

CHAPTER 1

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1.1. BACKGROUND OF THE STUDY

The most important aim of learning English as a foreign language is to be able to master and use the language in both spoken and written form. To achieve this aim, we should try to master the four language skills, namely: listening, speaking, reading, and writing. In the process of learning, however, there are only three language skills which are given more attention. According to Paulston (1976: 127), the most neglected skill among those four language skill is listening. In fact, when we decide to learn a foreign language, it does not mean that we only want to be able to write and to read, but also to communicate using the spoken language. When we have a spoken communication, we will certainly need a listening ability. It is impossible that we do not use our listening ability when we speak.

Speaking is commonly performed in face to face interaction and occurs as a part of a dialogue or other form of verbal exchange. Thus, there is a close relationship between listening and speaking. How can we give response to what we have heard if we do not understand the message? How can we communicate and use the language if we are not able to catch and comprehend what our counter speaker says? About

this point, Mary Underwood (1989: 1) states that:

"Students will be unable to take part in oral communication if they do not learn to listen effectively. By learning to listen, they can attend to what they hear, to process it, to understand it, to interpret and to respond it."

Furthermore, the idea of mastering English will be meaningless if we ignore one skill of the language which supports the success of learning a foreign language.

In studying a foreign language, that is, English, nothing is more difficult than learning to obtain the information by listening to the spoken English. According to Rivers (1968), the greatest difficulty for a traveller in a foreign country is not primarily that he cannot make himself understood; this can frequently be done by gesture, by writing, or by pointing to something written in a bilingual book of phrases. His enjoyment and participation in community life and thought are further curtailed by his inability to comprehend announcements, broadcasts, lectures, plays and films.

Listening plays important roles in fulfilling our needs, such as: the need to increase our knowledge, the need to have information and the need to derive pleasures from the language through movies, television, radios and so on. (Richards, 1983: 17)

Another important thing is when we want to derive pleasures from English through movies, film series, or

television, we always depend on the subtitles or translation. Without a listening skill, if we miss the subtitles, we will miss the film as well. This problem will not happen to us if we have an ability to catch and comprehend the messages contained in the films. By listening to film dialogues, we can get some comprehensible inputs in using the language in a concrete situation. Something that we might not get from the books.

In order to motivate the students' ability in English, we should try to create an English environment as much as possible from the beginning level. In addition, we will be accustomed to perceiving rapid spoken English which is normal for native speakers outside the classroom. As a result, when we are communicating using the spoken language, we will not find any difficulties. In other words, we can be a successful learner of English in the future.

Realizing those facts, the writer is interested in suggesting teaching listening skill to SLTP, first year students. Teaching listening comprehension using short dialogues is one of the teacher's efforts to arouse the students' interest and to decrease boredom as well because the writer has applied in her own class. The students are interested because they learn something new.

The writer realizes that the teacher will need a lot of time to teach this skill. At junior high school the time

allocated of English is 4×45' in a week, including structure, reading, vocabulary, translation and speaking. The teacher may face difficulties in cooperating the time and materials to be covered because the curriculum does not give the exact available time for teaching listening skill, therefore, the writer tries to teach listening skill at least three times a month out of the total amount of English lesson which is 16 times a month.

1.2. STATEMENT OF THE PROBLEM

This study is taken to shed light on the question dealing with the importance of listening skill in mastering English as a foreign language. Thus, efforts are directed to find the answers to the questions: How can teaching listening skill through short dialogues be applied to SLTP students, first year students?

1.3. OBJECTIVE OF THE STUDY

The objective study is to describe how to teach listening skill through short dialogues to SLTP, first year students.

1.4. THE SIGNIFICANCE OF THE STUDY

This study is expected to give some valuable contributions to teachers of English to teach listening

to SLTP, first year students through short dialogues. It is hoped that this will help the students to improve this difficult skill.

1.5. RESEARCH METHODOLOGY

The writer consults experts' opinions mostly from books and articles which are provided at Widya Mandala Catholic University where the writer studies. The writer also gathers facts and proofs from the reality within her own environment. After she gathers relevant facts and opinions from those sources, she relates, summarizes, and expresses some of them in her own words.

1.6. LIMITATION OF THE STUDY

This study is dealing with the technique of teaching listening through short dialogues on daily and easy conversations such as greetings or asking for help. The use of this technique is directed to the SLTP, first year students in the second and third quarter since they are considered to have enough language skill and time to learn this skill.

1.7. DEFINITION OF THE KEY TERMS

To avoid misinterpretation and misunderstanding, the writer would like to give definition of the key terms used.

a. Teaching

According to Brown (1980: 7): "Teaching is showing or helping something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand."

b. Listening

According to Lundsteen (1971: 126): "Listening is more than hearing. Hearing is the process of which sound waves are received and modified by the ears. But in listening, sound waves are not only received but also interpreted, i.e. being aware of the sound component and recognizing them as meaningful sound and speech sequences."

c. Dialogue

According to New Webster Dictionary (1984) "A written composition in which two or more characters are represented as conversing or reasoning on some topic."

1.8. ORGANIZATION OF THE THESIS

This thesis consists of five chapters. The first chapter is the Introduction. Chapter two is the theoretical background. The third chapter is the use of dialogues in teaching listening comprehension. Chapter four is about the procedures of teaching listening comprehension. The last chapter is chapter five which deals with the conclusion and suggestion.