

CHAPTER I INTRODUCTION

A. Background of the Study

Teaching and learning processes have to make it possible for the students to understand the meaning of their learning material. Students as the learning subject are the starting point in teaching and learning, which measure the success of the teaching learning process. Teaching and learning can be successful when the students can directly feel the advantages of learning materials by experiencing and learning it (Alqahtani, 2015: 13).

In SMA N 3 Boyolali, English lesson is more emphasized on students since English lesson is considered one of the most important lessons and the students are required to be more active in English conversation. Therefore, the students must obtain specialized knowledge of English, especially in the eleventh grade. In this school, English lesson is usually held three times a week and there are various media used by the teacher in teaching English, such as handout, LCD, speaker, and others.

At high school level, many students have known various kinds of vocabulary and understood how to read from socializing experiences or from media that are easily accessible at the time. During the English lesson, students have learned a lot to speak the correct English. In this case, there are also some students who have no English experience at all, especially listening experiences. Therefore, this school gives priority of learning in the aspect of listening, rather than other aspects such as reading, speaking, writing, and grammar.

In developing and investigating proficiency in English, the literature of the language skills is very dense, and as the result, an intense amount of sources dealing with the importance of speaking, writing, and reading exists. Alderson (2005: 138) says that listening is highly complex ability to understand spoken text has received much less attention in the literature. Listening has been neglected in the foreign literature until recently whereas a

language acquisition theory by Krashen (1982: 78) emphasizes that people acquire language understanding the linguistic information they hear. In line, Rost (2002: 236) also agrees that developing proficiency in listening is a key of achieving proficiency in speaking. Not surprisingly, listening has a critical priority among the four skill areas for language students. Having good mastery in listening skill is the fundamental for everybody to communicate in daily activity. Bozorgian (2012: 2) claims that listening skill occupies almost 50% of our daily communication.

Listening plays an important role in language teaching. It means that teaching listening becomes an important task for English teachers to conduct in order to achieve the curriculum objective. Moreover, teaching listening also has attracted a greater level of interest in recent years than in the past. According to Richard (2008: 1), university entrance exams, school exams, and other examinations often include listening component.

It indicates that listening skill is one of main components of second language proficiency, and also reflects that if listening is not tested, teachers will not teach it. Listening is also an important part in determining the success of students in academic settings. They need good listening comprehension skill to help them in teaching and learning process. Daweesh (2014: 68) states that for success in academic setting, both instructors and students should acknowledge the importance of listening comprehension. Especially for Senior High School students, having good listening comprehension can help the students understand about the material and get so much new information. As a result, having good listening comprehension skill will improve students' learning achievement.

For many students, listening is a difficult skill to improve because in listening, students have to pay much attention, they have to concentrate, and sometimes they feel asleep. It also needs a quiet situation without any noise to do because when there are a lot of noise, listening in English will be hard to do (Faridah, 2014: 2). Thus, students have a limited vocabulary. The speaker may choose words the students do not know. Students sometimes encounter an

unknown word which may cause them to stop and think about the meaning of that word and thus cause them to miss the next part of the speech. In relation, Malkawi (2010: 773) explained that there are three listening problems that Senior High School students usually face in listening comprehension. 1) speech speed; 2) limited knowledge of vocabulary and structure of sentences; 3) limited knowledge of topic in question. The problems above happen because the students did not aware about strategy when they are learning listening.

Learning style becomes one of strategies of that students have to know because it will help them to comprehend listening easily. Moreover, there are many teachers who do not pay attention to learning styles of their students and many students also do not pay attention to their own learning style whereas knowing it can help them to learn listening easily. According to Chiya (2003: 27), teachers should consider students' learning styles for their successful learning. When teachers are aware of the importance of learning styles, they can provide a good map to their students.

In SMA 3 Boyolali students admit learning English listening is difficult and many students find it difficult to understand English conversations especially the lack of vocabulary mastered by students and also the sentences that are spoken are too long and are spoken quickly. Therefore, students of SMA N 3 Boyolali are required to familiarize themselves with English, whether at school or at home. Usually learning English listening begins with playing English songs or by playing movies without subtitles, this is very useful for training students in listening and testing their listening achievement sensitivity. Music and film are entertainment that can be used as English listening learning material as a variation of learning English in order the students do not feel boring in following the learning process.

Listening is crucial important in learning language. It is the first skill to be taught in the class. The students have to understand what the other says before they try to replay it. Furthermore, it is one of two skills, which is given in National Final Examination or in Indonesian it is called *Ujian Akhir*

Nasional (UAN) besides reading. Rost (2001) in Richard (2005: 238) points out that listening is vital in language classroom because it provides input for the learners. Without understanding input at the right level, any learning simply cannot begin. Brown (1994:238) explained that the importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. Listening is thus fundamental in speaking.

It is not easy for teachers to accommodate different learning styles unless their students develop the ability to shift learning styles according to the activity. Recognizing the weaknesses of their own styles and the strengths of the learning styles is important for the students in order to be effective learners (Chiya, 2003: 6). It is also supported by Coffield, Moseley, Hall and Ecclestone (2004: 2) that states that the students will be more motivated to learn by knowing more about their own strength and weaknesses as learners, in response to individuals' strength and weaknesses, retention and achievement rates in formal programs are likely to rise and 'learning to learn' skills may provide a foundation for lifelong learning. In relation, Pritchard (2009: 42) states each individual will adopt an approach to learning with which they are most comfortable and in doing so leave behind the approaches with which they are less comfortable. It is helpful for learners if they are aware of their own particular learning preferences in order that they can use an appropriate learning style to suit the particular learning that is being undertaken, and take opportunities to improve their potential for learning when faced with a learning activity that might steer them towards one of their 'weaker' – or at least one of their less favoured – styles.

Rivers (1966) in Hasyuni (2006: 8) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create a significance. Listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery.

Furthermore, to make themselves become easy to more understand and interested in English, especially listening, the eleventh grade students of SMA N 3 Boyolali applied strategies to develop their listening skills. The process of applying listening strategies by students is created to be more effective and efficient. In addition, based on formal interview with the English teacher of the eleventh grade at SMA N 3 Boyolali, it was found that the teacher gave freedom for the students to choose their own learning style in developing their listening skill. As a result, students have various learning style or strategy in developing their listening comprehension. In this case, the achievement of listening comprehension of the students may depend on their own way or strategy in learning listening.

Based on the preliminary observation conducted by the researcher at SMA N 3 Boyolali on June 20, 2019, the researcher decided to conduct a research on the learning strategy applied by students of the eleventh grade of SMA N 3 Boyolali in developing their listening skill. Therefore, this research entitled" **Strategies Applied by Students in Developing Their Listening Skill in the Eleventh Grade of SMA N 3 Boyolali**".

B. Limitation of the Study

In order to limit the discussion of the research, the researcher only focuses on to analyze the strategies applied by the eleventh grade students of SMA N 3 Boyolali in developing their listening skill. Besides, this research also tries to find out the difficulties faced the students of the eleventh grade in developing their listening skill.

C. Problem Statement

Based on the problems of the research, then, the researcher proposes the following research problems.

1. What strategies are applied by the students of the eleventh grade of SMA N 3 Boyolali in developing their listening skill?

2. What are the difficulties faced by the students of the eleventh grade of SMA N 3 Boyolali in developing their listening skill?
3. How the students of the eleventh grade of SMA N 3 Boyolali face their difficulties in developing their listening skill?

D. Objective of the Study

Based on the problem statements, the research objectives are to describe:

1. the strategies applied by the students of the eleventh grade of SMA N 3 Boyolali in developing their listening skill.
2. the difficulties faced by the students of the eleventh grade of SMA N 3 Boyolali in developing their listening skill.
3. the problem solving of the students of the eleventh grade of SMA N 3 Boyolali to face their difficulties in developing their listening skill.

E. Significance of the Study

The outcomes of this research is expected to give some contributions to other parties. Therefore, the significance of this research is divided into theoretical and practical, as follows:

1. Theoretical Significance

- a. The result of this research can be used as a reference regarding the strategies for developing the listening skill of students at SMA N 3 Boyolali.
- b. The result of this research can give some inputs about the appropriate strategies for developing the listening skill at SMA N 3 Boyolali and the related grade students.

2. Practical Significance

- a. This research can be useful for the students to find the appropriate strategy in learning and developing their listening skill. Besides, the result of this research is hopefully able to help the students to face the difficulties experienced in learning the listening skill.

- b. This research can give understanding to the teachers to be able to encourage students to choose their own style or strategy in learning listening in order they can achieve the best result in listening comprehension.
- c. This research can give the readers extensive knowledge, particularly on the strategies applied by the senior high school students in developing the listening skill and the problem appear in learning the listening skill.

F. Research Paper Organization

In order to make the research easy to read, the researcher organizes the paper as follows:

Chapter I is Introduction. It consists of background of the study, problem statement, limitation of the study, objective of the study, significance of the study, and research paper organization.

Chapter II is Review of Related Literature. It consists of previous study, listening, listening comprehension, definition of listening comprehension, the importance of listening skill, listening problem, difficulty in listening, listening strategies, strategies of learner in developing listening skill.

Chapter III is research method. It discusses type and design of the study, subject of the study, data and data source, technique for collecting data, technique for analyzing data, and trustworthiness of the data.

Chapter IV is data analysis and discussion, then chapter V consists of conclusion and suggestion.