

CHAPTER I

INTRODUCTION

This chapter is divided into several parts: the Background of the Study, the Reason for Choosing the Topic, the Statement of the Problem, the Objective of the Study, the Hypotheses of the Study, the Significances of the Study, the Definition of Key Terms, the Limitation of the Study, and the Outline of the Study.

1.1 Background of the Study

In learning English, the learners should master four skills. The four skills are listening, speaking, reading, and writing. Esberger (2010) describes that there are four skills consist of two inputs as listening and reading, and two outputs as speaking and writing. Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt & Dakin in Saricoban, 1999). Generally, listening is the way to recognize and understand what people are saying not only to listen but how the students are able to understand the meaning of the materials. Some experts said that listening is quite difficult skill, because in this process people must be able to hear what people say and understand something at the same time.

In a formal school, the chance of practicing English is not much. In the formal school, students usually study the theory but they seldom practice. So, to get more,

the teacher has to be creative at looking for new techniques to improve student's listening comprehension, so they get more interested in receiving the material.

This learning just need a low preparation fun activity that works well with large classes, especially with young learners and teens. The all students need is a blank piece of paper and all the teacher need is a little bit of imagination. According to Lengleong (2003) picture dictation involves learners in all four skills of listening with attention, fun and interest, speaking with confidence, reading with care and purpose and writing with accurately. Picture dictation technique is one of techniques applied by teachers in instructional process especially in teaching listening to improve students listening comprehension. The procedure describes interesting texts to students, and the students listen the texts and draw the pictures or sketches. Krueger (2012) explains that picture dictation can be used by the teacher to student or student to student, teacher describes a picture to students who draw what they hear. In addition, Miller (2008) says that "in a typical picture dictation activity, a picture is described to the listeners, who, unable to see it, draw what they hear". Picture dictation technique is success in teaching English language (Indriani, 2009). Traditionally, a dictation would require the class to sit in silence listening to the teacher reading a passage and writing word for word what they hear.

The picture dictation designed here, sufficiently prepares learners for activities, involving all four skills of listening, speaking, reading and writing. It has been popular with pre-intermediate level learners and has proved very successfully. Success is always a good motivator for learners. Through picture dictation technique,

the students used their background knowledge, made imagine, enjoyed and learned happily. In addition, they are motivated to hear, understand and recognizing new picture in their mind, after that they try to draw to the paper. Because picture dictation technique is the teacher describes a picture or sequence of pictures to students who draw what they hear. Picture dictation not only fun but also authentic, it is one of the best ways to improve students listening comprehension.

1.2 Reason for Choosing the Topic

The students of junior high school have low interest in studying English. Most of them have difficulties in mastering listening skills in learning English. Picture dictation technique has never been yet applied in teaching learning process of listening comprehension at SMP N 2 Karangtengah Demak especially in grade 7th. That is why teacher must use technique that appropriate to improve listening skill of the students, and technique with describes pictures or sketches will increase their achievement. Because of that the researcher chooses this title. The effectiveness of using picture dictation to improve students' listening comprehension: the case of the seventh grade students' of SMP N 2 Karangtengah Demak in the academic year 2016/2017.

1.3 Statement of the Problem

The research was conducted to answer the following main question: was the use of picture dictation technique effective to improve listening comprehension of the seventh grade students' of SMP Negeri 2 Karangtengah Demak in the academic year of 2016/2017?

1.4 Objective of the Study

The objective of the study was to find out whether the use of picture dictation was effective to improve students' listening comprehension of the seventh grade students of SMP Negeri 2 Karangtengah Demak in academic year of 2016/2017.

1.5 Hypotheses of the Study

According to Airasian (2000: 71), a hypothesis was a researcher's temporary prediction of the result of the experiment findings. The hypotheses of this study are as follow:

Ho: There is no significant difference on the mean score of the listening comprehension test between the students' who were taught using picture dictation technique and those who were taught without using picture dictation.

Ha: There is a significant difference on the mean score of the listening comprehension test between the students' who were taught using picture dictation technique and those who were taught without using picture dictation.

1.6 Significance of the Study

The result of the study is expected to give contribution into two terms:

1. Practical Significance

a. Students

Hopefully, this research can help students to increase their achievement in listening comprehension.

b. Teacher

The research hopefully gives an alternative strategy for English teachers in teaching listening.

c. Future Researchers

The researcher of this study hopes that this research can give more information about the use of Picture Dictation technique for other researchers who want to make a research about Picture Dictation technique.

2. Pedagogical Significance

This research focuses on how teacher make students interested in studying English and increase students' listening ability. This technique can make students feel fun and help their comprehension listening easily. By reading this research, students and teacher can find it as an interesting technique to improve listening comprehension in English class.

1.7 Definition of Key Terms

Definition of the key term is very important to understand the meaning of the topic. The key terms of the research were defined as follows:

1. Picture dictation technique is technique of teaching listening where the teacher, or a student, describes a picture to students who draw what they hear. Picture dictation targets several skills and learning styles (Krueger, 2012).
2. Listening comprehension is a person's ability to understand the meaning of the words heard. It's the term expert's use for how brains make sense of spoken language (Mancuso, 2003).

1.8 Limitation of the Study

Limitations in this study, the researcher focused on using picture dictation technique to improve students' listening comprehension of seventh grade students of SMP Negeri 2 Karangtengah Demak in the academic year of 2016/2017.

1.9 Outline of the Study

The final project starts with Introduction which includes the Background of the Study, the Reason for Choosing the Topic, the Statement of the Problem, the Hypotheses of the Study, the Objective of the Study, the Significance of the Study, the Definition of Key Terms, the Limitation of the Study, and the Outline of the Study.

The Second Chapter presents Review of Related Literature, which consists of Learning Listening, Picture Dictation Technique and the Review of the Previous Studies.

The Third Chapter presents Research Method. It consists of the Research Design, the Subject of the Study, the Variables of the Study, the Instrument of the Study, the Validity and Reliability, the Procedure of the Study, the Scoring Technique and the Technique of Data Analysis.

The Fourth Chapter presents the the Profile of the School, The Subject of the Research, the Validity and Reliability of the Instrument of the Research, the Result of the Research and the Discussion of the Research Findings.

The Fifth Chapter presents the Conclusion and Suggestion of the study based on the result of the experimental study.