Chapter 1: Introduction

In this chapter, the researcher presents background of the research, research question, research objective, delimitation of the research, and significant of the research.

Background of the research

As a foreign language, the English language is being a common thing that people want to learn. This is because English is used as a second and an international language. In Indonesia, English often competes at the school level. The judges assess English language skill from various aspects of assessment which they call as the achievement indicators. Regardless of the competition issues that students attend the school, students also pursue the benefits of learning English which is used as a tool for communicating with other people or foreign tourists. Schultz (as cited in Pratiwi at all, 2016,p.1) stated that with the correlation of globalization in the world, the mastery of English has proven to be prerequisite to success in the new global market place as well as in the scientific research and technology. Not only have the users of English for directed communication every day but also its function in various useful ways. As the example, the function of English Language used in various media that we know exactly the benefits is. Such as TV, radio, newspaper and many more program that contain important information for viewers. To get clear information about all the things that used the English language, people especially students should master this language. Thus, English becomes an important thing to learn. It is because related to how people can interact with the environment and others through this language.

In learning English, we know four important skills and should be mastered especially by the students. In the process of mastering these four skills that commonly we know it's happened in the school environment, there are many problems that teacher found in their ways taught students in the class. As for other English skills, listening can also be a good skill to be learned by the students. Listening is a basic form of language acquisition. It is because listening is the first thing that human does when they were born in the world. A newborn baby is listening to all the voices around before they speak. As the gist, listening becomes crucial in human language development. Krashen (cited in Juwita, 2013,p.51) argued that language acquisition is dominantly by receiving understandable input and listening ability in the critical component in achieving the understandable of language input. However, there were so many problems

happening in the ways students in learning English listening such as students' ability in mastering the language, the class environment, the level of students' interest in learning, specific thing such as lack of vocabulary and so on.

Furthermore, to solve the students' problem above, the teachers have to analyze what the causes are. Many things must be considered and done to help students be responsive in learning. So, the teacher has to facilitate to make students learn based on their needs. It is because sometimes when teacher is reading the text, the students cannot listen what the teacher was reading. They also cannot find the meaning or the main information of the text the teacher reads. When the teacher gives the questions related to the listening text, students cannot answer them. This case happens not only because they cannot listen properly. However, many things influenced each other. The factors have been the researcher explained above such vocabulary, understanding and so on.

Furthermore, based on my experience when the researcher was in teaching practice course 2 (PPL 2), the researcher found that the students' ability in English language class was low. They were low in identifying the words that they have been heard and in other skills. Besides, when observing their difficulties in English class the researcher found that the students were at a low level of knowing what the speaker said. Furthermore, the students have a lack of vocabulary of what the speaker said. They also could not understand the context of the English material. So, it may become the problem that the teacher has to find a way to solve the problem. Regarding this case, there were so many techniques that have been created to help students increase their ability in the learning process. One of the techniques is the dictogloss technique.

Referring to Rossa and Matsuda (2016), the dictogloss is generally seeded with specific grammatical structure and aims to encourage the learner to use these structures when reconstructing a text based on the notes taken from dictation listening activity (391). It means that, by using the dictogloss in the learning activity, the students can improve their English ability. It is also supported by some researcer that have been done and can be seen in the previous study. i.e. Marbun has proved that dictogloss can be used in teaching English. It also could improve the students' skill in listening and other skills in English. Their values of research showed that the dictogloss become the solution to solve the students' problem in learning English. Thus, the researcher decided to choose this dictogloss to explore students' English skill

and to investigate students learning activity. Concerning with the previous studies, the researcher explained the appropriate research also. The research done by Riski Novika (2013) has a research title "Improving students' listening skills through dictogloss at grade eight of SMP N 1 Bantul in the academic year of 2013/2014". The actions implemented in this research were applying the dictogloss technique in listening activity to improve students' s " listening skills. The other research was done by Marbun, with the title of research "The Effectiveness of Using Elaboration Dictogloss Technique to Teach Listening Descriptive Text to the Eighth Graders". The result was taken from the comparison between pre-test and post-test result from one group by using paired sample t-test.

Based some of the explanation above, it can be said that choosing a good technique to solve students' problem become the main job of the teacher. Hence, the researcher used dictogloss to solve the students' problem in learning English. Thus, the researcher formulates the title as "*the implementation of dictogloss technique in English as a foreign language classin SMP Negeri 6 Kota Gorontalo".* In this research, the researcher takes the data in SMP Negeri 6 Kota Gorontalo. The researcher chooses the school because the researcher knows about the condition of the student's ability in the school.

Research Question

Specifically, this study focuses on the following questions:

"How does the implement of dictogloss technique in English as a foreign language class?"

Research Objective

Based on the problems statement above, the aim of this study is "to know the implementation of dictogloss technique in English as a foreign language class".

Delimitation of Research

Based on the background of the study above, the researcher limits the scope of the study to make it more detail and focus. There are some limitations to this study. The object of the study limited to the students of eight grade of SMP Negeri 6 Kota Gorontalo in academic year 2018/2019. The researcher focused on studying about the implementation of dictogloss technique in English as foreign language class which is consists of four stage namely Preparation, Dictation, Reconstruction and analysis correction. The researcher also limited the material that applied in dictogloss technique in narrative text.

Significant of the Research

The significance of this research is as follows:

Firstly, for the teacher, this teaching process becomes the alternative information for the teacher in choosing method or technique in English learning. This research may become the reference for the teacher in order to apply in listening activity. Second, for the students, it can be based on the information of the students' comprehension in English listening. This research also can be as an activity way in order to improve the students' ability in listening. Third, for English Department, this research can be a reference. Thus, future researchers in English Department can use this research as their references. They also can add their knowledge related the topic and information in it.