

CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

1.1 The Background of the study

Teaching English in a classroom covers four skills. They are reading, speaking, writing and listening. The skills are taught as integrated unit, for example: in teaching reading, a teacher will combine the reading material with other skills such as writing, speaking or listening. Conversely, when a teacher teaches speaking, he or she will integrate them automatically. According to Betsy (2002:89), “The integration of four skills (listening, speaking, reading and writing) was part of approaches and also the focus of the lesson itself was the acquisition and understanding”.

For many years, teaching English in a classroom emphasizes the productive skill such as speaking (Richard, 2002:235). Teachers tend to teach more speaking, reading or writing than listening. This phenomenon occurs in the writer’s school where teaching listening has less portion compared to the other skills. Teachers tend to neglect teaching listening for several reasons, because there are many listening aids that must be prepared before teaching learning such as: cassette, tape recorder, video, and many other things that are related to listening process.

In the second language acquisition, listening actually is fundamental for speaking because it provides input for the learner (Nunan, 2002:239). Related to that statement Goh (2002:11) said: “Listening is seen as a vital means of linguistic input for language learner”.

Listening is getting more important when the Government puts it in the national examination. Whereas, the listening test is designed similar to TOEIC (Test of English for International Communication) that consists of four sections: evaluation statement, evaluation response, comprehension questions on dialogue and comprehensions on mini talks. In the evaluation statement section, the test takers look at a picture, listen to four statements, and select the pictures referred to. In the response to evaluation, the test-takers listen to a question followed by three alternative responses, and choose the best one. Then in comprehension questions on dialogue, test-takers listen to a short dialogue and answer four-option multiple-choice questions. And in comprehension question on mini-talks as the last section, the test-taker listens to a short mini-talk and answers four-option multiple-choice questions.

In fact, based on the students' tries-out which was usually conducted in the writer's school, she found that her students' score was low in listening test. The students made mistakes in the listening section. Here, students were given several short talks and the talks would be spoken just one time, in students test book, students read two or more questions followed by four answers. Then students were asked to choose the best answer to each question based on the talk and marked the correct option in students answer sheet.

There are several causes that made students fail such as: the long talk, the fast speech, and the vocabulary. They could not comprehend the whole text and also hard to remember what the text is about. Consequently, they

could not choose the best answer among the four options so that their scores are low.

Goh (2002:2) stated that teaching listening in classroom often focuses on the listening comprehension skill. The skill is listening for details, listening for gist, drawing inferences, listening selectively and making prediction. Listening for details involves listening for specific information, such as key word and number. As previously mentioned that students of SMKN 8 found difficulties in getting specific information from the text, it means that they are weak in comprehension.

Realizing the weaknesses of the students in comprehending the listening text, the writer suggested giving assignment to the students in order to improve their listening comprehension and listening scores in the final examination.

Field (2002:242) stated that there is a trend in teaching listening in the classroom after 1960. The trend is teaching listening activity by developing three stages of activities: pre-listening, while-listening and post-listening activities.

In line with Field, Anderson and Lynch (1988) also stated that teaching listening now is developed by constructing the tasks sequence which is classified into pre-listening, while-listening and post-listening activities in which each stage will declare a subject of the whole range of listening strategies and skills.

In pre-listening stage, teachers start the lesson by brainstorming, discussing the listening-text which they are going to listen, asking some questions related to the text. In the while-listening activities, teacher gives a chance to students to do intensive listening, and for the post-listening activities, teachers help the students practice other language skills (speaking, reading and writing) by using the same topic.

The writer would like to know the effects of three stages in the teaching listening on the students score of listening comprehension, and also to know about the improvement of students score in it. That is why she implemented teaching listening through three stages and used classroom action research. This design is usually held by a teacher in the classroom to: (a) help teachers to explore aspects of teaching learning, (b) develop teaching skills, (c) take action to make an improvement in students' learning.

1.2 The Research Question

As stated in the background, this study had an aim to explain the three stages of listening that were applied to the students of the twelfth grade of SMKN 8 Surabaya. Thus, this study is to answer the following question:

Did the three stages of teaching listening improve students' scores of listening comprehension?

1.3 The Objective of the Study

The objective of this research was to know whether three stages activities improves the students listening comprehension.

1.4 The Theoretical Framework

The theory used in this research is based on the schemata theory from Schank & Abelson (1977) that mentioned about background knowledge of the students in studying. Here, schemata is the structure for representing knowledge in memory, and is assumed to exist for more things listeners would like to represent in memory, including general concept, actions, and many others things. Schemata guides the interpretation of text, setting up expectation for people, places or events. It shaped listener expectation and understanding of what someone heard.

1.5 The Scope of the Study

Being aware of the depth and complexity of the field in listening, the writer decided to limit the study:

1. This study was focused on the SMKN 8 Surabaya students' improvement in listening comprehension.
2. The listening texts used were related to TOEIC listening part four which is used in Vocational High School.
3. The writer used six lesson plans to be implemented in three cycles.

1.6 The Significance of the Study

This study is expected to give contribution and information to the school and the writer's colleagues about listening activities that can be applied in teaching listening.

1.7 The Definition of Key terms

The following terms are needed to be explained in order to avoid misunderstanding. They are:

a. Teaching

According to Webster (2010: 46) that teaching is the way teachers guide, give instructions and explain so those students understand and are able to master the material well.

b. Listening

Listening in the broadest sense is a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation).

Listening is an active process of interpretation in which listeners match what they hear with what they have already known. Listening is the activity of paying attention to and trying to get meaning from something we hear. It requires concentration and understanding (Buck, 2001:29).

c. Three stages of listening activities

According to Underwood (1989:30-45), there are three main procedures in teaching listening; pre-listening, while-listening, and post-listening stage.

- The Pre-Listening (Underwood, 1989:30-45),

The pre-listening stage is the stage that includes some activities before the students listen to the text. Underwood (1990:30) states that before

listening, the students should be 'tuned in' so that they know what to expect, both in general and particular tasks.

- The While-Listening (Underwood,1989:30-45)

The while-listening stage is the stage that covers some activities after the time the students are listening to the text.

- The Post-Listening (Underwood,1989:30-45)

The post stage includes the activities after the while listening stage was completed. Some activities in this stage are the additional activities that continued from activities related to a particular listening text, which are done after the listening is completed. Here are some activities that are extensions of the work done at the pre-listening and while-listening stage. In this stage the students have time to think, discuss and write.

1.7 The Organization of the Thesis

The report of this study is divided into five chapters. The first chapter is background of the study. Second chapter relates to the literature that explains and supports this study. The third discusses the methodology of the study. The results and discussion of the study will be presented in chapter four. Finally, chapter five gives the summary of the study suggestions and recommendations for further study.