

CHAPTER I

INTRODUCTION

This study is about the technique used by the teacher in developing students listening skills at the second grade of SMA Negeri 2 Sukoharjo. This chapter is divided into six parts, namely background of the study, limitation of the study, research question, objectives of the study, significance of the study and research paper organization.

A. Background of the Study

A language is an important tool of communication for every human in this world. Humans have a variety of languages that all have their language for the country; one of them is the English language. English is an international language used by all humans to communicate with each other in a different country. It means that this language is an important requirement in international communication.

In Indonesia, many people learn the English language in formal and informal schools. According to Danim, Sudarwan (2011 : 101) teachers are educators, who become leaders, role models, and identification for students, and their environment, then the teacher is an important element in learning activities. It can be proved by all school give the students a study of English in formal school and many courses of English language in informal to improve student skill in the English language. Learning English is not easy at all for an Indonesian student. They have been adapted to speak the first language since the children and they must learn pronunciation, vocabulary, structure. Listening, conversation, etc. to get the better skill of the English language.

Listening is the first step for the students when they want to understand language, particularly English. It is a receptive skill and very important skill in the foreign language classroom because it provides input for the learners; by listening the students can produce language such as speaking and writing by the vocabulary that they obtain from listening. For most people, being able to

claim knowledge of a foreign language means being able to speak and listen in that language (Ricahrd & Renandya, 2002 : 51).

Listening skill is one of the fourth language skills in English besides reading, speaking, and writing. Listening ability is needed by the students for facing both local and national test of English tested in written form so that listening should be learned earlier since kindergarten until the higher education level. Listening is the activity of paying attention and trying to get meaning from something heard (Underwood, 1989 : 1). In receiving something, the listeners will hear the language produced by other people first, and he or she is going to respond to what they mean and their goals. The language learners will be successful if the language that they learn is the same as the communication that they used. That idea is supported by Littlewood (1981 : 3) who states learners do not only need the ability to understand the linguistic forms but also the ability to use the language in actual use.

Listening is often considered the most difficult skill. The learner cannot get the listening achievement which is the most important aspect of listening comprehension, especially in English. This is the duty of the teacher to solve the problem. They have to show the way how to comprehend listening, so the learners can understand the listening material given. Listening is a skill in a language that is applied to an English lesson, especially for senior high school. It is important as a language class of second grade. The students must have the highest ability in the language in any skill.

Teaching listening is one of the most difficult tasks for teachers. This is because successful listening skill is acquired over time and with lots of practice. It is frustrating for students because there are no rules like grammar teaching. This is not to say that there are not ways of improving listening skills; however, they are difficult to quantify.

Teaching listening often was done with various technologies, such as the use of a tape recorder, answering questions according to the text, rewriting songs, listening to television by watching the video movie clip or CD-Rom, listening to the radio, and using dictation, etc. The teacher attempt to use the

appropriate technique to make the students understand more about their lesson and they can use it for producing other skills in English such as speaking, reading, and writing.

This study is about the technique used by the teacher in developing listening skills in the second grade in SMA Negeri 2 Sukoharjo. This study is want to know the technique used by the English teacher to teach the listening section. Because, the students at SMA Negeri 2 Sukoharjo, especially in the second grade difficult to accept the material of the listening section because English is their second language, not the mother language. This study wants to know how the English teacher teaches listening for the second grade at SMA Negeri 2 Sukoharjo. This study also how difficult to teach listening for the second grade itself, because, in Indonesia, English is the second language. Listening to SMA Negeri 2 Sukoharjo, especially in the second grade just has one material. The listening material in that class is News Item. Because of that, this study wants to know the technique used by the English teacher to apply that material. Because of the listening material in the second grade just one, this study also wants to know the problem faced by the teacher. Before that, this study wants to know the technique used by the English teacher to teach the listening section.

The teachers have to know the whole material given to students. So teaching listening will be easier for students. But the teacher does not know the whole material and the students sometimes do not understand what the material those teachers have. The teacher should be delivered the material relates to students' capability, so the students can understand the material that the teachers taught.

The researcher is interested in chooses the title **“Technique Used by the Teacher in Developing Students’ Listening Skill at the Second Grade of SMA Negeri 2 Sukoharjo.”** Because many teachers do not teach them how to listen effectively in the school and do not use aid to improve students listening skills, even in language program classes, so there is a lack of listening comprehension.

B. Limitation of the Study

Based on the background of the study, the researcher focuses on how the difficulties the teacher faced in developing their listening skill. The English teacher speaks non-English because the background is the native language is not English. English teachers with English as a second language may find it difficult to comprehend aspects of learning, but the teacher itself must teach English especially in listening skills.

The limitation of the study is the English teacher at SMA Negeri 2 Sukoharjo who uses English as the second language.

C. Research Question

Based on the background of the study above, the researcher formulated the research problems as follows:

1. What are the techniques of teaching listening used by the teacher of the second grade of Language?
2. How does the teacher apply the technique?
3. What are the problems faced by the teacher in applying the technique for developing listening skill at the second grade of SMA Negeri 2 Sukoharjo?

D. Objective of the Study

In general, this study aims to describe the technique used by the teacher in developing students listening skill is: to know the technique from English teacher while teach listening at the second grade of Language at SMA Negeri 2 Sukoharjo and the problem faced by the English teacher while teach the listening skill at second grade of Language in SMA Negeri 2 Sukoharjo.

E. Significance of the Study

Based on the objectives of the study above the study gives theoretical and practical study benefits:

1. Theoretical Significance

This study hopefully can add the body of knowledge in the field of TEFL (Teaching of English as a Foreign Language).

2. Practical Significance

The practical benefits of this research are classified into three, namely: the readers, the teachers, and the writer.

a. The Readers

It will be useful for readers to know the technique of listening methods and drilling in developing listening skills.

b. The Teacher

It will be useful for the teacher because it can be known that the listening method and drilling are important in developing students listening skills.

c. The Researcher

The benefit for the researcher, it can be known that the listening method and drilling will have an impact on developing students listening skills.