

## CHAPTER I

### INTRODUCTION

#### **Basic Consideration**

Most of the students have difficulties in language learning, especially in listening comprehension. It is because listening needs full attention to understand the meaning of the words and sentence that the students heard, this is support by Flowderdew (2010, P. 1) stated “listening is the most difficult skill to acquire from the four skills in language such as speaking, reading and writing, because listening is the absorption of the meaning of the words and sentences by the brain.” Therefore, in listening skill, the students try not only to listen what the teacher said, but also they need to take a process to interpret every words and sentences as well.

Moreover, in listening comprehension there are some students who are categorized into hearing not listening. It is caused by the students do not know what the difference between listening and hearing. Rost (2002, P. 10) stated, “Hearing is a passive process while listening is active process.” Indeed active process means that to be a good listener, practice is one of many ways to understand and interpret the words and sentences from the speaker. By listening to what the speaker says, the listener can receive and give the information in a dictation form. According to Nation (1991, P. 12) “several writers have suggested that listening has very important role to play in the learning of second language.”

Therefore, in listening activity, the students have to pay attention when the teacher says something and they have to keep their eyes contact to focus and stop talking.

In English department of Gorontalo State University students have learned about listening since they were in the first semester. They have done many listening activities in the classroom as like as completely the dialogue, answering the questions and dictation. Dictation as one of the listening activity that interest by me to observe, because based on my experience when I was in semester three we learned about dictation, even though it is seem so easy but many of us still made errors. Therefore in this research I want to find out the kinds and the causes of errors that students in semester three exactly made. Because dictation is not only an activity that should be mastered by the students, but also it gives a good impact for helping the teacher in assessing the students' ability in listening skill. It is supported by Flowerdew (2010, P. 2) stated "dictation is a technique used to know how much the students ability to recognized and identify the spoken language." Specifically, the students can easily know about the topic that is told by the speaker through dictation in listening activity

In dictation activity all of the students made some errors. The errors are caused by several reasons such as the sentences are unfamiliar and the speaker speak very fast. Meanwhile Simple form of dictation is activities of someone who write something that have been read aloud by the reader.

In the field of language learning there is a technique which is used to analyze the error of language learners it is called error analysis. According to Ellis

(2007, P. 15-18), “Error analysis is a procedure used by researcher and teacher. It involves identifying errors, describing the errors, explaining the errors and error evaluation.” This is the technique that I used to analyze the students errors. This research chooses the students of English Department at the third semester because they have a listening subject and I would like to analyze the errors that they have made in dictation. Therefore I have conduct the research which the title *analysis of students’ errors in Dictation*.

### **Research Questions**

The problem statements of this research are:

1. What are the kinds of errors that students’ made in dictation?
2. What are the causes of errors that students made in dictation?

### **Objective of Research**

Based on problem statement, the objective of this research are:

1. To find out the kinds of error that students’ made in dictation.
2. To find out the causes of errors that students made in dictation.

### **Significant of Research**

The significance of this research is to give contribution to the teaching listening process especially for the lecture in how to assess the students’ comprehension in listening and I expect that the result of this research will be useful for the English students to find out their errors in dictation overcome the

errors hence they will be able to improve their listening skill and measure their ability in listening too.

### **Delimitation of Research**

I limit the problem on the kinds and cause of errors dictation in listening activity that have been made by class E the third semester of English department students 2012/2013 academic years.