

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Students ability in English language in SMK Insan Mulya is still experiencing difficulties for processing learning activities. It is caused willingness of students in learning English. English becomes difficult because English does not a mother tongue. In addition, environmental factors become a major factor in the ability to speak English. An English using in a social environment is capable to create expertise indirectly. If these factors are not support for learning English then there is not improving ability to listening English well. English language skill in SMK Insan Mulya students being setback capabilities. In fact, SMK Insan Mulya students have not been able to practice English in the classroom and listen to the English language well. The teacher said the students scores below KKM (Kriteria Ketuntasan Minimal), students scores between 50 to 65 while the KKM (Kriteria Ketuntasan Minimal) is 75. The researcher hope to use this technique students may get a value above the average. Overcome these problems are required English language learning strategies in the classroom. The one of them is using dictation (Dictogloss Technique). These technique have been selected because they involve more students in the learning process and I think this technique also suitable for SMK level.

Dictogloss is 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<sup>1</sup>. It was originally introduced by Ruth Wajnryb as an alternative method of teaching grammar.<sup>2</sup> Zorana Vasiljevic said that a dictogloss listening class embodies several important principles of language learning such as learner autonomy, cooperation among learners, focus on meaning and self and peer-assessment. Process is equally as important as product. The procedure entails both language decoding (dictation) and its encoding (reconstruction) and, as a result, enhances both students' listening and communication skills.<sup>3</sup> Jacobs G, explained that dictogloss is, of course, just one of many innovative language teaching techniques that embody the current paradigm in education, that are well-suited to cooperative learning, that can benefit from their use with global issues content, and that lend themselves to a host of variations developed by creative second language teachers.<sup>4</sup>

Many researchers have observed with dictogloss technique. Indriyanti, Dewi "*Teaching Listening Using Dictogloss to Improve Students' Listening Skill at the Eighth Grade of SMP Negeri 1 Pangenan*" explained that learning using dictogloss technique is very effective with experiment class<sup>5</sup>. In the same year Eka and Aryuliva

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<sup>1</sup> Zorana Vasiljevic, "Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners", *English Language Teaching*, Vol. 3, No. 1, (March, 2010), 41.

<sup>2</sup> Ruth Wajnryb. *Grammar Dictation*, New York: Oxford University Press, 1990.

<sup>3</sup> Vasiljevic, *loc. Cit.*, 41

<sup>4</sup> George Jacobs, "Combining Dictogloss and Cooperative Learning to Promote Language Learning", *The Reading Matrix*, Vol. 3, No. 1 (2003).

<sup>5</sup> Dewi Indriyanti, "Teaching Listening using Dictogloss to Improve Students' Listening Skill at the Eight grade of SMPN 1 Pangenan", (S1. Journal, Swadaya Gunung Jati University Cirebon, 2013).

explained that students can explore the vocabulary with dictogloss technique (Hortatory Exposition Text)<sup>6</sup>. While this research, researcher will do observe in SMK Insan Mulya. Students in SMK Insan Mulya do not like about listening, because listening is very difficult for them. Students should have more practice listening in the class and applied in daily activities. They are very difficult to follow the activities of listening, because the words of the English language that is sometimes too quick to be heard so that they are sometimes confused to hear the words of English.

Thus, the students become passive during the listening process. Therefore, teachers assume wrong with their focus solely on the practice of listening and listening skills because a student competence is very low. However, the low competence of the students in the skills of listening has received attention in both research and teaching. Therefore, teachers need an alternative way more practical, useful to provide new information to students and encourage them to listen and understand the parts that are important only to listen so that no time is wasted due to various problems and students interested in participating in learning.

Based on the explanation above, this research will observe improvement capability of student SMK Insan Mulya grade XI (Eleventh) in English language by using Dictogloss Technique through *Classroom Action Research*.

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<sup>6</sup> Eka Juwita Arief and Aryuliva Adnan, "The use of Dictogloss Method in Teaching Listening aHortatory Exposition Text at Senior High School", (M.Pd. Article, FBS State University of Padang, 2013).

## **B. Identification of the Problems**

According to the background of the study, the researcher intends to formulate the statement of the problem as follows:

1. How is students listening skills at SMK Insan Mulya ?
2. How is the improvement of using dictogloss technique in listening subject at the XI grade of SMK Insan Mulya ?

## **C. Limitation of the Problems**

This study is concentrated on analyzing the improvement of using dictogloss technique toward student's listening skill at the XI grade of SMK Insan Mulya and the scope of this study is the students listening skill.

The limitation of the study is monologue text of narrative. The researcher uses a limitation in order to give a clear description of discussion in this study.

## **D. Research Question**

Based on the statement of problem above, the objectives of the research are follows:

1. To know students listening skills at SMK Insan Mulya.
2. To know the improvement of using dictogloss technique in listening subject at the XI grade of SMK Insan Mulya.

## **E. Research Purpose**

The purpose of this research, researcher hope to use this Dictogloss Technique can increase the ability to students' listening skill and the students does not feel anymore that listening is a difficult thing for them.