

# CHAPTER I

## INTRODUCTION

### A. Background of Study

English has been an important part in human life in Indonesia. To learn English is very important, not only for its role as an international language but also its wide use in a range of fields, such as education, science and technology, etc.

Like another languages, when people learn English, there are four skills that should be mastered to complete communication, namely Listening, Speaking, Writing, and Reading. Generally beginners, especially those who are no literate, benefits most from listening and speaking instruction with relatively little work on reading and writing. Most people think that being able to claim knowledge of a second language means being able to speak and write in that language. From this assumption, it is known that speaking and writing are primary elements while reading and listening are secondary elements in learning second language.<sup>1</sup> However, Goh stresses that listening takes up as much as 50% of someone's everyday

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<sup>1</sup> David Nunan, Jack C. Richards and Willy Renandya "Listening in Language Learning" in *Methodology in Language Teaching*(New York: Cambridge University Press. 2002) p. 238

communication time.<sup>2</sup> It is the main channel of classroom instruction and the most used language skill at work and at home. Many learners want to develop effective listening comprehension because it is crucial to their success in studies, business, careers and personal relationships. Thus, listening is the important aspect in language learning that learner must cover.

There is a growing number of ways in teaching listening. But a distinction can be drawn between intensive and extensive listening. As with reading, the latter refers to listening which the students often do away from the classroom. In order to improved students' listening mastery, teacher should give the appropriates listening sources, either as part of course book or as supplementary material.<sup>3</sup>

Based on preliminary study, MA Banu Hasyim is one of many Islamic boarding schools which have many additional activities and use many kind of supplementary and authentic materials outside the formal education, such as; reciting and memorizing al-Qur'an, MAFIA (club for math, physic, and chemists), also English club in called BHEC (Banu Hasyim English Club). In BHEC, it has four activities that focus on the

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<sup>2</sup> Christine Goh, *Teaching Listening in the Language Classroom*.C.M.(Singapore,2002)  
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<sup>3</sup> Brown, Steven. *Teaching Listening*, (Cambridge University Press, 2006) p. 134

sharpening English skill; speaking, listening, writing, and reading.

One of the English teacher said that most of the students in this school consider listening is one of skills which difficult to be learnt. They often complain that it is a complicated skill which is caused by the monotonousness in the use of teaching media, specifically audio cassette. This condition will burden the teaching of English. In accordance with the goal of the implementation of genre approach in language teaching, they are necessary exposed to many different types of text. It is not simple because of the lack of teaching resource, specifically the suitable audio cassette. This situation is aggravated by the condition that the quality of cassettes is not good and the lack of facility such as laboratory to support the teaching learning listening process.

An eleventh grade of English teacher in MA Banu Hasyim starts to rebuilt the strategies to give the students activities concerning on improving listening skill by using authentic material; listening to the radio *'English by Radio'*. *English by Radio* is a weekly English program in Elvictor FM. This program is held on every Sunday morning 7 up to 9 a.m. It is consider as a good program as it stays up date with the most actual topic today. In this program, people are invited to

actively participate giving their opinion about the topic discussed that time. This way, *English By Radio* helps to train the listeners to build critical thinking.

Dealing with the teaching using kind of authentic material, Brown said that authentic material have a positive effect on students' motivation in the class.<sup>4</sup> They argued that authentic material is more interesting than non-authentic material. In addition, authentic material will bring the students' understanding to be closer to the culture of target language and make the learning process become fun. Therefore, it can increase students' interest.<sup>5</sup>

There are many research which focus on listening improvements by using media to teach listening skill, such as research conducted by tri subekti entitled *A study of using language laboratory in teaching listening to the second grade students of MTsN Kedunggalar-Ngawi*.<sup>6</sup> In this study, subekti discuss about the effectiveness of using language laboratory. Language laboratory is the main place in teaching listening because listening has close relationship with this kind of stuff. However, in Indonesia there are many schools which does not provide language laboratory, many of them prefer to use a tape

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<sup>4</sup> Ibid p. 4

<sup>5</sup>F. Fields, Notes on listening: authenticity. *Modern English Teacher*, 1997p 49-51.

<sup>6</sup> Tri Subekti, *A study of using language laboratory in teaching listening to the second grade students of MTsN Kedunggalar-Ngawi* (IAIN Sunan Ampel Surabaya: unpublished thesis, 2009)

in class while teaching listening. MA Banu Hasyim is an example of many schools which use a tape in the process of teaching listening.

Other research related with *improving listening skill* is a research entitled “*The Use of Top down Strategy in to improve students’ listening ability at the eleventh grade of MAN Mojosari*”<sup>7</sup> by Nirma Zuhria (2010). In this study Nirma discuss about the implementation of top-down strategy in teaching listening. MAN Mojosari had problem; difficulties in learning listening. The score of English, especially in listening skill was under the average. This was caused by the strategy that used by the English teacher of MAN Mojosari did not allow the students to explore the information and knowledge they have (Top-Down Strategy). Therefore, Nirma tried to offer a strategy in listening process which might help the students to improve their listening ability by conducting this research.

The writer’s research entitled; *The Use of English By Radio In Teaching Listening Skill To Year Eleventh of Ma Banu Hasyim Waru, Sidoarjo* is also a research which concern on the listening improvement.

Different with the Tri Subekti’s and Nirma Zuhria’ study, the writer’s research entitled; *The Use of English By*

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<sup>7</sup> Nirma zuhria ,*The Use of Top down Strategy to improve students’ listening ability at the eleventh grade of MAN Mojosari*(unpublished thesis, 2010)

*Radio In Teaching Listening Skill To Year Eleventh of Ma Banu Hasyim Waru, Sidoarjo* focus on improving listening skill by using *English by radio* and getting know about its effectiveness , also how it is applied in the teaching listening process.

## **B. Research Question**

Derived from the background study above, the research question can be formulated as follows:

1. How is the students' listening mastery after using *English by Radio Program* in learning listening?
2. What are the responses of the students of MA Banu Hasyim toward the use of *English by Radio Program* in learning listening?
3. What are the listening problems faced by the students in the following *English by Radio Program*?

## **C. Objective of the Study**

Based on the problem stated above, the objectives of this research are:

1. To find out how well the students' listening mastery after using *English by Radio Program*.
2. To understand the students responses toward the use of *English by Radio Program* in learning listening.

3. To know the difficulties are faced by the students in the learning process by using *English by Radio Program*.

#### **D. Significant of Study**

From the objective of study, the researcher hopes that this research can share any important information dealing with teaching media especially in the teaching of listening. Teaching listening seems to be easy; however, in fact many strategies are often conducted ineffectively and boring. therefore, this study try to peel off the contribution of the use *English by Radio Program* in teaching listening which is may give any ideas for other English teacher in teaching listening.

By understanding the students' responses, teacher can be highly motivated to explore the effective and innovative media for teaching listening so that problems that may occur in the learning process can be minimized.

#### **E. Scope and limitation**

This study deals with the use of *English by Radio Program* as media in teaching listening. This research was focused primarily on the contribution of *English by Radio Program* toward the students listening mastery. Additional focus included in this study are the students' respond toward the use of *English by Radio Program* and the listening problems

encounter by students in learning listening through *English by radio*.

#### **F. Definition of Key Terms.**

1. **Listening** is active activities that involve receiving, deciphering, and perceiving messages with intent to respond. Planning ahead for a conversation improves a receiver's ability to listen messages.
2. **Teaching listening** is a process of enabling the students' to comprehend the listening text in English. Where the teacher knows the listening materials well
3. **Students' listening mastery is** students' skill or proficiency in comprehending and reflecting an audio material.
4. **English by Radio:** is a weekly English program in Elvictor FM which stays up date with the most actual topic today. People are invited to actively participate giving their opinion about the topic discussed. This way, *English By Radio* helps to train the listeners to build critical thinking and helps its listeners to get used to listen and speak english based on the context in the real life.

#### **G. Research Report Writing Organization**

The research report writing organization in this study is divided into 5 chapters as follow:

Chapter I: Introduction



Researcher used to introduce the problem as clearly as possible. It contains of Background of study, statement of the problem, objective of study, scope and limitation, significance of study, definition of key term, and research report writing organization of the paper.

#### Chapter II: Theoretical Background

In this part researcher tried to review some review of literatures and theories proposed by some experts to support the research.

#### Chapter III: Research Method.

This chapter deals with: research design, subject of the study, data and source of data, data collection technique, instrument, data analysis technique.

#### Chapter IV: Result.

This chapter will deal with: description of the data, result of the research, and explanation of the result.

#### Chapter V: Conclusions and Suggestion

In this chapter researcher will give the conclusion and suggestion of the research.