

# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is a communication tool that can be used to get information or interact with people in other parts of the world because English is an international language so learning English is very important nowadays so that you can receive information from anywhere in the form of media or direct interaction. To interact well requires English language skills and rules that must be mastered so that the interaction goes according to what is desired.

English has four skills that must be mastered, such as reading, writing, listening and speaking. Of these four abilities, there are elements that play an important role, such as pronunciation, comprehension and grammar, which must be mastered. In this section the researcher focuses on understanding grammar.

Understanding grammar is an important element that must be mastered by English students. it involves a deep understanding of its meaning, including its purpose and intent. If there is no grammar in a sentence, of course it will not be able to make a conversation or language well and will sound inaccurate and can even be funny<sup>1</sup>.

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<sup>1</sup> Lulu lusi yana alifah, *pendidikan bahasa inggris grammar* ( Banten : media madani 2020)

The ability to master grammar is very important to improve student competence. The more grammar students learn and understand, the better their competence. However, there are quite a few students who have not mastered grammar when learning English. Most of them just guess which word they hear matches the next word to make a sentence or clause. Apart from that, they are also confused by sentences that have tenses, and can change words according to the situation. Incorrect use of grammar can confuse the person you are talking to and even change the meaning of what you are communicating, what's more, native English speakers are very aware of grammar and will immediately notice if there is a grammatical error, even if this is the smallest mistake, English speakers also experienced it as being very proud of his language and viewing it negatively as being used incorrectly<sup>2</sup>.

Often the mistake is made of assuming that every subject which is a purely academic subject can only be taught in a rigid and unimaginative way. This way of teaching is considered much more effective. But the method used is far from the truth. A greater understanding of how the brain works has led to a need for more active learning from concern for the need for better teaching systems and a recognition of the different modes of learning for each person. Apart from that, the multisensory activity of the brain should not be burdened, teaching in a varied way is very important for the multisensory activity of the

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<sup>2</sup>Solida Firjatullah, ' THE CORRELATION BETWEEN ENGLISH CULTURE UNDERSTANDING AND GRAMMAR ABILITY The Correlational Research at Sixth Semester Students of English Education Department in State Islamic University 'Sultan Maulana Hasanuddin' Banten : academic year 2016/2017'. (Banten : Universitas Islam Negeri Sultan Maulana Hasanuddin (2018) : 6

brain. Finally learning in various ways was discovered. From one family who achieves success in one child with another child, the success is different from that of another individual, which is not the same for another individual. Learning to read someone can only look at pictures and letters or words that match, different from children who understand by listening, they will absorb information by repeating or listening again, it is different from children who need physical interaction to get information, they will make movements so that absorb information. In strengthening grammar, apart from reading and writing, kinetic exercises can play an important role with active learning which can strengthen grammar at a young age. Apart from that, by teaching using a creative system and using all the channels in the brain, it can be ensured that all students can benefit and will also enjoy their lessons.<sup>3</sup>

Researchers found a learning strategy to help students improve grammar competence. Running dictation strategy: Text that is typed briefly using a font that can be seen clearly is placed outside the room attached to the classroom wall. Students take part in activities in pairs or small groups. One of the students is the writer and the other is a runner who goes to the dictation text, memorizes the sentences given, tells them to the writer and the writer tells them back<sup>4</sup>.

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<sup>3</sup> Barbra Dykes *Grammar For Everyone Practical Tools For Learning And Teaching Grammar* (Australia: BPA Print Group 2007) : 10

<sup>4</sup> I.S.P. Nation And J. Newton *Teaching ESL/EFL Listening And Speaking* (New York : Routledge And Taylor&Francis Group 2009). 62

## **B. Identification of Problem**

From the background of this study, the following is the identification of existing problems.

1. Obstacles in remembering structure of grammar.
2. Lack of understanding in grammar.
3. Methode running dictation can influence Improve of grammar.

## **C. Scope of Problem**

The problems described above are impossible to be studied entirely because they are based on this research. Therefore, to make the research results more accurate and more focused, the variables are limited. The limitations of the problems in this research are as follows:

1. The running dictation learning method referred to in the research is students' interest in learning before using the running dictation method and after applying the running dictation method.
2. The effect of using the running dictation on grammar competence referred to in this study is the result of cognitive tests only. The effect of using the running dictation on grammar competence in the field of English studies. On the subject of the structure of vreb tenses basic namely, simple present tense for sevent grade even semester of the 2024-2025 academic year of SMPN 1 Carenang.

#### **D. Formulation of the Problem**

Based on the research background described above, the main problem to be investigated in this study is;

“Is there any significant effect of the running dictation on students’ grammar competence in simple present tense material for the seventh grade students’ of SMPN 1 Carenang?”

#### **E. Objective of the Study**

Based on formulation of the problem above ;

“To find out there is any significant effect of the running dictation on students’ grammar competence in simple present tense material for the seventh grade students’ of SMPN 1 Carenang.”

#### **F. Signification of the Study**

##### 1. Teaching and Learning

Researches focus on teaching and learning in the classroom, how to create a pleasant atmosphere in the process of teaching and learning English.

##### 2. Comprehension Material

This research focuses on efforts to improve students grammar competence and influence the strategy of carrying out dictation as a strategy for activating this competence.

### 3. Curriculum development

The results of this research can improved the development of learning curriculum, especially in English language learning.

### 4. Future Research

This research can help future research, especially about running dictation strategy in grammar competence learning.

## **G. Previous Study**

The researcher uses three previous studies that are relevant to the current investigation; The first thesis entitled “Running Dictation To Develop Students’ Listening Comprehension Ability.” By Hariswan Putra Jaya all (2020). This research was a quasi-experimental study applying the pre-test-post-test nonequivalent group design. The mechanizem of this desigen was experimental study with a one group pretest and posttest design. This research method is an experimental research with one group pretest and posttest design. Data collection was complite use pretest and posttest listening comprehension. Data analysis using t-test. The population of this study was 19 second semester students of Class II B. The results showed that the t value was greater than the t table. It can be concluded that running dictation can improve students' listening comprehension achievement. After using the running dictation method, the listening score on the posttest increased by 10 students (53%) and 9 students (47%) The average pretest score was 60.68, while the average posttest score was 85.26. The t-value was -18.216 with df 18 which was greater than the t

table of 2.101 (t-value  $-18.216 > t$  table 2.101). Meanwhile, students' perspectives on running dictation were 89.47% of students stated that learning listening through Running Dictation was fun and 5.26% said it was not fun. As many as 89.47% of students also stated that Running Dictation improved their listening skills, 10.53% were hesitant and no students (0%).<sup>5</sup>

The second thesis entitled is “The Influence of Running Dictation Method on Students’ Descriptive Text Writing Ability (A Quasi-Experimental Research at 10th Grade Students of SMA Negeri 1 Jalancagak, Subang)” Ela Nurmala, Widiastuti Zulfa, and Farida Hidayati (2020). Using a quasi-experimental approach, this study collected quantitative data from SMA Negeri 1 Jalancagak class X first semester students. SPSS 22.00 was used to analyze the pre-test and post-test data, and the Likert Scale was used to assess the questionnaire data. Sig = 0.006 and  $\alpha = 0.05$  were found in the Independent Sample t-test results, indicating that  $H_a$  is accepted since  $\text{Sig} < \alpha = 0.05$ . It is suggested that the running dictation approach has a big impact on pupils' ability to write descriptive texts. The questionnaire's results, which indicated that most students (82.4%) responded well to the running dictation approach when composing descriptive prose, further corroborate this.<sup>6</sup>

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<sup>5</sup> Hariswan Putra Jaya, Nova Lingga Pitaloka, and Alhenri Wijaya, “Running Dictation to Develop Students’ Listening Comprehension Ability” , *Forum : Indonesian Research Journal in Education*, Vol. 4, No. 2, (December, 2020), 543-555

<sup>6</sup> Ela Nurmala, Widiastuti Zulfa, and Farida Hidayati, “The Influence of Running Dictation Method on Students’ Descriptive Text Writing Ability (A Quasi-Experimental Research at 10th Grade Students of SMA Negeri 1 Jalancagak, Subang)” *Forum : Jurnal Bahasa Inggris Terapan*, Vol. 6, No. 2, ( October, 2020), 120-130

The third thesis entitled is “The Use of Running Dictation Technique to Improve Students’ listening Skill.” By Melya Destiana, Syasul Bahri and Nurul Inayah (2019). This research is quantitative research method. In experimental study, the writer used only one group pre-test and post-test design. The population in this research was the second grade students of MTsN Model Banda Aceh. For this study, thirty-five students took part. The study's findings showed that students' listening for details scores considerably improved after being instructed utilizing running dictation. The posttest mean score of 86.29 significantly exceeds the pretest mean of 35.43. This indicates that students' scores increased by 50.86 points as a result of running dictation. Additionally,  $t\text{-score} > t\text{-table}$  or  $13.12 > 1.69$  ( $t\text{-score}$  greater than  $t\text{-table}$ ) was demonstrated by the  $t\text{-test}$  analysis. One could draw the conclusion that the alternate theory ( $H_a$ ) is accepted.<sup>7</sup>

## **H. The Organization of Writing**

In order to make this researcher easy to follow, the writer organizes it as follow :

**Chapter I is introduction.** In this chapter the resercher puts some points : background of the study, identification of problem, scope of problem, formulation of the problem, objective of the study, signification of the study, previous study and the organization of writing

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<sup>7</sup> Melya Destiana, Syasul Bahri and Nurul Inayah, “The Use of Running Dictation Technique to Improve Students’ listening Skill.”, *Forum : Research In English Education*, Vol. 4, No. 1, (February, 2019), 32-38.

- Chapter II is theoretical frameworks.** The first part is concept of running dictation which discusses about definition of dictation, variation dictation, definition of running dictation, procedure for carrying out dictation, ways of the running dictation, the second part of concept of grammar, definition of grammar, basic grammar in english, main role of grammar, part of speech, simple present tense, the third the concept of grammar definiton of competence, elements of the model competece, the fourth frameworrk of tingking, the fifth research hypotheesis.
- Chapter III is researceh methodology.** discuss about the method of research, place and time of research, population and sample of the research, research variabel, data collection, the instrument of the method, and data analysis techniques
- Chapter IV is result of the research.** this chapter is result and discussion of the this research, description of data, research result and discussion, analysis requirements test result, research discussion.
- Chapter V is conclusion and suggestion.** the inference of the research and sugestion for the reader and the next researcher.