

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English as a foreign language in Indonesia, a developing country, occupies a special position in the educational system. Many kinds of teaching techniques are used by English teachers to achieve the goal of English learning based on the curriculum. English teachers always try to find ways of how to teach English properly so that the students master the English lesson well.

In foreign language learning, listening seems to be the most neglected skill. Where listening is an activity that requires someone's attention in order to get meaning of something he/she hears. Chastain (2000:71) said that "Oral communication is impossible without a listening skill." Allen and Shoemaker (2000:66) supported that in the study of foreign language, nothing is more difficult than learning to obtain the information by listening to the native speakers. To listen to a speaker requires our comprehension so that we are able to give appropriate responses. For that reason, listening is always an active process.

When the listening activity is done in the classroom, usually some problems appear from the students. The speaker's pronunciation sometimes is not clear or the speaker speaks too fast. Richards as quoted in Brown (2004:254) points out, the number and length of pauses used by a speaker is more crucial to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses. Unlike reading, where a person can stop and go back to reread,

in listening the hearer may not always have the opportunity to stop the speaker. Instead, the stream of speech will continue to flow.

By carrying this research, the writer will know the effects of “Strips-of-Paper” technique and “Fill-in-the-Blanks” technique since both of them are used in teaching listening. Further, the writer wants to know which one is more effective to improve students’ listening skill. Brown (2000:254) states that “to learn to listen is also to learn to respond and to continue a chain of listening and responding.”

Classroom techniques that include listening components must at some points include instruction in the two-way nature of listening. Students need to understand that good listeners are good responders. They know how to negotiate meaning (to give feedback, to ask clarification, to maintain a topic) so that the process of comprehending can be complete rather than being aborted by insufficient interaction. The success of teaching depends on how the teachers make the students understand of what they are learning. Each skill has a different way in its application. Combining the lesson itself and the media used can make the students enjoy their learning process.

In this case, the writer wants to make a comparative study between the students taught using “Strips-of-Paper” and those taught using “Fill-in-the-Blanks” on their listening achievement.

1.2 Statement of the Problem

In this study, the writer wants to answer the following question:

Is there any significant difference between the students taught using “Strips-of-Paper” and the students taught using “Fill-in-the-Blanks” on their listening achievement?

1.3 Objective of the Study

In line with the statement of the problem given, the objective of this study is to find out whether there is a significant difference between the students taught using “Strips-of-Paper” and the students taught using “Fill-in-the-Blanks” on their listening achievement.

1.4 The Significance of the Study

This study is important in that it shows the effectiveness of two techniques in teaching listening. By knowing which one is better, English teachers will have more considerations in choosing the more suitable one.

1.5 Hypotheses

In this study, the writer states two kinds of hypotheses:

1. The Alternative Hypothesis (H_a)

There is a significant difference between the students taught using “Strips-of-Paper” and the students taught using “Fill-in-the-Blanks” on their listening achievement.

2. The Null Hypothesis (Ho)

There is no significant difference between the students taught using “Strips-of-Paper” and the students taught using “Fill-in-the-Blanks” on their listening achievement.

1.6 Scope and Limitation of the Study

This study only deals with one of the four language skills, that is listening comprehension. This study limited to the effect of “Fill-in-the-Blanks” and “Strips-of-Paper” technique on the students’ listening achievement. Many kinds of techniques can be used in teaching listening comprehension but two kinds are chosen to be discussed in this thesis; they are “Fill-in-the-Blanks” and “Strips-of-Paper” techniques.

The writer also limits the sample of this study. When she did the experiment, she took the first year students of Senior High School as her sample. Basically, these techniques can be used for all levels (from elementary level to advance level). Everything depends on the level difficulty of the materials.

1.7 Definition of the Key Terms

a. Listening

Lundsteen (1971:126) states that listening is more than hearing. Hearing is the process by which sound waves are received and modified by the ears. But in listening, sound waves are not only received but also interpreted.

b. Teaching

Brown (1980:7) in his book “Principle of Language Learning and Teaching” says that teaching-technique is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

c. “Strips-of-Paper” Technique

“Strips-of-Paper” is one of teaching techniques using songs or texts. The teacher cuts the materials into strips of paper and gives it to the students. Then they are asked to arrange them into the right order based on the song or text played (Stansell, 2005:120).

d. “Fill-in-the-Blanks” Technique

In listening activities, “Fill-in-the-Blanks” is the way to liven up by completing grids, pictures, or sentences with missing information (Yezer and Renee, quoted by Saricoban, 2003:10).

e. Media

Media are something used to help teachers to do the method. Media can be a material related to the goal (Mora, 2000:150).