

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning language is very important, because it is one of the important communication instruments for human beings. By using language, people can easily express ideas, thoughts and feelings to others. Besides that, people use language not for communication only, but also for developing science and technology particularly in this globalization era.

Learning is one of the primary activities of students in the classroom. Good classroom atmosphere and appropriate method can guide the students to learn effectively. To accomplish such condition, teachers must create various types and attractive methods for the class.

God creates many nations and tribes around the world that have many differences in every aspect of life, one of them is language. In holy Quran (Al-Hujurat:13), Allah says:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ١٣

There are many languages in the world, one of them is English. English as a foreign language is very frequently learned. In learning English, there are four skills that should be developed and mastered by the learners. The skills are: listening, speaking, reading, and writing.

Among the four skills above, listening is more difficult than others. Brown and Smith stated that: "Many students find listening to be one of the most difficult

skill in English”(Smith, 2007). Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to understanding of facts and ideas. But listening takes attention or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of thoughts upon one particular problem. A person who incorporates listening with concentration is actively listening to details at anytime. Listening is a hard work, and deserves to more analysis and support.

Children always learn from listening. When adult, they can give more attention with what they hear. They will think about anything from listening process and understand what they should do.

Allah the Almighty states in the Holy Quran surah Al-‘Araf:204

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ ٢٠٤

Listening is the first skill and has been viewed as primary vehicle for language acquisition process to know and understand the meaning of something we hear. It relates to the revelation of the God in Holy Quran surah Thaha 12-13, as follow:

إِنِّي أَنَا رَبُّكَ فَاخْلَعْ نَعْلَيْكَ إِنَّكَ بِالْوَادِ الْمُقَدَّسِ طُوًى ١٢ وَأَنَا آخَرْتُكَ فَاسْتَمِعْ لِمَا يُوحَىٰ ١٣

The above verse indicates that to know, understand, and get the point of something or sound that human hear, is not only through a hearing process, but also through a listening process.

Listening skill is really needed by students in order they can accept anything that the teacher taught. By listening, students can get much information

around them. Listening is the first skill that the students do in learning language. When the students learn English, it is necessary for them to listen to everything that the teacher explains.

Listening is an active, purposeful process of making sense of what people hear (Nunan, 2003). Listening is the absorption of the meanings of words and sentences by brain. It is a skill in a sense that it is a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds.

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping thus meaning (Howatt & Dakin, 1974). An important skill for students is listening for gist (general understanding) without getting hung up on the meaning of every single word. In listening the students should be active because listening is the purposeful process to make sense of spoken language. Listening is another critical and important part of communication.

Some students think that listening is one of the most difficult skills in English. Many students find those as some difficulties in listening. For the message in teaching listening material, it is more difficult to listen to a recording message than to read the same message on a piece of paper. In some cases, the listeners cannot predict what speakers are going to say, whether it is news on the radio, an interview's question, an everyday conversation, etc. the messages that were recorded on tape cannot be listened to at a slower speed. But, in conversation

someone can ask the speakers to repeat what they say in many times. The background noises on the recording and environmental noises can take the listeners mind off the content of listening passage. Unclear sounds resulting from poor-quality equipment also can interfere with the listener's comprehension.

One of the duties that to be conducted by teacher of English is teaching listening. As the receptive skill, listening is the ability to accurately receive messages in the communication process. Listening is the key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood.

Based on the writer's experience in teaching and learning English when PPL II, listening is quite difficult for students to master, especially for listening narrative genre. There are some problems faced by students in listening. For instance, the students sometimes could not hear the recording well. Too long audios make the students feel strange, discouraged and bored of what they are hearing. The students often find similar and unfamiliar words that make them confused. It is hard for them to understand words that they never hear before. Besides, they do not understand because they lack vocabulary and pronunciation. Some students of MTsN Banjar Selatan 1 have lack vocabularies in learning language. Sometimes they are not familiar with the spelling of words that they hear, so it is difficult for them to listen well.

Teaching listening is one of the most difficult task for any teacher. This is because successful listening skill are acquired over time and with lots of practice. It is frustrating for students because there are no rules like in grammar teaching.

Teacher becomes a facilitator, learning personal and social change by assisting the developing person at these points where help is requested. Teachers should have a set of exercises, task or other activities for the students in their classes. It is really beneficial and positive experience to try various activities because successful materials of the subject matter depend on the teacher's teaching.

For teachers, listening is one of the skills that is difficult to teach. Teachers have to prepare the media by themselves because of the lack of media provided. Teachers have to create interesting teaching and learning process and to encourage students' motivation to learn listening especially in teaching and learning narrative texts. Teaching listening is one of the most difficult task for any teacher. This is because successful listening skills are acquired over time and with lots of practice. While, teachers have difficulty to create variation in teaching listening.

That fact was found by the writer when practicing PPL 2 (Field Teaching Practice 2) at MTsN Banjar Selatan 1. Therefore, the writer is interested in conducting a research entitled: **TEACHING LISTENING COMPREHENSION OF NARRATIVE TEXTS AT MTsN BANJAR SELATAN 1 ACADEMIC YEARS 2014/2015**

B. Statement of Problem

After considering the fact and the reality in the background of the study, then the problem raising here is: "How does the teacher teach listening comprehension of narrative texts at MTsN Banjar Selatan 1 academic years 2014/2015?"

C. Objective of Study

Based on the statement of problem above, the main purpose of this research is to know how the teacher teach listening comprehension of narrative texts at MTsN Banjar Selatan 1 academic years 2014/2015.

D. Significance of the Research

1. The result of this research is expected to give contribution to teaching and learning of English especially to improve students' listening comprehension and give benefits generally, the teacher, the students, readers and also the writer.
2. For the teacher, it is expected that activities can be as references of the techniques in teaching listening, so the teacher can combine various activities to improve students' listening comprehension in order that students become interested in learning.
3. For the students, the writer hopes it can motivate and interest them to increase their listening comprehension more with various and interesting activities that used by the teacher.
4. For the readers, the result of this research can be as an inspiration to develop the activities of teaching and learning. Therefore, it can be effective methods for increasing and improving students' skill especially in learning narrative texts.

5. For the next researchers, the writer hopes it can give a profitable description to any further writers who want to study the same case. So, this research becomes a helpful information and useful reference for the next research to observe this problem deeply.

E. Definition of Key Terms

To avoid any misinterpretation toward the title adopted in this research, the writer will clarify the title as follow:

1. *Teaching:*

Teach added by -ing becomes teaching that means the work or profession of teacher, the act of a person who teaches (Kobasa, 2007, p.2152). in other words, teaching is what teachers do. Teaching is the action of a person who teaches. It means the teacher's action or activity in presenting material in the classroom. Teaching here is teacher's effort to deliver messages such as knowledge, skill, capability to the students.

2. *Listening comprehension:*

It is an exercise that tests one's understanding of a language by listening to somebody or something (English stories, news, conversation etc.) that uses the language. It is differentiating sound that we heard; we comprehend the sound by our vocabulary treasury and our grammar ability and looking for important information.

3. *Narrative text:*

Is a kind of texts to retell the story in the past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

Narrative texts, recounts events that have happened, it helps us to pass along to other events that need to be remembered.

Based on the definitions of key terms above this research is intended to know how does the teacher teach listening comprehension of narrative text at MTsN Banjar Selatan 1 academic year 2014/2015