CHAPTER I

INTRODUCTION

This chapter presents background of the research, problem of the research, objective of the research, operational definition, significance of the research, and scope of the research.

1.1 Background of the Research

Due to the important role of English in the global era, several technique of teaching English which has been compulsory subject in junior and high school curriculum for many years are developed. The aim of using technique is to enable students to learn and practice English easily.

According to the school-based curriculum, the goal of teaching English is that teaching learning process should indicate life skill since the skill cannot be separated one to another. This goal could be achieved if the four English skill; namely listening, speaking, reading, and writing are used as the basic of teaching English itself.

Listening is one of the language skills that must be mastered by the students. The students learn from a variety of voices and sounds that they listened around them. However, listening is considered as one of the difficult skills to master. In classrooms, students always do more listening than speaking. Listening competence is universally "large" than speaking competence (Brown, 2007:299).

Based on the preliminary studies conducted on March 23rd 2016 at SMPN 1 Ajung Jember. It was known that in the listening teaching learning process the teacher just focused on the students' product rather than the process of listening. The eight grade students have difficulties in the aspects of catch the words and write down it in the correct spelling. In addition, the English teacher said that the students had the most problems in listening and the score of daily English listening test was still low. The mean score of English test is 61.3. Its means that the students did not achieve the target score which is 70 based on the school.

From all of the explanations above, in short, it is likely that listening is difficult for the students who learn it as a foreign language, so the students should be able to write down what they have heard in the correct form. One of the difficulties that were faced by the students, for write down the word that they have heard, the students lacked of experience in listening to real life.

Based on the problem above, it is necessary to find in appropriate technique in teaching listening. Dictogloss is a classic teaching technique were we are required to reconstruct a text by listening a noting down keyword. Dictogloss technique can help the students develop their listening skill in integrative way, and dictogloss can improve the students ability in understanding the text and make listening activities more effective.

Referring to the previous explanation above, dictogloss technique will help students to master listening skill. Finally so that, it is conducted a the research is going to be conducted entitled: "The Use of Dictogloss Technique to Improve the VIIIE Students' Listening Skill at SMPN 1 Ajung Jember in the 2015/2016 Academic Year."

1.2 Problem of the Research

Based on the background of the research above, the problems of the research can be formulated as how can the use of dictogloss technique to improve the VIIIE students' listening skill at SMPN 1 Ajung Jember in the 2015/2016 academic year?

1.3 Objective of the Research

Based on the research problem, the research objective is to describe how the use of dictogloss technique to improve the VIIIE students' listening skill at SMPN 1 Ajung Jember in the 2015/2016 academic year.

1.4 Operational Definition

In this research, it needs to formulate operational definition that is related directly to the term and variables of this research. The function of operational definition is to make the same perspective between the writer and the reader about the variables of the research.

1.4.1 Dictogloss technique

Dictogloss is the technique of teaching that the teacher read a short text to the student at normal speed than students are asked to listen and take note based on the text. After that they discuss together in small groups to write the reconstruction of the text surported by their notes. Digtogloss technique has four stages, they are preparation, dictation, reconstruction, analyze.

1.4.2 Listening skill

In this research, listening skill is the ability to accurately receive and interpret messages in the communication effectively. Listening is skill to receiving

what they heard, an attitude of respect and a acceptance, and a willingness to open their main a write down it in the correct form. The achievement is indicated by the students listening test scores. The test will be given after the dictogloss technique is applied by the teacher to them.

1.5 Significance of the Research

1.5.1 Theoretical Significance

The result of the research is expected to give the following benefits:

1. For the researcher

    The researcher can get the larger knowledge and experience about how to teach English listening by using dictogloss technique.

2. For the teacher

    It can be a source of information and knowledge about the kind of teaching methods especially in teaching listening and also it can be implemented by the teacher in teaching and learning English especially in listening skill.

3. For the student

    The student can learn English especially listening by using an appropriate technique, so their listening skill can be improved.

4. For the reader

    It will be useful to the readers who are interested in analyzing teaching listening process by using dictogloss technique.

1.5.2 Practical Significance

The result of this research will be useful for the teachers and readers, in order to use it in teaching learning process, to make the students more interested

in studying English. In addition, they can have new learning experience by using dictogloss technique in process of listening.

1.6 Scope of the Research

This research only focuses on the use of dictogloss technique on listening class. The subject of the research is the VIIIE students at SMPN 1 Ajung-Jember in the 2015/2016 Academic Year.