CHAPTER I
INTRODUCTION

This introductory chapter provides the basic ideas related to the study inside. This chapter presents the research background, research problems, research objectives, scope and limitation, research significance, and definition of key terms.

1.1 RESEARCH BACKGROUND

Listening is one of skills that have an important role to master a language because listening is a language modality. In addition listening is a key to master the other skills in language learning because listening is considered the fundamental language skill (Asmoro, Hasan, and Kadaryanto, 2013). Listening involves the active involvement of each individual because listening involves a sender, a message, and a receiver. It is the psychological process to construct the meaning and responds to the spoken and/or nonverbal messages (Tyagi 2013). Considering that listening is an important skill to understand a language, it is important for teachers to help students become effective listeners. Therefore, teachers need a good teaching strategy that can make students master this skill properly.

Teaching strategies refer to the teaching techniques which will help students to understand the content of the learning material presented by the teachers and develop their future goals. Teaching technique is needed by the teacher in teaching learning process in order to make the students interested in the material
given. By using an appropriate technique, the teacher is able to perform well so that the result of the teaching learning are satisfactory (Asmoro, Hasan, and Kadaryanto, 2013). Rahayu (2005) in Asmoro, Hasan and Kadaryanto (2013) states that students’ achievement in listening is low since the students’ motivation in listening class is low, which is caused by the media and technique used. The student’s can increase their listening skills and absorb the material well from the techniques teachers use to teach.

One of the offered techniques is running dictation. In this activity, the students not only just listen the passage by the speaker but also get fun in listening class (Asmoro, Hasan and Kadaryanto 2013). Students work in pairs or small groups, it is good for supporting students to learn with their groups. Running Dictation is one of the teaching strategies that is done in a group consist of 4 to 5 students. The teacher chooses one person per group to be the runner then the teacher gives him or her a sentence (whispering) that they will dictate it to their friends. Then they have to write it down, and whose group's answer is right will get the point.

There are three previous studies that the writer found. The first is Harisah (2013) with her thesis “The Effect of Using Running Dictation Game on the Student’s speaking ability at the second year of SMPN 1 Pogalan Trenggalek”. In her thesis, she found that the students who were thought by using Running Dictation showed better ability than without Running Dictation in speaking ability. The second is Cahyati (2016) with a title “The Effect of Running Dictation Towards The Students’ Writing Mechanics at The Eight Grade of SMP 8
Muhammadiyah Batu”. In her thesis she found that after the implementation of the running dictation technique, the student’s writing ability improve than before she apply the technique. The third is Aini (2015) with title “The Use of Running Dictation Technique to Improve Students’ Writing in Descriptive Text”. She found that the students improves the writing achievement after the treatment with running dictation strategy. She said that running dictation motivates the students to have wider ideas to write their descriptive text. By asking the students to do the task in groups, they enjoyed to finish the given tasks together. This reflecting from the previous studies, there has not been any study about Running Dictation conducted for listening class in 8 grade students.

Thus writer wants is interested to find out how to improve student’s listening ability in D class of eight grade students at SMP Negeri 1 Dau.

1.2 PRE-ELIMENARY RESULTS

The preliminary results that the researcher got from the interview with the teacher was; 1. The teacher said that D class in eight grade students has a problem with listening score. 2. Because it is a class problem base the researcher decided to use CAR as the research method.

1.3 RESEARCH PROBLEM

Based on the background, the writer formulates the problem of the research as follows:
1) How does Running Dictation Technique is used to improve the student’s listening ability in D class of eight grade students at SMP Negeri 1 Dau?

1.4 RESEARCH OBJECTIVES

The research problem of this study raise a purpose as follows:

1) To know how the Running Dictation Technique can improve the student’s listening ability D class of eight grade students at SMP Negeri 1 Dau.

1.5 SCOPE AND LIMITATION

This research has a scope and limitation to restrict this study. The scope of this study only focuses on finding out whether running dictation can be used to increase the students’ listening achievement. The limitation of this study is only in D class of eight grade students at SMP Negeri 1 Dau.

1.6 RESEARCH SIGNIFICANCE

The writer expects this study can be used theoretically and practically. Theoretically, the result of this study is expected to be able to widen the skill of teachers in using running dictation game in order to improve student’s listening
skill. As a reference to other researchers who want to study running dictation game more intensively in teaching listening, and it is expected to be a knowledge for students about how to teach them listening using this running dictation method. Practically, the result of this study is suggested to apply the running dictation game to increase the students’ competence in English listening skill. The use of running dictation game in listening can make the students are more enjoyable in doing their tasks associated with the listening materials.

1.7 DEFINITION OF KEY TERMS

1. Listening:
   a. Listening is a key to master the other skills in language learning because listening is considered the fundamental language skill (Asmoro, Hasan, and Kadaryanto, 2013).
   b. Listening involves the active involvement of each individual because listening involves a sender, a message, and a receiver. It is the psychological process to construct the meaning and responds to the spoken and/or nonverbal messages (Tyagi 2013).

2. Teaching strategies:
   a. By using an appropriate technique, the teacher is able to perform well so that the result of the teaching learning are satisfactory (Asmoro, Hasan, and Kadaryanto, 2013).
b. Students’ achievement in listening is low since the students’ motivation in listening class is low, which is caused by the media and technique used (Rahayu (2005) in Asmoro, Hasan and Kadaryanto (2013)).

3. Running Dictation:

a. One of the offered techniques is running dictation. In this activity, the students not only just listen the passage by the speaker but also get fun in listening class (Asmoro, Hasan and Kadaryanto 2013).