

# CHAPTER I

## INTRODUCTION

### A. Research Background

Listening is one of skills that exist in a language along with reading, writing, and speaking. Listening is the very first skills possessed by human in every language learning process. Nation and Newton (2009:37-39) explain listening as “the natural precursor to speaking; the early stages of language development in a person’s first language (and in naturalistic acquisition of other languages) are dependent on listening”. The fact that listening is easily obtained by children in their first language is different to foreign language students. Besides, listening is a critical skill needed for language students, either for conversational reason or academic purpose (Savile-Troike, 2006:159-162). It is important for foreign language students to master listening in their targeted language, without it, students will be having difficulties either in social interaction or understanding a lecture.

Listening does not solely mean to keep a hearing to a sound. Listening means an activity where a person able to understand the topic of the speech, understanding every words, and keeping the references. There are three characteristic that particularly important in the listening comprehension construct mention by Buck (2001:4). First, speech is encoded in the form of sound. The speech exists in real-time where speaker and listener actively changing speech in exact same time, unlike written speech where the writer wrote it over period ago and reader can read it in present time. The listener

commonly only has one chance to process the speech. The third, it is linguistically different from written language. The language used in spoken and written discourse is different, as speaker tends to use shorter phrase instead of long sentence. Moreover, the words in spoken discourse are more colloquial and less formal thus are never being used in written discourse.

However, listening receives lack of priority in formal course than other skills since the elementary level of English lesson. It is either because the teacher focusing more on other skill or thinking that listening can be done naturally as the students learn the language. Listening needs combination between paper and audio based/ tape recording material. As mostly the audio recording can be access only during formal course with a teacher guiding the learner, it is even harder for the students to practice properly by them self at home. In addition to that, in the classrooms activities, teachers seem to test, not to teach listening. Meanwhile, students seem learn to hear, not listening. As a result, it remains the most neglected and the least understood aspect of language teaching, even for adult EFL students.

For that reason, the students who enrolled in English Education Study program IKIP-PGRI still have a lot of difficulties in listening comprehension. This is especially observable when the students took the listening course “Basic Listening” in the first semester. The researcher observed that many students performed poorly in this course. They were unable to determining the main topic of the recording, finding supporting information, having lack of vocabulary and making conclusion to what they have heard.

Researcher chose Dictogloss to taught Listening Comprehension to the second semester students of English Education Study program IKIP-PGRI. Dictogloss was presented by Ruth Wajnryb in her book *Grammar Dictation* (1990) as the Dictogloss procedure. The Dictogloss method has been proposed as a procedure that encourages students to reflect on their own output. Some research conducted by Vasiljevic (2010) who proves that Dictogloss can effectively help in teaching listening comprehension to L2 students. Other research by Cardona *et al* (2013) stated Dictogloss helps their students in listening comprehension. Researcher believed this method will be useful to help students of English Education Study Program of IKIP-PGRI Pontianak in understanding their own difficulties in listening comprehension and overcome it.

From all the statement above about how Dictogloss affecting listening comprehension, the researcher believed that Dictogloss can be used to teach the second semester students of English Education Study Program of IKIP-PGRI Pontianak. For that reason, researcher wanted to make a research related to the effectiveness of Dictogloss in helping teaching listening comprehension of second semester students of English Education Study Program of IKIP-PGRI Pontianak in the in the academic year of 2015/2016.

## **B. Research Problems**

In this research, the researcher set the research problems according to the topic title, which is intended to be covered. The formulation of these problems is listed as bellow:

1. Is Dictogloss effective in teaching listening comprehension to second semester students of English Education Study Program of IKIP-PGRI Pontianak in the in the academic year of 2015/2016?
2. How strong is the effect of Dictogloss in teaching listening comprehension to second semester students of English Education Study Program of IKIP-PGRI Pontianak in the in the academic year of 2015/2016?

## **C. Research Purposes**

The purpose of this research is to develop the research purpose from the research questions:

1. To find out the effectiveness of Dictogloss in teaching listening comprehension to second semester students of English Education Study Program of IKIP-PGRI Pontianak in the academic year of 2015/2016.
2. To find out the strength of Dictogloss in affecting listening comprehension to second semester students of English Education Study Program of IKIP-PGRI Pontianak in the academic year of 2015/2016.

#### **D. Significances of the Research**

The result of the study is expected to be able to give the following benefits for:

##### **1. Theoretical Significance**

The result of this research is expected to be beneficial development of knowledge of the English listening comprehension for foreign language students. Also, it is hoped that this research can help in gaining more information of the implementation of Dictogloss method in teaching listening comprehension.

##### **2. Practical Significances**

###### **a. Students**

After accustomed to the method, students are hoped to be able to eliminate the difficulties they had and developing their ability in listening comprehension. Students are also hoped to develop other major language skill through Dictogloss.

###### **b. Lecturers**

After the application of this method, the researcher hope that the lectures of English Education Study program IKIP-PGRI would like to consider Dictogloss as the teaching method especially to teach listening comprehension. It is lecturers' responsibility to determine such an appropriate teaching method, technique, and approach in order to meet the students' need and material development.

c. Other Researchers

To other researchers who conduct similar research, the result of this research are hoped to give more understanding about Dictogloss and can be used as reference.

## **E. Scope of Research**

The research focused on finding out whether Dictogloss can effectively teach listening comprehension, as in determining the main topic of the recording, finding supporting information, related vocabulary and making conclusion to what they have heard from the audio recording.

### **1. Research Variables**

Variable is a crucial part of research. A variable “is a general class of objects, events, situations, characteristics and attributes that are of interest to the researchers” (Balnaves & Caputi, 2001:46). While Ary *et al* (2010:26) explain variable as value of characteristics that is taken from variety of object. It can be conclude that variable is what the researcher wants to use as the subject of the research. There were two variables involved in this research; independent variable and dependent variable.

#### **a. Independent Variable**

Independent variable is the variable that can be used to affect other variables. Singh (2006:63) explains the independent variable as a stimulus variable that affects dependent variable. It is that factor which is measured, manipulated or selected by the experimenter to

determine its relationship to an observed phenomenon. In this research the independent variable was the use of Dictogloss method.

b. Dependent Variable

The next variable was the opposite of independent variable, it is dependent variable. The dependent variable is response variable which observed and measured to determine the effect of the independent variables. It is called as dependent because its value depends on the value of the independent variable (Singh, 2006:64). The dependent variable of this research was the students' listening comprehension.

## **2. Research Terminology**

The following terms were provided in order to avoid the misunderstanding on the topic in this research. The researcher would like to represent the definition of the words as mentioned below:

- a. Dictogloss is the teaching method that allows students to use their own understanding toward a recording and make a construct of it to later comparing their work to other students' work to get confirmation of their understanding.
- b. Listening comprehension is audio-based skill that allows students to receive information inform of sound. In which the information can be used to find specific information.
- c. Second semester students of English Education Study Program of IKIP-PGRI Pontianak in the academic year of 2015/2016 were the

participants or the population of this research who was treated with Dictogloss.

## **F. Research Hypotheses**

In order to find the answers to the research question, the researcher needed to create the research hypotheses. A hypothesis is a statement that created to give a temporary prediction of the research. Ary *et al* (2010:82-83) define hypothesis as tools of research that can be used to predict the relationship between variables, the result of the research, the direction of the results and help forming the framework of the research finding and conclusion. Meanwhile Singh (2006:54) state that hypothesis is an answers created temporarily to suggest a solution to a problem or explanation to a phenomena. There were two hypotheses in this research; they were null hypothesis and alterative hypothesis. Where “null hypothesis represents the hypothesis we are trying to reject, and alternative hypothesis represents all other possibilities” (Kothari, 2004:186). Alternative hypothesis ( $H_a$ ), usually, is the one that we want to accept and the null hypothesis ( $H_0$ ) is the one that wanted to be disproved. The hypotheses for this research were divided into two based on the research question. For the first question, the hypotheses used were:

1. The null hypothesis ( $H_0$ )

Dictogloss was not effective in teaching listening comprehension to second semester students of English Education Study Program of IKIP-PGRI Pontianak in the in the academic year of 2015/2016.



2. The alternative hypothesis (Ha)

Dictogloss was effective in teaching listening comprehension to second semester students of English Education Study Program of IKIP-PGRI Pontianak in the in the academic year of 2015/2016.

Meanwhile the hypotheses for second research question were:

1. The null hypothesis (H<sub>0</sub>)

Dictogloss was not strongly effective in teaching listening comprehension to second semester students of English Education Study Program of IKIP-PGRI Pontianak in the in the academic year of 2015/2016.

2. The alternative hypothesis (Ha)

Dictogloss was strongly effective in teaching listening comprehension to second semester students of English Education Study Program of IKIP-PGRI Pontianak in the in the academic year of 2015/2016.