

CHAPTER I

INTRODUCTION

A. Background Of Study

Listeners cannot skim to get a decent concept of what's going on quickly enough to get a good understanding of what's going on. The phrase slams on them like a ton of bricks. Listening must be done in real time; there is no such thing as a second opportunity, unless the listener directly requests it. Students will understand more if they read cognates, or words that are similar in two languages. However, while cognates may appear to be the same on paper, their sounds may be considerably different, making them less useful while listening. Listening also entails comprehending various sound reductions and word blendings.

According to Buck, 45 percent of communication time is spent listening. In comparison to other communication skills, listening seems to take more time. It is a prerequisite or foundational skill that helps nonnative speakers understand the logical and useful structure of a language. Listening is one of the most important English skills for pupils' success in picking up the language. If they can improve their listening skills, they will be more able to hear and understand what others are saying or talking about. This means that children will become familiar with and be able to understand the language with a lot of listening exercise. Through listening, students will pick up new words and learn how to pronounce, spell, and use them in context..(Widhiasih, 2019).

Not only listening, according to Daulay, Dalimunte & Ningrum(2021:342) said that Speaking and comprehending a language is one thing for a teacher, but learning the technical skills required to comprehend and explain the language system, including its phonemes, morphemes, words, sentences, and discourse structures, is quite another. Each person has a unique perspective on language, so it is advisable for the language teacher to take note of these variations in order to create a cohesive image of the subject. What to teach and how to teach it are two issues that need to be resolved in language teaching. These concerns relate to process design, outcomes design, and content and methodology. According to the compilers and teachers, the language itself ultimately determines how a language is taught and how it is taught. (Daulay et al., 2021)

The process of communicating or speaking takes place between the speaker and the listener. Communication cannot be fluent if the listener cannot understand what the speaker has said. In other words, the speaker will not be able to communicate with the listener who does not own the idea. A daily record of the time we spend listening is when we talk, listen to the radio, watch television, follow lessons in the classroom, etc. That is why listening is very important in our daily life. Based on this explanation, the researchers chose the dictogloss technique to improve the students' listening comprehension. Dictogloss can be used with curriculum materials designed specifically for students. Team Learning states that the dictogloss technique was designed to develop hearing, but is particularly valuable because it integrates it with speaking, reading, and writing. Dictation is often referred to as a great integrative tool because it includes listening comprehension, vocabulary, grammar, and the ability to reason from context. (Febrika Dwi Lestari, SS., 2016)

Listening comprehension is a process in which listeners actively "discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was learned from all of the above, and interpret it within the immediate as well as larger socio-cultural contexts." Dictogloss has a number of potential benefits when it comes to teaching listening comprehension. According to Nunan (2004), dictogloss is an effective instructional exercise because it includes learners comprehending, manipulating, producing, or engaging in the target language while their attention is focused on mobilizing their grammatical knowledge in order to transmit meaning. (TaHERi & Taki, 2017)

To find out how the effect of strategy dictogloss in students' listening comprehension, the research suggests using Dictogloss as an alternative. Dictogloss is a multi-skill activity. Students practice listening, writing, and speaking, and use grammar and vocabulary to complete assignments. Students can uncover background knowledge in texts, listen to teacher instructions and write important answers. It doesn't bore students because they can work with their friends. This survey focuses on teachers as the only source of learning and language is the main learning strategy. Therefore, the researcher proposes dictogloss as an alternative technology.

In addition, dictogloss has been the subject of much research and commentary, most of which support the application of this technique. Proponents of this method point out that dictogloss is a multi-skill and systems activity. Learners practice listening, writing, and speaking, and rely on their knowledge of the semantic, syntactic, and discourse systems of the target language to complete their tasks. However, the focus of this study remains on grammatical skills. The effect of student listening is seen as the result of the method, not as the goal.

We might infer from the discussion above that listening is an active process. Reconstructing meaning from audio involves active participation from the listener. While listening, you should be able to comprehend the key elements and message. You can select a message and determine which section includes the speech. When teaching the learning process in the classroom, engaging strategies are crucial. Dictogloss is one of the methods used as examples for learning to listen. In the classroom practice known as Dictogloss, students must recreate a brief paragraph by listening to and focusing on the keywords that served as the foundation for the reconstruction. The sound intermittently comes on. The last round allows pupils to take notes. (Puspita, 2016)

In learning English, especially in listening learning, students still get low grades. The low score of students in listening is caused by the low ability of students to pursue what the speaker is saying. The reason why the dictogloss strategy needs to be discussed is because we want to know how effective the dictogloss strategy is. And why I chose this title is because if I become a teacher later I want to use this strategy in teaching so before that I research first, how it affects students. Based on the researcher's experience in learning to listen, he found it difficult to learn to listen. Researchers have learned to listen with teachers who use dictogloss, researchers find it easier to learn by using dictogloss. So the researcher wants to do research on the dictogloss strategy to find out its effect and how effective it is. An additional cause is that students are not motivated by the way the teacher uses it in teaching so they are bored.

B. Limitation Of Problem

Based on the identification of the problems that have been raised, and seeing the breadth of this research study, in conducting this research, it will focus on several limitations, including :

1. This study focuses on using the dictogloss technique to determine the effect of dictogloss on listening comprehension
2. The dictogloss technique focuses on students' listening comprehension as well as their cooperative work in pairs, groups, and individually.
3. Is the dictogloss strategy effective for students' listening comprehension

C. Research Problem

Based on the background that has been explained, the formulation of the problem studied in this study, namely :

1. How does the dictogloss strategy affect students' listening comprehension?
2. How is the problem with using the dictogloss strategy for students' listening comprehension?
3. Is the use of dictogloss technique effective in learning students' listening?

D. Research Purpose

The objectives of carrying out this research include:

1. To Describe the effect of the dictogloss strategy on students' listening comprehension
2. To Examine the problem with the dictogloss strategy in students' listening comprehension
3. To Describe how effective the dictogloss strategy in students' listening comprehension

E. Research Benefits

The results obtained in this study are expected to provide theoretical and practical benefits, including :

1. Theoretical Benefits

The theoretical benefit of this research is to expand knowledge about the effect of students' listening skills by using the dictogloss technique. The results of the analysis can be used as a benchmark for English teachers and lecturers should use the dictogloss approach in their classes. Students will take a listening class to determine the effect of their listening skills. And as a reference for other researchers to develop research on the effect of strategy dictogloss in students' listening comprehension

2. Practical Benefits

The practical benefit of this research is as a consideration and alternative for teachers in choosing techniques to be used in learning that can affect students' listening comprehension and provide empirical data for the authors in this study.