

## **CHAPTER I INTRODUCTION**

This chapter covers the background of the research, the formulation of the research question, the purpose of the research, the significance of the research, the research hypothesis, the scope and limitation of the research, and the definition of key terms.

### **A. Research Background**

Learning is a process in which people acquire various types of skills, knowledge, and abilities. The learning process continues non-stop from the initial stage to the final stage, where each individual is expected to have completed the current tasks and other functional requirements. Proficiency in the field of education is acquired through a continuous process that takes place in the context of home, school, and society with the emergence of other related topics or discussions. Education is not only limited to the educational sector. Education starts early before school; continues later after school; and occurs quickly and cooperatively with the school in a variety of ways and situations. Teaching takes place in several ways that differ from each other, and have been explained and confirmed by many researchers and people who have formed interesting opinions over the years. Bell-Gredler (1986) emphasized that human intelligence is an important characteristic that differentiates one species from other species. According to Brown (2000: 7), "Learning is a means of acquiring knowledge through the learning process. "Because there is a learning process, an educational process is formed aimed at fostering interest, knowledge, and skills as well as the transfer of knowledge to learners.

Language learning has become a critical issue in education. Several factors negatively impact language learning, including cognitive, psychological, social, and other factors. To understand the factors that affect language learning, some research has been done to identify a

few factors, such as motivation, support, and so on. These factors are considered crucial as they highlight individual differences in language learning to understand how learners might achieve success in language learning. Learn the language. A few previous studies have explored learning strategies and the impact of learning strategies in English language instruction. The aforementioned studies indicate that learning strategies take into account significant factors in the learning process, particularly when it comes to increasing the amount of language learning. More specifically, earlier researchers had gathered data on the effectiveness of learning strategies and concluded that learning strategies had a critical role in language learning according to Zoltan Dornyei (2008, p.167). This makes it clear that several studies have confirmed and questioned the idea that effective linguistic learning strategies can guarantee students' success in learning the language.

In language learning, there are four abilities. The first ability to read, then the ability to speak, write, and listen. In teaching language itself four basic skills must be taught to achieve proficiency in the language, the four basic skills include listening, speaking, reading, and writing. In the language teaching and learning process, listening ability is as important, as reading, speaking, and writing. To achieve effective criteria, teachers can choose the material in vocabulary or sentences that are easy to understand and deliver using dictation strategies. Naturally in acquiring a language, humans first learn to listen, then after listening they will speak, then read, and then write what they have acquired from the language they are learning. Because the truth is humans can not speak, before listening. According to Wallace et al (2004: 13), the ability to listen is very important in learning a language because this ability allows humans to gain insight, understanding, knowledge, and information to achieve success in communicating with others. Therefore, listening ability is a very important language skill.

For an English learner, listening skills are an important basis for learning. Having good listening skills will make it easier for students to carry out the learning process and avoid interpretation errors. This will also help students gain useful knowledge from all kinds of information sources. Listening ability is very important in learning the English language, not only in the world of education but also in other aspects of life because at this time the era will be increasingly modern, and technology is increasingly advanced. In learning listening, many ways can be done. One of them is through dictation strategies. This is as stated by The International Academy of Education "The importance of listening skills as a means of learning and as a support when communicating with other people." (Wallace, et al.,2004). Listening ability is an important tool in speaking. Sari (2013) states that listening is an important means of communication because it is a place for gathering information. There will be no good communication if one of the people communicating cannot listen well. People will give the right response after they listen well. Therefore, although listening is a receptive skill, it is an important role and requirement for good speaking skills. As stated by Nunan in Jones (2008), "the ability to listen is the most basic thing in speaking." In fact, in the field, listening students have less interest in learning a foreign language (English) compared to other skills, such as speaking. Students who are dictating can feel more at ease during class and be encouraged to participate actively in the teaching and learning process (Agustiani & Yulia, 2018). As an enjoyable strategy that can aid in learning, the "dictation technique can overcome students' boredom" (Nurdianingsih & Rahmawati, 2018). Dictation is a useful practice to help children become better listeners by helping them comprehend not just what they hear but also the spelling, punctuation, and meaning of the sentences they hear (Mentari, 2018). Furthermore, according to Aini

(2015), dictation is one of the simple and appropriate technologies that may be used to instruct students at all levels. In listening classes, dictation is entertaining and pleasurable. However, according to (Vandergrift, 2012), listening is not a simple process. A person who listens must distinguish sounds, capture and understand vocabulary and grammatical structures, interpret the emphasis and meaning of language, then remember and interpret everything almost at the same time, and adapt it to the sociocultural context of the speech he hears. Therefore, effective techniques and methods are needed in teaching listening skills so that students can listen and understand language well. According to Slameto (2010:10), learning activities will be more successful if they are linked to students' interests, desires, and goals.

In the current era, there are many teaching methods and techniques provided to make it easier for a teacher to improve and develop their students' listening skills. One technique that can improve students' listening skills is dictogloss. Jacob (2003) in his article says that Ruth Wajnryb is a person who has contributed to the development of a new way to carry out dictation learning, known as dictogloss. Jacob & Small (2003) explain that dictogloss is an integrated skills technique in language learning, where students are encouraged to work together in creating a reconstructed version of a text that has been given by their teacher.

Dictation is a siring technique practiced in learning, the habit of dictating to teachers is a habit that has been going on for quite a long time and may no longer be appropriate in the present (Hamada, 2016). What this means is that the dictation system has been used for many years by teachers in language teaching. The process of this activity requires students to listen to a paragraph and write down the missing words. Apart from that, the dictation activity refers to the text that the

teacher reads aloud, while the listeners (students) record what the teacher reads. The habit of dictating is the result of research in improving learners' listening in the language learning process (Bozorgian, 2012). This habit of carrying out dictation learning activities increases students' ability to train their listening, and improve their writing and spelling abilities (Syakur et al., 2020c; Yeung et al., 2011).

Several studies have discussed improving listening skills. The Effect of Dictation Strategies on Improving High School Students' Listening Skills. Dhea Saragih, Anissa Marpaung, Dame Setia Lamtiur Purba, and Pebri Leonardo carried out this study. The survey method was the research methodology employed in this study. Sugiyono (2018). The researcher discovered that learning could benefit from the use of dictation techniques. Surveys produced by sound theories. Based on the survey data, the researcher discovered that students were able to go past their vocabulary issues and overcome their listening comprehension challenges. The researcher can conclude that dictation is an excellent teaching tool for listening to high school pupils based on their research findings. Students' motivation, self-confidence, and listening abilities can all be enhanced by dictation. The Effect of Listening Audio Media on The Listening Skills Of Muhammadiyah 3 Junior High School Of Depok Sleman Students Grade VII. Syamsul Arifin conducted research in (2019). This study used a quantitative technique and a quasi-experimental design of inquiry. Application of audio dictation resources to enhance the listening comprehension of SMP Muhammadiyah 3 Depok Sleman class VII. A comparison test between learning with audio media and traditional learning (without audio media) supported these findings. The test demonstrates the discrepancies between the listening test results from the students in the

experimental class and the control group. The use of audio media has an impact on kids' listening skills. Stated differently, such media.

The Effect of Using Educational Multimedia in Dictation on Students' Listening Comprehension at MA Darul Hikmah Pekanbaru Augustina, (2018). This study used a quasi-experimental research approach. Pre- and post-test listening comprehension scores for the experimental and control groups are compared. The following are the research's conclusions, which are based on the data analysis results: 1. The use of dictation multimedia has a significant effect on students' listening abilities at MA Darul Hikmah Pekanbaru., 2. The use of instructional multimedia in dictation enhances story and audio-text listening comprehension.

Improving the Eighth Grade Students' Listening Comprehension Achievement by Using Dictation Techniques, Based on further research conducted by Abd. Syakur, (2020). Based on the research's findings, it can be concluded that, in the 2019–2020 school year, class VIII students at Al-falah Middle School in Surabaya can obtain better listening comprehension when text dictation techniques are used. "The Effect of Dictogloss on Students' Listening Achievement". Further research was conducted by Dyah Aminatun, Pipit Mulyah, and Haryanti's (2021) study, a semi-experimental study. Studies demonstrate the positive effects of using isoglosses to teach listening on students' listening comprehension. The experimental class outperformed the control class on the post-test, as evidenced by their higher score. Teachers can adapt their students' skills to the application of the dictogloss by employing dictoglosses. Pupils can gradually acquire the skill of listening from the teacher's voice to the original voice. In addition, pupils have the chance to constantly advance their

knowledge without being compelled to discover something they are not yet proficient in.

Improving listening skills by implementing dictation strategies, as done by Intan Nurjannah Nasution (2017) who uses the Dictation Technique, at SMK-1 Al-Fattah Medan using the Classroom Action Research research method. The results of this research show that dictation techniques can improve listening abilities. The Effect of Running Dictation Method on Students' Listening Comprehension. Erwin Gay, Haryana Tidore. (2021) This quantitative research used a quasi-experimental. The results of the research conducted, running dictation can help the learning process carried out by teachers and students. With running dictation, students can foster a sense of togetherness in working together with their group. They become more confident and feel actively involved in working on group and individual assignments during learning. Running dictation becomes an active forum for providing collaborative learning. (Nurdianingsih & Rahmawati, 2018). Based on the results of data analysis and research discussion, it was concluded that teaching using the dictation method has positive results on learning. After the pre-test, students had an increased intention to learn, and then after the post-test, students' interest in learning with the dictation method increased. Teaching using this dictation method provides positive things for teachers and students because it can improve listening and language skills. This research using a quantitative approach was conducted in a quasi-experimental design. The teaching and learning process using Running Dictation has an effective impact, especially in teaching listening. Based on the results of the researcher, this study found a significant difference in the students' abilities between classes given treatment on running dictation and classes without running dictation. It can be concluded that the Running Dictation strategy is effective in

improving the listening skills of class VIII students of MTs Negeri 4 Tulungagung in the 2017/2018 Academic Year. The research conducted has the following results: 1. The students' listening ability increased more in students who were made the control class after the pre-test and produced moderate ability after the post-test. 2. The listening ability of students who were given running dictation treatment after the pre-test had high ability results after the post-test. 3. There is a significant difference in the ability of students with classes given Running Dictation treatment and those not given.

The Effectiveness of Split Dictation as A Teaching Strategy to Improve Students' Listening Skills. Tri Widi Kurniawan, C. Murni Wahyanti (2019). Quasi-experimental. The researcher concluded that the split dictation technique contributed well to improving listening skills and having confidence in listening activities. Split dictation also improved the sharpness of their writing after listening. This study resulted in knowledge about the differences between classes given treatment with split dictation with increased abilities, and control classes taught conventionally with relatively lower abilities. Improving Students' Listening Ability through Dictation Technique at the Second Year Students. Rohani (2019). Quantitative research. In this study, the researcher found differences between classes that have activeness in dictation activities, some are lacking in courage and there are active classes. Because dictation can stimulate activeness in teaching and learning activities foster a spirit of learning and play an effective role in improving students' listening skills. Based on the data analyzed and the findings of the discussion the researcher draws that there was significance in improving students' listening ability after learning by dictation technique.



The reason the researcher chose this title is because no one has ever researched dictation strategies to improve listening skills at MTs Darul Hikmah. Apart from that, MTs Darul Hikmah is a Modern Islamic Boarding School that uses Arabic and English in its daily language implementation. So according to researchers, mastering listening skills is one of the requirements for communicating well.

This research has similarities in the things studied, namely the relationship between dictation strategies and improving listening ability. The difference between this research and previous research is that this research uses a quantitative method with a quasi-experimental design using Guided dictation, Running dictation, and Unexploded Dictation. Which was carried out at the junior high school level. At MTs Darul Hikmah Tulungagung there is a lack of student ability in learning English, especially in listening skills. This deficiency is caused by students' lack of interest in learning which affects the standard grades in the KKM. The general standard for learning listening dictation is that students get a score of 6, but most students are still below the assessment standards in the KMI curriculum and lack scores in oral and written exams at the end of the semester. Therefore, in this study, the researcher provides English learning strategies using dictation with the title **"The Effectiveness of Dictation Strategies on Improving the Listening Ability For Eight Grade Students at MTs DARUL HIKMAH Tulungagung"**. This research was conducted to analyze the effect of dictation learning on English language proficiency, which focused on listening ability with class VIII students is the main focus of this research.

## **B. Formulation of Research Questions**

Based on the selection of the title and description of the background of the problems above, the formulation of the problem in this study is:

Is there any significant difference in whether the use of the Dictation Strategy is effective or not in the listening ability of eighth-grade students at MTs Darul Hikmah Tulungagung?

## **C. Research Objectives**

Based on the formulation of the problem above, the objectives of the research are:

To find out if Is there any significant difference in whether the use of Dictation Strategy is effective or not in the listening ability of eighth-grade students at MTs Darul Hikmah Tulungagung

## **D. Research Hypothesis**

Two types of hypotheses will be used in this study, the two hypotheses include:

### 1. Null Hypothesis ( $H_0$ )

Using the Dictation Strategy can't be effective on the students' listening ability of MTs Darul Hikmah.

### 2. Alternative Hypothesis ( $H_a$ )

Using the Dictation Strategy can be effective on the students listening ability of MTs Darul Hikmah.

## **E. Significance of the Research**

The benefits of this research can be seen from a theoretical and practical perspective. So the results of this study are expected to provide benefits in improving English Dictation learning on the students' listening ability of MTs Darul Hikmah. The benefits of this research are:

### 1. Theoretical Benefits

This theoretical benefit is a benefit derived from the results of the research. It is useful for elementary school students to improve their Listening ability through Dictation Strategy.

## 2. Practical Benefits

Practically, this research provides benefits to related parties, including:

- a. For the Institution of MTs Darul Hikmah Tulungaung, the results of this research can be useful to improve the learning system and facilities that support needs, especially in the process of teaching dictation for English listening.
- b. Teachers can teach students to learn listening in an interesting way, namely through the Dictation Strategy.
- c. For Students the results of this study can be a motivation to continue listening and learning in a more fun and more memorable way.
- d. For the Researcher the results of this study can enrich innovations in teaching listening ability.
- e. For readers and future researchers the results of this study are expected to add knowledge and can be a reference for similar researchers.

## **F. Research Scope and Limitation**

Due to limitations in time, knowledge, energy, and finances. So this research needs to be given limitations, both in terms of objects and the scope used in this study. The following are the limitations of this study:

1. This study only focuses on the effect of the Dictation Strategy on the students' listening ability of MTs Darul Hikmah on the eighth-grade students.
2. The location of this research is at MTs Darul Hikmah. which is located in KH Abu Mansur 1 Street, Tawang Sari, Kedungwaru, Tulungagung.

### **G. Definition of Key Terms**

In this section, there are several explanations related to the title mentioned above. The title is "The Effectiveness of Dictation Strategies on Improving the Listening Ability For Eight-Grade Students at MTs DARUL HIKMAH Tulungagung".

To avoid errors in interpretation, the author will explain by providing some of the meanings contained in the title of this study:

#### **1. Effectiveness**

Effectiveness according to Adisasmita Raharjo (2011: 170) is a condition that contains an understanding of the occurrence of an effect or desired nature. Meanwhile, according to Sedarmayanti (2006), effectiveness is a picture that provides a measure of how far the target can be achieved. This means that effectiveness is a condition that gives an idea of something that can be achieved.

#### **2. Strategy**

Strategy according to Jauch and Glueck (2000) Says that strategy is a structured, comprehensive, and integrated plan that has its advantages for companies with environmental defense and which is designed to provide certainty that the main objectives of the research can be achieved through proper implementation. This means that a strategy is something that is specifically designed and carried out to achieve certain goals.

#### **3. Listening**

Listening is a skill to understand and identify what other people hear or say. When we listen to something, we have to understand what is said so that we understand what we are listening to, and this is usually called listening comprehension (Hayati and Mohmedi, 2011; Nan, 2018). According to Hogan et al. (2014), Listening skills are the basic ability to understand the interaction process given in absorbing the

interlocutor's message. This means that listening is a basic ability to communicate and interact well.

#### 4. Dictation

Dictation is a means of approach that involves dictating text by the teacher to students, with the activity of copying and repeating the text that has been dictated (Abrar, Adil, Aviva, Sabina, and Nur Hasanah, 2023). Dictation is described as assessing the integration of listening and writing skills, but it is primarily the skills that are assessed throughout the process

of dictation is listening (H. Douglas Brown and Priyanvada Abeywickrama, 2010). Dictation is a means of approach that involves dictating text by the teacher to students, with the activity of copying and repeating the text that has been dictated (Abrar, Adil, Aviva, Sabina, and Nur Hasanah, 2023). Dictation is described as an integrated assessment of listening and writing skills, but these skills are primarily assessed throughout the process. Dictation is listening (H. Douglas Brown and Priyanvada Abeywickrama, 2010). This means that dictation is a process carried out by the speaker and the person being dictated to as a measure of listening and writing ability, which is primarily aimed at listening ability.