

## **CHAPTER I INTRODUCTION**

This chapter discusses several points, i.e., background of the problem, research problem, objective of the research, uses of the research, scope of the research, and definition of term, as follows:

### **1.1 Background**

The demand in English curriculum of SMA states that SMA/MA students should be able to use language in informational level. Arriving at informational level means that the students are expected to be able to access knowledge and information from the target language (English) by their language skills. There are four skills of language to be taught by English teachers of SMA/MA, i.e., listening, speaking, reading, and writing (Depdiknas, 2006:307). The learners should be trained to be able to use English in real communication so that they master these four skills.

Among the four language skills, listening is acquired earlier. Hurberner (1959:28) states that in acquiring a foreign language, listening, of course comes first. In other words, before someone understands and starts to speak, he or she has to hear sound, words, and speech patterns first. Therefore, in learning a language, the first step to be acquired will be listening. In order to learn a language well, she or he must be a competent listener. One has to be able to pay attention to what is

demonstrated, remember what is shown or told, and then practice speaking to gain functional skill in active communication.

If the students have good listening skill, they may easily understand what is being said or heard. Moreover, they will be able to communicate about the information they have heard. Conversely, if the students lack of listening skill, they might have many difficulties to going through the next steps of acquiring other language skills such as speaking, reading, and writing. Therefore, listening plays a very important role for students' success of learning English.

Margaret (1988) also states that listening can be considered as the first step in learning a language. It means that language learning, initially, highly depends on listening skill. It provides aural input that serves as the basis for language acquisition and enables its learners to interact in spoken communication and continue to the next skills. So, the students should have good skill in listening to develop their ability in English. More practice in listening makes them know new vocabulary and are able to send a message to others. By developing their ability to listen, they become independent learners and are able to listen accurately i.e. they are much more likely to be able to reproduce sentence accurately, refine their understanding of grammar and develop their own vocabulary.

However, the current condition of most senior high school student's still gets difficulties in listening. Tusianah (2000) indicates that most of students have difficulties in achieving listening skill, especially in the case of getting the gist of information in the text. They can not listen well, especially in getting specific

information from the text. Obviously they have difficulties in getting information even though they know what to be listened.

The result of the pre observation done by the researcher in the 1<sup>st</sup> semester of the 1<sup>st</sup> grade also shows similar case. The teacher just gives some exercises from tape recorder and discusses the answer together. He only gives the students multiple choice questions, then asks them to answer it, while students were listening, teacher walks around the class and observes the students activities. This activity does not make the students know what they listen because their focus only to answer the question and get the best score. Thus, it is not interesting for the students.

From the fact above, it can be revealed that there are several problems of teaching listening i.e., the low listening achievement especially in getting the gist and reconstruct the text, inappropriateness of teaching technique used by the teacher in teaching listening. Therefore, it should be an appropriate technique to be applied for the students to increase their listening achievement.

To increase students' listening skill, the researcher proposes to use Dictogloss as an alternative technique. Dictogloss is as a multiple skills activity. The students practice listening, writing and speaking, and use the grammar and lexis to complete the task. The students can open their background knowledge related with the text and then listen what the teacher dictates and write the key answer. This will not make the students bored because they can cooperate with their friends. This research will focus on teachers as the only learning sources and

speech is as the main learning strategies. Therefore, the researcher proposes Dictogloss as an alternative technique.

Dictogloss offers a context-rich method of assessing how much students know about the topic of the text. The dictogloss has been proposed as a procedure that encourages students to reflect on their own output (Wajnryb, 1990). In a dictogloss the emphasis is on the students' ability to communicate in order to re-convey the meaning of the text, as opposed to re-producing it word for word. The use of dictogloss are that students are encouraged to focus some of their attention on form and that all four language skills – listening (to the teacher read the text and to groupmates discuss the reconstruction), speaking (to note taking while listening to the teacher, the group's reconstruction, and the original text), reading (note taking while listening to the teacher, the group's reconstruction, and the original text), and writing (the reconstruction) – are involved.

Furthermore, dictogloss can be used as a mediator that is useful for listening bottom-up and top down. Teacher will find out the individual items in text (bottom-up strategy). However, in small group discussion, some of the top-down strategy perhaps is used. In this strategy, teacher will integrate student's background knowledge. By using this technique teacher is able to make prediction, make inferences about the things in text, find out the topic, and be familiar with kinds of text.

Considering the statement above, the writer would like to propose dictogloss as a technique in teaching listening. The writer hopes that dictogloss will be helpful to improve the teaching learning process in listening.

## 1.2 Formulation of The Problem

In reference to the background above, the research problem can be formulated as follow:

1. How can dictogloss improve students' listening skill in getting the gist of the text and reconstruct the text?
2. How can dictogloss improve students' listening activity in teaching listening process?
3. How can dictogloss improve the quality of teacher's teaching performance?

## 1.3 Objective of the Research

In relation to the problem formulated above, the objectives of the action research are to:

1. Improve students' listening skill in getting the gist of the text and reconstruct text through dictogloss.
2. Improve students' listening activity in teaching listening process through dictogloss.
3. Improve the quality of teacher's teaching performance through dictogloss.

## 1.4 Uses of the Research

This result of the research can be used as follow:

Theoretical uses:

1. To verify the previous theory dealing with the theories of Dictogloss.

2. To be used as a reference for the next researcher who will concentrate on students' listening comprehension, students' participation in teaching learning process of dictogloss and teacher's teaching performance.

Practical uses:

1. As a help to English teacher in finding appropriate technique in improving students listening skill and teacher's performance.
2. As a help to students in improving their listening skill.
3. As a consideration in making policy related to the development of teaching learning English subject especially listening skill.

### 1.5 Scope of the Research

This research was focused on developing students listening skill through dictogloss. The class was given some treatments by giving the students several texts that were suitable with the curriculum; the teacher dictated the sentences to the students. Then, the students reconstructed the text by using their own words. The subject of this research was a first year students of senior high school (class X.9). The material of listening would be in the form of short text. It could be simple newest article with high frequency words based on the students' level. Top down listening strategies would be applied in this study. This listening test used students listening comprehension in getting the gist from the text. Students' listening achievement was measured by students' construction about the text. The researcher also stimulates their schemata before dictating the text. The test should be familiar with the students so they knew the situation of the text.

## 1.6 Definition of Terms

There are some terms that will be useful in the research. The terms below will guide the reader in reading and understanding the research.

### Dictogloss

It refers to a technique where the learner receives some spoken input, hold this in their memory for short time, and then write what they heard by using their own word.

### Developing Listening skill

It refers to a series of actions in the class interrelate to increase the students' listening skill through dictogloss.

### Listening skill

It refers to the activity of paying attention and trying to grasp the meaning of something we hear from the spoken passage.

### Action research

It refers to collaboration of research and action which are done by using reflection to solve the problem.