

CHAPTER I

INTRODUCTION

This chapter presents (1) Background of the study, (2) Statement of the problem, (3) Objectives of the study, (4) Scope and limitation, (5) Significance of the study, (6) Hypotheses of the study, (7) Definition of key term.

A. Background of Study

English is the main subject in Senior High School all over Indonesia since it has become the subject that tested in National exam. English is the required subject in Indonesia. In English there are four skills: writing, reading, listening and speaking skills. All those skills have difficulties to learn, especially listening skill.

There are some listening difficulties that are common for the students. First, students had trouble with sounds because most listeners rely mostly on context for comprehension; they themselves are often unaware of inaccurate sound perception. Second, they have to understand every word; often unconsciously the teacher fosters the learner to believe that everything that is said is important information. Third, the students can not understand the native speakers say because it is too fast. Learners will often ask to slow down the record and speak clearly, which they mean they want to listen word by word; and the temptation

is to do as they ask. Fourth, they needed to hear things more than once. The last, they find it difficult to keep up; because they cannot understand fast.¹

Generally, Indonesian students always complain about the difficulties of listening in English. The difficulties are, they do not understand at all what the speakers is talking about and the problem is because they will not pay more attention to the sounds. Furthermore, they have been busy talking to each other during the sounds played. The students also have mindset that listening to English is very difficult to do. That opinion also made them feel very hard to accept any lesson of listening skill. Moreover as one of the high school listening material, news item text is difficult for the student to understand the meaning from every single text.

Students of SMA Wachid Hasjim generally are lack of listening ability. The most difficult material in listening for the students is when they listen to some texts genre. For the tenth grade students in this school, the most difficult for them is news item text. They have difficulties in understanding the meaning of the text and also they can not get the generic structure. Moreover, some students also complain about the speed of the native speaker's dialogue or recorded. They always said that they can not follow what the speakers say because it is too fast and they can not understand the words. The students often ask to slower the record or repeat the record more than four times. But, even the

¹ Penny Ur, *A Course in Language Teaching and Theory* (Cambridge: Cambridge University Press ,2000), 34.

recorder speed was slowing down or the teacher repeats the recording more than four times, the students still can not pay attention well.

Based on interview with mr.Rasmian on 12 June 2013, they have great facilities in their school. Each classroom has a television, disk player and sound speaker. But, the teachers cannot fully utilize all of the facilities that given in learning process. The teacher said that their students do not need to practice listening much because it is useless since the students still cannot understand well. So, the teacher just gives one or two practices in a semester. There also some teachers that do not give the students even one listening practice.

And the reason for choosing SMA Wachid Hasjim Parengan is because this school has weakness in listening even this school has a complete facility for listening practice in every classroom. Moreover, the teacher is rarely uses the facilities, so this research will give the teachers motivation to exploit more facilities they have. Most students do not have good ability in listening skill which also caused the weaknesses in another skill like speaking and reading. So, the researcher wants to conduct a research of teaching listening by cooperative listening in this school. Then, the reason for choosing 'news item' text as the material of the listening is because students generally cannot understand well the generic structure of news item text and when they asked to comprehend some news item text, they cannot do the task well.

Cooperative listening is the development of cooperative learning introduced by Patrisius Istiarto Djiwandono in his Journal. Cooperative

listening is a method in teaching listening by divided the students' into groups or pairs while listening audio track and they have to work together in comprehending the audio track. They also share what they understand and opinion about the audio track to the other groups by presenting their result.²

There are also three previous studies that are conducted by some researchers about cooperative listening and seven previous studies related to cooperative listening. Most of the previous studies examine how the effect of using cooperative listening and cooperative listening in teaching. The previous study shows that by using this method, the result of the students test score after implementing cooperative listening is also different in every research.

Based on the explanation above, it can be concluded, that the lack of students' listening ability is influenced by two aspects. First is from the students itself; their motivation and passion is lack. And the second is from the teacher, the teacher does not motivate the students to do better and the teacher cannot use the facilities well.

Based on all those explanation, the researcher wants to conduct a research entitled "The Effect of Cooperative Listening on the Tenth Graders' Achievement in Comprehending News Item Text – Based English Broadcast at SMA Wachid Hasjim Parengan, Lamongan".

² Patrisius Istiarto Djiwandono," Cooperative Listening as a Means to Promote Strategic Listening Comprehension". *English Teaching Forum*.no.3.2006,1.

B. Statements of Research Problem

The problem that the researcher investigates is a study on the tenth graders using cooperative listening in comprehending news item text at SMA Wachid Hasjim Parengan. The problems of this study are formulated as follows:

1. Can cooperative listening improve tenth graders' achievement in comprehending news item text – based English Broadcast?
2. Are there any difficulties faced by the students' during cooperative listening implemented?

C. Objectives of the Study

1. To know whether cooperative listening can improve tenth graders' achievement in comprehending news item text – based English broadcast or not.
2. To know if there are any difficulties faced by the students during cooperative listening implemented.

D. Scope and Limitation of the Study

The population is limited into two classes of tenth grade students of SMA Wachid Hasjim Parengan. The number of these subjects is 40 students. The scope of this study is English listening skill and limited to the implementation of cooperative listening at tenth graders of SMA Wachid Hasjim, Parengan.

E. Significance of the study

By the end of the research, hopefully this research can give advantages to headmaster, teachers, students, researchers and readers.

1. For the teachers, the result of the study will contribute to the new perception and new method of teaching listening using cooperative learning at SMA Wachid Hasjim Parengan.
2. For the students, researcher, and readers, the result of the study is expected to be useful to enrich the knowledge of the effect of cooperative listening method in tenth graders' achievement in comprehending news item text – based English broadcast.

F. Hypotheses of the Study

The research hypothesis can be formulated as follow:

H₀: As a result of implementing cooperative listening there is no improvement of the students' listening comprehension.

H_a: As a result of implementing cooperative listening there is an improvement of the students' listening comprehension.

G. Definition of Key term

1. Effect: a change produced by an action or a cause, a result or an outcome.³

In this research effect means the result of the students' achievement after getting the treatment of cooperative listening. For example the increasing from score 65 to 71.

³ A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford: Oxford University Press, 1995), 369.

2. Cooperative listening: an approach aims to enhance the quality of learning listening by having learners cooperate in small groups or pairs.⁴ A method in learning listening by divided the students into pairs or groups then play a recording (podcast) and makes the students share what they have got after listening to the recording to the other groups or pairs.
3. Achievement: a thing done successfully with effort and skill.⁵ Students' accomplishment in their test score after having cooperative listening in learning news item text.
4. Comprehending: to understand something fully.⁶ In this research comprehending means to understand the content and the context of news item text.
5. News item text: A text genre which tells the readers or the listeners about some news or event, in this thesis is VOA Podcast.
6. English broadcast: broadcast means to send out programmes on television or radio.⁷ In this research English broadcast means a news radio program that usually called VOA Podcast.

⁴ Patrisius Istiarto Djiwandono..., 1.

⁵ A.S. Hornby, *Oxford Advanced Learner's Dictionary*..., 10.

⁶ A.S. Hornby, *Oxford Advanced Learner's Dictionary*..., 234.

⁷ A.S. Hornby, *Oxford Advanced Learner's Dictionary*..., 141.