

CHAPTER I

INTRODUCTION

A. Background of the Study

Junior High School is a school attended after level of elementary school in education. Many Junior High Schools educate children to be successful, the school is a general school and the international school. The school is not only on the city, but many schools which have standard national or international standards in the village. Many of them who study in general school in the village to counterbalance the lesson as they who study in the city.

SMP N 1 Miri is located in Girimargo village, Miri subdistrict, Sragen regency. In 2016, this school was given the award by the governor, Ganjar Pranowo, SH, M.IP as the best school level III Adiwiyata of the Provinces of Central Java. So this school has icon as a go green school. There are 47 teachers consisting of 24 men teachers and 23 women teachers.

There are some laboratories like laboratory of the science of nature, computer laboratory, and language laboratory. Although the school has location in the village, but the school is able to counterbalance the school located in the city. Because the school has some laboratories and teaching learning process held one or two times a week in laboratory in language laboratory, so every week learning English is done in that laboratory. The laboratory can accommodate for 40 students which is equipped with standard listening classroom like computer, LCD, speaker active, Television, headset, ect.

Usually learning English in Junior High School has activities in the classroom and language laboratory. Because learning of listening requires full concentrate more than learning reading or writing. Every classroom in the teaching-learning process of listening, the students must sit corresponding the

students number to make ease the teacher in monitoring the development of students.

Listening is the ability to accurately receive and interpret in the communication process. The listening process involves five stages such as receiving, understanding, evaluating, remembering, and responding. An effective listener must hear and identify the speech sounds directed toward them, understand the message of those sounds, critically evaluate or assess that message, remember what has been said, and respond to information they have received.

Sometimes the students have problems in learning the materials. There are some reasons why the students have problems in learning the listening materials like the students do not enjoy the teaching learning activity, some of students have problem in catching the ideas of the listening materials, and the listening is boring lesson because the students just listen to the spoken text and then answer the questions. Learning in listening material is supported by two factors: the lack of the teacher creativity in using the materials, and the lack of technique used by teacher.

In this study, the researcher has study in SMP N 1 MIRI especially at the eight grade. This study is aimed to research TEACHER'S TECHNIQUE USED IN LISTENING CLASS AT THE EIGHT GRADE OF SMP N 1 MIRI SRAGEN. The teacher has classroom strategies in the process of teaching learning listening. And the writer focuses to know the classroom technique used in teaching listening at the Eight Grade of SMP N 1 Miri and to know the implementation of teaching listening.

B. Problem Statement

Based on the background of the study, the problems are formulated as follows:

1. What are the teacher's techniques used in listening class at the Eight Grade of SMP N 1 Miri Sragen?
2. How is the implementation of the technique in listening class at the Eight Grade of SMP N 1 Miri Sragen?

C. Objective of the Study

Based on the problem statements, the researcher has some objectives of the study are to know.

1. The teacher's techniques used in listening class at eight grade of SMP N 1 MIRI Sragen.
2. The implementation of the teacher's technique used in listening class at eight grade of SMP N 1 MIRI Sragen.

D. Significance of the Study

This research gives some significances on the teaching learning process especially in listening classroom. The significance of this research is theoretical and practical significance, that are:

1. Theoretical Significance
 - a. The research can be used as an input in English teaching-learning especially in the teaching-learning process of listening.
 - b. The research can be used as a reference for those who are interested in doing similar field of research in English learning process.
2. Practical Significance
 - a. Practically the result of the research can help the teacher give some information and knowledge about the technique in teaching learning process of the listening classroom.
 - b. Adding the reader's knowledge about understanding in teaching learning process of the technique in listening classroom.

E. Research Paper Organization

The writer organizes this research in order to make it easier to understand into five chapters.

Chapter I is introduction. This chapter contains the background of the study, problem statement, objectives of the study, significance of the study, and research paper organization.

Chapter II is review of related of literature. It contains previous studies and the underlying theories like principle for designing listening technique, classroom activities, classroom procedure, and technique in listening classroom.

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

Chapter IV is the result of the study. It consists of research findings and discussion of the research finding.

Chapter V is conclusion and suggestion.