

## **BAB I**

### **INTRODUCTION**

#### **A. Background**

During the process of learning and teaching English, students often experience difficulties in understanding it, especially in listening. When learning English, students need to master four skills, including the ability to listen, read, speak and write. The researcher will examine listening skills in this study, which is part of the broader scope that includes reading, speaking, and writing. Basically, listening here is not just listening, you have to try to understand the meaning. In this case, understanding of the listener is assessed based on how well they comprehend what the speaker communicates. Because listeners must actively comprehend each word. Listening is considered one of the most difficult English skills, especially for students with low proficiency.

However, listening skills are very important in developing one's language skills. Listening ability is the process of receiving messages or ideas conveyed through speech. It is one of the essential language skills to master, alongside reading, speaking, and writing. Communication cannot flow effectively without listening skills, as these skills form the foundation for effective speaking. Listening is the process of receiving, interpreting, and reacting to both verbal and nonverbal messages (John Flowerdew and Lindsay Miller, 2005). According to (Hwaider, 2017), Listening ability refers

to the capacity to comprehend and interpret spoken language. (Hamouda, 2013) It also explains that listening ability is a skill that involves students' capacity to recognize what they hear, including aspects of grammar, vocabulary, pronunciation, and meaning.

Currently, Many students still struggle with poor listening skills and are unable to grasp the topics being discussed. When listening skills become an issue, it inevitably leads to difficulties in comprehension. Such people find it difficult to understand a topic when listening to a conversation, of course because their vocabulary is still lacking. The next problem is that many of them still have difficulty remembering what they heard.

The definition above suggests that listening is a process of receiving and understanding that aids in comprehending a foreign language. According to (Nor, 2014) Several strategies can be implemented, one of which is the dictation strategy, asking students to ask questions, watching television, listening to the radio, etc.

When learning English as a foreign language, students often struggle with understanding it, particularly in listening. This is due to English being a language that remains unfamiliar, especially for students in Indonesia. Therefore, a teaching strategy needs to be implemented by teachers when instructing English, specifically in teaching listening skills, so

that students can enhance their ability to listen and comprehend words or sentences in English.

In teaching activities, teachers must be able to deliver English content effectively. Therefore, effective English teaching strategies are essential to support the successful achievement of language learning goals in schools.

A strategy is a plan, technique, set of activities, or methods developed by teachers and students to achieve specific educational objectives efficiently and effectively (Nasution et al., 2019). (Akbarjono et al., 2021) also said Teaching strategies are methods used by teachers to achieve learning objectives, based on the procedures they follow to transfer knowledge to students. Teaching strategies refer to a series of plans or steps arranged by teachers to ensure effective learning through strategic material delivery. Learning situations that are easier and more enjoyable can make them accept learning more quickly, encourage students to learn and encourage their more active participation in the learning process (Erdogan, 2018). Students use learning strategies to meet their needs throughout the learning process, particularly in language acquisition (Ababio, 2013). Apart from that, according to (Chuin & Kaur, 2015), Learning strategies can empower students to actively apply their skills while engaging in learning. Based on the various definitions of strategy above, researchers can conclude that strategy is a learning plan that is

carefully prepared by the teacher and then implemented in the process of teaching activities to students.

In this research, the researcher implemented dictation strategies to enhance students' ability to comprehend spoken English. The decision to conduct the research at MA Pancasila, located in Bengkulu, was influenced by the researcher's prior teaching or internship experience at the institution. The selection of listening comprehension as the focus stemmed from the researcher's observations during their teaching period at MA Pancasila. It was noted that many students struggled to identify word sounds, meanings, and content when exposed to spoken English. Additionally, their English proficiency scores, particularly in listening, were generally low.

This is reflected in the students' English scores, which remain low, most of them are still below the initial standard. According to the results of the pre-test, the experimental group recorded a mean of 69.67, compared to 69.63 for the control group. whereas the control group obtained a mean score of 69.63. Several students scored quite low, such as Ervina Dama Yanti (13), Minarti (15), Taufik Nurrohman (60), and Wija Lindarti (45). Meanwhile, some students scored slightly above Mean, such as Renald Dwinsa (74) and Afifah Hidayah (70), but overall, the results indicate that students' listening skills still need improvement through more appropriate learning

strategies. The low pre-test scores indicate a gap between students' listening skills and the expected competencies in English learning. Thus, more systematic and effective measures are required in the learning process to assist students in addressing their challenges. For this reason, the researcher undertook This research aims to improve students' listening comprehension by applying dictation strategies.

The researcher recognized the significance of assessing listening proficiency through the application of this dictation strategy. And apart from that, as observed by the researcher during the initial pre-observation at the school, the dictation strategy has never been tried in learning at MA Pancasila, Bengkulu City, so it is hoped that by testing this strategy it can become a reference and benchmark in future learning. It is certainly hoped that this strategy can provide changes to students and can become a reference for future learning. (Nation & Newton, 2008) state, the dictation strategy is a technique in which students are provided with a series of verbal inputs, store them in the students' minds and write them down. Meanwhile, according to (Putri, 2021), The dictation strategy is a traditional teaching method that leans more towards testing than teaching, However, it continues to be an effective teaching method. This suggests that despite its traditional nature, the dictation strategy is still relevant in practice. Dictation is an activity that can enhance students'



listening abilities and skills, but also understanding spelling and punctuation as well as understanding the meaning of the sentences they hear (Mentari, 2018). Apart from that, (Aldila Arin Aini, 2015) also believes that the dictation strategy is a technology that it is simple and appropriate to be implemented in teaching students across all levels. Teachers can dictate a sentence to students, requiring them to listen carefully and memorize it effectively before conveying it to their classmates. This is repeated until all parts have been determined. The Impact of Dictation Strategies on Enhancing Listening Proficiency Among High School or Madrasah Aliyah Students.

Based on the description of the problem above, the researcher concludes that the dictation strategy is an effective method for teachers to teach listening skills in an enjoyable manner, making students more engaged in the learning process. By using dictation, students' listening abilities are expected to improve. Because (Nation & Newton, 2008) stated that dictation has teaching technique value. This indicates that the dictation strategy is an effective approach for teaching students. Through this strategy, students are not merely passive listeners but are encouraged to focus on phrases, sentences, and clauses they hear, utilizing short-term memory and repetition. Apart from that, Yulia and (Agustiani & Yulia, 2018) It was stated that the dictation strategy is a technique

capable of creating an enjoyable learning environment. (Destiana et al., 2019) It was also mentioned that in the dictation strategy, the teacher engages in several activities, starting with dictating a reading to the students and then the students are asked to listen and remember the reading, after that the students are asked to transfer what they got from other students.

Considering the explanation above, the researcher plans to conduct a study entitled “The Effectiveness of Dictation Strategies Toward Students Listening Ability Class X In English Lesson At MA Pancasila, Bengkulu City”.

### **B. Identification of the Problems**

Based on the background provided, the following problems have been identified.

1. Students show low interest in listening activities
2. Students struggle to grasp information during listening sessions
3. Students possess a limited vocabulary

### **C. Limitation of the Problem**

In light of the issue identification that has been discussed previously, whether it is necessary to take the problem or not. This needs to be done so that research is more focused and in-depth. The problem studied further in this research is whether the dictation strategy is effective and

aims to enhance listening comprehension by focusing on the accuracy of responses to dialogue texts among tenth-grade students at MA Pancasila, Bengkulu City.

#### **D. Research Question**

Considering the limitations of the problem mentioned above, the research question can be outlined as follows: “Is there any significant effect of dictation strategies on students' listening abilities with the accuracy of answers to dialogue texts in english lessons at 10<sup>th</sup>-grade class at MA Pancasila?”

#### **E. Objective of the Research**

Based on the research problem formulation, this study seeks to assess the effectiveness of using dictation strategies to enhance students' listening comprehension, particularly in the accuracy of their answer to dialogue texts among tenth-grade students at MA Pancasila, Bengkulu City.