

# **CHAPTER I**

## **INTRODUCTION**

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## Introduction

### 1.1 Background of the study

Many people in this world use English as a means of communication. They listen, speak, read and write in English. It shows that having English as a skill will help everyone to widen her ideas and knowledge by coming across new things that she has never imagined before; therefore, English takes an important role in almost all countries in the world, including Indonesia.

In Indonesia, which is a developing country, English as a foreign language occupies a special position in the educational system. It is taught as a 'local content' (muatan lokal) at the elementary schools and as a compulsory subject beginning from junior up to senior high school. However, a lot of students still face some problems in mastering English especially in listening comprehension.

In the teaching of English in Junior High School the four English language skills are taught in Indonesia. Not only one, but many kinds of teaching methods are used by English teachers to achieve the goal of English learning based on curriculum. English teachers always try to find ways how to teach English properly so that the students master the English lesson. They design

language programs and materials to provide more efficient and more effective ways of teaching.

As it is known, language is a system of arbitrary vocal symbols of which members in a society cooperate and interact and it consists of a set of skills, so learning a language means learning these skills, namely listening, speaking, reading and writing. However, only three language skills are given more attention, and listening is the most neglected skill and receives a little attention from the teachers. Kaliovoda (1980:2) says “ listening is probably the most neglected of the four language skills”. The teachers spend much time on the teaching of structure and reading. As a result, the students have limited time and experiences in listening and at last their listening skill is low.

Since listening is to be taught in English teaching, the students should have an adequate mastery of listening to oral English. Underwood (1989:1) says “listening is the activity of paying attention to and trying to get the meaning from something we hear”. She also says that many language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks. This means that the students who are learning to listen cannot write which words used by the teacher. They are so busy working out the meaning of one part of what they have hear that they miss the next part.

Listening is a very important subject of language learning. First, it is the first language to appear and has impact on the other skills and secondly, if listening is ignored, mastering English is useless. It means that listening without

understanding is useless because learners do not know what they should write. The same as in oral communication, the learners must be able to understand what other people say and make themselves understood by other people. A student will not be able to use English for communication if he or she is not able to catch and comprehend what the speaker says. There are so many techniques and instruments which can help the students to develop their listening ability such as; tape recorder, slides, overhead projector and many other technical aids.

During her teaching in SMPK Stella Maris the writer found a problem that was always faced by the first year students. When the teacher (the writer) gave a listening exercise they looked confused and did not have full concentration, so they did not know what to do with the exercise. They just listened to the tape and did not write anything on their paper. As a result, the teacher had to explain again to make the students understand what the teacher expected from the students and she had to reviews the sentence or the tape until six or seven times. Based on this fact, the writer found that although the students had enough vocabularies, the students did not get used to hearing the words from the teacher or tape recorder especially from the real native speaker. The students found that listening lesson was difficult to learn because they had to get the meaning from the teacher or the tape.

On the second meeting, the teacher gave another listening exercise and the students began to be interested in the lesson and tried to have full concentration. While they were listening to the teacher or tape, they tried to guess

the meaning of each word and wrote down on the paper. From the observation, the writer knew that the students were interested in the listening lesson because they began to be used to hearing the words said by the teacher correctly. They began to recognize and interpret the message in their written form.

Based on this fact, the writer is interested in making a comparative study between the students' listening ability taught using tape recorder and those who taught using live presentation for the first year students of Junior High School. In order to improve their listening ability and to know how far the use of tape recorder can arouse the students' motivation in learning English especially in listening.

## **1.2 Statement of the Problem**

In this thesis, the writer wants to answer the following question;

- Is there any significant difference between the students' listening ability taught using tape recorder and those taught using live presentation?

## **1.3 Objective of the Study**

In line with the statement of the problem given, the objective of this study is intended to find out whether there is a significant difference between the students' listening ability taught using tape recorder and those taught live presentation.

## 1.4 Theoretical Framework

Speaking is a productive of skill which the development is undertaken after the receptive skill of listening comprehension. Chaistaian (1987:333) points out that speaking combines both codes and message. The code is composed of sounds, vocabulary and the structure of the language, they are called the component of speech, while the message is the idea that the speaker is talking about.

Byrne (1990:8) mention that oral communication is a two-way process between speaker and listener and involves the oral fluency of speaking and the listening with understanding. It means that both speaker and listener have a positive function to perform, the speaker has to transmit the message in appropriate language.

An act of oral communication is commonly performed in face to face interaction and occurs as part of a dialogue or other form of verbal exchange. Widdowson (1978:57) mentions that speaking and listening skills are essential to stimulate others to thoughts and action in turn to receive the thoughts and feelings of those with whom one communicates. The speaker must be aware of what he says and how he says it. He must also be aware of the listener and the resultant responses to the spoken message.

Writing transmits language to the sense of sight. The Djiaw Ding (1997) states in teaching learning process, students often listen to the speech of the

teachers, then write down what they can conclude from the lessons discussed. These activities usually happen at school when students learn in the classroom. It shows that the ability to make concepts in mind then transmit ideas into meaningful written sentences is somehow determined by the ability not only to hear but also to comprehend through listening. Here, a student seems to be inactive while listening, but he/she must actually involve in the activity of constructing a message in order to be able to express or to transfer the message into written letters.

Listening is more than hearing. It is an active process. Underwood (1989:1) states that listening is the activity of paying attention to and trying to get meaning from something we hear. It means to listen successfully to a spoken language, a listener must be able to recognize and interpret the message not simply to understand the words themselves, so that he/she can understand what the speaker means. If he/she can do that so he/she will be able to give responses required by the speaker.

## **1.5 Hypothesis**

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

### **1. The alternative hypothesis ( $H_a$ )**

There is a significant difference between the students' listening ability taught using tape recorder and those taught using live presentation.

## 2. The Null hypothesis (Ho)

There is no significant difference between the students' listening ability taught using tape recorder and those taught using live presentation.

### 1.6 Significance of the Study

In line with the objective of the study, the significance of this study will give some contributions to the success of teaching English especially listening and can help SMP English teachers to use tape recorder as a means of teaching listening. Hopefully, the teaching of listening at the Junior High School can be more effective and interesting.

### 1.7 Scope and Limitation of the Study

The writer finds it necessary to limit the scope of this study. This study discusses of how to improve the students' listening skill with tape recorder or live presentation. The writer chooses the first year of Junior high school students because most of them have a little background knowledge of English.

### 1.8 Definition of Key Term

The important terms in this thesis are:

#### a. Live Presentation

Live presentation is the speaker speaks with his / her mouth when he / she talks in front of the students (the writer's definition).

b. Listening Comprehension

According to Underwood listening (1989:8) is "the ability to hear, to identify, to produce, and to use the sounds, words, sentences, dialogues, or short stories".

c. Tape recorder

According to Oxford University Dictionary (1987) is a magnetic recorder using magnetic tape.

d. Comparative Study

Comparative study is an investigation that focuses on understanding the difference of the two teaching techniques used in Listening Comprehension class (the writer's definition).

## 1.9 Organization of the Thesis

This thesis consists of five chapters. The first chapter contains the background of the study, the statement of the problem, the objective of the study, the hypothesis, the scope of limitation, the definition of the key terms, the research methodology and the organization of the study.

Chapter two discusses the theory of listening comprehension and live presentation. The third chapter discusses the research methodology. The fourth

chapter presents the result of the data, interpretation of the findings and discussion. The last chapter deals with conclusion and suggestion.