CHAPTER I
INTRODUCTION

To complement the information dealing with this study, chapter I is going to discuss about the introduction of this study. The writer presents: background of study, statements of the problems, purposes of the study, scope and limitation, and definition of key terms. Each definition is presented as follows.

1.1 Background of the Study

Language is a very important aspect for human life because it is a means of communication that can help people share ideas, wants, and anything else. Carol I (2008) stated that it is our most important tool in communicating our thoughts and feeling to each other. Nowadays English has spread widely all over the world because people are using English to communicate.

In Indonesia, English is one of subjects which is given in teaching and learning process. The Indonesian government decided to give English subject in every school because it can make students know, improve their knowledge about English, and it can be a tool to help student to become an advanced person who could speak English and interact in the globalitation era well. However, understanding English is not easy because English is a foreign language and it needs more concentration when the students learn. Teachers and students must cooperate during learning and teaching process so that the materials would be delivered well to the students.

Teaching English is done by English teacher in the school. English teacher must teach English skills to the students because as an English teacher, she/he has
the responsibility to introduce and give the student a basic understanding about English. Generally, in learning English there are four English skills that must be mastered by the students. According to Brown (2001:232) “...for almost six decades now research and practice in English language teaching has identified the ‘four skills’, that are Listening, Speaking, Reading, and Writing as of important paramount.” So the teacher have to understand those skills that will be taught to the students. Besides, the teacher also has to understand what listening, speaking, reading and writing are, because in each materials consisted of those four skills. Instance when the teacher teach about family, the material will be taught with listening and speaking skills.

In teaching and learning process, listening skill is one of the important language skills, because based on the priority of the four skills, listening skills are placed on the first place since listening is considered as the primary skill that should be learnt by students and listening is a way of the students to understand the information and also helps them practice pronunciation correctly.

Teaching listening skills is not conducted appropriately in some of Junior High Schools in Indonesia. In this case, there are two problems of teaching listening in schools, namely teaching listening materials and the facility of teaching listening problems. Rahmawati (2010) in her research, entitled “Developing Listening Materials for Eight Grade Students of SMP N 2 Panji Situbondo” was found that the problem of teaching listening is the materials. She said that there were two possibilities that might happened in teaching listening; there were no listening materials which available to use and the listening materials that used was not match the students’ competence level. There are six problems concerns to listening
material provision, namely (a) difficulty level of materials, (b) spoken features including rate of speech, (c) clarity of voice, (d) accents, (e) topics, and (f) modalities.

The second problem deals with the facilities to conduct listening classes. One of the facilities in conducting listening class is the language laboratory. Based on previous research; Syarifah (2009) entitled “A Study on The Media Used by Teacher in Teaching Listening to The Fisrt Year Student of SLTPN 1 Gapura Sumenep” describe that teacher faced three difficulties in teaching listening. First was related to the availability of the media, second was about cost of providing the media, and third was related to teacher made the media itself. She added that because the availability of the media was limited, the teacher should be creative to made their own media but, the teacher did not have ability to make the media that suitable for the students. However, there were many schools in Indonesia which did not have laboratory or the language laboratory did not work well. The data from Pusat Statistik Pendidikan shows that from 12.644 Junior High Schools in Indonesia, there are only 2.254 schools that have language laboratories. Many teachers argue that the lack of facilities make the teaching listening skills did not delivered well to the students.

1.2 Problems of the Study

From the background of the study stated, the problems can be formulated as follows:

1. What are the problems faced by English teacher of SMP N 11 Malang in teaching listening?
2. What are the alternative solutions to overcome the problem faced by English teacher of SMP N 11 Malang in teaching listening?

1.3 Purposes of the Study

Based on the statement of problems above, this study is aimed at:

1. To identify the kind of problems faced by the English teacher of SMP N 11 Malang in teaching listening.
2. To identify the alternative solution given by the English teacher of SMP N 11 Malang to overcome the problem in teaching listening.

1.4 Significance of the Study

The significance of this study can be viewed from both theoretical and practical aspect, as describe below:

1. Theoretically, it is expected that this research can be use as a reference for English teacher in developing varieties way in teaching listening, also to provide some alternative solutions which can be applied by the teacher to maximize the effectiveness of teaching learning process of listening skill.
2. Practically, the writer is expected to give positive input to the teaching learning of English especially listening skill in SMPN 11 Malang. It is also hoped that the finding of this research will help the students get more interested and enjoy the learning English.
1.5 Scope and Limitation

The scope of this study is the problems faced by English teacher in teaching listening and the solution to handle the problems of teaching listening. Besides, the limitation of this study is focus only on the English teacher who teaches in the second grade students of SMP N 11 Malang.

1.6 Definition of Key Terms

To avoid misunderstanding, the key terms used in this study are defined as follows:

1. *Teaching* is guiding and facilitating learning, enabling the learners learn, and setting the situation for learning (Brown (1994:7).

2. *Problems* is a something that the teacher found in order to teaching listening because the students have no sufficient knowledge to follow the instructions.

3. *Listening* is an active process by which students receive, construct meaning form, and respond to spoken and or non verbal messages (Emmert, 1994).

This chapter has been explain the whole introduction which is consist of background of the study, statement of the problem, purpose of the study, significant of the study, scope and limitation and definition of key term. The explanation is helping the writer to present the following chapter about review of literature in this study.