

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The most important aim of learning English as a foreign language is to be able to master and use the language in both spoken and written form. To achieve this aim we should try to master the four language skills, namely: listening, speaking, reading and writing. In the process of learning, however, there are only three language skills which are given more attention. According to Paulston, the most neglected skill among those four language skills is listening (Paulston, 1976:127).

In studying a foreign language, that is, English, nothing is more difficult than learning to obtain information by listening to spoken English. According to Wilga Rivers, the greatest difficulty for a traveler in a foreign country is not primarily that he can not make himself understood; this can frequently be done by gesture, by writing, or by pointing to something written in a bilingual book of phrases. His enjoyment of and participation in community life and thought are further curtailed by his inability to comprehend

announcements, broadcasts, lecture, plays and film (Rivers, 1968). In this case listening is very important. Furthermore, if we want to be able to communicate. We will certainly need a listening ability because no one will be able to understand and to speak if they can not listen to the stimulus given. Thus, there is a close relationship between listening and speaking. How can we give response to what we hear if we do not understand the message? How can we communicate and use the language if we are not able to catch and comprehend what our counter speaker says.

To this point Mary Underwood states that:

“Students will be unable to take part in oral communication if they do not learn to listen effectively. By learning to listen they can attend to what they hear, to process, to understand, to interpret and to respond it” (Underwood, 1989:1).

Furthermore, the idea of mastering English will be meaningless if we ignore one skill of the language which supports the success of learning a foreign language.

Listening also plays an important role in fulfilling our needs, such as: the need to increase our knowledge, the need to have information and the need to derive pleasures from the language through movies, television, radio and so on (Richards, 1983:17). Another thing is when we want to derive pleasures from English

through movies, film series, television, etc. we will only depend on the subtitles or translation. Without a listening skill, if we miss the subtitles we will miss the film as well.

Consequently, in order to motivate the students' ability in English we should try to create an English environment as much as possible from the beginning level. In addition, we will be accustomed to perceiving rapid spoken English which is normal for native speakers outside the classroom. As a result, when we are communicating using the spoken language, we will not find difficulty. In other words, we can be successful learners of English in the future.

Realizing those facts, the writer is interested in suggesting teaching listening skill to SMA students. This might be helpful in avoiding those problems. Teaching listening comprehension using short passage is one of the teacher's efforts to arouse the students' interest and to decrease boredom as well. In this case the teacher will need a lot of time to teach this skill. Since at Senior High School the time allocated of English is only 3 x 45' in a week. The teacher may face difficulties in cooperating the time and materials to be covered. On the other hand the curriculum does not give the exact available time for teaching listening skill:

therefore, the writer feels that it might be good to teach listening skill as an extracurricular activity. In this case, the teacher can fulfill the criteria of curriculum as well as to provide the English environment for the students. Therefore short passages can be considered as a valuable aid in the teaching of listening because the more they listen, the easier they understand the passage.

1.2 Statement of the Problem

This study is taken to shed light on the questions dealing with the importance of listening skill in mastering English as a foreign language. Efforts are directed to find the answers to the questions:

1. What are the advantages of using short passages in teaching listening comprehension to the SMA students?
How is the application of short passages for teaching
2. listening at SMA students?

1.3 Objective of the Study

In line with the statements of the problems given, the objectives of the study are intended to:

1. Describe the advantages of using short passages in

teaching listening comprehension to the SMA students.

2. Present the application of short passages for teaching listening to the SMA students.

1.4 Significance of the Study

The suggestion given in this study is to expect giving some valuable contributions to teachers of English to teach listening to SMA students through short passages. It is hoped that it will help the students to improve this difficult skill.

1.5 Methodology

This study is a library study. To obtain the necessary information the writer has read some books, papers, articles to complete her study.

1.6 Limitation of the Study

This study is dealing with the technique of teaching listening through short passages, in this case anecdotes short passages. The use of this technique is directed to the SMA students in the third and fourth semester since they are

considered to have enough language skill and time to learn this skill as an extra curricular activity.

1.7 Definition of Key Terms

To avoid misinterpretation and misunderstanding, the writer would like to give definition of the key terms used before going further: they are as follows:

a. Teaching

According to Brown: "Teaching is showing or helping something giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand" (Brown, 1980:7).

b. Listening

According to Lundsteen: "Listening as a process by which the spoken language is converted to meaning in the mind (Paulston, 1976).

c. Short Passage

Is a brief portion of a written work or speech that is quoted or referred to by itself as relevant to a point under discussion or as noteworthy for content or style (Webster, 1984).

d. Extra-Curricular Activities

Activities that take extra hour and done out of the classroom hour. The purpose is to give students chance to gain knowledge and skills. Concerning this study, extra curricular activities means activities that focus on teaching listening.

1.8 Organization of the Thesis

This thesis consists of five chapters. The first chapter is the introduction. It deals with the background of the study, the statement of the problem, the objective of the study, the significance of the study, the methodology, the limitation of the study. The definition of the key terms and the organization of the thesis. Chapter two contains some theories related to the teaching and learning listening. Chapter three contains some theories of teaching listening by using short passages. In chapter four, the writer discusses the suggested methods and a presentation of a model for a listening class. Chapter five is the conclusion and the suggestion of the study.