CHAPTER I

INTRODUCTION

This chapter addresses background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

English is a foreign language which has an important part for Indonesian students to learn. English subject usually can be found in formal education especially in the school. Further, Indonesian students take an English course as a non-formal education to learn more or to practice their English.

Eskelinen (2007:3) state:

Formal education is a learning typically provided by an education or training institution, structured (in terms of objectives, learning time, or learning support) and leading to certification. Besides, non-formal education is a learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support).

In other words, students can get some knowledge about English in the same way but in the different institution.

In formal education, for instance in school, students are encouraged to learn English, to make students know and fluent in English. Students also have to reach a high score of it because their score will be included in the value of certification. In non-formal education, especially in English course, students learn more or to add some knowledge about English which is usually not taught by the teacher in school. It is to train and make them more proficient in English. They do not have
to try hard to get a high score because English course usually to trains students to make them more fluent in English.

At the age of 10-14, children have started to enter a period of study in Junior High School, when they already have learned the basic lessons in the elementary school, such as general subjects and additional subjects.

At this time, the process of learning English in Junior High School either in formal education or non-formal education has been introduced some skills of English that have to be mastered. There are speaking, listening, reading, and writing. Every skill has its own goal. To reach the goal, a teacher must have some interesting techniques which could be used to make students more interested in studying English and to make them brave to apply their English.

The big problem faced by most of Indonesian students is they might understand English when they read, but sometimes they do not understand when they listen something in English, especially when native speaker speaks. Listening is one of the important skills to study because if they do not understand what people say, definitely they cannot respond to what the speaker talks about.

Brown (2001) states :

Listening is a psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. Listening has an important role in communication because listening is a way of students understand the information and it also helps them practice pronunciation correctly.

This theory is coherent with a theory from Vandergrift (1999 : 168), stated :

Listening comprehension is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and making use of all the skills mentioned above interpreting the utterance within the socio-cultural context.
The students’ problems in listening comprehension need to be solved by selecting appropriate techniques. By using an appropriate technique, the learners will enjoy the class, get the point of the material easily, and be glad to learn English. The English teacher also has to choose the right techniques to help the students learn more about listening comprehension.

Lestari (2010) shows 6 kinds of teaching techniques used by the teacher. Those are question and answer, guessing, whispering, dictation, songs and identification topic sentences. Further, the students are very concentrated and give attention toward the techniques that the teacher uses.

Based on the study above, the researcher wants to investigate the teaching techniques used by the teachers in teaching listening at SMP Nasional KPS Balikpapan. The title of this research is “A Study of Teaching Techniques Used by The English Teacher in Teaching Listening at The Second Year of SMP Nasional KPS Balikpapan.”

1.2 Statement of the Problems

The problems of this study are formulated as follows:

1. What kinds of teaching techniques does the teacher use in teaching listening at the second year of SMP Nasional KPS Balikpapan?

2. What are the problems faced by the teacher in teaching listening at the second year of SMP Nasional KPS Balikpapan?

3. How does the teacher overcome the problems in teaching listening at the second year of SMP Nasional KPS?
1.3 Purposes of the Study

Related of the statement problems, the purposes of this study are stated as follows:

1. To describe the kinds of teaching techniques used by the teacher in teaching listening at the second year of SMP Nasional KPS Balikpapan.

2. To find the problems that appear faced by the teacher in teaching listening at the second year of SMP Nasional KPS Balikpapan.

3. To describe the effort to overcome the problems in teaching listening at the second year of SMP Nasional KPS Balikpapan.

1.4 Significance of the Study

This study is conducted with the expectation that the result will give significant contribution to English teachers and the students in teaching and learning process.

For English teachers, this study can give some informations about teaching techniques in listening to improve students’ ability in listening. In this case, English teachers can compare and select the appropriate techniques for teaching, by knowing the strengths and the weaknesses of the techniques.

For students, this study will help the students improve their achievement and their ability by an appropriate technique. Therefore, they can minimize their problems in listening comprehension.

1.5 Scope and Limitation

With regard to background of the study, this research is related to the techniques for teaching listening and the problems faced by the teacher in
applying those techniques. The limitation of this study focuses on English teacher at the second year of SMP Nasional KPS Balikpapan.

1.6 Definition of the Key Terms

Some key terms used in this study. They are follows:

1. Teaching is defined as showing or helping someone to learn or to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand, (Brown : 2000 ; 7)

2. Technique is defined as any of a wide variety of exercises, activities, or tasks, used in the language classroom for realizing lesson objectives, ( Brown : 2000 ; 16 )

3. Listening is defined as ability to identify and understand what others are saying which involves understanding the speaker’s accent or pronounciation, the speaker’s grammar and vocabulary, and grasping the speaker’s meaning, (Saricoban : 1999)