CHAPTER I
INTRODUCTION

Chapter I of this research proposal presents such topic as background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of the key terms. Each section is presented as follows.

1.1 Background of the Study

Among the many vocational areas that make the world of English for specific purposes, that of English for tourism is one of the most attractive because all of us are tourists on countless occasions, bringing our own real experiences to the classrooms. Such a program, might, for example, emphasize the development of reading skills in students who are preparing for working in business administration; or it might promote the development of spoken skills in students who are studying English in order to become tourist guides.

Al-Khatib (2007), examined the communicative needs of tourism and banking personnel by shedding lights on their perceptions of needs, wants, lacks, and attitudes toward English in order to include what is needed and exclude what is deemed less important to them. It has been observed that the type of work plays a significant role in evaluating and using English. The most common reasons for communicating as a travel agency worker are found to be offering destination guides, writing and sending email and faxes, making on-line ticketing, browsing the internet, making online hotel
booking, etc. Travel agency users are found to be heavier users of English than their banking counter parts.

Teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning. The teachers’ understanding about learning will determine his or her understanding in teaching. The approach, the methods, and the techniques that used in the classroom depend on the teacher’s understanding in learning (Brown, 2000:7)

Listening skill develops faster than the other three skills and can affect reading and writing abilities in learning a new language (Vandergrift, 1997). According to Feyten in Marilyn et. al. (2012), in daily communication, people allot 45% of time on listening, 30% on speaking, 16% on reading, and only 9% on writing. The listening skill is not only a rule of language but also acquisition of second language skill (Vandergrift in Jou, 2010).

Listening is a highly refined skill which includes a number of different cognitive and affective mechanisms. It is not only the process of a unidirectional receiving of audible sounds but also a psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain, and an interactive process as the brain acts on the impulses (Brown, 2001). Listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language (Cameron, 2001). Sarıçoban (1999) states that listening is the ability to identify and understand what others are saying. Whether speech perception is active or passive, or a combination of both, Phillips in Sevik (2012) said
that listening tasks are extremely important in the primary school setting, providing a rich source of language data from which children begin to build up their own ideas of how the foreign language works. Listening is the initial stage in first and second language acquisition. According to Sharpe in Sevik (2012), the promotion of children’s speaking and listening skills lies at the heart of effective learning in all subjects of the primary curriculum. Linse in Sevik (2012) also considers the teaching of listening skills as foundational to the development of other language skills.

Successful listening can also be looked at in terms of the strategies the listener uses when listening. Tregoe and Zimmerman in Masifern & Vila (2002) define a strategy as a framework which guides those choices that determine the nature and direction of an organization. A focus on how to listen raises the issues of listening strategies. Strategies can be thought of as the ways in which a learner approaches and manages a task, and managing their listening. These activities seek to involve listeners actively in the process of listening.

Brown defines a learning strategy as how a person approaches a learning task (1994:104). It is the method whereby students perform the task of learning, the utilization of personal styles of learning. Buck (2001:104) identifies two kinds of strategies in listening: (1) Cognitive strategies: Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval; (2) Metacognitive strategies: Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies.
Teachers can build listening skills by asking students to focus on their reason for listening each time they listen. This is a form of strategy training. Strategies are clearly a way to ease the burden of listening and should be taught. One approach is to choose a number of selected strategies and to teach them repeatedly. The idea of knowing the purpose of listening is a very effective first strategy to teach because it helps students organize and reflect on their learning (Mally and Chamot in Brown, 2006:6). If students know why they are listening, they are more focused. Teachers can help students understand what they are hearing if they activate their prior knowledge, teach them (or remind them of) the words that are useful for the listening task, and tell them the purpose of their listening. All of these things lessen the considerable demands that listening makes on students (Brown, 2006:6).

A previous research, Rahma (2010) investigated “Study On The Students Learning Strategies In Listening Comprehension At English Department Of UMM”. In this study, the researcher wanted to know the kinds and the most dominant learning strategies used by students in listening comprehension at English department of UMM. The result of the research showed that the learning strategies used by students in listening comprehension at English department of UMM were cognitive strategies, metacognitive strategies, and socioaffective strategies. While the most dominant strategies used by students of listening comprehension at English department of UMM was cognitive strategies. While, in this research, the researcher would like to analyze the strategies used by teacher in teaching listening at SMKN 3 Malang.
SMKN 3 Malang is a vocational school in the field of tourism. With its strategic location, easily accessible and recognizable by the public, it is closer and blends with the community at large. The skill programs which are available at SMKN 3 Malang are: (1) Hotel Accommodation, (2) Food Service, (3) Clothing Boutiques, (4) Beauty Hair, (5) Beauty Skin, (6) Computer and Network Engineering. SMKN 3 Malang wants to realize the school as a center of education and training in the field of tourism which can generate self-employment at national and international levels.

So that is why, the researcher really interested in doing research about the strategies used by English teacher in teaching listening for first year students of SMKN 3 Malang.

1.2 Statement of the Problems

Based on the background of the study, the research problems are stated as follows.

1. What strategies does the English teacher use in teaching listening to the first year students of SMKN 3 Malang?

2. What problems does the English teacher face in using the strategies to teach listening to the first year students of SMKN 3 Malang?

3. How does the teacher solve the problems in using the strategies to teach listening to the first year students of SMKN 3 Malang?
1.3 Purpose of the Study

Based on the research questions above, the purpose of this study are to know:

1. The strategies used by the English teacher in teaching listening to the first year students of SMKN 3 Malang.
2. The problems faced by the English teacher in using the strategies to teach listening to the first year students of SMKN 3 Malang.
3. The way of the English teacher solves the problems in using the strategies to teach listening to the first year students of SMKN 3 Malang.

1.4 Significance of the Study

The result of this study is expected to give contribution to:

1. The English Teacher

The result of this study may give source information about the strategies in listening and main preparation to teach in order to get success in teaching learning process to their students. In this case, they can compare or adapt the appropriate strategies for their students. The English Teacher of SMKN 3 Malang in particular can use the result of this study as a feedback to improve their quality of teaching listening in applying the strategies.

2. The Students

By good and appropriate strategies, the students can improve their achievement after using those strategies. So they can minimize problems to study listening.
3. The Next Researchers

The next researchers are expected to research about the technique of teaching listening and students’ achievement in listening subject.

3.1 Scope and Limitation

The scope of this study is related to the strategies used in teaching listening at SMKN 3 Malang. In order that this research is more effective, so the writer limits the study only on the teacher who teaches in first year students at SMKN 3 Malang.

3.2 Definition of the key term

1. Teaching: guiding and facilitating learning, enabling the learners to learn and setting the condition for learning. The teachers’ understanding about learning will determine his or her understanding in teaching. The approach, the methods, and the techniques that used in the classroom depend on the teacher’s understanding in learning (Brown, 2000:7).

2. Strategy: the smallest set of (intended or actual) choices and decisions sufficient to guide all other choices and decisions’ (or, more concisely, the ‘smallest set of choices to guide all other choices’). Strategy thus provides each decision maker with just enough of the full picture to ensure consistency (Steen, 2012:2).

3. Listening: a highly refined skill which includes a number of different cognitive and affective mechanisms. It is not only the process of a
unidirectional receiving of audible sounds but also a psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain, and an interactive process as the brain acts on the impulses (Brown, 2001).

4. Teaching Listening: proposes principles for designing listening techniques should relevant to listening principles, comprise both bottom-up and top-down process, develop authentic language and contexts, intrinsically motivating and encourage listening strategies development (Brown, 2001).