

I. INTRODUCTION

This chapter presents an overview of this research and it deals with the reasons for conducting the research. It consists of eight sections, i.e. background of the problems, identification of the problems, limitation of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problems

Indonesia, which uses English as a foreign language, introduces English from the kindergarten level up to the university level. In the schools, the implementation of School Based Curriculum (KTSP) has a function as the instrument to guide teaching learning activities towards the main goals of national education.

English is one of the subjects tested in the national examination which has been followed by the students. Fundamentally, English consists of listening, speaking, reading, and writing skills. All of which have to be mastered by students, with the primary emphasis on listening. The listening skill becomes very important in education field because listening takes part on the test items in the English national examination. Listening is also indispensable for the students because the success of their study depends on the greater part of their ability to listen.

Based on the researcher's pre-observation conducted in SMA Negeri 1 Tanjungbintang, it was found out that the students have insufficient ability in listening. In this program, the researcher taught listening test by using audio records. From that activity, the students did not seem to be interested in the material being taught. During the teaching-learning process, they chatted with their partner. They also seemed to be bored and sleepy. This happened because they did not get the message that they heard from the record and they could not understand the meaning of words.

Moreover, the students also could not understand the material well and they usually felt a loss when they listened to new text that was given in listening activity. In addition, they were not able to predict the sound, intonation, and stress since the speaker usually spoke too fast. Expecting them to understand the material of listening, the researcher had to replay the record at least three times or more and sometimes the researcher had to stop the tape only to tell or explain unfamiliar words and about the sentences of the text. As a result, this condition affected the students ability in listening.

The problems stated above might be caused by several factors, i.e. there is no language laboratory in the school to practice students' listening ability so that they lack practicing listening activities. The school might be lack of learning media such as tape recorder and LCD. The school library might be lack of English book sources so that the students cannot learn English from other sources. The listening materials that are used might be less interesting for the students. The technique that is used by the teacher might be seen monotonous and less appropriate for the

students. The students might not be motivated to listen the materials and learn English.

To overcome all the school problems is beyond the capacity of this research. Therefore, the researcher is interested to solve the problems by using dictation technique. Dictation might be useful to improve the students' listening ability. Dictation is one of teaching technique which might be used for any level. By using this technique, the teacher may easily realize the students' low competence in comprehending listening as well as the weaknesses of the previous teaching method. It may be an easy and interesting technique for English students to improve their listening ability. The students do not only pay attention to the sound of the words read by the teacher but also understand about the meaning and be able to transfer the dictated passages to their graphical representations.

Based on the whole background above, this research is entitled "Improving Students' Listening Ability through Dictation Technique at the First Year Students of SMA Negeri 1 Tanjungpinang."

1.2. Identification of the Problems

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

1. In the school, there is no language laboratory. Meanwhile, English books might be lack of sources in the school library.
2. The students have no others source of English book to learn English more.

3. The students lack motivation to listen an English monolog text because they think that the material of listening is difficult and boring.
4. The students become bored with listening materials. It might be caused by the teacher who uses less interesting materials.
5. The technique that is used by the teacher might be not effective for the students.
6. The technique might be less appropriate for the students' need.

1.3. Limitation of the Problem

Based on identification of the problems stated above, the researcher limits the problem concerning the technique that is used by the teacher. The researcher is interested in investigating whether there is any difference of students' listening ability if they are taught by using dictation technique.

1.4. Formulation of the Problem

Based on limitation of the problems above, this research attempts to answer the following problem: "Is there any significant improvement of the students' listening ability after being taught through dictation technique?"

1.5. Objective of the Research

In accordance with formulation of the problem above, objective of this research is to know whether there is a significant improvement of the students' listening ability after being taught through dictation technique.

1.6. Uses of the Research

The uses of this research are expected to be useful both theoretically and practically.

Theoretically

The uses of this research are as follows:

1. This research can be useful for supporting the previous theory about dictation.
2. This research can be used as reference for the next researcher who will concentrate on students' listening ability by using dictation.

Practically

The result of this research hopefully can give information for teacher who may apply dictation as one of technique that can be used in practicing listening so that it can develop students to improve students' listening ability and teacher's performance.

1.7. Scope of the Research

The researcher focuses the research on using dictation technique for teaching listening. Considering research question, this research is limited only to find out the significant improvement of students' listening ability by using dictation technique.

The population of this research was the first year students of SMAN 1 Tanjungbintang in academic year of 2012/2013. The researcher took two classes, class X-5 and X-6, which consist of 36-38 students per each class. In this case,

listening is delimited on listening sub-skills of micro skill that is the students' understanding of intonation pattern, recognition of function and structure, cohesive devices, detect sentence constituents, and recognizing discourse markers because the students still have insufficient ability in that sub-skills.

1.8. Definition of Terms

Below are some key terms clarified in order to avoid misunderstanding, as follows:

Improvement

Improvement is the process of improving or being better.

Listening

Listening is one of fundamental language skills which includes the process of receiving what speaker says, constructing meaning, and responding from something listeners hear.

Listening ability

Listening ability in this study can be referred to the capability of students to listen and respon to questions in a listening test.

Dictation

Dictation is a simple technique that the listener listens to an oral text and write down what they hear, the passage may be presented more than once and it needs to be presented in segments or information units.

(Flowerdew and Miller, 2005: 200)