CHAPTER I
INTRODUCTION

This chapter present several topics related to the study. The topic is covered by background of the study, research problem, research objectives, scope and limitation, research significance and definition of key terms.

1.1 Background of the Study

In learning English, there are four skills to be mastered such as reading, speaking, listening, and writing (Baker, 2001). Every skill has a different objective that has to be achieved in order to master English language. First, reading skill focuses on the student’s ability in understanding and comprehending reading passage. Second, listening skill focuses that the students have to understand oral texts both from direct conversation and cassettes. Third, speaking skill requires the students to produce English orally. The last, writing skill requires the students to writes a word to make sentences, and then sentences to be a paragraph.

Listening is the first steps that learners was receive new language naturally before the produce the language. It plays an important role in the language learning because listening provides input for learners and also has an important role in the development of learning language knowledge (Rost, 1994 cited in Ahmadi 2016). According to brown (2001) assume that Listening is a psychomotor process of receiving sounds waves through the ear and transmitting nerve impulses to the brain. The listener catches the sound through the ear when the speaker produces sound. Then, the brain processes the sound in order to the listener understand the information. So, listening has an important role in communication because listening
is a way of people to understand the information and it also helps them practice pronunciation correctly. If they do not understand what the speaker said, there will be misunderstanding.

Based on the preliminary study done by the researcher that second semester, students of English Language Education Department (ELED), University of Muhammadiyah Malang (UMM) still have difficulties when they are trying to master listening. The student difficulties are; a) catching up what the native speaker says because they speak very fast, b) the lecture using monotonous technique so the students became passive during the listening activities, (c) unfamiliar with the vocabulary.

By looking at the problem, the Lecture should create new teaching technique in the class because the success of teaching listening demands on the effective use of certain technique. Using techniques in teaching English is important because it makes the students more interesting and actively in learning English. As stated by Yazar (2013) “Using appropriate technique make the lesson more effective.

One of technique that are confirmed as the technique in the class to improve listening skill is Dictogloss. According to Vasiljevic (2010) Dictogloss is a classroom dictation activity where learner listens to a passage, note down keywords, then work together to create a new version of the text. It is one of alternative in teaching listening in which the students corporate with their friends to recreate a text that has been listen in the class.

According to Powell (2002) states that stimulus is any event that can potentially influence behavior, while a response is a particular instance of a behavior, the
response of one organism can act as stimulus that influences the response of another organism. Based on the statement, this study is to identify the behaviors in the teaching and learning process, the implementation of dictogloss technique used by the lecturer to determine how the students’ response during in teaching and learning process.

A previous research, conducted by Huda (2014), investigated “Upgrading the students’ listening comprehension using dictogloss technique of the twelfth-grade students at MA Sunan Giri Gondang. The result shows that using dictogloss is recommended in teaching listening because it facilitates the students in collaborative learning. Another previous research from Asrobi and Amni (2017) explained that dictogloss helps the students to listen well because they can help each other and combine what they have heard. Considering the reason above, the researcher wants to know the use of dictogloss in teaching listening at second semester of ELED, UMM. By doing this research, the researcher can understand the implementation of dictogloss technique that is efficient in teaching listening.

1.2 Research Problem

Based on the background of the study, the statement can be formulated, as follows:

1. How does the lecturer use of dictogloss technique in teaching listening at second semester of English Department, University of Muhammadiyah Malang?

2. How are the students’ responses in listening class at second semester of English Department, University of Muhammadiyah Malang?
1.3 Research Objectives

Dealing with the statements of problem above, the objectives of this research are follows:

1. To know how the lecturer use of dictogloss technique in teaching listening at second semester of ELED, UMM.
2. To know the students’ response in listening class at second semester of ELED, UMM.

1.4 Scope and Limitation

This study is concentrated on listening skill at the second semester of ELED, UMM. The scope of study is the implementation of using dictogloss technique to improve listening skill at second semester of ELED, UMM. The limitation of the study is at J class of the second semester.

1.5 Research Significance

This study are expected to be useful for the English lecturers, the students and the next researcher. For the students, this study can contributes to the improvement of the listening ability and give information about the students’ response toward the use of dictogloss technique in listening class. For lecturer, the result of this study hopefully will inform the lecturer that dictogloss technique is able as interest technique and make their teaching technique more efficiently and better than before. For the next researchers, this research can be used to increase and enlarge the researchers’ understanding about dictogloss technique and able to choose the appropriate technique for the students.
1.6 Definition of key terms

**Listening** is a psychomotor process of receiving sounds waves through the ear and transmitting nerve impulses to the brain (Brown, 2001).

**Dictogloss** is a classroom dictation activity where learner listens to a passage, note down keywords, then work together to create a new version of the text (Zorana & Vasiljevic, 2010).

**Technique** is variety of exercises, activities, or task used in the classroom for realizing the lesson (Brown, 2001).

**Student Response** is a specific behavior that an individual’s exhibits (Ormrod: 2003).