

CHAPTER I

INTRODUCTION

A. Background of Study

English as a foreign language is very frequently learned. There are four skills that should be mastered when learning English. These skills are listening, speaking, reading and writing. From those four skills above, listening is the most difficult. Many students find listening to be one of the most difficult skills in English (Brown and Smith, 2007 : 2). Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to understanding of facts and ideas. Learning English as a foreign language is an integrated process the the learners may not ignore one or more aspect of four basic skills. One language skill should not be performed without another skill. It is imposible to speak without listening to the speaker and imposible to write without reading the sources (Harmer, 1991 : 52).

Listening is a communicative behavior, in which listeners try to construct a reasonable interpretation of a text for some communicative purposes. Listening is an active, purposeful process of making sense of what people hear (Nunan, 2003 : 24). Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time for listening, and students may receive as much as 90% their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability. Listening is the most important thing in a process of communication.

Such communication uses English language. If we have error when listen a word, then it will be misunderstanding between speaker and listener. It will makes listener confused or even it will make listener feel offended about what we say. Allah says in Az – Zumar verse 18 as follow :

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَئِكَ الَّذِينَ هَدَاهُمْ
اللَّهُ وَأُولَئِكَ هُمُ الْأَوْلَاءُ لِلَّهِ

The verse explains the characteristics of sensible people who is willing to listen to a good thing and was able to follow it. Listening is the main thing in doing goodness. This is the greatest argumentation of Qur'an to fresh that listening is important aspect in our life.

Listening is another critical and important part of communication. Listening is a receptive skill that requires a listener to receive and understand incoming information (Nunan, 2003 : 24). In the other words, listening is the process to understand what people hear. Therefore, if listeners want to get the main point of what the speaker said, they should be active when they are listening rather than only listening. By studying listening skill, people can improve their English better than before. Listening has also a role in speaking, because people will be able to give response after they listen to a speaker.

In teaching English especially listening, teachers must be able to make their learners understand the lessons easily. Because from four skills , listening is the most difficult skills. . Learners need to be able recognise paralinguistics

clues (intonation to translate mood and meaning), specific information (times, platform numbers. etc), and general understanding (a story or a conversation) (Harmer, 2007 : 135). That is why Brown and Smith said that many students find listening to be one of the most difficult skills in English (2007 : 2). For that, teachers have to have a competence in choosing one of another good teaching techniques and teaching media. At this rate process of teaching and learning will be more interesting and motivating students to learn more. Existence of those are really needed to advocate teacher's duties in doing so.

Related to the above issues, then English Language as a foreign language should be also examined how order can be learned easily by students as they study the mother tongue when still a child in which the skills of listening is a skill they first did. The skills of listening is a skill that is most commonly used in everyday life (Burely-Allen, 1995). Burely further claimed that over 40% of our everyday communications focused on listening, 35% for speaking, 16% for reading, and only 9% for writing. Nunan (1997) stress that 50% of the time spent by students in the learning of foreign languages well spent for listening. Thus, listening is a pretty important role in foreign language learning.

At IAIN Antasari Banjarmasin, there are 3 subjects of listening class that must be finished by students, they are basic listening, intermediate listening and advance listening. Intermediate listening class is the class listening taken by students after they successfully through basic listening class and the class before they take advanced listening class. Some of the things that attracted the attention of researcher in this class is media for learning used only LCD/Projector, Laptop,

Screen, speakers and Audio File to play the recorded learning, so that students quickly bored and tired in the study. Whereas for listening skills have a lot of softwares that gives a more interesting learning variation.

From pre-interview and pre-observation that was held by writer to lecturer and students in intermediate listening class B and D on February 2016 got the data that several students still feel difficulty in learning listening of English and a little bit bored about the media that usually used to improve their listening skills. This is evidenced from the observations and interview of the writer who discovered there are students from 60 students who are now in intermediate class B and D that is still getting C and C+ scores when they were in basic listening class. This is because they feel it difficult to understand the words in English, with the result that making them less able to master the vocabulary that was heard. They said they don't know the meaning of the lessons learned, it also affected the conventional teaching, without using a variation of the model a more creative learning, so that students quickly bored and tired of following lessons. Beside that from the interviews to several students they said get bored with the media that usually used in the class. Use of media is only about audio and video. There is no other media to practice their listening skills.

Smaldino dkk (2005 : 9) stated a medium (plural, media) is a means of communication and source of information. Derived from the Latin word meaning "between" the term refers to anything tha carries information between a source and a receiver (included video, television, diagram, written material, computer programs, and instructor). Based on the description above, researchers try to use

media of learning English in listening skills with *Rosetta Stone* because it has same characteristics of media with what Smaldino dkk said and hopefully students able to absorb the material taught, so that the problems above can be resolved, and they can learn actively, enthusiastically and easy to achieve the goal of learning.

Another reason the writer choosed *Rosetta Stone* because that media has never been used in the process of language learning English, especially for listening skills. In addition, *Rosetta Stone* has a complete feature in the form of images that are appropriate to the context of everyday life, the original voice of *native speakers*, the error correcting capability automatically and in accordance with the current developments are more likely to be familiar with computer-based multimedia technology. In English teaching media means to give an instructional to somebody regarding knowledge, skill, etc. We can say that teaching is giving an instruction to somebody regarding knowledge, skill etc (Hornby, 1987 : 886 cited Khatimah, 2012 : 6). Therefore, writer hopes to use the media, students are expected to absorb the material taught properly, so that the results obtained will be a maximum learning.

To strength this research, writer found previous study written by Winarty (2009) at UPI (University of Indonesia Education) in Japanese Department, entitled “Multimedia dan Pembelajaran Kalimar Dasar “-Te Imasu” Menggunakan *Software The Rosetta Stone*”. The method that used is descriptive research. The research design used was *Pre-Experimental Design*. His research using *One Shoot Models*, namely the research method that uses one time data collection at the time only. Classes that serve as the sample is 12 students of

International Language Institute. The instruments used are questionnaire and test. There are two times of tests, pretest and posttest. Based on the results of the analysis of the test data, $t_{count} = 11.88$; with a $t_{table} = 1\% = 2.72$, this means $t_{count} (6.9) > t_{table} (2.72)$, so the results are significant. Therefore, multimedia in learning basic level, sentence, *-Te Imasu* using the rosetta stone software is quite effective in learning patterns of sentences – *Te Imasu*.

Based on the explanation above, writer is interested in conducting a research about “**The Effectiveness of Rosetta Stone (The Language Learning Software) in Improving Students’ Listening Skills**” by focussing in knowing effectiveness of Rosetta Stone in improving students’ listening skills and their response.

B. Statement of Problem

By conducting this research, the writer wants to investigate some problems which are followed as follow :

1. How is the effectiveness of using multimedia Rosetta Stone in improving students’ listening skills ?
2. How is the students’ response toward using of Rosetta Stone in learning listening ?

C. Limitation of Study

To make problems are cleared and not widespread, the writer limited the problems till the results of students’ learning listening using Rosetta Stone and their responses toward using it.

D. Objective of Study

1. To find out the effectiveness of Rosetta Stone against the improvement of students listening skills.
2. To find out students' response to Rosetta Stone as a multimedia of learning to improve their listening skill.

E. Significance of Study

The results of this study are expected to provide good benefits that are practical as well as theoretical, among others, as follows :

1. Theoretically : this research is expected to deliver knowledge if there is an improvement in the skills of listening against Rosetta Stone before and after used as learning listening.
2. Practically :
 - a. College: this research provides good benefits on college to add variations of the media learning especially in listening course in English Department.
 - b. For Lecturer: this research is expected to encourage lecturer to develop models and learning media is more effective and efficient, so that it can improve student learning outcomes.
 - c. For Researchers: this research is very useful as a reference to improve further research.

F. Definitions of Key Terms

To avoid misinterpretation and misunderstanding to this research, the writer feels necessary to explain some terms dealing with the title as follows :

1. Effectiveness in this research, it means the writer want to know if there is an improvement after using Rosetta Stone towards students' listening skills. It was taken from pre – test and post test.
2. Rosetta Stone is multimedia (software in laptop) that will be used by students to practice their listening skills. It uses images, text, and sound to teach words and grammar by spaced repetition, without translation.
3. Listening skills in this research means skills of students in listening, introducing, and interpreting oral signs.
4. Students are intermediate listening class students in class B and D of middle level class of listening subject in English Department at IAIN Antasari Banjarmasin academic year 2014/2015. Students take this class after they take basic listening class and before they take advanced listening class.