A STUDY ON THE METHOD OF TEACHING LISTENING SKILL
AT THE FIRST YEAR OF SMP NEGERI 1 SRAGEN

RESEARCH PAPER
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A. Background of the Study

Some people consider listening as a passive skill. This is misleading because listening skill demands active involvement from the hearer. In order to reconstruct the message that the speaker intends, the hearer must actively contribute knowledge from both linguistics and non-linguistics sources. Listening is an active process in which the receiver assumes a responsibility. It also calls for a response on the part of the listener. Such response may be a reply, an action, a facial expression and applause, something indicating that the message has been assimilated.

Listening skill is very important in learning English. Everyone who wants to learn English well should be able to master listening as one of the English skills. By studying listening skill, people can improve their English better than before. Listening has also a role in speaking, because people will be able to give response after they listen to speaker.

Since listening is important to understand spoken message, the teaching of listening skill cannot be neglected from the English instruction. It is very beneficial for teachers to develop teaching and learning strategies to help students develop their listening capability. In developing the skill, listening practice is probably the most reliable route to true communication. It is due to the fact that students’ speaking ability of can be considered poor
because they do not know how to express their feeling and ideas in listening, conversation, and communication. In fact, English listening is very helpful to all students to deepen or to improve their language skill.

To improve the students listening skill, the teacher is supposed to be imaginative and creative in developing their teaching methods to create good atmosphere and make the English lesson more exiting. In this way, the listening teacher has to be able to create interesting materials for the students in the process of teaching and they have to know how to apply it. The influence of the materials and the methods of the English teacher in teaching learning process is really vital, because students will be more interested in following the study. The competence of the teacher in teaching learning process will also influence the success of students in their study.

Teacher becomes a facilitator learning personal and social change by assisting the developing person at those points where help is requested. Teacher should have a set of exercises, tasks or other activities for the students in their classes. It is really beneficial and positive experience to try various classroom activities because successful materials of the subject matter depend on the use of teaching method. To teach listening there are several methods which can be used by the teacher. By using the methods, the teacher will easily teach listening.

In SMP Negeri I Sragen the teacher teaches listening skill in language laboratory. During the process of teaching and learning, the teacher uses media such as tape recorder, headsets, textbook which are prepared after it is
justified with the cassette, and hence the teacher makes his own script and the guidance. With a complete instrument on the language laboratory, the teaching learning process runs smoothly. But there are some problems faced by the students in learning the skill. The students have many problems in this class such as limited vocabulary which has been the common problem for the students. The words that they listened to perhaps the new words that are unfamiliar. The other problems are the speed of the text and accent of native speaker.

Based on the previous phenomenon, the writer wants to analyze deeply about A Study on the Method of Teaching Listening Skill at the First Grade of SMP Negeri I Sragen. By knowing the method used by the teacher and find the problems faced by the teacher in teaching listening skill, the teachers in SMP Negeri 1 Sragen could reflect their teaching so that they can design better teaching technique.

B. Previous Study

To prove the originality of this study, the writer wants to present the previous researches dealing with the listening comprehension in general. There has been other researchers who studied about teaching listening. The first research has been done by Farida Ekasari (2002) in her paper “English Teaching Learning Process using Communicative Approach in SD Negeri Tegalrejo 1”. She described the strength and weakness using communicative approach that makes the students active in classroom activities. The students
get direct experience to use English language as media of communication every time, because in elementary school, English is a new subject. She concludes that the technique is very suitable for beginners. Although this technique is not totally effective but it can achieve the goal of teaching listening that is to develop the students competence in English.

The next research is done by Agus Mawardani (2000) in his research, entitled “The Implementation of Teaching listening At the Third Year Student of SMU Negeri 1 Surakarta”. He described teaching learning process in the classroom especially about the implementation of teaching listening to the third year student of SMU Negeri 1 Surakarta. The result of the research is that the implementation of teaching listening at the third year student of SMU Negeri 1 Surakarta is divided in four main sections. First, the teacher’s activities consist of all preparation of the teacher in teaching listening. Second, student’s activity concerns with what the students do in pre-listening, while listening and post-listening. Meanwhile, the problem of teaching listening is that the mechanical devices can influence teaching learning process. While from the students have problems in vocabulary and the level of difficulty in listening.

The next research is conducted by Diah Novia Sari (2003) entitled “A case study of the seventh semester students of English Department FKIP UMS. She investigates the strategies of a group of the seventh semester students. The result of her study shows that most of the seventh semester
students find their own ways to expose themselves on the four language skills. So, they are categorized as autonomous learners.

The last researcher is Uzik Puji Nurtanti (2004) with her research entitled “Learning Strategies Used by Miss Yusro Pohdaoh to learn English (A Case Study). According to her in acquiring the four language skills, Miss Yusro used cognitive strategies in learning English.

C. Problem Statement

This research concerns with the following problems:

1. What methods are implemented in teaching listening at SMP Negeri 1 SRAGEN?
2. What problems are faced by the teacher in teaching listening at SMP Negeri 1 SRAGEN?
3. How does the teacher overcome the problems?

D. Objective of the Study

The research is aimed at:

1. describing the methods of teaching listening for student in SMP Negeri 1 SRAGEN.
2. finding the problems that appear in teaching and learning process.
3. describing the solution which is used by teacher to overcome the problems.
E. Benefit of the Study

The writer hopes that this research will have some benefits in the study of English, especially in teaching listening skill. There are two kinds of benefits in this research: theoretical and practical benefits.

1. Theoretical Benefits
   a. The result of the research can be a model of the implementation of teaching listening.
   b. The result of this research paper can be used for the next researchers who are interested in teaching listening.

2. Practical Benefits
   a. By seeing the result, the students can reflect their learning listening skill.
   b. The teacher can also reflect his teaching.
   c. The teaching can be adopted by other teachers in teaching listening skill.

F. Research Paper Organization

This study is divided into five chapters. The first chapter is introduction which consists of background of the study, previous study, problem statement, objective of the study, benefit of the study, and research paper organization.

The second chapter is review of related theories, which consists of notion of listening skill, notion of teaching listening, method of teaching
listening, role of the instructional material, principles for teaching listening, and the importance of listening.

The third chapter is research methods, containing type of research, subject of the study, method of collecting data, data and source of data and technique for analyzing data.

The fourth chapter is research finding and discussion, which consists of methods implemented in teaching listening, the objective of teaching English program, material and media of teaching English listening, teaching learning activities in teaching listening, the problems faced by teacher in teaching listening and discussion.

The fifth chapter is conclusion and suggestion.