

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses about background of the study, research problem, the objective of the study, significance of the study, scope and limitation, also the definition of key terms.

### **A. Background of the Study**

English is the foreign language for Indonesian. It makes English is not easy to be learning or teaching. They need some different ways to conduct their English ability. In Indonesia, English is become one of the basic content materials that is included in the curriculum of Elementary School, Junior High School and also Senior High School for all grade. English also become one of material in National Final Examination for Junior High School and Senior High School.

Mostly the learning process of English is played traditionally by teachers in all grade. Actually there are so many teachers had been teaching by using modern tools in teaching English like power point presentation, computer, and sound system. But they didn't aware about the technique to convey the materials. Good materials and good media will be not useful without good technique.

A good English teacher has very important role in the classroom in learning process. Actually teachers especially in junior high school mostly do not give enough attention to the listening skill. It makes students have big

difficulty in listening when they continue to the next level of education. A good English teacher should have interesting technique, which motivate students and will make them no bored.

There are four skills in English. They are listening, reading, speaking and writing skill. Reading and writing are a written skill communication while listening and speaking is oral communication. Teachers generally giving a little awareness to listening skill and it is become not important parts of many language course books or syllabus.<sup>1</sup>

Listening is very important skill especially in language learning because it provides input for learners and also in the development language knowledge. It means that students and the teachers should pay enough attention to obtain communication. The development of students' listening skill will make them easy to learn more about language and gives them self-confident and motivation to make conversation with the native speaker.<sup>2</sup>

The purpose of listening is to understand what the speaker says. It may be difficult for students in Indonesia as the listener because English is not their mother tongue and there are a lot of differences in spelling and pronunciation between Indonesia and English. If the listeners do not understand what the speaker says so they have meaningless communication.

There are many kinds of materials that can be used to teaching listening skill. But this study use narrative text based on the syllabus of

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<sup>1</sup> Bingo, Celik, Yildiz, and Mart, 2014 in Ayman M. E., *International Journal of English Language Teaching*, Volume 4 (10), December 2016; p. 42

<sup>2</sup> Sayeedeh Masoumeh Ahmadi, *International Journal of Research in English Education*, Volume 1 (01), November 2016; p. 07

English for Junior High School. The source of the materials that are taken from some English books and internet which suitable for teaching junior high school students.

Based on the interview to the English teacher and some students at SMPN 1 Semen Kediri found that second grade students of SMPN 1 Semen Kediri are not interesting to the English lesson. They feel that English is so much difficult especially in Listening skill. They have very low score in listening practices. Almost of the students do not give more attention to the English lesson because the teacher only use traditional method. The method only text book based learning. Sometimes teacher gives noninteractive explanation and gives the assessment to the students without encourage the students' creativity. It's make the students bored.

Teacher also said that the teaching-learning English listening skill become the main problem in SMPN 1 Semen Kediri because there is no enough tools and media to help teacher conduct the listening section such as Language Laboratory and sound system. The other main problem is the students are lack on vocabulary. There are some kinds of vocabulary. They are noun, verb, and adjective. The students in SMPN 1 Semen only have little words in their mind storage that is limited on some daily activities only. Then, the students are confuse because the difference of pronunciation and spelling of the words between Indonesia and English. They also feel very afraid if the teacher gives them a listening test both written and orally. The written test is a test when the students listen to the oral text and they should give the answer

on the paper sheet. The questions may written or oral, but the answer must written. Whereas oral test is a test when the teacher give oral questions and the students should directly give the answer by speak up orally. The result of the last listening test in second grade of SMPN 1 Semen Kediri is very poor. Almost the students get lower score from the criteria of success.

Based on some problems above, this study will conduct the action to improve the listening skill of the second grade students in SMPN 1 Semen Kediri by using Dictogloss technique. Dictogloss technique is one of technique in teaching listening by giving dictate text to the students without writing anything except some key words and they have to reconstruct the text by using their own words toward become appropriate story.<sup>3</sup> This technique as an interactive one to the process of learning and teaching English.<sup>4</sup>

The using of dictogloss technique had already used by Nora (2015).<sup>5</sup> She stated that the using of dictogloss is effective in improving the listening score and ability of the eight grade students at MTs Al-Huda Bandung Tulungagung.<sup>6</sup> Listening comprehension is considered theoretically a dynamic process in which individuals concentrate on selected aspects of aural input from meaning and what they hear with prior knowledge. Dr. Ayman

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<sup>3</sup> Emha, Fitriana, Lailatul, *Using Dictogloss Technique to Teach Listening for Senior High School*, an article of Bung Hatta University, accessed on 14 of March 2017 08.40

<sup>4</sup> Zorana Vasiljevic, Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners, *English Language Teaching*, Volume 3 (01), 2010; p. 48

<sup>5</sup> Nora Ni'matul Jannah, *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*, (Tulungagung: Institut Agama Islam Negeri, 2015)

<sup>6</sup> Ibid, p. 70

(2016) also concluded in his research that dictogloss technique is effective to improve the listening comprehension of EFL students.<sup>7</sup>

Based on information above, this study implement dictogloss technique to improve listening skill entitled “USING DICTOGLOSS TO IMPROVE THE LISTENING ABILITY OF THE SECOND GRADE STUDENTS OF SMPN 1 SEMEN KEDIRI”.

### **B. Research Problem**

Research problem are some questions about somethings that want to be knew. Based on the background of the study above, the problem of the study is formulated as “How can Dictogloss technique improve the students’ listening ability at the second grade of SMPN 1 Semen Kediri?”

### **C. Objective**

Objective of the study is the purpose why the study conducted in this research for. Based on the statements of the problem above, it is formulated the objectives as to find the appropriate way to improve the students’ listening ability using Dictogloss technique at the second grade in SMPN 1 Semen Kediri.

### **D. Significance of the Study**

The results of the study have particular contributions for the students, teachers, and the researcher. It will be known as follows:

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<sup>7</sup> Ayman M. E., Dictogloss-Based Activities for Developing EFL Learners’ Listening Comprehension, *International Journal of English Language Teaching*, Volume 4 (10), December 2016; p. 47

1. For the students

The students can improve their listening skill ability through dictogloss technique. The students have high motivation and interest to study listening and gaining more information caused better listening ability. Students also can doing this technique by their selves to sharpen their listening ability.

2. For the teacher

The teacher knows the effectiveness of dictogloss technique. The teacher can motivate the students to improve the listening skill ability through dictogloss technique. The teachers can also implement this technique to the others grade and modify it based on their own creativity.

3. For the next researcher

By doing this research, the next researcher get some valuable experiences about teaching listening process through dictogloss technique and know the interesting technique that can be used to teach listening through dictogloss technique.

#### **E. Scope and Limitation**

The scope of this research will be conducted in order to find a good way to improve the students' listening skill. This research also focused on the teaching listening narrative text using Dictogloss technique at the second grade of SMPN 1 Semen Kediri.

## F. Definition of Key Terms

### 1. Teaching Narrative Text

Narrative text is a text that tell about past events in order to entertain and giving some advices to the reader. There are some kinds of narrative text such as fable, legend, myth, romance, and so on. The generic structures of this text are orientation, complication, and resolution. Usually there is a moral value in the narrative text that the reader must find it by themselves.

There are characteristics presents on the narrative story.<sup>8</sup> Teaching narrative text is fun because there are so much interesting stories that we can gain some information and advices.

### 2. Listening Skill

Listening skill is an important part of oral communication. Good listening skill allow you to gaining information from oral native speaker. Listening is a skill ability that has important role in foreign or second language learning and use to understand the spoken language.<sup>9</sup> Harmer (1983) stated that in listening, the listener cannot see what he was listening, but could only listen and its different with writing skill.<sup>10</sup>

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<sup>8</sup> Quriatul Vil Maulidiyah, *Improving Students' Reading Comprehension by Using Cooperative Integrated Reading and Composition (CIRT) on Narrative Text at SMAN 1 Plosoklaten*, STAIN: 2016, p. 7

<sup>9</sup> Seyeedeh Masoumeh Ahmadi, The Importance of Listening Comprehension in Language Learning, *International Journal of Research in English Education*, Volume 01 (01), November 2017; p. 09

<sup>10</sup> <https://marinapurnamasari.wordpress.com/2012/06/26/techniques-of-teaching-listening/>, accessed on 03 of March 2017; 08.00 am.

### 3. Dictogloss Technique

Dictogloss is kind of techniques used for teaching language. In this method, students are asked to hearing oral sentence, paragraph, or text twice. But, before the text was heard, the teacher giving warming up activities to build difficult vocabularies based on the text. In the first time, they have to heard only and have not to write down anything. In the second time, they must write some keywords as much as they remember after the oral text finished. After that, the students are asked to rearrange what they wrote in to a good story in their own words.<sup>11</sup>

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<sup>11</sup> Zorana Vasiljevic, Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners, *English Language Teaching*, Volume 3 (01), 2010; p. 41