

CHAPTER I

INTRODUCTION

This chapter presents background of the research, problem of the research, purpose of the research, significance of the research, the operational definitions, and scope of the research.

1.1 Background of the Research

Listening is one of the important skills in language learning that must be mastered in English as a foreign language (EFL). Wah, N (2019) revealed that listening is an important skill for English learners because in verbal communication we cannot communicate with each other without listening and understanding what the speaker is saying. Listening is a psychological process of receiving, understanding meaning, and responding to verbal or nonverbal messages involving the sender (the person delivering), the message (the word/sentence delivered), and the recipient (listener) (Tyagi, 2013). Listening skills are one of the main components among other skills, whereby listening we can receive and understand messages so that we can communicate or write messages that have been conveyed.

Furthermore according to Saragih (2022), listening is the processes of receiving and understanding that can help someone understand a language that has been heard. In terms of language and cognitive development, listening is the basis of all aspects of the process. It also plays a lifelong role in the learning and communication processes necessary for productive participation in life. To learn a

language, especially English, student must first learn to listen, because listening is the main skill for receiving and understanding the message/information conveyed. Therefore, students can convey back or share messages/information that has been received or heard with others. That means students are able to use and improve their listening skills, from receiving messages to conveying messages and interacting well.

English learners who have lower proficiency language levels think that listening is more complicated than other skill areas of English (Khuziakhmetov and Porchesku, 2016). Listening skills are not just hearing the sounds of words, but also understanding what the speaker is saying. In addition, most language learners say that listening is a difficult skill. That is due to several factors, such as the fact that they rarely listen to English texts or other listening materials, making it hard to identify what they heard. Another factor is incomplete facilities in the school and the implementation of strategies that do not motivate students. So that students feel bored and lazy in learning activities.

Every teacher needs teaching strategies in the process of teaching and learning activities to achieve a lesson or material. Teachers must make students interested in learning and enjoy the material to be teaching. Learner achievement depends on the effectiveness of the learning strategies taught by the teacher. There are many learning strategies or techniques to teach listening, one of which is running dictation. According to Milne (2014), in running dictation strategy, there are texts (sentences) in someplace and pasted on the wall. Then, students are grouped in pairs. One of them is the "runner" who must run to the text, read, and remembers as much as possible then returns to the "writer" or "scribe" who listens

and writes down what is said. The cycle will continue until the dictation is complete. Running dictation is a variation of the dictation technique, is considered a motivational teaching material technique because it encourages students to move and work in groups. This creates a dynamic atmosphere in the listening class. Students are asked to read and memorize a short text then students whispered phrases/sentences to their group members who write down the text (Yulia and Agustiani, 2018).

In the previous studies, there are many researchers discussed about the use of running dictation technique to improve listening skill. She is successful in implementing running dictation to improve student's listening skills, and she used junior high school as the subject of her research (Malikhah, 2019), while in this research used senior high school as the subject of the research. This study aims to describe the students' perceptions on the use running dictation technique in listening classroom (Yulia and Agustiani, 2018), whereas in this study aims to examine the students' improvement listening skill through running dictation technique. This research aims to know whether running dictation technique is effective or not in teaching listening skill at the sixth semester of Cokroaminoto Palopo University, and the researcher used pre-experimental design which consist of pre-test, treatment, and post-test (Yusrini and Musrifah, 2019), whilst in this research used classroom action research or CAR.

Based on the preliminary study on May 15th, 2023 at SMA Muhammadiyah 2 Wuluhan, students have difficulties in listening activity such as, they were hard to write down the word or sentences they have listened, and they confused about how to write the word or sentences correctly. These problem

due to the lack of vocabulary and rarely practice listening. It can be shown by students' mean result is 65 which many students cannot pass the minimum standard.

Based on the above statements, the researcher intends to improve students' listening achievement through running dictation. Because by using running dictation as a strategy in learning activities is fun, like playing 'word relay' in Indonesian. In addition, students not only pay attention or understand every word and sentence as dictated but also make them interact and cooperate with other students in their respective groups.

1.2 Problem of the Research

Based on the background of the study, there is following problem for this research: How can the running dictation technique improve students' listening skill at SMA Muhammadiyah 2 Wuluhan of tenth grade?

1.3 Purpose of the Research

Based on the question research above, the purpose of this research is: To examine the improvement students' listening skill at SMA Muhammadiyah 2 Wuluhan of tenth grade by using running dictation technique.

1.4 The Operational Definitions

1.4.1 Running Dictation

Running Dictation is a learning technique in which students are divided into groups to dictate a few sentences. There are runners and writers for each

group (usually each group consists of five or more people). For students as runners, they must run to the front where the teacher prepares several sentences, then return to their groups to dictate sentences in whispers and carried out by the next student to the last student as a writer. Students as writers must write down on the paper what they have heard and each student must play dictation games by taking turns in groups.

1.4.2 Listening Skill

Listening skill is a skill that is often underestimated by many people. Listening skill build how a person can communicate well, if someone cannot use listening skill well then there will be misunderstandings, because they cannot receive or respond to the messages that have been conveyed. In this study, the indicator of the students' listening achievement is understand the message that had been conveyed and with the minimum standard score is >75 . Therefore by improving listening skills will make students more trained so that it is easier to communicate or converse with others.

1.5 Significance of the Research

This research will help improve students' listening skill by using the running dictation technique. This research also helps teachers to implement running dictation learning strategies to deal with student's difficulties in listening skills in particular.

1.6 Scope and Limitation of the Research

The scope of the research is about the implementation of running dictation technique to improve student's listening skill at SMA Muhammadiyah 2 Wuluhan.

