

CHAPTER 1

INTRODUCTION

This chapter discusses about: background of the study, statement of problems, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of Study

The interest of most people in this world in learning English becomes widely spread in Indonesia. English is being offered to students and common people in many ways. When people are talking about English language skills, normally they refer to listening, speaking, reading and writing. And listening is one of four language skill that plays such an important role in teaching-learning English. Then, what is needed by the listening process is good and correct pronunciation. So, it will create or make the smooth and interesting conversation as well as possible. In short, oral skill cannot be done unless a good listening skill is acquired and taught. Chastain stated, “listening comprehension is at least as important as any of the other skills, perhaps more so.”¹The phonological system

¹Kenneth Chastain, *Developing second Language Skill: Theory to Practice* (USA: Rand Macnally college, Publishing Company, 1997), 41.

of the language is acquired by listening and oral communication is impossible without a listening skill that is more highly developed than the speaking skill.”²

In common life many people usually spend their time listen to radio or tape recorder and television program such as news and reports. In teaching and learning skill process, listening is one of the important skills; because listening is a way students understand the information and it also helps them to practice pronunciation correctly. Students are able to understand English text, but they have problems in listening. If they do not understand what they hear there will be misunderstanding. A student with poor listening skill may struggle in school, especially if the listening conditions are less conducive. She may frequently ask students to repeat questions. Teachers can promote good listening skills by varying the way they communicate and making suitable changes in classroom setting.

According to Ur learners have such listening problems as (1) they have troubles to catch the actual sounds of the foreign language, (2) they have to encourage them to believe that everything that is said are important information so that if they miss something they feel that they fail and get worried and stressed, (3) they cannot understand fast natural native-sounding speech, (4) they need to hear things more than once in order to understand, (5) they have difficulties to keep up with all the information they are getting, (6) they cannot think ahead or predict, and (7) if the

²Kenneth Chastain, *Developing Second Language Skill: Theory to Practice*, (USA: Rand Macnally College, Publishing Company, 1997), p. 41

listening goes on a long time they get tired and find it more difficult to concentrate. If do not understand what is heard, there will be misunderstanding because listening is more than hearing. Listening is a process of receiving, attending, perceiving, assigning meaning and responding.³

The success of listening class will be achieved both of the students and the teacher depended on the techniques that have been chosen and used by the teacher to transfer the knowledge of listening to the students. When both of teacher and students enjoy in this subject so that the goals of the subject can be achieved without any troubles. The reality shows that the successes of some schools in the learning achievement skill are very satisfied. It is because of the teaching techniques used by the teacher are suitable and appropriate with the students.

Nunan stated, "Listening is important in foreign language classroom. Being able to listen well helps communicate fluently as well. Students who have better listening comprehension will be able to participate in real life communication where English is used and control the conversation better and effectively. Having good listening comprehension also helps them to participate and communicate in the class effectively. Learners who want to improve their English; especially speaking skill should master listening. It is because listening involves an activity of obtaining comprehensible input which is necessary to develop language by learning listening,

³ Ur, Penny 1996. *A Course in Language Teaching*. Cambridge University Press.

the students' gets model expressions and speeches. So; they can not only produce acceptable discourse to express their meaning of transactional and interpersonal conversation but also express their meaning of short functional text and monologues.⁴

Based on the interview in SMA Nurul Jadid Paiton Probolinggo the techniques used by the teacher teaching listening skills can be concluded they are monotonous. The teacher just listen the English song and English news to the students without some strategies. In this situation show the result of this learning are not satisfied. Regarding these problems there needs this research about the techniques in teaching listening skill and the teacher agreed.⁵

A previous research, Herlina investigated "A study on the teaching technique used by the teacher in teaching listening of the first year students at SMA 2 Pamekasan". The study conducted showed that 72 % students gave positive responses toward the techniques used by the teacher in teaching listening using word repetition, dictation, key word identification, summary, question and answer, and sentence completion techniques. While 28% students give negative responses on the implementation techniques used by the teacher in teaching listening skill.⁶

⁴Nunan, David. 1999. *Second Language Teaching and Learning*. USA: Heinle and Heinle publisher

⁵The result of Interview with The English Teacher

⁶Herlina. 2007. *The Teaching Techniques used by the Teacher in Teaching listening of the first year students at SMUN 2 Pamekasan*. Unpublished Thesis, University of Muhamadiyah Malang.

Another previous study that the writer found is written by Abdul Ghafur “Strategies of teaching listening at English education department of IAIN Sunan Ampel Surabaya”⁷ which had described about the strategies of teaching listening for Students University only. His research was conducted in IAIN Sunan Ampel Surabaya. In his research he discusses about the listening strategies, listening process, and problems on teaching listening. In his research he did not take all of the level at that university but only focused on the fourth level.

Related to the above matters, the writer is interested in studying the techniques in teaching listening. Listening is an activity that involves receiving, deciphering, and perceiving the message with intent to respond planning ahead for a conversation improves a receiver’s ability to listen to a message.⁸ The process of listening is very useful to help students in improving their speaking. So, the students can product the good and smooth conversation. Also, listening is adaptable for all ages of learner.

SMA 1 GRATI is a representative school as the one school called RSBI School (means the school are be international school). Also this school is famous and favorite school than other school among the society is agreed. It can be seen that there many students choose that school to get their education for junior high school. Also

⁷Ghafur, Abdul. 2010. *Strategies of teaching listening at English education department of IAIN SunanAmpel Surabaya*. Unpublished Thesis, University of IAIN SunanAmpel Surabaya.

⁸<http://www.tolingu.com/definition-950120.54367-listening.htm>, the definition of listening. Browsed on Friday, 1 February 2013 at 19.00 p.m

the learning achievement skill that achieved by the students are very satisfied. Also there has not been any research about English teaching techniques conducted before in SMA 1 GRATI.

Then, for this research the writer has decided the object of the research will be conducted in grade two of senior high in this school. And the writer has some reasons why she chooses the grade two for this object research. In this occasion, The Principle of school gives chance for the writer to do the research in grade two. Also at grade two the writer think these grades are available enough to understand about listening. From those reason, the researcher wanted to know the implementation of techniques in teaching listening related to the teacher's creativity in overcoming the problems that might be appeared.

B. Research Problems

1. What teaching techniques are implemented in teaching listening at year two students of SMA I GRATI?
2. What are the stages usually implemented by the teacher during the implementation of teaching learning process?
3. What problems are faced by the teacher during the implementation of the teaching techniques in teaching listening at year two students of SMA 1 GRATI?
4. How does the way teacher solve the problems faced during the implementation techniques in teaching listening at year two students of SMA 1 GRATI?

C. Objectives of the Study

1. To observe the teaching techniques in teaching listening implemented by the teacher at year two students of SMA 1 GRATI.
2. To know how the teaching techniques implemented in teaching listening class at year two students of SMA 1 GRATI.
3. To find out some problems that faced by the teacher among the implementation on teaching techniques implemented in teaching listening at year two students of SMA 1 GRATI.
4. To know how the teacher solve the problems faced during the implementation techniques in teaching listening at year two students of SMA 1 GRATI.

D. Significance of Study

This research is expected that the result will give significant contributions to the following people:

1. English Teachers

The result of the study is expected to be beneficial for all English teachers. Firstly, it is expected that the result of this study may become source of information about the techniques in listening and making preparation to teach in order to get success in teaching learning process to their students. In this case, they can compare or adapt the appropriate techniques for their students. Secondly, the English teachers of SMA 1 GRATI in particular can use the result of this study as a feedback to

improve their quality of teaching listening in applying the techniques and minimize problems in teaching listening faced by the students.

2. Researcher

This research hopefully can give some benefits for the researcher when they become a teacher in the future. When becomes a teacher, hopefully she can teach her students with the best techniques. And also she can improve her students' skill in all of aspect especially in listening skill.

E. Scope and Limitation

The researcher will do a research based on the case study at SMA 1 GRATI, and then the researcher gives scope and limitation below;

1. This research will be implemented to students of SMA 1 GRATI especially at year two in listening subject.
2. The researcher chooses and emphasizes more on listening skill than the other English skills because it is very significant for her to apply.
3. The researcher is going to know further about strategies of teaching listening applied by the teacher at year two.
4. The researcher is going to know further about the solving problems during the implementation of techniques in teaching listening at year two.

F. Definition of Key Terms

The researcher attaches definition of key terms to help the readers to understand the thesis easily, as follows;

1. *Teaching* is the ways in which the teaching of specific subject matter goes on which are studied in courses on curriculum and instruction reading, science, social studies, mathematics, English, Etc.⁹ also teaching is giving lesson for students in a school, college, etc; to help somebody learn something by giving information about it.¹⁰ Also teaching here means is the process of transferring knowledge in SMA 1 GRATI.
2. *Technique* is a particular way to doing something, especially in one that involve special skill or that you need learn and practice.¹¹ Also techniques means here is the way used by the teacher in teaching listening at SMA 1 GRATI.
3. *Listening* is a psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.¹² Also, here means by listening is process in hearing English sound in SMA 1 GRATI.

⁹Rehage, Kenneth J. 1976. *The Psychology of Teaching Methods*. Chicago: The University Of Chicago Press

¹⁰Oxford Learners Pocket Dictionary, Oxford: Oxford University Press

¹¹Diane Larsen, *Techniques and Principles in Language Teaching* (Second Edition). London: Oxford University Press, 4.

¹² Brown, H. Douglas. 2001. *Teaching by Principles An Interactive Approach to Language Pedagogy* New York: Addison Wesley Longman.

G. RESEARCH REPORT WRITING ORGANIZATION

In this part, thesis is organized into five chapters as follows:

- Chapter I In the first chapter of this research defending the introduction of the thesis including background of study, problems of study, objectives of the study, significance of the study, scope and limitation, definition of key terms, and the last is research report writing organization.
- Chapter II In the next part of this research defending related of review literature includes about the definition of listening skill, some problems in teaching listening, the listening process, the listening stages, some tips success techniques in teaching listening are explained as clear as possible.
- Chapter III in the next part of making thesis is explanation about the research methodology including research design, the setting and subject of study, instrument of the study, data and source data, data collection techniques and data analysis techniques also explain as clear as possible in this part.
- Chapter IV In this chapter is aimed to describe as clear as possible the research findings including the result of data research collection and also the result of data analysis according to the object of the research.

Chapter V In this last part is conclusion and Suggestion. The researcher summarized the result of the whole study and continued by suggestion that defined as the messages needed.