

**A STUDY ON TEACHING LISTENING SKILL USING
GUIDED QUESTIONS FOR THE SEVENTH YEAR
STUDENTS OF SMPN 1 GEMOLONG**



RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

In the globalization era, English as an international language is very important to be learned by everybody both in spoken and written communication. Everybody knows that language is one of the ways to communicate. Communication here means understanding and expressing information, thought, feeling, and develop culture, science, and technology using language. As stated in Competency-based Curriculum, the function of teaching English mastery is needed to communicate in order to access the information in daily contexts. English is a means to develop the interpersonal, relationship, share information and enjoy esthetic of language in English culture. Beside that, the objective of teaching English is to develop the linguistic competences both spoken and written.

Linguistic competences include the four language skills, namely listening, speaking, reading, and writing. To make the students master the skills, teacher should always make every effort to involve students in the language activities using language for communication. Related to the statement, teaching methods become one of the important points of the teaching learning activities. Basically, method refers to the teaching learning approach, design, and procedures. Teaching learning approach covers two specific aspects, namely the nature of lesson material and

learning theory. Teaching learning design covers many aspects, such as the goal of teaching process, syllabus, teaching learning procedures, and student & teacher's roles. Teaching methods are related to the technique used by the teacher in the teaching learning activities. Three points of method which are stated above have a tied correlation one another. Teaching learning approach is the basic of design while the design becomes the basic of teaching learning procedures.

Listening as one of linguistic competences is a critical element in the language performance of adult second language learners either they are communicating at school or in the community. Through the normal course of a day, listening is used nearly twice as much as speaking and four to five times as much as reading and writing (Rivers, 1981: 136). Historically, learning a language means learning to read and write.

Listening activities require big attention and high concentration to catch the meaning of the utterance. Tomatis (2002: 4) stated that listening is not synonymous with hearing. Hearing is generally defined as a passive process in which sound is simply perceived. Moreover, listening is defined as an active, focusing process while allowing for a quiet and precise analysis of sound heard. According to Aziea and Wasilah (2000: 81-82), through listening skill, students are able to elicit the vocabulary, grammar and good pronunciation. By using the vocabulary and grammar, they are able to construct good meaning perception of the message received in their mind, and express the ideas that are built from the mind perception in oral speech. In English language learning, the

student who has a good competence in listening skill will be easier to master another language skill.

Listening is an aural competence that must be mastered. However, many students gain the difficulties in mastering it. Listening is an active skill because listeners do not only receive the things they hear but also do a great constructive work and interpretative work by integrating the information with the real world knowledge. There are two knowledge points of listening comprehension learning, namely knowledge of the syntax of the target language and the knowledge of the real world (Richards, 1987). Therefore, students need learning strategies to master listening skill well.

As language teaching has moved toward comprehension-based approach, listening to learn has become an important element in the adult English as a second language (ES2) classroom (Lund, 1990: 98). Besides that, listening is also important for obtaining comprehensible input that is necessary to language development, so listening should receive primary attention in the early stage of English second language instruction. Furthermore, listening has an important role in creating speaking and other language skills because people will be able to give next respond well of what they listen for the first time well too. For the students who study English the ability of listening will help them to master all of the language skills. Therefore, teaching listening skill cannot be neglected from the English instruction. In this case, it is very beneficial for English teacher to develop learning and teaching that help the student's process of learning and develop their strategic listening skill as well as develop integration among the language skill.

To teach listening well, first of all, teacher should know who the learners are. For example is related to the learner's age. The age of the students is a major factor in taking decision about how and what to teach. Learner of different ages has different needs, competencies, and cognitive skill. Teacher might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults, teacher can reasonably expect a greater use of abstract thought. Teacher has some ways from the teaching of young children. Teacher can ask teenagers to address learning issues directly in a way that younger learners might not appreciate. Teacher is able to discuss abstract issues with learner. Indeed part of teacher's job is to provide intellectual activity by helping the learner to be aware of contrasting ideas and concepts which learner can resolve for themselves through guidance.

Teacher should also find appropriate teaching activities to teach listening for the students. There are several activities that might help learner get meaning from oral messages. One of them is guided questions for a listening lesson. The English teachers in SMP N 1 Gemolong sometimes use this type of activity to teach listening skill. The activities consist of three related parts, namely pre-listening, whilst-listening, and post-listening. Using this technique, the teacher always gives exercise task or activities guided by the teacher.

For students of SMPN 1 Gemolong, English is the continuation from the learner had gotten before. Of course, it is different and more difficult. Beside that, there is a laboratory language as one of facilities in SMP. It might be the first experience for the seventh year students study English completed with language laboratory. But teenager has a great capacity to learn, a great

potential for creativity and passionate commitment to thing which interests them. So they need more guidance from the teacher.

From the explanation, it is clear that age is one of the reasons why teachers use guided question method. However, the teacher finds some problems in the implementation. One of them is how the implementation guided questions method in teaching listening skill for the seventh year students Junior High School. That's why the writer wants to do this research.

Based on the elaboration, the writer takes the title of the research "A Study on Teaching Listening Skill Using Guided Questions for the Seventh Year Students of SMPN 1 Gemolong". She intends to analyze more deeply about teaching listening at Junior High School. There are some reasons why the writer chooses this school to study. Firstly, SMPN 1 Gemolong is a favorite school in Sragen and this school has been using laboratory language facilities for three years so the writer wants to know the student's motivation or interest especially in the English subject. Secondly, students studying in this school come from village so that (especially students of seventh year) they still learn to apply teaching learning English with laboratory facilities. Thirdly, SMPN 1 Gemolong is a Junior High School in this region having qualified teachers which makes this school to be favorite school.

B. Previous Study

Many students of English Department in Muhammadiyah University of Surakarta have conducted the researches on English teaching. Some of them are language skills, namely speaking, reading, vocabulary, writing, and grammar. Research on teaching listening has been done by Suwignyo (2005) whose research is entitled “The implementation of Teaching Listening Skill in SMA 1 Purwodadi”. The results of the research are first, the implementation of teaching listening is still done traditionally. Second, the teaching of listening is effective.

Other research was done by Icku Dhani Suprastowo (2006) whose research entitled “A Study on Teaching of Listening Comprehension in SMA Muhammadiyah 2 Surakarta Based on English Curriculum 2004”. The result of the research is divided into four main sections, namely the method used by the teacher, the material used in teaching learning, the element of listening courses, and the problem faced by teacher and students.

Based on the explanation above, basically this research has the same object with the pervious research, but this is more specific and more detail in the problem that will be observed or has different emphasis. This research focuses on the description of teaching listening using guided questions including the background and purpose, the form of teaching, the role of teacher, students, and material, the facilities, and the problems faced by the teacher and students in the implementation of teaching listening using guided questions.

C. Problem Statement

Based on the explanation on the background of study the writer focuses on the problem as follows.

1. How is the implementation of teaching listening skill using guided questions for the seventh year students of SMPN 1 Gemolong?
2. What are the problems faced by the teacher in the implementation of teaching listening skill using guided questions for the seventh year students of SMPN 1 Gemolong?

D. Limitation of Study

The writer is aware that it is impossible for her to cope with all of the problems of English teaching learning because of her limited capability and knowledge. Hence, the writer would like to limit the study as follows.

1. The subject of the study is limited to the teacher and the seventh year students of SMPN 1 Gemolong.
2. The object of the study is limited to the use of guided questions by the teacher in teaching listening skill of SMPN 1 Gemolong

E. Objective of the Study

The objectives of study are:

1. to describe the implementation of guided questions in teaching listening skill for the seventh year students of SMPN1 Gemolong which involves:

- a) The background and purposes of the teaching listening skill using guided questions for the seventh year students of SMPN1 Gemolong.
 - b) Some of forms or activities when the teacher is teaching listening skill using guided questions for the seventh year students of SMPN1 Gemolong.
 - c) The teacher and student's role during teaching listening skill using guided question for the seventh year students of SMPN1 Gemolong.
 - d) The role of instructional material at SMPN1 Gemolong.
 - e) The learning facilities on the teaching skill using guided questions.
2. to know the problems faced by the teacher in the implementation of teaching listening skill using guided questions for the seventh year students of SMPN 1 Gemolong.

F. Benefit of the Study

There are two kinds of the advantages, namely theoretical and practical benefits. The expected results of the study both theoretical and practical are as follows:

1. Theoretical benefit
 - a) The result can be used as the reference for those who want to conduct a research on English teaching listening skill using guided questions.
 - b) The study can describe a model of teaching listening skill.

2. Practical benefit

- a) The study can help students know how guided questions method applies in teaching listening skill.
- b) The study can help teacher teaching better by applying guided questions.
- c) The result can be useful for English teacher in giving additional input of teaching learning process.

G. Research Paper Organization

The research paper will be organized into several sections. Chapter I is Introduction which deals with the background of the study, previous study, problem statement, limitation of study, objectives of the study, benefit of the study, and paper organization.

Chapter II is review of related literature. It discusses the notion of listening, the principles of teaching listening, guided questions, and audio-lingual method (ALM).

Chapter III is research methodology. It deals with type of research, subject of the study, object of the study, data and source data, method of collecting data, credibility of data and technique of collecting data.

Chapter IV deals with the research finding, discussion of the finding implementation and the problem faced by the teacher in implementation of teaching listening skill using guided questions.

Chapter V is the last chapter; here the writer talks about the conclusion and suggestion.