

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In the process of teaching and learning English, students' ability in mastering the four language skills becomes an important goal. These skills involve receptive skills; listening skill (understanding the spoken language), reading skill (understanding written language) and productive skills; speaking skill (producing spoken language) and writing skill (producing written language). Unfortunately, most of Indonesia education institutions in which English is one of first foreign languages have much concerned with the teaching of written language rather than spoken language. In fact, mastering spoken language is very important in communication. In order to master the spoken language, we must be able to speak and listen to spoken language.

In language classroom, listening tends to be neglected; many language educators assume that listening is automatically acquired while the learners learn to speak a language. Rost (1994:1) states that unlike speaking, however, through which we can record a child's first words and even measure the fluency of a person's contribution to a conversation, listening is less directly observed and less noticeable in both its development and its everyday use. However, students need to learn how to listen to improve their listening ability.

Listening is very important in language learning since students understand the content of spoken language by listening. The relationship between listening and language learning is that language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken language. Rost (1994: 148) states that teaching listening is an important part of second language teaching. Most teaching methodologies emphasize the role of listening in language learning. Listening is not a simple process. In order to understand the content of spoken language, students require some of listening skills.

Nunan (1998:6) states that in relation to listening, learners need skills in segmenting the stream of speech into meaningful words and phrases: the ability to recognise words, phrases and words classes: ways of relating incoming message to one's own background knowledge, and identifying the rhetorical and functional intent of an utterance or parts of an aural text: skills in interpreting rhythm, stress and intonation to identify information focus and emotional/attitudinal tone: the ability to extract the gist/or essential information from longer aural texts without necessarily understanding every word.

Rost (1994:136-137) states that understanding how listening ability develops requires a comprehensive view of what it means to improve. Listening involves psychological skills, such as recognizing between sounds, parsing speech into constituent parts and processing the discourse in term of

cohesion, logic and relevant underlying schemas. Rost (1994:148) also maintains that listening can be taught as component skills. Specific learning activities can be designed which target specific skills. Furthermore, students' listening ability can be improved by developing their listening skill.

Teaching listening of foreign language is the most difficult one. Foreign language students do not have native speakers' competence in using their background knowledge and for recognizing words or grammatical characteristic of spoken language easily. Listening is also more difficult than reading, a reader can cast an eye back over misunderstood phrase, but the listener gets no second time. English is a compulsory subject in Indonesia, which must be taught starting from Junior High School level until University level involving the teaching of listening. The problems which are faced by students in learning listening may be caused by many factors, such as teacher, students, teaching technique and teaching material.

This research focuses on the listening problems as experienced by the eleventh grade students of SMAN 1 Bringin. Based on *Kurikulum Tingkat SatuanPendidikan* (KTSP) in teaching listening at the eleventh grade students of SMA, the students are expected to be able to: 1) understand the meaning of a simple transactional and interpersonal dialogue, 2) understand the meaning of a functional and short simple monologue at the films related to surrounding environment.

In the real condition, the students have lack of listening ability in understanding the content of spoken text. It is indicated that the students get

difficulty to: 1.) recognize the words and grammatical characteristic of spoken text, 2) to catch the clues information of spoken text, 3) to infer the speaker's intention or meaning, 4) to do the listening task and 5) the students are still confused with the purpose of their listening activity. In addition, the classroom situation is not live during the teaching and learning process, which is shown by following indicators: 1) Most of the students are not active in answering the teacher's questions, 2) most of the students do not try to ask the teacher about their difficulties in listening, 3) Some of the students just listen to the teacher without doing the listening task, 4) Some of the students are busy in talking to their friends and 5) the students seem to be bored in doing the listening activity.

Based on the observation, some factors account for these situations namely: the lack of the students' vocabularies and grammar, the low of the students' listening strategy; they try to understand the content of spoken language word by word, rather than try to link what they hear with their previous knowledge or try to find clue information, and the difficulties of the listening tasks. Besides, the teaching technique and teaching material are the main factors causing the lack of the students' listening ability. The technique which is used by the teacher is reading the text twice or three times and followed by several questions, rather than giving specific task to the students before listening. It makes the students confused with their listening purpose. The teacher hardly ever uses recorded material in listening that makes the students bored and very difficult to listen to the English of native speakers.

To overcome these problems, the English teacher and I would like to conduct an action research by using films media. In this media, students process the text based on the listening task given.

The research uses recorded text by fluent or native speakers to give variety in teaching listening and to introduce the natural characteristics of spoken text to students. Cross (1995:250) argues that through recording, the class can be offered the chance to hear naturally spoken English, with elisions, linked consonants, weakened vowels and all the hesitations, false starts and imperfections of unplanned speech. In line with Rost (1996:160) states that many language educators, (e.g. Besse, et al) point out that there is a great advantage in using pre-recorded texts of native speaker conversations and native speakers oriented programmes in the classroom because of the genuiness they provide.

Moreover Morton (1999:177) states that the use of authentic texts enable students to study 'real' English instead of the English contrived by teachers. Authentic texts are thought to motivate students because they are derived from the ultimate goal of students' studies-English as used by native speakers. Therefore, recorded text can motivate students and they get a challenge to attempt to understand language as it as actually used by native speakers.

Based on the descriptions above, I am inspired to conduct an action research at the 11st grade students of SMAN 1 Bringin. Through action research, the teacher and I can observe the students' problems, monitor the

students' listening ability improvement by the action research's cycle, and make some reflections to be implemented for further practice. Wallace(1999: 16-17) states that action research involves the collection and analysis of data related to some aspect of our professional practice. This is done so we can reflect on what we have discovered and apply it to our professional action. This study aimed at the improvement of the students' listening ability and at the improvement of the classroom listening situation using the film.

#### **B. The Problem Statement**

The problems of this research can be formulated as follows:

Does and to what extent the use of film improve the students' listening ability at the 11th grade students of SMAN 1 Bringin?

#### **C. The Objectives of the Study**

In general, this study is aimed at improving the students' listening ability of SMAN 1 Bringin. Specifically, the research aims to :

1. Describe the implementation of watching film to improve the learners' ability in listening at the 11th grade of SMAN 1 Bringin.
2. Identify the improvement of learners' ability in listening through watching implementing watching film at the 11th grade of SMAN 1 Bringin.

#### **D. The Significance of the Study**

##### 1. Theoretical Significance

- a. The results of this study will be useful as a scientific study in education.
- b. As the importance of scientific studies and information materials as well as reference other researchers who want to do more research.

##### 2. Practical Significance

###### a. For Authors

With the deepening of the research is expected to add valuable knowledge and experience in the procurement of research.

###### b. For Teachers

Gain some concrete experience in the innovation of learning English in order to improve the professionalism of teachers.

#### **E. Limitations of the Study**

In terms of avoiding distortion of the discussion of the research object as the original purpose of this study, it is necessary to place restrictions on the issue within the scope of the study. The limitation of this study is a problem in listening skill improvement using the film medium. Based on the above background and identification of the authors formulate the problem as follows: Does the use of film media improve listening skills?

## **F. Research Paper Organization**

The results of this research will be arranged as follows:

Chapter I is Introduction, Background of the research, Problem statements, Objective of the study, Limitation of the study, Benefit of the study, Paper organization.

Chapter II is Underlying Theory, Review of previous study, Underlying theory. Listening skill, Notion of listening skill, Aspect of listening skill, Types of listening. Media, Function of learning media, Types of learning media. Electronic media. Films, Notion of film, Film of learning media, Film usage. Theoretical framework. Action hypothesis.

Chapter III is Research Method. Setting, Object of the study, Subject of the research, Data and data source, Method of collecting data, Technique of analyzing data, Action procedures.

Chapter IV is Results Finding and Discussion. Result, Pre cycle, Cycle one, Planning, Acting, Observing, Reflecting. Cycle two, Planning, Acting, Observing, Reflecting. The improvements of students listening skill, The students responses on the implementation of teaching listening using film and Discussion.

Chapter V is Conclusion and Suggestion.