CHAPTER I

INTRODUCTION

A. Background of The Study

As well as we know, English as an international language mostly used around the world. English as an international language has an important role in communication, transferring information, science and technology. Nowadays, English is one of the important subjects for all Indonesian students. In Indonesia, English is the first foreign language. Since English is at on important position, it is taught from the first grade of elementary school in some schools as an alternative subject and from the first grade of junior high school (SMP) up to third grade of Senior High School (SMA) as one of the compulsory subjects.

The basic reason for people to learn a language English as a foreign language, are: emigration, family and friends, work, study or research, travel, studying abroad, secret communication, required course, getting in touch with your roots, revitalizing or reviving your language, religion, food, culture, linguistic interest, challenging yourself, sounds/looks good to me, one language is not enough. ¹

¹ http://www.omniglot.com/language/why.htm

Unfortunately, English is still considered as a difficult subject. Students have difficulties in learning English because it is not their mother tongue and they find it difficult to learn especially its pronunciation, intonation. Besides, there is no requirement for the students to use English in daily conversation. Thus, they do not have a chance to practice their English because there are a few people used it around them.

There are four aspects influencing the ability in mastering a language including English, they are reading, listening, speaking, and writing. In this study, the writer will discuss about one aspect that is listening skill. The basic reason is the natural order for first and second language learning is listening, then speaking, reading and writing. In learning language, we must practice and practice. First, we practice the separate sounds, then words, then sentences.² In the practice of separate sounds, we can do by listening. It is impossible that people can speak without learning listening first as people learn their mother tongue; children listen to other people around them. Besides, watch a small child's speech development. First, he listens, then he speaks and no one would dream of making him read or write.

Teaching listening is in fact not easy to do, but there are many ways to reach goals of teaching listening from the material, technique, method, and media.

² Douglas Brown. *Principles of Language Learning and Teaching*, (New York: Longman, 2000), Fourth Edition, p.50

The teacher cannot do it traditionally anymore because students will feels bored if they only listen to their teacher as the speakers. Students need the real situation in listening, because listen to an Indonesian who speak English and listen to native speaker is very different. It is more difficult to listens to the native speaker because they have different dialect, intonation, pronunciation, diction and others.

To make real situation the English teacher need media as a tools in teaching listening. Gagne in Sadiman" *media adalah komponen dalam lingkungan siswa yang dapat merangsangnya untuk belajar.*³

The subject of the research is junior high school students or teenagers, which are categorized into adolescent learners. In this period, teenagers like to spend their time hanging around with friends, peers, and doing disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them. Therefore, in listening lessons, the teacher must have a good lesson plan, technique also media to make them interested to the subject. Language laboratory is considered as one of media in teaching listening. Not only it uses modern technology, but it also can make listening enjoyable, because the students can hear recorded materials from the teacher.

According to Setiawan, the function of language laboratory is mainly for learning a foreign language. Because it is usually provided with listening and

³ Arief S. Sadiman, **et al**., *Media Pendidikan*, (Jakarta: Rajawali Press, 2009), p.6

recording booths, the language laboratory is specifically built for teaching and learning speaking and listening skills of the language learn. Nevertheless, the fact that Indonesia has limited schools that provide language laboratory is because it is more expensive than using a tape recorder, so the school which have the language laboratory to enhance students' ability in understanding a foreign language especially for teaching listening, try to use the laboratory as effective as possible.⁴

Based on the preliminary research conducted at MTsN Kedunggalar – Ngawi, the writer found that in teaching listening, the English teacher used language laboratory. The writer chose for MTsN Kedunggalar because it is one of superior school in Ngawi and having language laboratory as a tool in teaching English.

In language laboratory, there are some of media used by the teacher in teaching listening such as tape recorder, VCD, Laptop, projector, etc. Language laboratory is a good way in teaching listening because language laboratory can provide good models of the speech of the target language for imitation or manipulation by the students. This increases the power of the teacher who is not a native speaker of the second language and who has not achieved complete native pronunciation. It also increases the power of the teacher who is a native speaker by permitting the students to hear the variety of speakers of the language.

⁴ http://www. Myblogrepublika.com

Language laboratory should be an alternative place to teach English especially for listening subject when they have bored to study English in the classroom.

One of the problems faced in teaching listening in the language laboratory is the large number of the students, so the facility of language laboratory is not enough. The teaching learning process of listening can be less effective, but most of students show more interested to study in the language laboratory.

Considering the explanation above, the writer is interested in knowing the implementation of language laboratory in teaching listening to the second grade students of Junior High School.

B. Problem of The Study

Based on the background of the study above, the problem of the study are:

- 1. What media and material used by the teacher in teaching listening in the language laboratory to the second grade students of MTsN Kedunggalar Ngawi?
- 2. How the teaching learning process of listening using language laboratory is implemented to the second grade students of MTsN Kedunggalar –Ngawi?
- 3. What is the problem faced to the use of language laboratory in teaching learning process of listening to the second grade students of MTsN Kedunggalar - Ngawi?

C. Objective of The Study

According to the formulation of the problem mentioned earlier, the objective of the study, are:

- To know kinds of media and material used by the teacher in teaching listening
 in the language laboratory to the second grade students of MTsN Kedunggalar

 Ngawi.
- 2. To describe the teaching learning process of listening using language laboratory to the second grade students of MTsN Kedunggalar Ngawi
- 3. To find out the problems faced to the use of language laboratory in teaching learning process of listening to the second grade of MTsN Kedunggalar Ngawi

D. Significance of The Study

The result of this study will be useful for some ways. Theoretically, it could provide information of using laboratory in teaching listening to the second grade students. Practically, it would be worth considering when people or teacher tries to make the appropriate techniques, media and material using language laboratory in teaching-learning process of listening especially to the second grade students and make the students achieve their listening proficiency more easily.

E. Scope and Limitation

This study focused on the teaching – learning process of listening using language laboratory based on the media, material, technique and the problems faced on it. In this study, language laboratory is the main place because listening has the closest link with language laboratory.

As we know that there are many materials in teaching learning process of listening, then, the writer will limit the materials on two type and task: listen and say by simple text of dialogue or conversation and stories in a recorded material also listen and recall using pictures in a visual material.

F. Definition of Key Terms

In order to avoid some of misunderstanding and make easy understand to the readers, so they will have the same interpretation in understand the study, the writer will be defines the following terms that used in this study.

- Listening is an active process of understanding, appreciating, interpreting and analyzing the oral signals to get information and catch the content of messages.
- *Teaching listening* is a process of hearing 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-listening.⁵

- * Language laboratory is a special room to practice foreign languages for students with necessary equipment set. The great variety in equipment and facilities in language laboratory is a single playing machine with earphones, semiprivate booths with a tape recorder for each student, a soundproof recording studio, and merely listening room.
- A study of using language laboratory in teaching listening to the second grade students of MTsN Kedunggalar-Ngawi, based on the title of the research, it is mean that language laboratory as teaching aid or a tool in teaching listening to the second grade students of MTsN Kedunggalar-Ngawi. Language laboratory is a good ways in teaching listening because language laboratory can provide good models of the speech of the target language for imitation or manipulation by the students.

⁵ Heni Ika Rachmawati, *The Use of Language Laboratory in Teaching Listening for the Second Grade Students of Junior High School*, (Unpublished UNESA), p.5.

⁶ Robert Lado, Language Teaching, (Tata McGraw-Hill Publishing Company Limited, 1971), p.174

G. Outline of The Study

This study consists of five chapters. Chapter I presents the background of the study, problem of the study, objective of the study, significant of the study, scope and limitation, definition of key terms and outline of this thesis.

Chapter II presents review of related literature, which consists of four topics. The first topic discusses the nature of listening. The second topic discusses the process of listening. The third topic discusses the teaching listening. The fourth topic discusses the language laboratory.

Chapter III deals with the research methodology, which discusses the research design, population, sample, and sampling technique, data collection techniques, and data analysis.

Chapter IV presents the result and discussion.

Chapter V presents the conclusion and suggestion.