

Chapter one

Introduction

This chapter presents introduction of the study. In the introduction, it points out the background of the problem, statement of the problems, and limitation of the problem. The research questions, objective of the research, and significances of the study are also elaborated in this chapter.

Background of the Problem

Listening becomes one of the language skills that should be mastered well. By listening, learners can gain many informations. In listening, the goal of listening is the listeners understand and recall the information (Lanpher, 2014). Humans realize that they are listening everyday. Without the ability of listening, the message conveyed will not be accepted easily. Nation (2008) argued that “listening is 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” (p. 37). The brain needs good information from both ears in order to interpret the sounds into words and helps us to understand the conversation.

Learning listening is important for students in learning language. It is very influential especially for those who have more desire to be able to communicate verbally with the English language. Every teacher must have a trick to facilitate students for listening and distinguishing sounds that have been said by the native

speakers. Consequently, listening needs to be done using various methods to get learners' understanding.

There are still problems in listening skill faced by students. For example in Japan, Yonezaki (2014) stated that the difficulties in listening comprehension for learners are they feel hard to understand the spoken sentences, and learners are unable to translate the sound they perceived into their language. While in Indonesia, Siwasian (2014) in her research found there are twelve problems in listening comprehension, such as problem in listening caused by the speaker, accent of the speaker, speaker spoke too fast, then the next problem is the listener. The problems are dealing with interest, hearing the sound, practicing, the ability to recall the meaning of known word, concentration, and negative transfer. The listener could not distinguish some English words, they also difficult to understand the spoken language that they heard, they heard familiar words and could not remember the meaning, pronounce, and unfamiliar expression the content of spoken language, the support include transcript and loudspeaker also become problem in listening. Thus, Indonesian learners may perceive inaccurate English words because they mishear the English sounds.

Besides the problem of listening caused by speaker and listener there was statement that stated by expert. Buck (2001) as cited in Homouda (2013) identified "numerous difficulties which can be confronted in listening tasks such as unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar accents" (pp. 117-118). From the problems above, the most problems faced by students are from the speaker such fast speech rate, unfamiliar accent and

unfamiliar vocabulary. So the problems that contained in the learning listening makes it difficult for students in language learning.

Dictation has been known as one of techniques for teaching listening. This sentence was supported by Nation (2008) who stated that dictation is one of method to teach listening and valid for testing. The role dictation as follows; the teacher as dictator and student as writer. The teacher read aloud a sentence or word by word and students must hear the words carefully, then must write the vocabulary what they heard. Valette (1964) declared that practice with dictation can help students learn the language. She believes dictation can motivate the students' consciousness of the listening and writing language. Dictation can improve students' listening skill and increase their writing skill because the more students memorize the vocabulary, the more their short-term memory increased.

These problem above were supported by the researcher's experience, when the researcher was studying at a high school in Tangerang. The researcher felt difficult in learning listening especially to understand the pronunciation and vocabulary. It because the researcher rarely listen about conversation or English words directly from the native speaker, so difficult to get the information from what she heard. Besides, the researcher was living in the dormitory where obligation for all of students speaking by English or Arabic. The researcher and friends also felt that they difficult to memorize the vocabulary and difficult to remember the spelling of the words. This proved when everymorning, language division delivery vocabulary, the researcher and friends was confused on how to pronounce the words and where the sound comes from. To overcome this

problems, the teacher applied dictation technique in the oral examination every semester. Dictation used for assessing students' listening skill by reading aloud each word to the students with pauses then the students must try to write down what they have heard. With that technique, the students feel it was helpful to memorize some vocabulary and the listening score also increased.

As a student of the English Education Department at Universitas Muhammadiyah Yogyakarta, the researcher has been familiar with several technique for teaching English. Based on the researcher's experience, the researcher implemented dictation technique when doing internship in sixth semester at SMKI Kasihan Bantul. While dictation implementation, there were challenges that researcher faced such as difficult in managing students, the researcher difficult in speaking loudly, and students difficult in writing some vocabulary. Students difficult to manage during dictation activity because sometime they do not pay attention to hear while the researcher dictating the vocabulary, so students make noise to ask repetition of vocabulary from the researcher. In addition, the challenge that the researcher faced was difficult in speaking loudly, it caused the volume researcher's is low. The next challenge was some students also difficult in writing vocabulary. Thus, students do not know how to write the vocabulary correctly because they lack of vocabulary.

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In the researcher's school, dictation also used for teaching listening. That is why the researcher interested in finding out teachers' views and experience of using dictation in teaching listening.

Statement of the Problem

Although there are various techniques that can be implemented in teaching listening, but not all of them can be effective as proper teaching technique in listening. Based on the researcher's experience when she was senior high school, she feels difficult to understand the words or sentences which is spoken by native speakers. The researcher should also put more effort for memorizing spelling and how to pronounce words. In addition, she may rarely to listen English conversation directly, so her capability to listen is not really good and she may feels difficult to gather the information. Then, the teacher applied dictation in teaching listening and listening test. Moreover, dictation which is mentioned by Nation (2008) as one of methods that can be used in teaching listening.

Based on phenomena above, it could be concluded that in listening, there were problems that students faced while learning language. This researcher's experience suggests a need to explore English teachers' view and experiences of dictation in teaching listening.

The Research Question

Based on the background, the research questions of this research are formulated as follows:

1. What are the dictation technique implemented in teaching listening at SMP Muhammadiyah 2 Yogyakarta?

2. How are the English teachers' views on the challenges of implementing the dictation technique in teaching listening at SMP Muhammadiyah 2 Yogyakarta?

The Objectives of the Research

Based on the background of the study above, the objectives of the study are:

1. To identify the dictation technique in teaching listening.
2. To reveal the English teachers' views in the challenges of implementing dictation in teaching listening.

The Significance of the Research

The Researcher. The findings of the research can benefit the researcher because the researcher is a prospective an english teacher, therefore she can use the finding to know about their views and experiences. In addition, this research gives benefits to the researcher in understanding about dictation more, and belief about dictation.

Teachers and Pre-service Teachers. The findings of this research for teachers and pre-service teachers especially for those who use this technique in the classroom as a method to improve the teaching technique. Then, this research can helps the teacher to develop their reference in creating interesting technique in listening class.

Other researchers. This research will help other researchers who have the same topic with the researcher to add the information in their research as their supporting data or references.

The outline of the Research

This research consists of five chapters. Chapter one is introduction, which consists of the background of the research, the identification of the problems, the purposes/objectives of the research, the research questions, the significance of the research and the outline of the research. The next chapter is the literature review, in this part will be explain about the definition of teaching listening, dictation and its implementation, and related study of the research, then conceptual framework. Chapter three is the methodology, research design, population and sample setting, data collection methods and data analysis. Chapter four is finding and discussion. The last chapter is conclusion and suggestion.