

I. INTRODUCTION

This chapter describes the background of this research. It includes background of the problem, identification of the problem, limitation of the problem, research problem, objective of the research, uses of the research, scope of the research, and definition of terms.

A. Background of the problem

Listening, speaking, reading and writing are inseparable items in learning English. Those four skills are integrated each other to deliver the students as a good foreign language learner. As listed on school based curriculum (KTSP), the students from elementary level up to university should master those four aspects of English in passing national examination.

Traditionally, the aim of learning English is to be able to be a good communicator. In the way to get that target, the students should understand the contents of the message before they speak in a good way. However, to be in the level of getting the understanding, the students should gather the process of listening first. Listening is the major skill which is considered important in language learning. The students have people by using English.

to master listening first in order to be able to build a communication with other

In learning English, the students shared many times in listening to the teachers' opinion, instruction, and statements to get the understanding. Moreover, in the listening process students will identify the language system through materials understanding; learning how to pronounce, and getting the instruction and the explanations. Thus in teaching learning, listening does take an important part due to students' grasping English depends on their listening ability.

Due to its important role, the government places listening as the first language test items in national examination along with the other skills such as speaking, writing and reading. The students need to pass the listening test to complete their score in the English national examination. However, listening is considered as difficult skills that students hard to master. Students are lazy to do listening class because they have no written transcriptions in helping them to grasp the material. Based on researcher pre-observation of students' listening ability in SMPN 1 Bukit Kemuning, it was found that students listening ability is still low because the students are hard to interpret the spoken passages or statements from the speakers.

In that observation, the researcher investigated students listening skills by playing audio records and distributing answer sheets to the students. During the listening activity, the students seemed bored and hard to concentrate since they are missed so many words in composing the meaning of spoken statements or passage. This could

be happened because they are studying about the second language in where they recognized as the zero knowledge learner. Besides that considering the level education of those students, it can acknowledge that their vocabulary understanding is still low. Thus, the lack of interpreting the message is caused by the less understanding of so many words.

Furthermore, the students also got less practice regarding listening materials in the class since the teacher had to divide the material focus into four English skills. Due to the less practice, the students could not wisely use their listening time in comprehending the message from the spoken statements. The students seemed unfamiliar with the listening test and they tended to think that listening test was just about hearing the tape and filling the answer sheets. This idea about listening affected the students to ignore the importance of listening process.

The stated findings above might be caused from several causes i.e. students might be lack of vocabulary since they did not have many sources of material. The teacher still did the conventional way in teaching listening material. The students have blocked the listening material since they hate to interpret the meaning without the written script. The students hated English because the number of words that they needed to cover in order to understand the material is too much.

By seeing the stated problems above, the researcher take the picture dictation as a technique in teaching listening because it can help students to grasp the listening material better by remaining aids as the supporting tool. In this technique the students

would have an active listening by drawing their listening process in form of picture. The process of the listening would be focused on students' accuracy in placing the things or objects based on teacher's simple instruction.

The picture dictation served the students in saving their comprehension in the paper sheets. The students did the evaluation of the information in form of statements or instructions by seeing the picture. In this technique, the drawing quality is not being counted. The focus would be on the student's accuracy in placing the object based on teacher's simple instruction. Based on the stated background above, this research is entitled "Increasing Students' Listening Ability through Picture Dictation at first year student of SMPN 1 Bukit Kemuning".

B. Identification of the Problems

Based on background of the problems above, the researcher identifies some problems as follows:

1. The students less of interests in listening an English passage or statements because they have no written transcription to grasp the material.
2. The students lack of practicing in listening class and tests.
3. The students are lack of vocabularies; therefore they get difficulties in understanding the message contents.
4. The students feel bored on the way of teacher's teaching.
5. The technique used by the teacher might be less appropriate for the students' need.

C. Limitation of the Problem

Based on identification of the problems stated above, the researcher limits the problem focusing on the technique that is used by the teacher. The researcher is interested in investigating whether there is any difference of students' listening ability after being taught by Picture Dictation.

D. Research Problem

Based on the background above, the researcher formulated the problem as follow:

- Is there any significant difference of students' listening ability after being taught through picture dictation?

E. Objective of the research

Continuing the formulation of the problems above, the objective of the picture dictation is to find out whether there is significant difference of students' listening ability after being taught by using picture dictations.

F. Uses of the Research

The uses of the research are:

- a. Theoretically
 - The result of the research can be used as the references for those who try to find out the other kinds of technique in teaching listening.

- The result of the research can be used by the researcher who chose listening skills as the main skill to improve.

b. Practically

This research can be useful for English teachers to choose an active listening in teaching listening process.

G. Scope of the research

The researcher focused the research on using picture dictation as teaching technique for teaching listening, regarding the research question, this research is limited only to find out the significant improvement of student's listening ability after being taught through picture dictation.

The population of this research was the first year students of SMPN 1 Bukit Kemuning in academic year of 2012/2013. The researcher took two classes, class VII 2 and VII 3 which consist of 32-34 students per each class. In this research, the researcher focused on the students' micro skill of listening including recognizing vocabulary and getting the referential info (WH questions). The materials are designed to be relevant with SMP curriculum even though some of them were taken from some magazines and books.

H. Definitions of Terms

The following statements below are presented as the key terms clarified in order to avoid misunderstanding, as follows:

Listening Ability

Listening ability in this research can be referred to the capability of the students in listening teachers' simple instruction in getting the message of the spoken passage.

Informative Listening

Informative listening is the name we give to the situation where the listener's primary concerns is to understand the message.

Picture Dictation

Picture dictation requires very simple drawing done in respond to a simple teachers' instruction.