

Chapter 1 :Introduction

This chapter introduces the basic consideration, concerning a brief outline of the enriching students' listening skill through dictation technique. This chapter also presents the problem statement, aim of the study, significance of study and theoretically and practically of the study.

Basic Consideration

Listening is one of skill in English language subject, there are speaking, reading, and writing beside of listening. According to Bulletin (1952) cited in Guo and Wills (2012, p.3) said that listening is very important skill. Listening is the skill that will be the communication way with the other people, therefor 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. Because they rarely listen English texts or others listening material, so they difficult to know what they listen. Other factor that made they feel difficult in listening skill is the facility in their school is not complete. Moreover, some schools have listening laboratory, but it did not work. In addition, there were no tape recorder or listening cassette to use in listening teaching process.

According to Rost (1994) cited in Saha & Talukdar (2008, p.3) found that listening is fundamental aspect in teaching language. Withouth good understanding in teaching and learning process the stduents cannot begin the next level. To get a good understanding, they need to listen well. Moreover, according to Brewster, Ellis,

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Girard as cited in Arnold (2011, p.2) stated that you have to understand about what someone talk to you, you cannot give a respond if you did not understand. So, the students will understand about what teacher said if they can listen well. They can do their assignment appropriate the teacher's direction and the can ask question about the material. So, the students will be active students. However, if the students did not listen well they will difficult to understand what the teacher said about the material. It makes them to be passive students because the did not know what the teacher said, so the did not have question. Sometimes, the students did not do right their assignment because they did not clear about the teacher's direction of the assignment. So, listening skill is very influence the students learning of English language. Listening skill is also called communication skill. The students always make communication with people around of them. So, they need to understand what people said to them. It means that they must be good listener.

Many experts make methods or strategies in listening teaching process to solve the problem in listening teaching process the methods or strategy in listening teaching process is important. Nonetheless, the teacher is the most important element in listening teaching process. So, the teacher of English listening must be creative in listening teaching process. The teacher must be able to be interest for the students, so, the teacher must choose creative method or strategy to teach the students.

There are some researchers that discuseed about increasing students' listening skill. These researches use some methods or strategies. For example, these used a

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cassete and dictation technique. The researches study how to use those methods or technique.

These researches lack to watch the students environment, facility, and how to catch students' attention. These researches are too ungainly. Some school also did not have listening cassette and tape recorder. The students also will be bored if they only listen from the cassette.

On other hand, based on the researcher's observation at the third grade students in SMPN 1 Mo'otilango on september 2019 especially in class A, the students never get listening activity because their listening laboratory were broken, it was stated when the researcher interview, with an English teacher to the third grade students of SMPN 1 Mo'otilango is Hamida Abdulah, S.pd the teacher stated that the third grade students of SMPN 1 Mo'otilango never get listening activity because their laboratory were broken. There were not tape recorders. The teacher did not give listening activity in learning and teaching process. The students only hear the teacher when she explained the material by English language. So, they very need strategy that can give them listening activity without listening laboratory. An interesting method will make the students interest to learn. The methode must be able to make the students easy to understand the material and enjoy or not ungainly in teaching process. "Listening is also hard work! And can be stressful! So, in order to maximise the potential for acquisition of language, we need to ensure that our students are not stressed about this process." (Arnold,2011, p.3). so, the teacher must be creative to choose method or strategy in listening teaching process.

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In this study, the researcher would like to use dictation technique in teaching learning process to achieve the students' listening skill. Using dictation technique in listening skill is effective since dictation can check the students' proficiency through their listening skill.

Sawyer and Silver (Rahimi, 2008, p.2) believe that dictation is primarily a learning exercise and only secondarily a testing device. They assert that learner learned to listen, to concentrate, to write down from dictation; he has become familiar with the teacher's particular voice quality; but these abilities are also part of listening language in acquiring them he has learned some part of his second language.

The situation which brings a foreign language to life in the classroom is provided by gestures, by handling and touching things, by incidents and activities, by pictures, by dramatization, by interesting stories spoken or in print and not least by certain content and games. In this the language is linked with action and is no longer a disembodied thing. (Lee, 1986, p.2). It means, use dictation technique in to enriching listening skill is effective since the test can check the students' proficiency in recognizing most of the aspect of English through their listening skill. Therefore, the reason to developing the students' skill in listening through dictation are an inseparable part class activity since the students' need it as supporting activity and closely related to listening activity

Based on the explanation above the researcher found the difficulties that was faced by students in the school, that is why in this case the researcher suggested to use dictation technique that reputed can solve their problems. That is why the

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researcher wants to conduct this research with the title “Enriching students’ listening skill trough dictation technique”.

In addition, there were already researches regarding of using dictation technique. first is Ditasari (2013) conducted the research through dictation using song to in teaching listening at eight grade students. She found that the dictation technique using song improves students’ comprehension in listening at eight grade students.

Second research by Hirokazu (2014) conducted the research with the title: Effectiveness of Dictation in Improving English Listening Ability of Japanese High School Student. This paper focused on dictation, the learner is first required to recognize the words and phrases in the sound chain before writing them down.

Research Question

Based on the explanation above, research question from this research is “can Dictation technique enrich students’ listening skill at the third grade of SMPN 1 Mo’otilango ?”.

Research Objective

The objective of this study is to find out the dictation technique can enrich students listening skill or not?

The Scope of the Study

This research limits this research enriching students listening skill. Especially, in short functional text refers in descriptive text. This research used dictation

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technique and only used three kinds of dictation . This reasearch was done by quantitative method. The samples are the third grade students of SMPN 1 Mootilango. There are class IXa, Ixb, and Ixc. The researcher only chose Ixa for the samples.

Significance of Research

The result of this study is expected to be used theoretically and practicaly.

Theoretically and Practically of the Study

There are theoretically and practicaly of the study as follows:

Theoretically.

It will give information of a new knowledge about the use of dictation technique to enrich students' ability in listening skill.

Practically.

The application of dictation technique will make the students interested in teaching learning process. Moreover, it helps them to improve their ability in listening skiil.