

## **CHAPTER I**

### **INTRODUCTION**

#### **Basic Consideration.**

Listening is an important skill to be learnt in English beside speaking, reading, and writing. However, commonly teachers only focus on writing, reading, and speaking then forget about listening, whereas listening is the first step in mastering language. By listening students can start to learn how to speak, then read, and finally write. In other side, by paying attention to the listening, students can understand what the teacher said or instructions from the teacher. In the Bulletin 1952 (as cited in Guo and Wills, p.3) said that listening is very important skill, so the students have to be able to listen effectively. It means that the students need a good understanding. On the other side, many students said that listening is the most difficult skill, they rarely listen English texts or other listening materials, so they difficult to know what they listen. Another factor that make them feel difficult in listening skill is the barely facilities in their school.

In SMP Negeri 2 Batudaa Pantai, teaching listening also becomes one problem that is faced by the English teachers in learning process. In learning listening it actually should be done in language laboratory or at least it needs multimedia tools as teaching media. However, the teacher may act as native speaker in situation if a school is limited in facility. Additionally, teacher also should become innovative in choosing technique, method or teaching strategy. From the observation, I found that the teacher is confused to choose an appropriate method in combining English skills in one teaching material. Further, as previous explanation, the lack of

facilities to support the teaching and learning process, particularly in teaching listening, is become one of the problem to. Whereas in teaching listening, students are expected to be able to listen and understand the audio or the type recording perfectly. Yet by seeing this situation, combining some skills will only reduce the probability of understanding perfectly. In this case, students will be difficult to focus on one particular skill, which further will place them to the level of unwell understanding. Besides, there is lack of facilities in this school, this makes the students also difficult to master in listening because limitedness of teaching media and it obstruct the teachers to become more creative and innovative in creating attractive teaching and learning process.

So, to solve this problem, the researcher proposes the dictation method that can be apply in teaching listening. Richards & Platt (as cited in Kiany and Shiramiry 2002, p.3) stated that “dictation is a technique used in both language teaching and language testing in which a passage is read aloud to students, with pauses during with they must try to write down what they heard as accurately as possible.” Furthermore, the researcher chooses dictation method as the technique is to help the students to understand in teaching listening process. Also because this is junior high school, so the teacher must be choose the simple method to make the students are interested to learn English, especially in teaching listening process.

Moreover, picture is one of visual support in teaching process. Rubbin (2011) said that visual support can help the students to understand the text. In the picture dictation activity, the students draw their imagination of the information in the text that the teacher dictated. It will have the students to find out the key idea of the text. Furthermore, the picture helps the students to remember the information that they listen. Based on the description above, the researcher

would like to formulate the title “increasing students listening ability through picture dictation method (this research conducted at the eight students of SMP Negeri 2 Batudaa Pantai)”.

### **Research Question.**

Based on the consideration above, the researcher formulates the problem, as follow :

Can picture dictation technique increase the students’ listening ability?

### **The Objective of the Study.**

This research purpose is to find out whether the picture dictation technique can increase students’ listening ability or not.

### **The Significant of the study.**

This study can be beneficial for the students, teachers, and school as well.

- For the students: Helps the students to be more interested in English listening process particularly using picture dictation method.
- For the teachers: Can help the teacher to catch the students’ attention with this method.
- For schools: Help the stakeholders to improve the teaching listening process.

### **The scope of research.**

The scope of English lesson is so broad. The researcher may not be able to reach all the aspects to be study as a whole. Therefore, I limited this study in learning listening by using picture dictation as a method. Then, to focus the explanation, the scope of this research was examining several types of words as indicators in the instrument, namely *noun*, *verb*, *adjective* and *adverb*.

### **Relevant of research**

There is scholar who ever did the research about picture dictation method. Isnaini Nurhidayati (2013). “The influence of A Picture Dictation toward The Students’ Listening Ability (this research conducted at the first grade students of MA AL-Huda academic year 2012/2013)”. The aims of this research are to find out the influence of a picture dictation toward the students’ listening ability. This research focuses to look the change of the students’ score in listening skill after the students get picture dictation as the treatment. This research used experimental design as the method. In this research the, the researcher found that mean score of pre-test<post-test, or 50,84<80,68. It can be concluded that the hypothesis of the researcher was tenable. It was stated by the result of t-test. From the calculation of t-test, the researcher found that  $t_{count} > t_{list}$  or 5,53>2,10. So, it can be concluded that a picture dictation can influence the students’ listening ability. So, based on the explanation above, the methodology that will be used is same with this research. The researcher use quantitative method (experimental design).

Therefore, the researcher has a difference with this research. This research use a picture dictation, as the method in listening teaching process is the students drawing in dictation process. It helps the students to be more active and try to find out the main idea or important information

of dictation text in listening teaching process. In this case, the researchers as narrator. To do a picture dictation the researcher need a text that describe something or a place that researcher will use in dictation. The researcher also needs a picture that appropriate with the information in a dictation text. Then, researcher asks the students to draw the information that they were listening. After that, the researcher read a dictation without show the picture about the information in a dictation text to the students. Researcher can repeat to read a dictation text until three minutes, so the students can confirm their picture with its information depend on the picture that they listen.