

CHAPTER I

INTRODUCTION

This chapter presents Background of the Study, Problem Statement, The Purpose of the Study, The Significance of the Study, Scope of the Study and Definition of Key Terms.

1.1 Background of the Study

Listening ability is one of the important skills in foreign language learning. To master speaking and writing skill, listening skill is a key to learn both productive skill. Listening is a process of getting messages to understand language input. On the other words, people have to listen for getting the information or messages because people know the language by understanding the information they hear. Students will be difficult to communicate without listening because listening is the medium of students to gain a large portion of their education, their understanding, their information and their appreciation.

Listening is probably more difficult than reading because students often recognize the written word more easily than they recognize the spoken word. Because of this issue, many students think that listening is the most difficult skills. They think listening is not important than other skills because the portion is less in learning process. Listening ability is given little space than other language ability, such as reading, speaking, or writing. According to Widiyanto (2000), listening skill is so important to be mastered however listening skill has been got the least

attention among all language skills. Large amounts of listening practice before speaking or reading may prepare the learner to acquire a second language with a greater efficiency than if he or she was taught all the skills simultaneously.

In fact, listening is the most frequently used language skill in everyday life. Listening is the major component in language teaching and learning because in the classroom, students do more listening than speaking. They listen to the teacher explanation and instruction. Basically, teaching listening is not easy thing for the teacher. The document of DEPDIKBUD RI (1935: 37) explained : “In conducting teaching learning process, the teacher should have the active learning principle, that is teaching which involves the students physically, mentally, or socially. The research method that should be used in teaching process can be chosen by the teachers based on their capability and their need.”It means that the teacher can lead the students’ mind into lessons by giving several questions and getting them make questions relating to the material. The teachers have to be active one in class. When students are not interested in the lessons, the teachers have to bring up their mind in several ways. Finally, teachers ask them to conclude in their own words. By making some conclusions, teachers will know whether the students understand or not.

In general, teachers think that teaching listening is the easiest skill to teach, but in fact, students think that listening is the most difficult than other skills. Based on researcher’s observation in teaching English at the eight year students of SMP YPI Nasrul Umam, the researcher finds out that the mastery of listening ability of students is still low, although they like hearing English songs.

Many problems often appear during the teaching and learning process. The students' score of the listening test is also low. It shows that the students' listening ability is poor. The cause of the problem are that : the teacher less to drill the students, the material is not interesting, and the technique of delivering materials is neither suitable nor interesting.

First, students are rare given drilled. The teacher does not always give exercise in listening . Sometimes he drills students once in a month and never gives listening examination in the final examination. Second, the teacher often gives the material that is not interesting. It makes students feel lazy to study because they are not interested at all about the material that is given by the teacher. All materials are only from the book without adding some other sources such as from real activity in daily life. So, it is difficult for student to improve their listening ability. Last, the technique of the teaching listening that the teacher uses seems ineffective for students. It does not give the students great motivation to improve their listening ability. Most of students are passive in learning listening and only few students are active. In listening process, the teacher reads a text and asks students to fill the blank in some sentences or choose the best answer of some questions.

Teachers' assumption which they focus only on giving listening practice to students than on teaching it and inappropriate technique become the obstacles in mastering listening skill and cause the students' low competence of listening skill has received increasing attention in teaching. Besides, there is no facilitate that support teacher and students to improve listening ability, such as English

laboratory. Some schools provide language laboratory so there is no problem of teaching listening since the teacher can use the facility. Other schools such as SMP YPI Nasrul Umam does not have language laboratory as a facility to teach English listening.

To overcome those problems, the researcher decides to conduct a research to solve the problems through this study. One of the causes that will be solved through this study is about the technique of delivering material that is not effective for students. One of offered techniques is dictogloss. According to Jacobs and Small (2003) dictogloss is a new way of dictation which was developed by Ruth Wajnryb (1990).

Different from dictation, in dictogloss, students have to be more creative and use their language competence to reconstruct the text. Dictogloss is the technique of reconstructing the text, that is the goal is not to produce the original, but to gloss (rephrasing the main idea of text) it using learners' combined linguistic resources. The text used for dictogloss technique can be various and the length of the text depends on students' proficiency level (Wajnryb, 1990 : 19). Because of that statement, the research has to use the text which is suitable for the eight grade students of junior high school as the sample of the research.

Considering the significance of dictogloss technique in the teaching-learning process, this research is conducted by implementing dictogloss technique in high school, specifically in improving students' listening ability in SMP YPI Nasrul Umam.

1.2 Problem Statement

This study is proposed to investigate the use of a dictogloss as one of the techniques in teaching listening. The fact shows that not all schools are facilitated with electronic media such as a tape recorder, video, or even language laboratory. This makes English teachers seldom teach listening and sometimes they even ignore it. Based on the fact, the research question of this study is “How does dictogloss technique improve students’ listening ability for the eighth grade students at SMP YPI Nasrul Umam Dudusampeyan Gresik?”

1.3 The Purpose of the Study

The purpose of this study is to describe the implementation of dictogloss technique and improve the students’ listening ability for the eighth grade students at SMP YPI Nasrul Umam Dudusampeyan Gresik.

1.4 The Significance of the Study

The result of the study is expected to be useful input for:

1. Theoretically:

The research which is focused on using dictogloss as a technique hopefully gives a positive contribution to English teaching-learning process and enriches the teachers’ technique in teaching listening.

2. Practically:

The result of the study can be useful as an alternative technique of teaching listening skill besides the use of electronic media. After finding

out the result as the study, the English teachers can apply this technique in class to improve the students listening skill as well as other skills. They can also make the students more creative and innovative in learning English. The teachers can vary the listening activity they have had. The result of this study might become a solution of problem of teaching listening skill due to the fact that it has so many students with limited facilities. To the students, hopefully, the result can motivate them to understand oral text more easily and to make them familiar with listening English. It is supposed to make them realize that mastering English especially listening is not so difficult as they think.

1.5 Scope of the Study

In this research, the researcher limits the problems on the implementation of using dictogloss to improve students' listening ability only for the eight grade students at SMP YPI Nasrul Umam Dukuksampeyan Gresik.

1.6 Definition of Key Terms

Dealing with the title of the study, the definition of the key term is described as follows:

Dictogloss is the integrated skills technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher (Jacobs and Small, 2003).

Listening ability is the ability to identify and understand what others are saying to gain right information then represented in form of writing or speaking.

Reconstruction version is a version which does not have to be identical to the original but does have to be grammatically correct and does have to approximate the original text's organization and meaning.