

CHAPTER I

INTRODUCTION

This chapter consists of background of study where the writer explains the reason why he takes this research problem. The writer also states the problems of study, objectives of study, scope and limitation, significance of study, definition of key terms and research report writing organization.

A. Background of the Study

English is an essential material in the curriculum components of Madrasah Aliyah or High School (MA / SMA), because as foreign language, English is mostly needed by the students who graduate either from SMA or MA in order to communicate orally or written in proper manner. The government has put efforts to improve the English communication competency of MA or SMA graduates by developing, improving learning material, and evaluation tools. By the end of curriculum year of 2011-2012 UAN of MA or SMA had been used to regulate the language competence of the MA or SMA students which not only evaluate written language skill such as *Reading-Comprehension, Vocabulary, Functional Skill and Grammar*, but also oral language testing in form of *Listening Comprehension*.

In English, the learning of *listening-speaking* is very important learning, because the competency in oral language, listening and speaking is the most

important competency in direct communication¹. Oral communication cannot take place, or might not perform well enough, unless person who communicates is able to understand of what is being said by his / her partner of speaking. It means that he / she must have Listening skill well enough. And also, communication will not be interactive well unless what he / she said can be understood very well by her / his partner of communication. This means that she / he must have good speaking skill either.

Although oral competence is very important in direct communication the learning of *listening* and speaking is still neglected in many English classes. The teacher often complains that time allocation is not enough to teach *listening* and *speaking*. Some of the teachers mentioned that there are no facilities and subject for *listening* learning, such as there is no available language lab and no cassettes or compact discs (CD) concerning *listening* subject. Not enough time to teach can be accepted because for other language competencies, i.e. *reading*, *writing* and the language elements such as vocabulary and grammar need much time.

From the researcher's teaching experience while teach listening in his school at the end of academic year of 2011/1012 UAN and from explanation of researcher's colleagues who are also teachers of English, the listening-speaking learning is never finished in terms of listening-speaking learning too little

¹Kang Shumin, '*Factors to Consider: Developing Adult EFL Students' Speaking Abilities*', in papers *English Teaching Forum Archives*, (US, 1997). (<http://exchanges.state.gov/englishteaching/forum/archives/1997/docs/97-35-3-c.pdf>. Accessed on November 21, 2011 at 11.18 a.m)

assignments (classroom practice) that can be performed by students, and not all students have opportunity to answer the question or assignment / other activities. The *listening* class activities all this time had been performed are suggested by Ur as follows²:

- a. Students listen to oral text from type or from the one that read by teacher.
- b. Students answer questions with topics that concerning with the text also in rotation.
- c. Question-answer between teacher and students with topics that related to the text, also in rotation.

With the strategy above, the teacher faces many problems, such as lack of activeness, less effective, and not very enjoyable. The strategy is lack of activeness for students because teacher must give question and other assignments in rotation, which eventually takes plenty of time and therefore only some of the students receive next turn, while others only wait and perform minimum learning activities. Therefore, classroom learning cannot develop language competency optimally and the learning became inactive.

The learning is also not enjoyable because most of the time, students have to wait and no other learning activities. They also feel bored or do other activities that are not parts of the learning. The condition of *listening* learning which is not

² Penny Ur. *Teaching Listening Comprehension*.(Cambridge: Handbooks for language Teachers.2006). Page.107

active, less efficient and not much enjoy is in contradiction with the guidance which implicitly stated in the English language curriculum that foreign language learning is learning to communicate by that language as targeted language orally and written. Students learning motivation is the main factor that determines the success of the study, the students must be involved in all meaningful learning activities, when the activities are related with the students' needs which can happen when experiences, interests, and the activities are future³.

Therefore, improvement effort is needed via classroom action research in order to find active and enjoyable learning strategy thus can improve students' activeness in English language competencies.

B. Problems of the Study

Based on above background, the problem of this classroom action research is formulated as below:

1. Can the implementation of paired dialog strategy improve the students' activeness in listening skill at eleventh grade of MA Bustanul Ulum?
2. How do the students' responses using paired dialog strategy in listening skill?

³ Tarmizi taheer, '*Keputusan Menteri Agama Republic Indonesia Nomor 374 Tahun 1993, tentang Kurikulum Madrasah Aliyah Keagamaan*', (Jakarta, 1993).

<http://www.slideshare.net/guest906cc3/kurikulum-presentation>, accessed on November 22, 2011

C. Objective of the Study

This study is aimed to know the effect of implementation of paired dialog strategy as follow-up activities to improve students' activeness in listening skill for the eleventh grade students at Madrasah Aliyah Bustanul Ulum whether make students' activeness are improved or not.

The study is to know the students' respond of using paired dialog strategy for following-up to improve students' activeness in listening.

D. Scope and Limitation

The scope of this research is limited by action in active *listening* learning activities of English perform in eleventh grade which consists of 20 students. The action limited only on *paired dialog* strategy usage as *follow-up* of *listening* learning. The action is planned, performed, observed and reflected in each cycles in order to make the *listening* learning become more active and enjoyable for the students.

E. Significance of the Study

Theoretically, the results of this research are expected to enrich the learning strategy of *speaking-listening* of English in MA Bustanul Ulum Dlanggu in improving students' activeness. The teachers in MA Bustanul Ulum Dlanggu might perform this strategy as creation and innovation, especially and generally in English learning for foreign language learning.

F. Definition of Key Terms

To avoid confusion over the title, it is necessary to explain the following terms:

1. Paired Dialog: dialog between students is a learning activity which is authentic in its nature.
2. Follow-Up: an activity that continues something that has already begun or that repeats something that has already been⁴.
3. Listening activity: listening is a process of hearing oral signs with full attention, understanding, appreciation and interpretation to obtain information, acquire its content, and understanding the communication meaning⁵. In this study, it means that students listen and perceive a pair that presents the dialog in class.
4. Teaching listening: is a process of listening in the classroom or language laboratory. Whereas the teacher knows the listening materials well, the analysis of classroom or language laboratory teaching of listening consist of three stages: pre-listening, while-listening, and post listening⁶. In this study, it focuses on giving a picture as theme of listening to each pair in making dialog.

⁴ <http://www.thefreedictionary.com/non+English+teacher>, Accessed on November 24, 2011

⁵ <http://www.macmillandictionary.com/dictionary/british/instruction>, Accessed on November 24, 2011

⁶ <http://www.thefreedictionary.com/non+English+teacher...> Accessed on November 24, 2011

5. Dialog: the action of a person who speaks⁷. In this study, dialog means all of the students' action in making and presenting some conversation related to teacher's theme.
6. Students' activeness: people who attends classes at a school which being active⁸. In this study, students' activeness means students are actively engaged in paired dialog strategy.

G. Research Report Writing Organization

To make easier in writing the thesis, the researcher divide in to five chapters:

Chapter I: Introduction, which discusses about the general review as a holistic of this study, including: background of the study, statement of the problem, object of the study, significant of the study, scope and limitation of study, definition of the key terms, and writing systematic.

Chapter II: Review of related literature; in this chapter will be discussed about theoretical analysis including about the descriptive of teaching learning program, strategy of teaching listening, students' activeness, and previous Study.

⁷ <http://www.thefreedictionary...> Accessed on Augustus 14, 2012

⁸ <http://www.thefreedictionary....> Accessed on Augustus 14,, 2012

Chapter III: Research Methodology explains about the outlining of research, population and sample, research setting, research variable, research instrument, data collection techniques and data analysis technique.

Chapter IV: Finding and discussing data analysis which reports the result of research.

Chapter V: Closing contains the conclusion from the whole of result of the research and also some suggestions that related to the research.