

CHAPTER I

INTRODUCTION

This chapter presents background of study, research question, objective of study, hypothesis, significance of study, and definition of key terms.

A. Background Study

As an international language, English has an important role as a means of communication in transferring and gaining knowledge, information, science, technology, art and culture and maintaining international relationship. Because of its importance, English is included as a subject in the school. In the teaching and learning process of English, there are four macro skills which are taught to the students, namely: speaking, listening, writing, and reading. Those are the basic skills which are taught to and learnt by students.

Teaching is a process carried by the teacher in the classroom, which is intended to transfer the knowledge and skill to the students. In teaching of a language, the skills can be in listening, speaking, reading and writing. Penny Ur (1997: 20) stated that “Teaching is an active to help, to guide, and to direct someone to get positive skill, idea, attitude and knowledge”. During the teaching learning process, the teacher and the learner interact in order to create a supporting atmosphere.

Listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and

listening comprehension are synonymous. “The view of listening is based the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse” (Richard, Jack.C, 2008:3).

In the Quran Surah Az -Zumar verse 18:

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَئِكَ الَّذِينَ هَدَاهُمُ
اللَّهُ وَأُولَئِكَ هُمُ أُولُو الْأَلْبَابِ

“Those who listen to the Word (good advice La ilaha ill Allah (none has the right to be worshipped but Allah) and Islamic Monotheism) and follow the best there of (worship Allah alone, repent to him and avoid Taghut) those are (the one) whom Allah has guided and those are men of understanding.”

As Rost (1994:107) points out, of the four language skills; speaking, listening, reading and writing. Listening is the most critical for language learning at the beginning stages. Large amounts of listening practice before speaking or reading may prepare the learner to acquire a second language with a greater efficiency than if she/he was taught all the skills simultaneously. In fact, listening is the most frequently used language skill in everyday life.

Actually, people in general listen twice as much as they speak four times as much as we read, and five times as much as we write. Listening is a highly integrative skill. Listening is assuming greater and greater importance in foreign language classrooms.

According to Buck (2001) “The abilities to listen involve recognizing the sound, applying sufficient context, and memory”. These abilities are regarded as the important keys which are initially employed by listeners, mainly foreign language learners to assist them in attaining meaning from particular spoken language. Thus, it is obviously essential that listening skill should be developed and taught as they learn the language.

Byrne (1986: 13) considered listening as an active process, he added that when one listens to his mother tongue, understanding normally seems effortless because the experience of the spoken language is enormous. He mentioned that when going back to the time when one was born, she/he was exposed to quantities of language and different speakers, and variety of topics. Because of that experience the listeners can easily identify the message, phonological and grammatical patterns, as well lexical items.

Secondly, the experience of language caused the awareness of all factors that help to predicate what is likely come next. Thirdly, because there are a number of contextual clues to help the teacher in listening comprehension to know about the participants, the setting, the topic and the purpose. Not all listening situations, are easy, especially when one can not see the speaker(s) particularly facial expression, for example, as on the telephone it required more than concentration to understand the topic. He added that the length of time of listening without participating may cause memory problems.

To avoid this problem, the writer suggested two ways of responding; firstly, interacting by which the listener participates as a speaker in a conversation or discussion. Secondly, reacting that is the listener does or says something as a result of what she/he has heard.

Teaching students is focused on an activity based approach to teaching young learners. It examines the educational and linguistic needs appropriate of classroom method. One of the interesting methods in teaching listening is applying storytelling.

“Storytelling is a useful short activity for the end of a lesson, perhaps, or midlesson to provide a change of mood” (Scrivener 1994: 173). The story can be of a real event or it can be made up, it is often a part of our everyday conversations. Later story teller becomes the community entertainer by combining their stories with poetry, music, and dance.

The Holy reference for Muslims, Quran, asks Muslims to listen carefully and to comprehend to whatever they listen to. Storytelling technique is believed to be one of the entertaining techniques that can be used with learners in order to develop their listening comprehension sub-skills.

As it is mentioned in the Holy reference for Muslims, the Holy Quran, Yusuf versi 111.

لَقَدْ كَانَ فِي قَصَصِهِمْ عِبْرَةٌ لِأُولَى الْأَلْبَابِ ۗ مَا كَانَ حَدِيثًا يُفْتَرَىٰ وَلَٰكِن تَصْدِيقَ الَّذِي بَيْنَ يَدَيْهِ وَتَفْصِيلَ كُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً لِّقَوْمٍ يُؤْمِنُونَ

“ Assuredly, in their narrative is a lesson for men of understanding. It is not a thing that has been forged, but a fulfillment of that which is before it and a detail exposition of all things, and a guidance and a mercy to people who believe”

Regarding the verse of the Holy Quran, one can recommend storytelling technique to be used as one means to enhance learning and develop knowledge. The Holy Quran urges Muslims to get benefits and lessons from others either prophets or normal people.

"Storytelling is a task shared by storyteller and story listeners, it is the interaction of the two that makes a story come to life" (Baker and Greene,1985:28). The writer emphasized that the story has its own components; storyteller, story listener and a topic, and most of the stories are taken from real life. Stories paint word pictures and use the sound and rhythm and repetition of words. In developing and learning a story concentrate on its visual and audio aspects: either assemble it into a series of visual pictures like a filmstrip, or consciously absorb the rhythm and arrangement of the sounds of the words. (Baker and Greene ,1985:28)

When student hear stories which told by teacher they will get information. The story should be suitable for students and improve their listening skill in learning foreign language. However, as an English teacher must help the students cope with their difficulties by giving motivation and more creative in teaching especially in teaching listening. They can apply

interesting method; use many kinds of medium, playing games and give positive advice about learning for students. Hopefully, storytelling can assist students to improve their listening skill.

Usually, most of students like story. It can make them enjoyable and fun not only in real life but also in teaching learning process means. Story telling can helps them to play their imagination based on the word and picture. It is also make students be active in the classroom, they supposition what is the part of story. Teaching English by applying storytelling has the good result, because it can improve students listening skills.

It can be valuable for children in their daily life to improve their language comprehension. In spite of, teacher gets difficulties in integrating storytelling into classroom. Because, most of students who do not like English, because they feel sleepy, bored, confuse, stress and frustrated when the teacher told the story. And the reason for teacher using storytelling in listening skill, because teacher have problems such as a shortage of the skill for join stories into foreign language.

Based on the clarification above, the researcher tries to combine the lesson in the classroom which is boring with the method storytelling which interest students. That is the reason why the researcher has chosen the title of thesis **"The Effectiveness of Storytelling on Students' Listening Comprehension (at Language Development Unit Antasari State Islamic University at Banjarmasin)"**

B. Research Question

Based on the background above, the researcher formulates the problem as follow:

Is there any significant effect of the storytelling for students' listening comprehension of Language Development Unit Antasari State Islamic University at Banjarmasin?

C. Objective of Study

Based on the statement of problem, the objective of the study is:

To find out significant effect of the storytelling on students' listening of Language Development Unit Antasari State Islamic University.

D. Hypothesis

The hypothesis is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and proved. Because the hypothesis was the provisional answer, it was carried out by investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted or not received.

The hypothesis of this research is that the used of storytelling as media in improving students' listening comprehension.

H₀ : There is no significant result of students' listening after treated by storytelling on students' listening comprehension in Language Development Unit Antasari State Islamic University at Banjarmasin.

Ha : There is no significant result of students' listening after treated by stoytelling on students' listening comrehession in Language Development Unit Antasari State Islamic University at Banjarmasin.

E. Significance of The Study

The result of this research is expected to give a valuable contribution to :

1. Enriching the writer's knowledge and experience in this specific research.
2. The author hopes that this research can be useful for readers, especially to students of English Department or those who are interested in teaching listening.
3. Provide information and knowledge of teaching in listening skills.
4. For the teacher : The positive result of this research can support the English teacher to apply this method in teaching listening, and teacher can change their method especially in teaching listening skill and use the methods to make the students enjoy and relax in teaching learning process and teacher are not confused anymore in choosing the appropriate technique to the students.
5. For the students : This research can support the student can improve listening skills. Teaching listening using storytelling can make students enjoy and relax in teaching learning process, because with this method the students can improve their listening skill with catch the message

from teacher and imagination about story. So it can make easy to the students to improve their listening skill.

F. Definition Key Term

Improve avoiding some incorrect interpretation on this research title, the writer wants to clarify and explain the term used :

1. The Effectiveness the extent to which an activity fulfils its intended purpose or function or the effectiveness of learning which is whether the learning is effective to be used in the learning process.
2. Storytelling is to retell the story having read or heard by using the storytellers' own words based on their understanding about the story. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation, and to instill moral values. Crucial elements of stories and storytelling include plot, characters, and narrative point of view.
3. Listening is our understanding in hearing English. either directly or through media such as music or films. listening is an important material in English because we must be able to know what people are saying to us.