CHAPTER I
INTRODUCTION

This chapter provides some points of discussion such as: background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation, and definition of key terms. Each section is presented as follows:

1.1 The Background of the Study

People need language to communicate with others in their daily activities. An individual may be able to communicate with others using more than one language. In this globalization era, many people are able to speak foreign language, especially English. English is an international language that is used by people in the world from different countries to communicate each other. Accordingly, as a developing country, Indonesia includes English in education curriculum (Depdiknas, 2004). There has been English subject from elementary until university. Even in certain kindergarten, English has been taught.

In learning English, there are four skills to be mastered. They are reading, listening, speaking, and writing. Each skill has different objective that has to be achieved in order to master English language. First, reading skill focuses on the student’s ability in understanding and comprehending reading passage. Second, listening skill focuses that the students have to understand oral texts both from direct conversation and cassettes. Third, speaking skill requires the students to
produce English orally. The last, writing skill requires the students to arrange the word to be a sentence, and then sentence to be a paragraph.

One aspect that is very important in learning English is listening. Practically, learning listening is not as easy as we think. Many people are often misunderstood by what their opposite speaker said. Apart from the perception that listening activity is quite boring, it is quite difficult to comprehend the spoken language which has different accent or dialect. According to Brown (2001: 249), Listening is a psychomotor process of receiving sounds waves through the ear and transmitting nerve impulses to the brain. Therefore, listening has an important role in communication because listening is a way of the students to understand the information and it also helps them to practice pronunciation correctly. The students are able to understand English text better than to comprehend conversations because they have problems in listening. If they do not understand what they hear, there will be misunderstanding.

According to Cameron (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. In this case, being a good listener is not easy. The listeners have to understand clear meaning and understand the spoken said.

The success of teaching listening in the classroom demands the effective use of certain technique. Using techniques in teaching English is important because it gives a motivation to the students to learn English more actively and effectively. Providing various techniques in every meeting makes the students more enthusiastic to master English. According to Brown (2000:171), technique is any
of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives. Accordingly, technique cannot be separated from teachers in language classroom, and by using various techniques, English teachers can use many ways to teach listening, in order to make teaching listening much easier.

A previous research, conducted by Herlina (2007), investigated "A study on the teaching technique used by the teacher in teaching listening of the first year students at SMUN 2 Pamekasan". Her study showed that 72% students gave positive responses toward the techniques used by the teacher in teaching listening using word repetition, dictation, keyword identification, summary, question and answer, and sentence completion techniques. While 28% students gave negative responses. Another finding was stated by Lestari (2010) in her research that the techniques used by English teacher in teaching listening at SMA Muhammadiyah 1 Malang were answering question, guessing, whispering, dictation, songs and identification topic sentences. The teacher combined the techniques in order that the students could easily understand the lesson that the teacher taught. Based on those research findings, the solution to improve students’s low English ability depends on how the teacher uses the techniques in teaching listening.

From the statement above it can be concluded the teaching technique in teaching listening is very important as a key of success in teaching and learning process. To make the students more active, the teacher must be creative to select a technique in teaching listening, and also the technique used by the teacher should improve the student’s skill. Compared to the other research, this research explores
more advantageous techniques in teaching listening and it focuses on the beginner level students who are the second graders of SMPN 1 Sempu. It is very important for the beginner level students because it will train their English and prepare their readiness to listen to more complex listening sections.

From the explanation above, the researcher wanted to investigate the teaching techniques used by the teacher and the problems faced by the teacher in applying the techniques in teaching listening for the second grade students of SMPN 1 Sempu. There are some reasons for choosing SMPN 1 Sempu as the object of this study. First, the researcher chose the second grade of SMPN 1 Sempu because learning listening is not easy and the second grade students are already taught basic listening. Therefore, they should master listening skill in order to make them easier in acquiring the knowledge from the teachers. Second, based on the preliminary interview conducted in early 2015 with the students and the teacher, it was known that the teacher used various techniques to make the students more enthusiastic and fun to master English especially listening. It is very important to know the technique of teaching listening used by the teacher. This study will give a contribution for the quality of teaching learning process.

1.2 The Statement of the Problems

1. What are kinds of techniques used by the teacher in teaching listening for the second grade students of SMPN 1 Sempu?

2. What are the problems faced by the teacher in applying those techniques in teaching listening for the second grade students of SMPN 1 Sempu?
3. What are the ways used by the teacher to cope with the problems?

1.3 Purpose of the study

According to the formulation of the statement of problem, this study aims to investigate:

1. The kinds of techniques are used by the teacher in teaching listening for the second grade students of SMPN 1 Sempu
2. The problems faced by the teacher in applying those techniques in teaching listening for the second grade students of SMPN 1 Sempu
3. The ways used by the teacher to cope with the problem.

1.4 The Significant of the Study

The writer expects that the result of this study will give contribution and information to:

1. English teacher of SMPN 1 Sempu
   
   The result of the study is projected to be beneficial for English teacher. It is expected that the result of this study may give source information about the techniques in listening and make preparation to teach in order to get success in teaching learning process to their students.

2. Students

   The students can improve their achievement after using those techniques. They can minimize problems to study listening comprehension.
3. Next researchers

For the next researcher, this study can be useful to provide teaching techniques for further research in the related subject.

1.5 Scope and Limitation

The scope of this study is the teaching technique of teaching listening. More specifically focus on the kinds of techniques are used by the teacher in teaching listening for the second grade students of SMPN 1 Sempu, the problems faced by the teacher in applying those techniques in teaching listening for the second grade students of SMPN 1 Sempu, and the ways used by the teacher to cope with the problem. This study is limited on second grade students of SMPN 1 Sempu.

1.6 Definition of key terms

*Teaching* is showing or helping someone to learn how to do something giving interaction, guiding in study of something providing with knowledge, causing to know and understand (Brown, 2000).

*Listening* is a complex active process of interpretation in which listeners match what they hear with what they already know (Vandergriff, 2008).

*Technique* is any wide variety of exercise, activities or task used in the language classroom for realizing lesson objectives (Brown, 2001).

*Teaching Technique* is the specific activity implemented in the classroom that is consistent with a method. Teaching technique is step or procedure of giving
instructions or presenting materials done by a teacher to the students in the teaching and learning process (Brown, 2001:14).