

## CHAPTER I

This chapter presents background of research, statement of research problems, objective of the research, significance of the research, scope and limitations of the research, and definition of the key term.

### A. Background of Research

Language has important role as a tool of social interaction. Without language the people can not communicate each other. One of the popular foreign language is English. Almost all aspects in our life such as technology, education, politic, and commerce involve English as communication language. As mentioned by Ramelan (1992: 2-3) English as an international language is used to communicate, to streng, and to make better relationship. That is why English is very important to be mastered. Reffering to the importance of English, Indonesia applies English as a foreign language. It is taught from kindergarten up to university.

English is one of the subjects that the students need to pass in the national examination. In learning English, students are generally expected to master all of skills in order to communicate in English well. Based on School-Based Curriculum 2013, english has four skills, namely listening, speaking, reading, and writing. From the four of language skills, listening as a key to master the other skills in language learning because listening is considered the fundamental language skill. Pinter (2006 : 45) points out that English should start with emphasis on listening. Listening is

very important in language learning because in listening the people not only get the information but also imitate the words to learn how to pronounce and know the meaning of those words from what they heard so that they can produce the same words that can be understood by other people. It shows that listening as the medium through which people gain large portion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values, and their appreciation (Saricoban: 1999).

In connection with the above statement, the author's personal experience shows that one language skills, listening is not given enough attention to the teacher focus on just one language skills, namely reading. Students also found if they have learned to listen, they will face a listening test. It tells us that psychologically they are afraid of the lesson students listen. As a result of this, the value of the students in the aspect of listening is often unsatisfactory.

It seems that, for a long time, the skill of listening has not received adequate acknowledgement as a skill in its own right, but rather was long “regarded as a passive skill, an ability that would develop without assistance” (Osada 2004:53). Such lack of regard for developing listening skills may seem quite absurd when according to Burley-Allen (in Flowerdew and Miller 2005:22-23) more than 40% of our daily communication time is spent on listening, with 35% being dedicated to speaking, 60% devoted to reading and only 9% of our daily

communication being occupied by writing. It was only really at the turn of the 1970s that listening comprehension began to be explored (Osada 2004:53), conducing to a shift in listening skills being viewed as a passive skill to being viewed as elements which students should actively acquire. However, with this newly found accreditation having only been proportioned very late on in comparison to the other three standardised language skills (reading, writing, and speaking), listening skills have been rendered the “least researched of all four language skills” (Vandergrift 2007:291). This lack of research means that listening “remains one of the least understood processes” (Osada 2004:53), making the effective teaching of these skills a somewhat grey area, subjecting it to often being viewed as a “somewhat neglected and poorly taught aspect of English” (Osada 2004:57). Furthermore, the very complex nature of the activity of listening also contributes to the teaching of such skills being a rather challenging affair indeed.

Based on Natasha Walker’ journal (2014) in difficulty of listening: To understand better the difficulties in teaching listening, its should begin by identifying the difficulties the student faces when undergoing listening. One obvious obstacle is the fact that “the pronunciation of words may also differ greatly from the way they appear in print” (Bloomfield et al 2010:3).With the acoustics of the spoken language often varying dramatically to the form of the written language, the identification of the words that constitute the oral discourse could

prove to be problematic for the student. Likewise, “listeners, unlike readers, do not have the luxury of regular spaces that signal where words begin or end” (Vandergrift 2007:296), meaning that in addition to trying to recognise the words in spite of their unfamiliar pronunciation, students are also trying to decipher which linguistic unit belongs to which word.

Teaching technique is needed by the teacher in teaching learning process in order to make the students interested on the material given. By using an appropriate technique, the teacher is able to perform well so that the result of the teaching learning are satisfactory. Rahayu (2005) states that students’ learning ability in listening is low since the students’ motivation in listening class is low, which is caused by the media and technique used. The students’ learning depends upon the effectiveness of teacher technique. One of the offered techniques is Running Dictation. Running Dictation is expected to be useful to facilitate the students in developing their listening achievement. In this activity, the students not only just listen the passage by the speaker but also get fun in listening class.

Running Dictation is a type of dictation. According to Hess (2001), Running Dictation is the technique where the students works in group to dictate the sentence, there is the runner and the writer in each group. The students as a runner must run to some place where the sentence have been prepared by teacher and back to his/her group to dictate the sentence, then the writer must write down what they heard as accurately as

possible. By considering the statements above, the researcher intends to increase students' listening ability through Running Dictation. By the researcher Running Dictation strategy is one of dictation strategy which the implementation, the students must be responsible to each text or story that they have.

In the Running Dictation, there are three important components: the writer, the runner, and the source of information. As time goes by, there are some modifications of Running Dictation strategy. To make the strategy more suitable with the purpose of the lesson, the source of information can be modified into other form, for example short text and live speaker. In this study, the researcher chooses Running Dictation strategy with recording by native speaker as the source of information and uses the technique to improve students' listening ability.

The main reason the researcher chooses Running Dictation as a strategy in teaching listening, it an interesting technique for English students to increase their listening ability. In this activity the students not only pay attention and understand the sound of the words as dictated but also give the communicative activity between the students. A Problem which appropriate to be solved by using Running Dictation like students can't understanding well in listening skill or students can't find the words and sound in listening section. That is why the researcher intends to increase the students' listening ability through Running Dictation. Based on the description above, the researcher interested in conducting studies

entitle : **The Effectiveness of Running Dictation Strategy Toward Eighth Grade Students' Listening Ability At MTs Negeri 4 Tulungagung In The Academic Year 2017/2018**".

## **B. Research Question**

Based on the background of the research above, the formulated research problem, they are:

1. How is the listening ability of the eighth grade students of MTs Negeri 4 Tulungagung the academic year 2017/2018 taught without using Running Dictation?
2. How is the listening ability of the eighth grade students of MTs Negeri 4 Tulungagung in the academic year 2017/2018 taught by using Running Dictation?
3. Is there any significant different ability of the eighth grade students of MTs Negeri 4 Tulungagung in the academic year 2017/2018 between the students' taught without using Running Dictation and those students' taught by using Running Dictation?

## **C. Objectives of the Research**

Based on the research problem above, the purpose of the research are:

1. To know the listening ability of the eighth grade students of MTs Negeri 4 Tulungagung in the academic year 2017/2018 taught without using Running Dictation.

2. To know the listening ability of the eighth grade students of MTs Negeri 4 Tulungagung in the academic year 2017/2018 taught by using Running Dictation.
3. To find out whether there is any significant different ability of the eighth grade students of MTs Negeri 4 Tulungagung in the academic year 2017/2018 between the students' taught without by using Running Dictation and those students' taught using Running Dictation.

#### **D. Research Hypothesis**

Based on the research problem above, the hypothesis of the research are as follows:

1.  $H_0$  (Null Hypothesis): There is no significant different score in listening ability of the eighth grade students of MTs Negeri 4 Tulungagung in the academic year 2017/2018 between the students' taught without using Running Dictation and those taught by using Running Dictation.
2.  $H_a$  (Alternative Hypothesis): There is significant different score in listening ability of the eighth grade students of MTs Negeri 4 Tulungagung in the academic year 2017/2018 between the students' taught without using Running Dictation and those taught by using Running Dictation.

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

The researcher hopes that result of this study give contribution for the institution, students, teacher, and future researcher. For the students, the finding can be applied in the student outcome in listening skill will be increase using by Running Dictation, the students is easier to memorize the vocabulary or the sentence based on their hear , and then the students will be enjoying in learning listening. Meanwhile for the teacher, teachers know how to teach listening by using Running Dictation, to motivate the English teacher to use Running Dictation at MTs Negeri 4 Tulungagung in teaching English, especially in teaching listening. Meanwhile for the future researchers can find the weakness of the study and conduct another research especially deals with the Running Dictation.

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

This research was conducted at MTs Negeri 4 Tulungagung. The subject is a class VIII-D and class VIII -E. In this study, researchers limited the study only with the effect of Running Dictation . Therefore, the researchers restricted their study will only elaborate on listening and knowing the learning abiliy after using the Running Dictation.

This study the researchers used quasi-experimental research design with two groups and the researcher took two classes, one class as experimental class and one class as control class. The experimental class was given some treatments by giving the students some sentences that are suitable with the curriculum and dictating the sentences. This research was



focused in the students' listening skill by using Running Dictation. Students will focused on the sentences or words being dictated because they should listen and memorize what they have hear. The technique of collecting the data was achieved by using pre-test and post-test with treatments conducted in four meeting each class. The type of tests were listening close test and multiple-choice test.

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

In this key terms the reseacher give short explanation about Running Dictaion and listening abiliy.

##### **a. Running Dictation**

Running Dictation is the technique where the students work in group to dictate the sentence or story, there are the runner and the writer in each group. The students as a ruuner must run to some place where the sentence have been prepared by teacher, and back to his/her group to dictate the sentence and the writer must write down what they heard as accurately as possible.

##### **b. Listening Ability**

Listening Ability is one of fundamental language skill which include the process of receiving what the speakers say, constructing meaning, and responding from something listeners hear.