

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, the objective of the study, significance of the study, and the definition of key terms.

A. Background of Study

Listening has an essential role in learning activities because listening can be said as the main component of teaching and learning activities in the classroom. Rost (2014) defines that to provide input for students, listening is vital in language classes because any learning simply can not take place without being able to understand the input of what we have listened to. In fact that students have to spend most of their time listening to what the teacher says, for instance, the teacher giving lectures to the students. According to Brown (2001), he states that in the classroom, listening is the main component of language learning activities because the learners do more listening than speaking. Furthermore, Barker in Stepanovienė (2012) states that listening can help the students to build vocabulary, develop language proficiency, and improve their language usage. From some of the statements above, it can be concluded that listening has a very important role in language classes.

However, listening comprehension in English classes is not easy and simple to do. Some students still get low scores in listening comprehension, this means that they do not understand what they are listening to. According to Sari & Adnan (2013), there are several problems in understanding listening

comprehension difficulties. First, many students have limited vocabulary understanding or lack of vocabulary so they find it difficult to get messages or meanings in listening. Second, insufficient students' prior knowledge activation. At the beginning of the listening comprehension learning activity, the teacher should be able to activate the students' prior knowledge. In fact that the activation of prior knowledge related to the topic they will learn, can help them to understand more about it. Ningtyas (2018) explored that activating the schema or background knowledge of students will help them correlate the events or information they have with the teaching material they are going to learn so that it will be easier for them to understand the material. In the last one, the teacher uses a non-interactive technique in teaching and learning activities in listening class. Usually, the teacher just lets the students listen to what the speaker is saying on the audio and then asks them to answer the questions after that. If the teacher usually uses this technique, there is rarely interaction in the class. In this way, learning activities will not be interesting for students, this makes some students lazy to join the listening comprehension in the English classroom. In addition, it is often found that teachers may leave the classroom after the teacher gives instructions to listen to audio listening and after that asks students to answer the questions that have been given.

By looking at the problems above, teachers can find the right technique to be applied in teaching and learning activities, especially in teaching listening

comprehension so that students can easily understand the learning material, as the Prophet Muhammad SAW did:

عَنْ عَائِشَةَ رَضِيَ اللَّهُ عَنْهَا قَالَتْ كَانَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ لَا يَسْرُدُ
الْكَلَامَ كَسَرٍ دِكْمٍ هَذَا كَانَ كَلَامَهُ فَصْلًا يُبَيِّنُهُ يَحْفَظُهُ كُلُّ مَنْ سَمِعَهُ.

Sayyidah A'isyah said that Prophet Muhammad SAW did not present learning materials (use the teaching technique) in a bad way such as wordy. The prophet's explanation is firm and easy to catch so that whoever listens to it easily memorizes/understands the learning material. He explained it in the best and easy way to make his students understand. It could be that for certain materials he repeats the explanation more than once so that students who listen to it will easily understand the learning material.

In teaching listening, we can look for a more engaging, interactive, and communicative technique for students to increase their listening comprehension. The Dictogloss technique can be one of the learning techniques that can solve the problems mentioned above and can improve students' listening comprehension.

Wajnryb (1990) was the first to introduce the Dictogloss technique through her book Grammar Dictation. The Dictogloss technique is a dictating activity in the classroom where students listen to the passage read by the teacher, write down the keywords, then work together in groups to reconstruct and create their version of the text (Wajnryb in Vasiljevic, 2010). Dictogloss is different from the traditional dictation in which the teacher reads the text

slowly and repeatedly and then asks the student to write exactly what the teachers read. Dictogloss technique can make students interactive in the class, they are allowed to interact with their groups to create active and effective learning, they can get feedback and correction from the other members of the group because every person in the group has a different ability in mastering English.

Although the Dictogloss technique was first created to improve students' understanding in grammar classes, Dewi (2017) explores that the Dictogloss technique can also help to integrate language skills, such as listening skills (to the teacher in the dictation stage), writing and grammar skills in the reconstruction stage, speaking skills to the group members during the reconstructing process, and reading comprehension in note-taking in the listening stage, after the dictation stage, and in the analysis-correction stages. From the statement above, the Dictogloss technique can be used by teachers in teaching four language skills: listening, speaking, reading, and writing. However, this study only focus on the Dictogloss technique in teaching listening comprehension. Vasiljevic (2010) argued that listening is essential in overall language ability and also dominant in the Dictogloss technique, she describes the four stages in the Ditogloss technique for teaching listening: Preparation, listening procedures, reconstruction, and analysis-correction stages.

Many researchers discuss the Dictogloss technique in teaching and learning English. Some studies were conducted by (Al Yakin, et al. 2019;

Dista, 2017; Gibran, 2021; Mamonto, 2019; and Pohan & Napitupulu, 2016). They have explored the effectiveness, implementation, and student's perception of using the Dictogloss technique for teaching listening comprehension. In their study findings, it can be concluded that the use of the Dictogloss technique has a positive effect and can improve students' understanding in the listening class. However, fewer researchers discuss and explain in detail how the teacher's challenge and emotional experience in implementing the Dictogloss technique for teaching listening comprehension. Because of that, this study aims to find out the teacher's challenge and emotional experience. By finding out what the challenges faced by the teacher in applying the Dictogloss technique in listening class, it is hoped that in the future solutions will also be found to overcome these challenges so that teaching listening using the Dictogloss technique will be even better.

In addition to finding out what challenges the teacher faces in applying the Dictogloss technique in listening class, this study also aims to find out the teacher's emotional experience when implementing the Dictogloss technique in listening class. Emotion is considered an integral part of teachers' professional lives. Dornyei in Richards (2022) argues that emotions play an important role in language teaching because teaching is not only a rational activity but also a social one. In a classroom, the emotions of teachers and students can affect the smooth process of a lesson because emotions are believed to affect one another in an environment. Li et al (2020) discussed how emotions spread from one person to another, in their study showing that

when someone has happy emotions around us, we will also increase the chance of happiness by around 25%; that is, the feeling of happiness spreads throughout the social network like an infection. Conversely, if a person is around others who are experiencing negative emotions, the individual will be affected by those negative emotions. Based on opinions that reveal the importance of emotion and how emotion can affect learning in a class, this study is interested in finding out how the teacher's emotional experience is in implementing the Dictogloss technique in the listening class.

Since this study aims to find out the emotional experiences and challenges faced by teachers during the implementation of the dictogloss technique in the listening class, this study used the PhotoVoice method as a research design. The PhotoVoice research design is a qualitative research method that can produce in-depth data findings through pictures and descriptions by participants accompanied by in-depth interviews about the data desired by the researchers, namely finding out the emotional experiences of teachers and challenges in implementing the dictogloss technique in the listening class.

B. Definition of Key Terms

To avoid misunderstanding, the key terms used in this study are defined as follows:

1. Dictogloss technique

It refers to the technique applied by the English teacher for teaching listening comprehension. This study focuses to find out the teacher's

challenge and emotional experience in implementing the stages of the Dictogloss technique for teaching listening comprehension.

2. Teaching listening comprehension

Teaching listening here refers to a teaching activity for grade 8 students in MTs. Manarul Huda which has a learning goal so that students can understand the meaning of functional written and spoken texts and simple short essays in the form of descriptive and recount related to the surrounding environment.

3. PhotoVoice study

It refers to the research design that used in this study to collect and analyze data in the form of pictures taken by the teacher to illustrate and the picture contains the descriptions of the challenges and emotional feelings of the teacher in using the Dictogloss technique for teaching listening comprehension.

C. Research Questions

Based on the background of the study above, the research question is formulated as follows:

1. How do the photos represent the teacher's emotional experience and challenges in implementing the Dictogloss technique for teaching listening?

D. Objective of Study

The objective of this study is as follows:

1. To explore the teacher's emotional experience and challenges in implementing the Dictogloss technique for teaching listening

E. Significance of Study

The findings of this study are expected to provide a significant contribution such as:

1. For teachers

Knowing the challenges and emotional feelings of the teacher in using the Dictogloss technique for teaching listening can be a benefit and motivate other teachers to be better at applying the Dictogloss technique, especially in teaching listening comprehension.

2. For students

It is intended that after learning the dictogloss technique, the students will become more engaged, motivated, and capable of improving their English language skills, particularly in listening comprehension.

3. For other researchers

This study informed other researchers about the teacher's challenges and emotional experiences while implementing the stages of the Dictogloss technique for teaching listening comprehension. The study's findings can be utilised as a resource for other researchers conducting additional research on teaching listening comprehension.

