

CHAPTER I

INTRODUCTION

This chapter describes an overview of this research. It consists of background, statement of the problems, scope of the research, aims of the research, significance of the research, clarification of terms, and organization of paper.

1.1 Background

Teaching English has a purpose to prepare students to have communicative competence by which the students are able to communicate both in oral and/or written forms. In School Based Curriculum (KTSP), the students are expected to have that communication in four basic skills, namely listening, speaking, reading and writing skill.

Listening as a receptive skill is an important skill in language learning and it cannot be underestimated, particularly in academic context (Brown, 2001). The importance of listening is also claimed by Saville and Troike (2006). They assert that listening is in highest priority since it provides input for productive skills: speaking and writing. In other words, listening is a medium by which people gain information for communication.

Steil (1980, cited in Simonds and Cooper, 2011) states that people spend 70% of their waking time for participating in some form of communication. He adds that nine percent is spent for writing, 16% for reading, 30% for speaking,

Mutiarawati Agustin, 2012

Teachers' Teaching And Students' Perceptions: Using Dictogloss Technique In Teaching Listening

: A Quasi-Experimental Research at the Tenth Grade Students of an SMAN in Cirebon
Universitas Pendidikan Indonesia | repository.upi.edu

and 42 to 57% is spent for listening. It clearly shows how important this skill is in overall language ability.

Interestingly, although listening is a type of communication which is most frequently used, listening has got least attention to be taught among other language skills. It can be seen in this following table:

Table 1. 1
Communication Time

	Listening	Speaking	Reading	Writing
Learned	1 st	2 nd	3 rd	4 th
Used	45%	30%	16%	9%
Taught	Least	Next least	Next most	Most

(Steil, 1980 cited in Simonds and Cooper, 2011)

From table 1.1, it can be seen that listening engages in the most and is learnt first, but it is a least skill to be taught.

In line with Steil (1980 cited in Simonds and Cooper, 2011), Cheung (2010) states that listening has not been fully taught. She adds that the neglect of listening probably comes up for some reasons (Cheung, 2010). Firstly, listening is considered as a skill that will be acquired naturally by teaching speaking and reading. Secondly, method utilized in teaching listening is not applicable for teaching listening comprehension. Thirdly, listening may be viewed as a passive skill (Cheung, 2010;

Nation & Newton, 2009; Saville & Troike, 2006). Fourthly, teachers have their own priority in teaching speaking, grammar, and pronunciation but not in teaching listening comprehension (Cheung, 2010; Brown, 2001).

The assumption that listening can be acquired naturally through speaking emerges probably because listening comprehension processes are still not well understood dealing with the lack of teaching materials for listening. Furthermore, Call (1985, cited in Osada, 2004) states that listening is poorly taught due to the belief that it is a passive skill and it merely exposes students to the spoken language which provides adequate instruction in listening comprehension.

However, the neglect of teaching listening should be paid more attention since listening should be the first and foremost skill to be acquired in learning a new language (Cheung, 2010). Students should know how to be a good listener and what they should do while listening to get their listening purposes. Therefore, teachers should apply appropriate technique to improve students' listening skill. Nowadays, there are many books and conferences which claim as sources for teachers to apply some techniques to improve students' performance in listening comprehension.

One of the techniques offered is dictogloss. Dictogloss introduced by Ruth Wajnryb is a new way of dictation (Jacobs and Small, 2003). Dictogloss, in terms of objectives and procedures, is different from dictation. According to Kern (2008), dictogloss is a technique which the students are asked to reconstruct a text rather than make a copy of the text and write down the exact words of the text read to them by the teacher. The students are not allowed to write every word appeared in the text but only take note some key words and have to understand the meaning and use their

knowledge of grammar in order to reconstruct it. In contrary, dictation is a language teaching technique in which students are asked to write exactly what they hear from the text read by the teacher so that students make an exact copy of the text not reconstruction of original text (Brown, 2001).

In detail, dictogloss is a classroom dictation activity where the students listen to a passage, note down key words, and then work in group to create a reconstructed version of the text in the form of writing (Vasiljevic, 2010). It is a technique to help the students to improve their listening ability since listening is practiced in dictogloss activity. According to Jacobs and Small (2003), all four language skills are practiced in dictogloss, such as listening during dictation, speaking, reading and writing during reconstruction.

Regarding how dictogloss contributes in teaching and learning process, especially in listening skills, this research tries to investigate the effect of dictogloss technique in teaching listening on students' listening skills. Moreover, this research intends to find out students' perceptions toward the use of dictogloss technique in teaching listening.

1.2 Statement of the Problems

The research is conducted to answer questions as follows:

1. What is the effect of using dictogloss technique in teaching listening on students' listening skill?
2. What are the students' perceptions toward the use of dictogloss technique in teaching listening?

1.3 Scope of the Research

Referring to the problems area and objectives of the research, the research is limited on finding out the effect of using dictogloss technique in teaching listening on students' listening skills. The research is applied to the tenth grade students since the research focuses on listening descriptive text in which is taught in such grade. The research focuses more on the two classes which are divided into control and experimental groups. Moreover, the research also tries to investigate the students' perceptions toward the use of dictogloss in teaching listening.

1.4 Aims of the Research

The aims of the research are to investigate:

1. The effect of using dictogloss technique in teaching listening on students' listening skills.
2. The students' perceptions toward the use of dictogloss technique in teaching listening.

1.5 Significance of the Research

The research which focuses on the use of dictogloss technique in teaching listening is expected to give contributions to several elements, such as English teachers (professional aspect), English students (practical aspect) and English subject itself (theoretical aspect). For English teachers, it can be a new reference of technique in teaching listening, especially in senior high school. For students, this research is also expected to motivate and help students in understanding listening

materials. For subject itself, especially listening, this research may enrich knowledge and theories in the subject.

1.6 Clarification of Terms

To avoid misconception or misunderstanding, several terms are clarified as follows:

1. Listening is a process of receiving what speaker says (receptive), constructing and representing meaning (constructive), negotiating meaning with the speaker and responding (collaborative) and creating meaning through involvement, imagination and empathy (transformative) (Rost, 2002).
2. Dictogloss is a classroom dictation activity where students listen to a text, note down key words and then work together to create a reconstructed version of the text (Vasiljevic, 2010). In this research, the reconstruction of the text is in the form of written version.
3. Perception is defined as what people consciously feel about an object (Krishnanda, 1990). In this case, the research investigates what students perceive about dictogloss technique in teaching listening.
4. Listening skills is defined in terms of kinds of processing involved in listening namely bottom-up and top-down processing. In this research, the skills covered are selecting details from the text (word recognition) and finding main idea of the text (Brown, 2001).

1.7 Organization of the Paper

This research is presented into five chapters as follows:

CHAPTER 1 : Introduction

It discusses the background of the research, statements of the problem, aims of the research, scope of the study, significance of the research, clarification of the key terms, and organization of paper.

CHAPTER II : Theoretical Foundation

This chapter provides theoretical review from the experts and their researches, which serve as the base for investigating the research problem.

CHAPTER III : Research Methodology

It describes the research methodology that describes research design, subject involved, data collection, research procedures and data analysis.

CHAPTER IV : Findings and Discussions

It analyzes the findings of the study and discusses those findings.

CHAPTER V : Conclusions and Suggestions

This chapter expands the interpretation toward the result of the research in a form of conclusion and suggestion related to the research.