

# CHAPTER I

## INTRODUCTION

### A. Research Background

Listening is one of the most difficult skills to learn by students nowadays. It is the act of consciously receiving and interpreting sounds or information through the ears. It is the process of perceiving and understanding spoken or recorded words, music, or other sounds, listening involves paying attention to the sounds or information being transmitted and actively processing in order to make meaning out of them. On the other hand, listening is also a process of understanding and remembering what students heard to get the information and provides learners with exposure to authentic language input, such as native speakers' accents, intonations, and speech patterns. Listening comprehension strengthens students' ability to comprehend and interpret spoken language. It helps students developing various skill, such as recognizing and understanding different patterns. Listening comprehension skills are essential for effective communication in real life situation. Whether it's engaging in conversation, or understanding instructions.

There are several factors that can make students experience difficulties in listening. First thing first is the students lack of interest in learning process. It might come from teacher's side which sometimes using teacher-centered strategy in teaching. In many cases the teacher only gives students a monotone delivery about the material. It can make the students difficult to maintain focus and attention. Next is lack of vocabulary. The students get difficulties in listening because the students had limited vocabulary. Expert stated that 800-1.000 words are minimum vocabularies which must be mastered by students. Other case is lack of interaction, passive listening for extended periods can become boring and unengaging because when the students are not actively involved in the learning process through discussions, questions, or group activities, they may lose their interest.

Based on the factors mentioned above, less attention of students toward teacher also still low. This problem occurred in SMA Yos Sudarso. In the preliminary survey with teacher in SMA Yos Sudarso, the researcher found that most of beginner students get at low in the listening level. It is because the curriculum does not emphasize listening ability for students, the teacher only used uninteresting technique during teaching in the class. Besides that, the researcher also conducted

a preliminary study of the students' listening score, which resulted in the following result:

**Table 1.1 Pre-Survey Data of English Listening Score of Beginner Students in SMA Yos Sudarso**

No	Category	Score	Students Frequency	Percentage
1	High	80-99	9	12.3 %
2	Average	60-79	24	32.8 %
3	Low	40-59	40	54.9 %
<b>Total</b>			<b>73</b>	<b>100 %</b>

*Sources: Based on the data preliminary survey on beginner level of SMA Yos Sudarso*

Based on preliminary survey data in beginner level of SMA Yos Sudarso. It tends to be seen that there are 12.3% of students categorized as high in listening comprehension, 32.8% categorized as average and 54.9% categorized as low. According to the data above explain that most of students is low in listening level and it proves that there are problems in teaching listening in classroom.

Regarding to the problems above, there are many alternatives that can be used to support the students' listening ability skill. One such technique that has gained recognition for effectiveness is the Dictogloss technique. According to Gholam, Abbasian, and Mohammadi (2013), Dictogloss is defined as a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. The researcher choose Dictogloss as technique in teaching listening. It is an interactive and engaging approach that combines listening and language production, allowing students to improve their listening skills through reconstructing and reflecting on a dictated text.

Based on the problems identified above, the researcher conducted his research under the title "The Effectiveness of Dictogloss Technique toward Listening Ability of Students in Beginner Class at SMA Yos Sudarso in Academic Year 2023/2024".

## **B. Problem Identification**

Based on the background problem above, the researcher identified the problem that are:

1. The students had poor on listening ability.
2. The students are lack in interest in learning process.
3. The students had lack of interaction and practice in learning listening ability.
4. The Dictogloss Technique is not used in teaching and learning process.

## **C. Problem Limitation**

To avoid the miss interpretation of the problem. The researcher wants to limit the scope of the research. The researcher only focused on “The Effectiveness of Dictogloss Technique toward Listening Ability of Students in Beginner Class at SMA Yos Sudarso In Academic Year 2023/2024”.

## **D. Problem Formulation**

1. Is there any effectiveness of using Dictogloss technique toward listening ability for beginner class at SMA Yos Sudarso?
2. Is there any significance differences when use Dictogloss technique toward listening ability for beginner class at SMA Yos Sudarso?

## **E. Research Objective**

In concert with the problem above, the objective of this research are:

1. To find out the effectiveness of using Dictogloss technique toward listening ability for beginner class at SMA Yos Sudarso.
2. To find out the significance differences when use Dictogloss technique toward listening ability for beginner class at SMA Yos Sudarso.

## **F. Research Scope**

The scope of this research is as follow:

1. The research design of the research is quasi-experimental design.
2. The subject of the research is the students in beginner class at SMA Yos Sudarso in academic year 2023/2024.
3. The object of the research is Dictogloss Technique.
4. The place of the research is in SMA Yos Sudarso.
5. The time of the research is conducted in even semester 2023/2024.

## **G. Research Benefits**

The researcher expected that this research gives benefits to:

### **1. For The Students**

With study using Dictogloss technique, the students receive new interesting technique in learning activity. It enhances students listening more because Dictogloss requires students to listen attentively and extract key information from the spoken text. It helps to develop students listening ability skills, enabling to understand spoken English more effectively.

### **2. For Teachers**

For teachers this research can be used as variety instructional approach in teaching students to improve the quality of English language teaching, especially in listening skills.

### **3. For Researchers**

This research is expected to be a reference material for future students who will conduct research. This can contribute to the development of best practices in language teaching.