

CHAPTER I

INTRODUCTION

This study deals with the Use of Dictogloss Technique to Teach Listening at the Eighth grade of MTs Negeri 1 Pamekasan This chapter concerns with the research context, the statement of the problem, the objective of the study, the scope and limitation of the study and also definition of the key terms presented in the title

A. Research Context

Teaching learning is a series of process an activities communication between teacher and student. In teaching learning process, teachers will confront Students who have different characteristics, so that the teacher in the teaching learning process will not be separated with the problems of the learning outcomes of their students, which is a tool to measure the extent which students mastered the material that has been in gaining knowledge. Therefore, the teacher in every school must choose a certain or suitable technique in the teaching learning process which is suitable with the student's ability either the classroom situation or student's condition. The choice of method in teaching is very influential for the success of students.

Teaching learning is process transfer knowledge from teacher to the student, the use of methods not only helps the teacher to convey the material more easily, but helps students to be more enthusiastic in each lesson also. Method is the way that functions as a tool to achieve the goal. Therefore it is a major factor

in determining whether or not the use of dictogloss technique in teaching listening. English teacher of MTs Negeri 1 Pamekasan used the unique technique, it is dictogloss technique in teaching listening.

Listening is the ability to identify and understand what someone is saying. listening is a process of decoding the sounds that one hears from the smallest meaningful unit, a phoneme, to a complete text.¹ Listening that occurs in real time, with no opportunity for repetition, means that what is said may be heard only once in a daily situation, unless the listener asks the speaker to say it again and it is repeated. Thus, the speaker determines the speed of the message; therefore the listener, most of the time, is unable to listen to the message again.² Listening is one of necessary components in English language, who wants to study English language it will be impossible without listening skill, keep in mind that language is tool of communication which is a system of symbol produced by human being mouth, if you are engaged in human communication, listening never stops.³ And also in communication, to listen each other is very important in order to catch the point of the speakers mean and can respond or reply it. In communication we have to concentrate in order to avoid misunderstanding because there are many sounds which come to our listening.

The teacher taught that using dictogloss technique in teaching listening is easier than using native speaker recording. Because it can make the students more understand about the spelling, vocabulary, and also the pronunciation as dictation

¹ Dhian Maya Dista, "Using Dictogloss to Improve Listening Comprehension." *English Education Journal*, 2 (April, 2017), hlm. 152.

² G Buck, *Assessing listening* Cambridge: Cambridge University Press. (2001)

³ Andrew D. Wolvin, *Listening and Human communication in the 21st Century*, Blackwell Publishing Ltd. (United Kingdom ,2010), p. 142.

by the teacher. The students also easy to get the point and understand about the text that the teacher read.

Dictogloss is a technique that may help to solve the teaching-learning problems of the teacher and her students as mentioned above. It calls for active participation in problem solving and critical thinking that encourage students to be more active and increase their self-esteem to use English communicatively and to more easily understand the materials being taught. Moreover, the students may have more chances to practice English while learning since they are engaged in activities that stimulate them to use the language. According to Ruth Wajnryb Dictogloss one of relatively recent procedure in language teaching, and different from language dictation.⁴

Emphasizes of Dictogloss, where learners are listened to a short text read to them at normal speed and reconstruct it in a small groups. it has same meaning as the original text dictation where learners only write down what's just read by the teacher or just been heard from the audio source. The Dictogloss technique is a combination of classic teaching techniques whereas the listeners are required to reconstruct a text by listening and noting down keywords. Hence, the students are able to sharpen their English listening comprehension skills using this technique, and it is hoped that it can motivate students to have a good attitude to learning English listening. According to Zorana Vasljevic Dictogloss is a

⁴ Ruth Wajnryb, *Grammar Dictation* (Oxford: University, 1990), p. 5.

classroom dictation activity where students listen to a passage, note down key words and then work together to create a version of the original text.⁵

From the phenomena above, the researcher thinks that this case is worthy to be researched. So the research is interested to conduct a research about The Use of Dictogloss Technique to teach listening at The Eighth class of MTs Negeri 1 Pamekasan. Because the researcher wants to know about how the use dictogloss technique in MTs Negeri 1 Pamekasan.

B. Research problem

Research problems refer to question raised in a research project which clearly reflects what kind of answers is expected to be discovered though the process of research. The clearest research problem is those stated in a direct question or indirect question.⁶ Research problems are the education issue, controversies, or concerns that guide the need for conducting a study.⁷

1. How does the teacher use Dictogloss technique to teach listening at the 2019/2020 eighth graders of MTs.Negeri 1 Pamekasan?
2. What are the advantages of using dictogloss technique to teach listening at the 2019/2020 eighth grade of MTs.Negeri 1 Pamekasan?
3. What are the difficulties in using dictogloss technique in teaching listening at the 2019/2020 eighth graders of MTs Negeri 1 Pamekasan ?

⁵ZoranaVasljevic, "Dictogloss is an Interactive Method of Teaching Listening Comprehension to L2 Learners" 3 (2010): 42.

⁶Mohammad Adnan Latief, *Research method on language learning an introduction*, (universitasmalang,: press, 2015), p. 18.

⁷John creswell.*Educational research: planning, conducting, and evaluating quantitative and qualitative Research (4th edition)*, (Boston: Pearson Education, 2012), p.59

C. Research Objective

Research objective is the same with purpose of research or the goal of research and how to find the problem solving of research. According to Creswell research objective is a statement of intent for study that declare specific goals that the investigator plans to achieve in a study.⁸

Based on the problem of study above, the objective of the research objective are:

1. To describe the process of using Dictogloss technique to teach listening at the 2019/2020 eighth graders of MTs Negeri 1 Pamekasan.
2. To know and describe the advantages of using the Dictogloss technique to students listening ability at the 2019/2020 eighth graders of MTs Negeri 1 Pamekasan.
3. To know the difficulties in using dictogloss technique in teaching listening at the 2019/2020 eighth graders of MTs Negeri 1 Pamekasan.

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D. Significance of Study

The significant of this study explains the use of the important of research.⁹ And also the significant of study here explain the advantages of research. This research there are two aspect in giving this significance of the study.

⁸Ibid, p.627.

⁹ Tim penulis, *pedomanpenulisankaryailmiah*, (pamekasan: STAIN pamekasan press, 2011), p.19.

Theoretical significant, the result of study is to know about the use dictogloss technique to teach listening. So that the researcher hope that this study will add the teachers knowledge as an effort to develop students listening by using dictogloss technique. This same with will give some knowledge about dictogloss technique in teaching listening.

Practically, the result of this research are expected to give information to English teachers, especially in using dictogloss technique in teaching listening. While for the students hopefully they can be more interested in learning listening by using dictogloss technique. This research also benefit able for the researcher, from this research the researcher can find experience and knowledge which can support his ability in English teaching and learning method, and also the researcher can know how does the teacher use dictogloss technique, the difficulties of using dictogloss technique, the advantage and disadvantage of using dictogloss technique especially in teaching listening.

E. Scope and Limitation of Study

Scope focus the thing which intended to search by the researcher, where as limitation is a potential weakness or problem with the study that identified by the researcher. In scope and limitation, the researcher must tell about the limitation of the variable that wants to research, the population or the subject of research, and then when the research will be done. The limitation is potential weakness or problems with the study identified by the research.¹⁰

¹⁰Creswell, *Education Research Planning Conducting, and Evaluating Quantitative and Qualitative Research*, 199.

1. Scope

The scope of this research will be on the use of dictogloss technique to teach listening.

2. Limitation

The limitation of this research will be focused in the eight A and B class of MTs Negeri 1 Pamekasan.

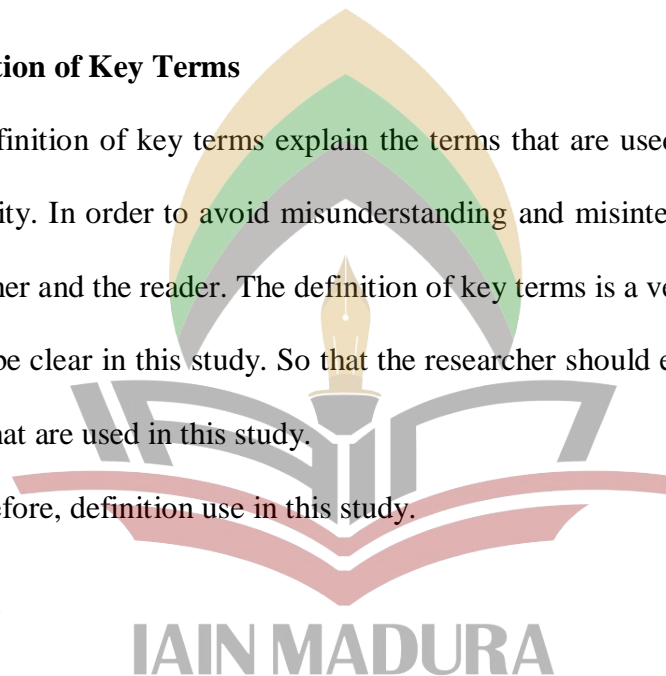
F. Definition of Key Terms

In definition of key terms explain the terms that are used in order to avoid the ambiguity. In order to avoid misunderstanding and misinterpretation between the researcher and the reader. The definition of key terms is a very important point to make it be clear in this study. So that the researcher should explain more about the terms that are used in this study.

Therefore, definition use in this study.

1. The Use

The use is defined as specified set of activities designed to put into practice an activity or program of known dimensions. The researcher want to see and analyze the process from Pre Teaching , Whist Teaching, and Post teaching in teaching listening using dictogloss technique.



2. Teaching Listening

Listening is one of skill that is in English learning. Teaching listening is maintained that listening is not a passive skill but an active process of constructing meaning from a stream of sound.

3. Dictogloss technique

Dictogloss is a diction activity where the learners listen to the passage, write down or make a note as many as they can identify and then reconstruct the

text in a small group.

