

CHAPTER I

INTRODUCTION

In this chapter, the writer presents background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the study, definition of key terms and organization of the research which are used in this research.

A. Background of the Research

English is an important language. It becomes an international language which is learned by countries in the world. People learn English because we know that many international businesses, modern book of science, knowledge, health, technology and many other are in English. Therefore, English is an international language that is important to be learned by Indonesian in order to increase their knowledge to face the globalization era.

Curriculum 2006 stated that English becomes the second foreign language which must be taken by the students as a compulsory subject in Indonesian School (Depdikbud, 2008:12). Thus, it is important to master English by students because it became a requirement subject to pass National Examination. In learning English, the students should master four skills. The

four skills include listening, speaking, reading and writing. All of skills become the standard competences which have to be reached by the students.

Listening is an important one of four skills which has been mastered by the students. Feyten (as cited in Vasiljevic, 2010:41) states that more than 45% of communication time is spent to listen, which clearly shows how important this skill is in overall language ability. Listening is a basic skill in language learning process. Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking (Brown, 001:247). Thus, listening is an activity to get information that has an important role to understanding foreign language.

Listening is an active skill. According to Littlewood (2009:66) “listening demands active involvement from the hearer. In order to reconstruct the message that the speaker intends, the hearer must actively contribute knowledge from both linguistics and non-linguistics”. Hence, it is false if people assume that listening has often been called as a passive skill. People listen to understand what the meaning of sound that they can understand. According to Harmer (1999:98), Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress. Therefore, it is the reason why listening must be taught for the students.

In fact, teaching and learning listening get a little time than teaching and learning reading, speaking and writing, especially in Junior High School. It makes the student feel difficult in listening comprehension and finally they will get low result of learning in listening. In addition, when the teacher teaches listening to the students, the teacher often uses traditional method that is dictation. Dictation is a technique where the teacher reads the text slowly and repeatedly and asks the students to write exactly what the teachers read without thinking about anything.

The alternative technique that the writer conducts is dictogloss technique. Dictogloss technique is a new way of dictation (Wajnryb, 1990:5). Dictogloss is different with the traditional dictation in which the teacher reads the text slowly and repeatedly and asks students to write exactly what the teachers read without think anything. Dictogloss is a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text (Vasiljevic, 2010:41). Thus, with the new innovation of dictogloss technique, it can help the students increase their listening comprehensive.

By using dictogloss technique in learning process, it makes students focus on the materials. According to Ellis (2003:156-157) states that Dictogloss activities encourage learners to focus on the form of their language while also being based in communication and are used in task-based language. Therefore, the dictogloss techniques are useful to help students to understand and comprehend something clearly and easily.

Concerning with previous study, the writer explain the research which is appropriate. The research done by Wulandari (2011) had a research titled *“Using Dictogloss to Improve Students’ Listening Comprehension at the 2nd Grade Class XI A 3 of SMAN 8 Kota Bengkulu in Academic Year 2011/2012”*. This research uses classroom action research to implement dictogloss technique in classroom. The other research done by Jannah (2015) with a research title *“The Effectiveness of Using Dictogloss Technique to Improve Students’ Listening Ability at the Eight Grade of Mts Al-Huda Bandung Tulungagung in Academic Year 2014/2015”*. This research uses pre-experimental research, to know a significant difference in the listening comprehension achievement between students who are taught by using Dictogloss technique and those are not.

In applying this technique the writer not has specific criteria to choosing the level of school. The writer chooses SMPN 1 Rejotangan as the subject of the research. It is because this school has a lot of achievement in some aspects, such as in sport, social, science etc. In this research the writer applying dictogloss technique in the eighth grade of SMPN 1 Rejotangan. Based on explanation above, the writer conducts a research entitled by ***“The Effectiveness of Using Dictogloss Technique toward the Students’ Listening Comprehension Achievement at the Eighth Grade of SMPN 1 Rejotangan in Academic Year 2015/2016”***.

B. Research Problem

Based on the background of the study above, the writer formulated the research problems as follows:

1. How is the students' listening comprehension achievement before being taught by using dictogloss technique?
2. How is the students' listening comprehension achievement after being taught by using dictogloss technique?
3. Is there any significant different score between the students' listening comprehension achievement before and after being taught by using dictogloss technique in eighth grade of SMPN 1 Rejotangan in academic year 2015/2016?

C. Objectives of the Research

From the statement of the research problem above, the writer determines the purpose of the research as follow:

1. To find out the students' listening comprehension achievement before being taught by using dictogloss technique.
2. To find out the students' listening comprehension achievement after being taught by using dictogloss technique.
3. To find out the significant different score between the students' listening comprehension achievement before and after being taught by using dictogloss technique in eighth grade of SMPN 1 Rejotangan in academic year 2015/2016.

D. Research Hypothesis

The research hypothesis is very important, because a hypothesis states about the relationship or difference between the variables that uses in the research. There are two research hypothesis formulated in the research, as follows:

1. Alternative Hypothesis (H_a)

There is significant different score of students' listening comprehension achievement before and after being taught by using dictogloss technique at eighth grade of SMPN 1 Rejotangan in academic year 2015/2016.

2. Null Hypothesis (H_0)

There is no significant different score of students' listening comprehension achievement before and after being taught by using dictogloss technique at eighth grade of SMPN 1 Rejotangan in academic year 2015/2016.

E. Significance of the Research

The findings of this research are to find out whether any significant difference between the students' listening comprehension achievement before and after being taught by using dictogloss technique at eighth grade of SMPN 1 Rejotangan in academic year 2015/2016. This research is expected to give contribution to:

1. The teachers

The finding of this research can be used by the teacher as reference in teaching listening and to conduct a better and interesting technique in teaching listening in order to improve students' achievement in listening.

2. The students

The result of the research can be used to improve the student' listening comprehension and motivate the students that listening is easy.

3. The other researchers

This research can be used as references to conduct a study in implementation of dictogloss technique in teaching and learning listening.

4. The writer

The finding of this research is expected to give the writer knowledge and experience in teaching listening using dictogloss technique.

F. Scope and Limitation of Research

Based on the background of study above, the writer limits the scope of research focus on the effectiveness of using dictogloss technique toward the students' listening comprehension achievement at the eighth grade of SMPN 1 Rejotangan in academic year 2015/2016. The sample of the research is VIII A class which consists of 29 students, 13 males and 16 females. The listening material which will be taught by the writer is limited in recount text.

G. Definition of Key terms

1. Effectiveness

In this research the effectiveness is significant different score of students' listening comprehension ability before and after being taught by using dictogloss technique at eighth grades of SMPN 1 Rejotangan in academic year 2015/2016.

2. Listening comprehension

Listening comprehension is the process of understanding speech in a first or second language (Richards and Schmidt, 2010:190). Therefore, listening comprehension relates to the students' ability in comprehending the listening material (text) which shows by their score in listening test.

3. Dictogloss

Dictogloss is activity where the students dictation twice. First dictation, they only listen to the recorder and second dictation, they will note down key word about what they get. After that they will work in the group to reconstructed the text version.

H. Organization of the Research

In order to get clear understanding about main point of this research, the writer divided this research into five chapters, as follows:

Chapter I (Introduction), the writer presents background of the research, research problems, objectives of the research, research hypothesis,

significance of the research, scope and limitation of the study, definition of key terms and organization of the research.

Chapter II (Review Related Literature), the writer explains about the general concept of listening (definition of listening, process of listening, type of listening, importance of listening and difficulties in listening), listening comprehension (definition of listening comprehension and strategies of listening comprehension), dictogloss technique (definition of dictogloss technique, the general procedure of dictogloss technique, variations of dictogloss technique, and advantages of dictogloss technique) and previous study.

Chapter III (Research Method), it included of research design, subject of study, research variable, research instrument, validity and reliability testing, research procedure, data collecting method and data analysis technique.

Chapter IV (Research Findings and Discussion), It covers the description of data (students listening comprehension achievement scores before being taught by using dictogloss technique, students listening comprehension achievement scores after being taught by using dictogloss technique and data analysis), hypothesis testing and discussion based on the result of this research.

Chapter V (Conclusion and Suggestion) is the last chapter, the writer presents conclusion and suggestion of the research.