

# CHAPTER I

## INTRODUCTION

This chapter explains the research background, research questions, research purpose, research significance, research scope, conceptual framework, research hypothesis, and previous studies.

### **A. Background of the Study**

Listening is essential in everyday life and the classroom, as it is needed for people to maintain effective communication (Yildirim, 2016). According to Mendelsohn (1994), people spend 40 to 50 percent of their time listening. However, in English, the prioritized skills are productive, such as speaking and writing, while reading and listening receive less boring (Gilakjani, 2016, p. 123). Listening is one of the essential components of transferring ideas or information, such as the message's content, tone, or mood of the speaker. In addition, Brown (2001), listening is the major component in language learning and teaching because, in the classroom, learners listen more than they speak.

Students find difficulty to listen well because they are bored and uninterested when the English teacher reads the text. Students lack interest and motivation to study by methods and techniques that are not appropriate for the student's needs or interests. Teachers still use the traditional method. The traditional way of instruction is a teacher-centric approach that promotes the teacher's dominance in the classroom environment. For example, simply explaining the material, listening to the student's passages from the record, and writing down what the students hear. They are uninterested, have difficulty receiving information, and may not know what words mean. Based researcher's experience during a previous study at SMPIT At-Taqwa Narorong, Bekasi. First, most students consider attending a monotonous activity because they ignore what the speaker says. Second, Because of the unfamiliar words, most students had trouble understanding what the speaker, when they were listening. Third, many students have not answer question about what they heard since they lack

the essential skills. Fourth, the teachers continue to employ traditional approaches, such as listening to the audio and answering questions.

To overcome these problems, English teachers must have the appropriate technique to help their learners master English, especially listening skills. The researcher uses Dictogloss as an alternative technique to improve students' listening skills. As Wajnryb (1990), dictogloss is a procedure developed by and used for high school students. It can be adapted for use with all ages. The writer noted that the most significant issue in students' cases is the disability of one of them in determining the keywords to which they should pay attention during their listening. In implementing the dictogloss technique, listeners must decide and catch the keywords from the audio they are listening to (Vasiljevic Z. , 2010, p. 42). Dictogloss is a classroom dictation activity where students listen to a passage, take notes on keywords, and work in a group to create a reconstructed text version. For British council (2014), Using the dictogloss technique, students must rebuild a short text after listening and taking note of important words. Jose (2022) Many people consider dictogloss to be a multi-skilled activity. By working in groups, learners practice speaking, writing, and listening while using vocabulary, grammar, and discourse systems to complete the assignment.

Listening is related to several skills, such as speaking and writing, and this Dictogloss technique is appropriate for improving listening skills. It is built to help students improve their listening skills, as practiced in the dictogloss activity. As for Jacobs (2003, p. 3), dictogloss involves practicing all four language skills: listening during dictation, speaking, reading, and writing during reconstruction.

As a result, this skill is related to both listening and writing. English teachers find it challenging to teach listening because there are several grammar, pronunciation, and vocabulary concepts to grasp. Additionally, instructing in a classroom differs from instructing in the actual world. According to Ur (1998), real-life listening accomplishes the following: First, we listen with a defined goal and provide specific information. Second, we react to what we hear right away. Third, we look at the person

to whom we are speaking. Then, since the meaning of what is heard is unclear, there is some visual or contextual information. Last, most spoken communication is spontaneous and different.

Teacher not only must have appropriate technique, also teacher make student enjoy with the material and make them bored. The researcher used the material is recount text, because recounts are the simplest text form compared to others genre. So, this subject must be mastered by the student's as well. Recount texts can function to inform and to tell stories of past events. In daily life to tell a story to someone both in spoken and written forms. students also have to master this subject. Recount text is one of the many types of texts taught in junior high schools, which recounts historical events with the intention of informing and entertaining (Marbela, 2022).

Several research have studied students who struggle during learning to listen. First, in a study by Wahyuningsih (2019), the students were confused with what the teacher said. The teacher tried to pronounce it slowly and repeatedly, but their score still did not reach the passing grade. Second, Azmi (2017) the student can not catch the meaning of spontaneous, quick speech. Moreover, they still needed to take notes even when listening to a speech recording at a moderate speed. Third, Marbela (2022) The purpose of this research is to obtain the empirical data of the effectiveness of Dictogloss method on students' listening comprehension. Purposive sampling was used to choose the participants, the class divided into two classes of 40 students each from SMA 11 Kota Tangerang Selatan's tenth graders. 40 students from the experimental class of X IPS 2 and 40 students from the control class of X IPS 4 were involved. This study used quantitative research with quasi experimental design. Janah (2018) states that students cannot catch up with what the native speaker says because they speak very fast. However, the present study is different of three previous studies. It focuses on the implementation of the dictogloss technique in teaching listening and significant students' understanding in listening after the use dictogloss technique. Meanwhile, this research will be conducted with SMPIT At-Taqwa Narogong, Bekasi students who struggle to listen during process learning.

## **B. Research Question**

Based on the background of the study above, there are several research questions as follows:

1. How are the students' listening skills before being taught the implementation of dictogloss technique in teaching listening skill of recount text?
2. How are the students' listening skills after being taught the implementation of dictogloss technique in teaching listening skill of recount text?
3. Are there any improvements in students' listening skills before and after being taught the implementation of dictogloss technique in teaching listening skill of recount text?

## **C. Research Purposes**

Based on the problems that have been formulated above, the objectives of this research are as follows:

1. To carry out students listening skills before being taught the implementation of Dictogloss technique in teaching listening skill of recount text
2. To find out how far students listening skills after being taught the implementation of Dictogloss technique in teaching listening of recount text
3. To find out how far improved students listening skills after being taught the implementation of Dictogloss technique in teaching listening skill of recount text

## **D. Research Significances**

This research gives solutions to find out problems in listening skills.

- a. For the student

The research results can be used to improve and practice their listening skills.

b. For teachers

To know how to solve the problem, solve it by listening through the dictogloss technique.

c. Other researchers

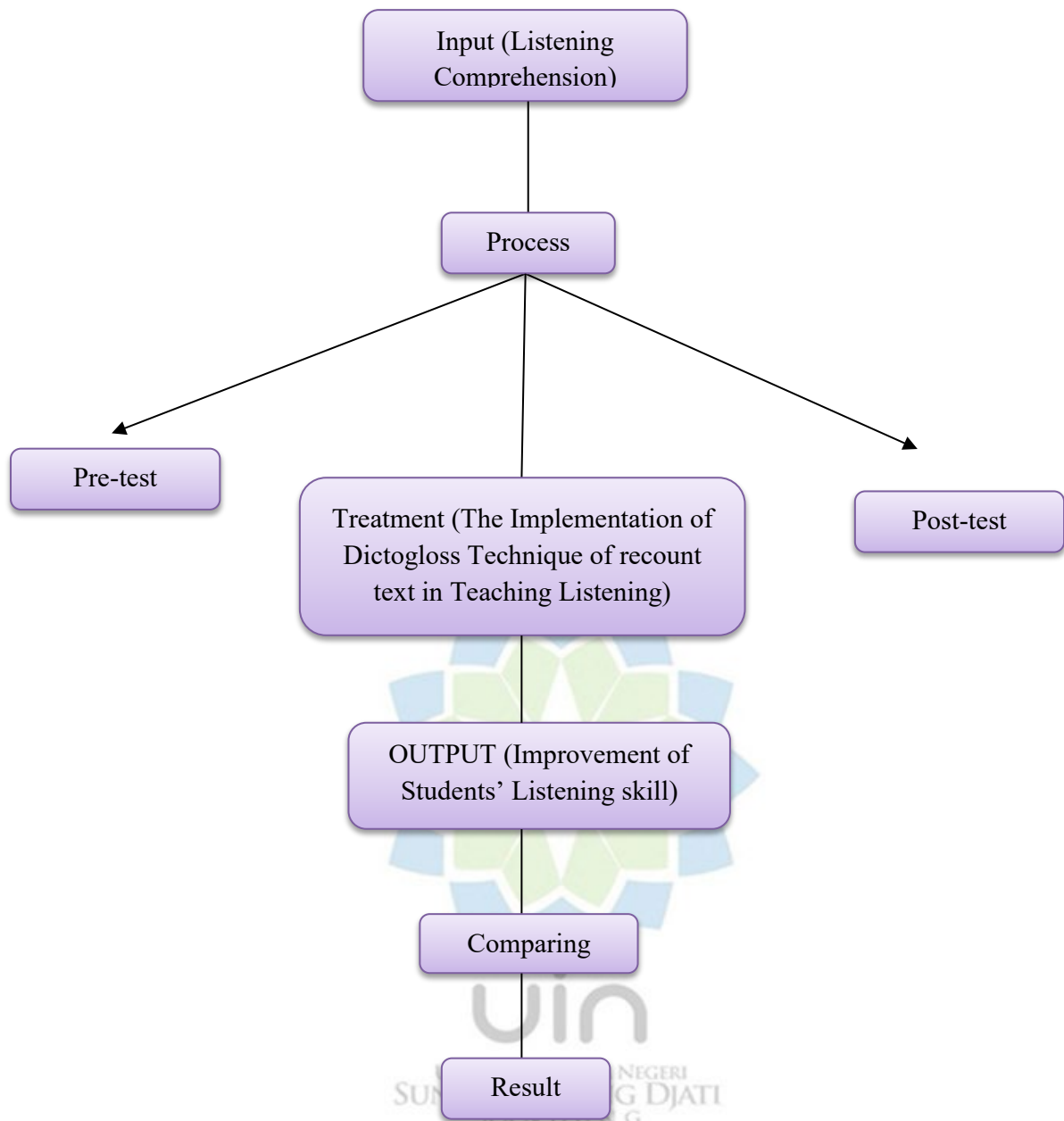
To give additional information for other research and development in the next research.

### **E. Research Scope**

This research focuses on implementing the dictogloss technique of recount text in teaching listening to improve students' listening skills, especially when students attend comprehension or tests in the recount text material. The researcher chose the listening skill because listening is needed in daily life for communication. Here, the researcher taught the students in the second Grade of SMPIT At-Taqwa Narogong, Bekasi to implement the dictogloss technique.

### **F. Conceptual Framework**

The research focuses on the dictogloss technique in teaching listening for the eighth grade of SMPIT At-Taqwa. The researcher expected the implementation of dictogloss technique in teaching listening of recount text could improve their listening skill. Dictogloss is used to help English learners because this technique emphasizes fluency in academic language and helps students listen and remember the appropriate English model. Meanwhile, for Permana (2013), recount text is a text that is used to retell events for the purpose of informing and entertaining. This text is using simple past or past perfect tense. In this text, mentioned about what, when, who and where the story is occurred



**Figure 1.1** Research Framework

(Lijan, 2014)

Moreover, Brown (2001) states that listening is essential to language acquisition and teaching since students listen more than they speak in the classroom. This implies that one of the skills that students must develop is listening. Hasyuni (2006:8) argued that listening is an ability that allows you to be more creative, if you have the skill of listening. It means that we interpret the sounds that reach our ears and create meaning using words, word combinations, and the rise and fall of the voice, also referred to as pronunciation. For Taylor, as cited Cardona (2013, p.19), words are made up of pieces

that are communicated and associated with one another; phrases are made up of parts of vocabulary; utterances are made up of phrases; and remarks are put together to form comprehensive, meaningful texts. In other words, the process is completed with the definition of the meaning.

In summary, since students listen more than they speak in class, listening is crucial for language learning and instruction. Students must therefore practice listening in the classroom. Moreover, listen more imaginatively. In other words, we create meaning from the materials of words, word combinations, and the rise and fall of the voice, also known as pronunciation, and we comprehend the sound that falls on our ears.

According to Ur (1996, p. 111), the most common problem faced by students during process listening solutions is as follows: First, Sound issues, the majority of students rely on context to understand what they hear, and they often aren't notice of their own sound. When students miss a few words in the audio, they feel frightened and frustrated. The teacher should have the students practice selective disregarding of received information, which comes naturally to them in their language. Third, they can not understand quickly; students can not understand until the teacher speaks slowly and clearly. Fourth, they are unable to comprehend brief, natural-sounding native speech. They should engage in as much spontaneous-informal conversation as possible to recognize native speech. Fifth, Students must listen to the audio several times in order to properly understand it. In this situation, the teacher can choose content containing "duplicate" sections and information that must be repeated but not too forcefully, as well as the option for students to repeat or ask for clarification while listening. Last, hard to catch up; the students cannot catch actual words and are under stress due to the amount of information they absorb.

To encourage them to relax, stop trying to understand everything, and catch up on what is required while ignoring the rest of the conversation is the goal. Grow weary; if the talk goes on for too long, the students can get frustrated and stop listening. Additionally, they struggle more with concentration. The answer to this issue is related to the third issue.

Based on the theories above, most students rely on context to make sense of what they hear, and frequently have no idea what their sounds are. When they mishear a few phrases in the audio, some students panic and become frustrated. The teacher should have the students practice selectively ignoring information that they have been given because it comes naturally to them in their language.

Many methods can be utilized in the classroom to teach listening. Here we examine a technique known as dictogloss. For Wajnryb (1990) a dictation exercise asks students to rebuild a brief text by listening and writing down important words as they hear them. Later, the students use this framework to reproduce the text using these keywords as their guide (Ash, 2013). As mentioned in Kooshafar (2012:717) that when using the dictogloss approach, the teacher gives the students a task that can motivate them to interact and listen a text that is comparable to the one they have been listening to. The dictogloss technique has four reasonable steps for improving listening skills. Moreover, Jibir-Daura (2013, p. 113) states that the goal of the preparation phase is to increase students' receptivity to the listening passage.

According to Iwanaka (2010, p. 37), dictogloss is an integrated skill for second language learners in which students rebuild the text they hear in a group setting.

- 1) Prepare: The students research the topic and practice their vocabulary.
- 2) Dictation: Dictation occurs when students listen to the teacher's audio at an average speed while taking incomplete notes. The students will hear the recording twice. The students attend and do not write when the teacher plays the audio for the first time. After several times students can catch what they heard.
- 3) Rebuild: Students create their text version using words to match the keyword.
- 4) Analysis and correction, when students check and compare their text to the original text and other students rebuild and make any necessary changes.

Therefore, this study uses the implementation of dictogloss technique of recount text in teaching listening. Dictogloss is a dictation exercise that asks students to rebuild a brief text by listening and writing down important words as they hear or make a group. Students use this to reproduce the text using these keywords as their guide.



Furthermore, some steps to rebuild text: preparation, dictation, rebuild, and analysis. With material of recount text.

## **G. Hypothesis**

According to Creswell (2012), a quantitative research hypothesis is a statement that makes a prediction about how a relationship between certain variables will show out. Speculation regarding the research is provided via hypothesis. The alternative hypothesis (Ha) and the null hypothesis (Ho) are two different ways that the statistical hypothesis is expressed.

H0: There is no significant improvement of students listening skill after being taught dictogloss technique in teaching listening

Ha: There is significant improvement of students listening skill after being taught dictogloss technique in teaching listening

## **H. Previous Study**

Some previous related studies include: first, Taki carried out his study Taki (2017), which aimed to determine how dictogloss influenced Learners' listening comprehension through the use of cognitive strategies listening approaches, with a focus on male and female students. There were two groups in this quasi-experimental study: control and experimental. In a private language school in Iran, a total of 50 Iranian EFL students—50 male and 50 female—at the intermediate competency level were randomly assigned to experimental and control groups, with 25 male and female students in each group. In addition, Vandergrift (2006) that participants' listening comprehension was assessed using a pre-test or post-test adapted from the PET's standard listening portion, and their use of metacognitive listening methods was assessed using the MALQ, a questionnaire. The t-test was used to assess the data, and the results showed that the experimental group's listening comprehension significantly improved with no discernible difference between male and female students.

The second Huda (2019) discussed upgrading the students' writing skills by employing Dictogloss as the teaching technique in writing classes. The setting and participants were the eleventh-grade students total of 20 students at MA Sunan Giri Gondang. Planning, acting, watching, and reflecting are the four steps of this classroom action research study. Furthermore, Claudia, Sada, and Wardah (2017) define the performed action research study to help students enhance their academic performance. They were writing a paragraph with the orientation of narrative text through dictogloss technique. Writing assessments, teacher and student interviews, observation, field notes, and questionnaires were the methods used to collect the data. The results demonstrate that the Dictogloss approach improved the student's writing abilities.

The third Rahayu (2020) she used quantitative research with quasi-experimental. The participants in this study were 150 eighth-grade students from SMPN 15 Bandar Lampung. The sample was chosen using a cluster random sampling technique. 62 students made up the sample size for this study and were split into two groups. 32 pupils for the experimental group and 33 for the control group. The Dictogloss Technique was used to teach the pupils in the experimental class, whereas role-playing was used in the control class. A tool in the form of an oral test was used to gather the study's data. Before beginning treatment, the researcher administered a pre-test to both classes. Students were given a post-treatment test by the researcher. Independent t-tests were performed using SPSS to analyze the data.

The next, in Rezaei (2019) the research aimed to investigate the effect of using dictogloss technique on EFL's listening comprehension ability. This study employed experimental research with a non-randomized control group pretest-posttest design. Twenty-five students from classes A and B made up the participants. Before the experiment started, both groups took a pre-test to make sure they had the same level of language knowledge. The Experimental group outperformed the Control Group in terms of mean scores obtained from both classes, demonstrating the success of the dictogloss technique.

The last, Nasyupit (2022) the purpose of the research was determining the learning process of listening comprehension and to find out the advantages of the dictogloss technique in class X IPA 1 at MAN Pegasing. To ascertain the benefits of the dictogloss methodology, this study makes use of classroom action research, pre- and post-test data collection methods, and questionnaires. The findings of this study suggest that the dictogloss approach significantly raises student listening comprehension achievement at MAN Pegasing. The students also concurred that the dictogloss technique is one of the engaging techniques and can raise students' listening achievement.

Thus, the novelty of this study with other studies is the previous research on using the quasi-experimental approach to assess the students using the dictogloss technique. While on this study employs a pre-experimental approach to the implementation of dictogloss technique in teaching listening to improve students' listening skills. Based on Taki (2017), the similarity was using the same dictogloss technique in listening. The difference is the research site and sample. The study takes in Iran; meanwhile, this study located is in Indonesia. Moreover, the total participants in this research are 26, consisting of 13 boys and girls between 14 and 15 years old.

