2000, 247). According to Nunan (2003:24) "Listening

is an active, purposeful process of making sense of what we hear." It means that listening is the very first language skill before people are able to speak, read, and write. In line with this, Vasiljevic (2010: 41) speaks that "More than 45% of communicating time is spent for listening, which clearly shows how important this skill in overall language ability."

Listening defined also as a complex process in which the listeners do some ways to get the meaning of message delivered by the speaker. It means that in the process of listening there are components involved such as speaker, listener, sound, tools, etc. all of those components support the process of listening. Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead (Flora, pg. 5). According to Brown (2006: 4) the complex activities in listening include; give the students an opportunity to use what they already know, their prior knowledge, to help them to do the task from the teacher. In addition, by activating students' prior knowledge, it can motivate them to bring their lives in to the lesson and comprehend what they hear.

Listening comprehension is one of listener process to gain the meaning of message from the speaker. The first step of listening comprehension is the psychomotor process of receiving sound wave through the ear. The second step is transmitting nerve impulses to the brain. The third is the brain processing the type of response affected by the sound

listened. In the brain, the sound processed to gain the meaning of the sound and recognizing the kinds of the sound. After that, the result of the process is transmitting to the all sensory in human body for example the output is by shouting (Brown, 2000: 249).

For mastery listening comprehension, there are three methods in English teaching. They are *top- down*, *bottom- up,* and interactive method. *Top-down* means using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand. *Bottom-up* processing means using the information we have about sounds, word meanings, and discourse markers like *first, then* and *after that* to assemble our understanding of what we read or hear one step at a time (Brown, 2006: 2). Students need both bottom-up and top-down processing skills in listening as well. Students must hear some sounds (bottom-up processing), hold them in their working memory long enough (a few seconds) to connect them to each other and then interpret what they've just heard before something new comes along. At the same time, listeners are using their background knowledge (top-down processing) to determine meaning with respect to prior knowledge and schemata.

In the next method is *interactive*. In a communicative, interactive context means that the listener don't need to dwell too heavily on the bottom up processing, but they stresses on the process of speech (Brown, 2000: 260). It means that, according to this method, while the process of listening invite students to listen and tell what they have listened by speech in front of

the class. Interactive techniques are commonly used, regardless the field of studies. Interactive methods also develop the students' creativity in the form of discussion, group work, simulations, role plays, case studies (Zilgalve, 2012: 14). In short, Interactive learning in the classroom help students prepare more successfully for the outside world than those who do not. Engaged learners who actively participate in their own education are more apt to remember more from a lesson and then transfer newly acquired skills to different situations.

One very important idea for teaching listening is that listening courses must make use of students' prior knowledge in order to improve listening comprehension. In increasing the listening comprehension of students, they have to be active in listening class. The teacher also becomes an interactive person who gives stimulus to the students' sense of hearing in listening class (Brown, 2006: 2). Based on the journal of Louis Abrahamson, basically, interactive teaching is just giving students something to do, getting back what they have done, and then assimilating it themselves, so that the teacher can decide what would be best to do next. In another journal, says that there is good effect on students' listening comprehension by using interactive method, especially use dictogloss (Vasiljevic, 2010: 13).

In the context of a listening class, one could take the following strategy. One of strategy in teaching listening is dictogloss. Dictogloss is an effective way to train ESL/ EFL learners to be aware of English sounds. Beside that the learners let to make the meaningful interpretations of

utterances (Brent and Anderson, 1993; Opitz & Z Baracki, 2004). Dictogloss is a classroom dictation activity where learners listen to a passage, take note the key words and then work together in a group to create a reconstructed version of the text. Basically, there are four steps to practice dictogloss; preparation, dictation, reconstruction, and analysis and correction.

Based on the observation in MAN 1 Tulungagung while Program of Teaching Practice there, the researcher found in the current class that the difficulties of students in understanding the material especially in listening comprehension. First, the researcher found that the teacher use the traditional method in listening class. The teacher just explains about the material will be studied, play the listening material on the tape recorder and the students do the task without use any method or technique when instruct students to action. The researcher also looked that the students' respond is low; the student will be unmotivated and bored during learning listening class. Eventually, the result of students' listening test is not appropriate and the target of standard competence for student cannot be achieved. Second, the difficulty of students in listening comprehension effected by the rarely of listen native speaker's sound. In a week, listening class no continued practice of listening comprehension says the English teacher of eleventh grade of MAN 1 Tulungagung. Almost the students spend their time in class for another English skill such speaking, reading, and writing. Based on the case above, dictogloss can help students on listening comprehension.

Dictogloss had beneficial effect for the students in listening class. The technique of dictogloss actually is known from Karen M. Smith, but to know how effective this strategy in the classroom, the researcher interested to apply this research. In other hand, based on the previous study about the effectiveness of using dictogloss technique as a teaching technique to the students listening skill, the researcher found the different average on the students' listening score before and after taught by using dictogloss. The result of statistical computation show the t- count larger than t- table and it indicate the null hypothesis was rejected. Unfortunately, there is questionable thing of the previous study that the teacher have to prepare well about the interesting material of study due to the students motivated to be active in listening comprehension class (Nora, 2015: 71)

The advantages of using dictogloss such as; help learners to write a cohesive text, explores their knowledge of grammar, vocabulary, spelling and punctuation, integrates skills, raises awareness of language – learners notice language, encourages learner autonomy – error correction, proof reading & editing skills, integrates testing and teaching of language, helps learners who require support with writing tasks, and it has the experiential factor – learners learn best by actively participating in tasks designed to use specific language. According to Vasiljevic (2010: 5) that the dictogloss offers several potential advantages over other models of teaching listening comprehension. First, the dictogloss is an effective way of combining individual and group activities. Second, the dictogloss procedure facilitates

the development of the learners' communicative competence. Third, the reconstruction stage helps students try out their hypotheses and subsequently to identify their strengths and weaknesses. The dictogloss procedure also promotes learners' autonomy. Means that the students are expected to help each other recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enables the students to see where they have done well and where they need to improve. Dictogloss also offers a unique blending of teaching listening comprehension and the assessment of students' listening ability (Vasiljevic, 2010: 6).

According to the previous study (Nora: 2015), the finding of the study shown that the use of dictogloss strategy was effective to improve students' listening ability. The evidence explained by the result of the statistical counting. The conclusion of her study showed that different average of students' score before they were taught using dictogloss technique (50, 90) and after they were taught using dictogloss (83, 86). And the calculation using t- test showed that the t-count (16, 61) was greater than t-table (2, 08) with significant level 5% and degree of freedom of 21. It was conclude that the dictogloss technique is an effective way in teaching listening to junior high school, especially for eighth grade of students at MTs Al- Huda Bandung Tulungagung.

Another previous study is conducted by Zorana Vasiljevic (2010: 47) that found there are three important issues that teachers need to be careful

about with regard to implementation of dictogloss. The first one is related to the socio-cultural context of the learners. The second one concerns work-group composition and dynamics. The third concern is related to student assessment.

On the basis of the previous study (Nora: 2015) under the title *The Effectiveness of Using Dictogloss Technique to Improve Students' Listening Ability at the Eighth Grade Of Mts Al- Huda Bandung Tulungagung in Academic Year 2014/ 2015,* clearly stated the subject of the study was junior high school. The result of that study was dictogloss can increase the students' ability in listening after done the treatment. Because of this reason, the researcher intends to change the subject of the study into a higher level called senior high school especially for MAN 1 Tulungagung. Therefore, the researcher has big curiosity to prove whether dictogloss technique can improve the students' listening comprehension in the higher level or not.

Based on the problem above, the researcher wants to conduct the research to know the effectiveness of using dictogloss as interactive method to improve students' listening comprehension. By the reason above, the researcher would conduct a research entitled "The Effectiveness of Using Dictogloss as Interactive Method to Improve Students' Listening Comprehension at MAN 1 Tulungagung".

B. Research Question

Based on the background above, the researcher formulates the problem as follow:

"How is the effectiveness of using dictogloss as interactive method in student's listening comprehension?"

C. Objective of the Research

Based on the problem above, the purpose of this research is as follow:

"To know the effectiveness of using dictogloss as interactive method in student's listening comprehension."

D. Research Hypotheses

In this research the writer has two research hypotheses, they are null hypothesis (Ho) and Alternative Hypothesis (Ha).

The null hypothesis (Ho) states that there is no significant difference in the student's listening comprehension before and after being taught by using dictogloss as interactive method.

The alternative hypothesis (Ha) states that there is a significant difference in the student's listening comprehension before and after being taught by using dictogloss as interactive method.

E. Research Significance

This research gives some beneficial information about teaching listening and the effectiveness of using dictogloss strategy. This research show the significance of using dictogloss in the teaching listening to XI IIK U at MAN Tulungagung 1 academic year 2015- 2016. The researcher hopes that the result of the research will give contribution to:

1. The English teacher

   The researcher hopes that the result of this study can be beneficial for the English teacher as one of the resources strategy for teaching learning process, especially on teaching listening. The teacher can use this technique to support when teaches listening material. In order the students can interested and motivated while the listening class.

2. The student

   The student can use this technique to support and improve their listening comprehension when teaching listening process. It can help student to construct the understanding of the listening material such monologue, dialogue, etc.

3. The next researcher

   The researcher hopes that the result of the research becomes the beneficial information and references for the next researcher who want to conduct the similar research. The next researcher can use this study to complete the references of the same background of study.

F. Scope and Limitation of Research

The scope of this research focused on the influence of using dictogloss as interactive method especially in the students' listening comprehension. The researcher only emphasized on a type of dictogloss called as dictogloss negotiation. Dictogloss negotiation is a variety of dictogloss in which students can discuss about the text that has been read by the teacher. In this research, the material is a biography text about famous person.

The limitation of this research was that the subject of this research was XI IIK U (Excellent Religion) at MAN 1 Tulungagung in academic year 2015/ 2016. In this research, the population was taken as sample that consists of 30 students into one class. The class had chosen by one of English teacher for eleventh grader at MAN 1 Tulunagung.

G. Definition of Key Terms

For better understanding of the title, the researcher wants to explain some key terms of this research as follows:

1   Listening Comprehension

Listening comprehension is an interactive process. The first step of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain (Douglas Brown; 2000, pg. 249).

2   Interactive method

Interactive teaching is an activity of giving students something to do, getting back what they have done, and then assimilating it yourself, so that the teacher can decide what would be best to do next.

3   Dictogloss

Dictogloss is a classroom dictation activity where students are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction. It works with many short texts/ passages.