

**A STUDY ON TEACHING LISTENING COMPREHENSION  
TO THE TENTH YEAR STUDENTS OF SMA NEGERI 2  
SUKOHARJO IN 2007 / 2008 ACADEMIC YEAR**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Listening is a critical element in the language performance of adult second language learners, whether they are communicating at school or in the community. Listening has important roles for obtaining comprehensible input that is necessary to language development, hence listening should receive primary attention at the early stage of English second language instruction. Furthermore, listening has important roles in creating speaking and other language skills because people will be able to give next respond well when 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 other language skills.

Listening, undoubtedly, plays important role in our life. People can imagine how their life would be if they were not able to listen. Morris (1984:12) states that “One way to measure the importance of listening is to a listener, the report is as follows: listening 42%, speaking 25%, writing 18%”. they can communicate with other because they are able to listen his or her speech. They can also enjoy many kinds of music, play, up date news, film because they can listen them from the radio, television, cinema, etc. So, they can get many informations through the listening activities. For the students, listening ability is closely interrelated to their study success, moreover in studying a language. It is imposible for the students to master a language if

they cannot listen anything. Principally, the students can master a language by imitating the spoken form of the language that they listen to.

All language teachers might agree that listening is the most neglected skill in teaching learning process. Burns (1977:105) states that “Listening has been neglected for various reasons, but one of the reasons is the lack of lesson on listening in children’s instructional materials”. Persulesy (1988:50) states that one of the reasons for the opinion that listening is a skill that tends to be neglected is the feeling among language teachers that this skill is automatically acquired by the learner as he leans to speak the language. Another reason why this skill is not given serious attention is the fact that incompetence in it is easy to hide through nodding and shaking of the head, which may give the impression of understanding even there is none. Still another reason is that audilingual courses give the impression that they are teaching listening when in fact they are teaching other skills.

Teaching listening needs real listening to develop the listening skill. Students do not only listen what the teacher says, but also they are able to listen a variety of other voices of English. Therefore, the teacher needs the language laboratory facility because it can provide the recorded material which is useful for teaching listening.

There are only a few schools that give any special practices in listening comprehension. Moreover, there are so many schools that do not have a language laboratory and some of the schools that have had a language

laboratory still let their language laboratory unused. Those are the indications that listening skill is very neglected in English teaching learning process.

Most of schools have neglected the listening skill. The result is that they do not provide the students with any kinds of listening practice. That is why the English proficiency of senior high school's students in listening comprehension is so poor. Listening is a skill and the skill can be acquired just by practicing. Without holding any practices in listening comprehension, they cannot get such a skill. So, it is natural if the English proficiency of senior high school's students in listening comprehension is so poor.

Considering the importance of listening in studying a language, the teacher must have the ability to teach listening comprehension by using an appropriate method because the method of teaching listening comprehension plays an important role in the success of the students in listening comprehension. To give a description of teaching listening comprehension in senior high school, the writer tries to describe the teaching listening comprehension by writing the research paper entitled: "A Study on Teaching Listening Comprehension to the Tenth Year Students of SMA Negeri 2 Sukoharjo in 2007/2008 Academic Year".

## **B. Previous Study**

In this research, the writer uses such previous research to guide his research. The researchers are Agus Mawardi (2003) and Anna Fery Purwaningtyas (2005). Agus Mawardi has conducted a research entitled "The

Implementation of Teaching Listening Using Language Laboratory at the Second Year Students of SMU Negeri 1 Sragen in 2002/2003 in Academic Year”. In his research, he describes the teaching listening process in the classroom especially the implementation of teaching listening using language laboratory. He also describes the strength of using language laboratory in teaching listening. The result of his research is divided into four main sections. First, the teacher’s activity in teaching listening. Second, the student’s activity. Third, the elements of listening course. Fourth, the evaluation as the implementation of test auditory comprehension and test sound discrimination. The problems of teaching listening are the mechanical devices that influence the teaching-learning process, the less of students’ vocabulary and the level of listening difficulty.

Anna Fery Purwaningtyas has conducted a research entitled “A Descriptive Study on Teaching Listening at the First Year Students of SMU Muhammadiyah 2 Surakarta”. In her research, she describes a descriptive study on teaching listening at the first year students of senior high school. She focuses on the teaching-learning process of listening. The purpose of her research is to know the implementation of teaching listening activity at the senior high school. The research of her research is divided into two main sections. First, the teacher’s activity that consists of all preparations in teaching listening. Second, the elements of listening course. The problems of teaching listening are the less of the materials that influence the teaching listening process, students’ vocabulary and the level of listening difficulty.

The writer's research is different from Agus Mawardi and Anna Fery Purwaningtyas. In this research, the writer do the research about teaching listening process in senior high school. This research focuses on the material taught and the method used by the teacher. It emphasizes on the tenth year students of SMA Negeri 2 Sukoharjo.

### **C. Problem Statement**

Based on background of the study, the writer discusses the application of teaching listening at senior high school. This reseach is expected to find the answers of the following problems:

1. What are the materials taught to the students in listening comprehension?
2. What are the methods used by the teacher in teaching listening comprehension?
3. What are the problems faced by the teacher in teaching listening?
4. What are the problems faced by the students in listening class?

### **D. Limitation of the Study**

In this research, the writer makes limitation by focusing on the method used by the teacher and the material taught to the students in teaching listening comprehension at the tenth year students of SMA Negeri 2 Sukoharjo.

## **E. Objective of the Study**

In this research, the writer wants to know and describe the teaching of listening comprehension at SMA Negeri 2 Sukoharjo. The writer focuses the study in some dimensions as follows:

1. To describe the materials taught to the students in listening comprehension at SMA Negeri 2 Sukoharjo.
2. To describe the methods used by the teacher in teaching listening comprehension at SMA Negeri 2 Sukoharjo.
3. To describe the problems faced by the teacher in teaching listening at SMA Negeri 2 Sukoharjo.
4. To describe the problems faced by the students of SMA Negeri 2 Sukoharjo in listening class.

## **F. Benefits of the Study**

This research has theoretical and practical benefits:

1. Theoretical benefit

Theoretically, there are some benefits of this research:

- a. The result of research can be used as an input in English teaching process especially in teaching listening.
- b. The result of the research can be used as the reference for those who want to conduct a research in English teaching listening process.

## 2. Practical benefit

Practically, there are some benefits of this research for the writer, teachers and other researchers.

### a. For the writer

- It will give him a clear understanding about the process of teaching listening comprehension at senior high school.

### b. For the teacher

- It will give some inputs in teaching listening based on the students needs.
- It will give many directions for the teacher in teaching listening and designing material.

### c. For the other researcher

- It will give more references and informations for the other researchers who want to conduct further research.
- It will investigate the other indicators of the research that has not been searched yet in the field.

## **G. Research Paper Organization**

The writer presents five chapters in his research.

Chapter I is introduction. It consists of background of the study, previous study, problem statement, limitation of the study, objective of the study, benefits of the study, and the research paper organization.



Chapter II is underlying theory. It consists of the nature of teaching listening, The teaching English in Indonesia, the teaching listening comprehension, and the concept of listening comprehension.

Chapter III is research method. It consists of the type of research method, subject of the study, object of the study, data and data source, method of collecting data, and technique of analyzing data.

Chapter IV is research finding and discussion. In this chapter, the writer describes the result of the observation and research finding.

Chapter V is conclusion and suggestion. It consists of the conclusions of the research and followed by the some suggestions.