

## **I. INTRODUCTION**

This chapter tells about the basic problems of this research. It consists of the background of the problem, research problem, objective of the research, uses of the research, scope of the research and definition of terms.

### **1.1. Background of the Problem**

Language has important role as a tool of social interaction. Without language the people cannot 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 strengthen, and to make better relationship. That is why English is very important to be mastered. Referring 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 (KTSP), 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)

Based on researcher's pre observation in SMAN 1 Ambarawa Pringsewu, it was found out that students still found the difficulty in listening skill, i.e. they got the difficulty in interpreting what they had listened, they were not able to predict the sound, intonation, and stress from the speaker. This happened because the students seemed to be lazy in paying their attention on listening material and they chatted with the other students, so that they did not get the message that they heard from the speaker consequently they could not understand the meaning of words.

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' achievement 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 achievement through running dictation. The main reason the researcher chooses running dictation as a technique in teaching listening, it may be an interesting technique for English students to increase their listening achievement. 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. That is why the researcher intends to increase the students' listening achievement through running dictation.

### **1.2.Research Problem**

Based on the background of the problem. The researcher formulates the problem as follows:

Is there any significant increase of the students' listening achievement after being taught running dictation?

### **1.3.Objective of the Research**

The objective of this research can be stated to know whether there is significant increase of the students' listening achievement after being taught running dictation.

### **1.4. Uses of the Research**

Hopefully, this research could have the following uses:

Theoretically, it may support theories that running dictation can be applied to increase the students' listening achievement.

Practically, it may inform English teachers on how to teach listening by using running dictation.

### **1.5. Scope of the Research**

In this research, the researcher was focused on finding out whether running dictation can be used to increase the students' listening achievement. The subject of this research was second year students of SMAN 1 Ambarawa Pringsewu. 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 suitable with the curriculum and dictating the sentences. This research was focused in the students' listening in micro skill by using running dictation. There were four aspects focused in this research, they

were: discriminate of sounds, intonation pattern, cohesive devices, detect sentence constituents. The technique of collecting the data was achieved by using pre-test and post-test with treatments conducted in three times. The type of tests were writing simple sentence and multiple-choice test.

### **1.6. Definition of Terms**

There are some terms used by the writer to make them clear and to avoid misunderstanding, they are clarified as follows:

#### **Listening**

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

#### **Achievement**

Achievement is something important that you succeed in doing by your own effort.

#### **Running dictation**

Running dictation is the technique where the students work in group to dictate the sentence, there are 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 and the writer must write down what they heard as accurately as possible.