

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

English is one of the foreign languages which has already been used internationally. People use English for communication and to gain knowledge, information, science, and technology, business, and many others. Nababan (1982:12) says, “foreign language is very useful for international, sociopolitical, scientific contact and commerce”, that is why English is playing an important role in our life nowadays.

Dealing with its significance, the Indonesian government deeply concerns about English teaching. English is determined as a compulsory subject in the senior high school. The teaching of language covers all of four skills namely listening, speaking, reading, and writing which should be taught in a pleasing way.

Among those four skills, listening is an essential skill that students should acquire first before they are doing speaking, reading, and writing skills. According to Gurrey (1978), who says that children and most adults reading, writing, and speaking must come after a short period of a week or two of listening to the new sound. Besides, Anderson and Lynch (1988) state that we are listeners long before we are speakers. Furthermore, by Nida, as quoted by Harris (1997), the scientifically valid procedure in language learning involves listening first, to be followed by speaking,

reading and writing. Based on the statements above, it shows that in any language acquisition process, people need to listen.

Underwood (1989) contents that nothing is more difficult than learning to obtain information by listening to spoken foreign language, such as English. In listening to a foreign language, learners often fail to recognize words and phrases, but they are able to understand if they see them in print. The unfamiliar rhythms of sentences further are complicated for the listeners, too.

Listening skill in Indonesia is taught in a traditional way or the insufficient resources, in which the teacher reads the listening scripts. Sometimes the teacher reads the students some stories. Those kinds of techniques usually cause boredom among the students. Besides, the teacher sometimes makes mistakes in pronunciation that could mislead the students.

A student will not be able to use English for communication if he/she is not able to catch and comprehend what the speaker says. Actually, as soon as learners learn a foreign language, they begin to have trouble because when they learn a linguistic system, they acquire some degrees of familiarities with the foreign cultural systems. Anderson and Lynch (1996) state that language is a means of community to express facts, ideas, believes, rules, and so on – in short, to express its culture. There are so many techniques and technological aids, which can help the students develop their listening ability, and among those aids, the language lab occupied the prominent place to provide a great deal of practice.

A Language laboratory could be considered as one of the effective media to teach listening. Moreover, it uses modern technology, it also can make listening enjoyable. Students can hear the sounds directly without any disturbance. A language laboratory can help students to understand the foreign language correctly (Howatt and Dakin, 1974:93).

Listening to the native speaker's voice through the tape and at the same time using a language can train their ears and they can recognize the sounds of the language and differentiate among the various components (Overstreet, 1971). Hall (1966:18) says, "the best model for the target language i.e. the best person to imitate in his or her use of the language is a native speaker, someone who has learned it at his or her mother tongue", there will be no more mispronunciation because they imitate from the original sounds, which are of the native speakers. Besides, Hall (1966:18) also says, "the main purpose of a language laboratory is to give extra practice in active command of the language". Frankly speaking, language laboratory can train the students' ears to hear the correct English.

Nevertheless, the fact is that in Indonesia only a limited number of schools provide language laboratories. Based on Kurniasih's research finding (2000), recently, some schools in Surabaya, either junior or senior high school have a language laboratory and cassettes for the listening materials and their English class includes lessons in listening conducted either in the language laboratory or in the classroom. Meanwhile those that do not have language laboratories conduct the listening lesson by using a tape recorder or the teacher just reads the listening scripts.

Indeed schools that have a language laboratory are uncertain that they have an English teacher who can use it better and effectively to improve the students' listening ability. Because of that reason this research is needed to find out how the teacher teaches listening by using a language laboratory and what the students' responses are regarding the use of language laboratory in teaching listening.

1.2. Statement of the Problems

Based on the background of the study, the research problems in this study are formulated as follows:

1. How well the teacher teach Listening in the language laboratory at SMU Wachid Hasyim 1?
2. What are the students' responses to the listening lesson in the language laboratory?

1.3. Objective of the Study

The objectives of this study are to find out: (1) the techniques used by the English teacher to teach listening in the language laboratory (2) the students' responses to the listening lesson in the language laboratory.

1.4. The Significance of the Study

This study can be of some help and support for any SMU English teachers to make the teaching-learning activities in the language laboratory more enjoyable so that the teaching will be more successful. Besides, it is also hoped that this study will encourage SMU students to use the language laboratory as a means of improving

their aural oral ability to communicate in English by listening to the sounds of a native speakers. So that, the students can improve their English

1.5. The Scope and Limitation

Due to the study, the writer wants limits her study as finding out the techniques uses by the English teacher in teaching listening in the Language laboratory, and the students' responses to the listening lesson taught through language laboratory.

Due to the limited time, the study is limited for the students of SMU Wachid Hasyim I Surabaya especially the First year students. The First year students are considered to possess enough language skills, such as vocabularies and grammar. And they are prepared to be able to comprehend more the content of the English textbooks, and to understand the lesson that is given by the teacher.

Therefore, from some reasons above, this study focuses on listening which has the closest link with the language laboratory in order to motivate and increase the students' interest in learning English without neglected the other skills such as reading, speaking, and writing.

1.6. Theoretical Framework

This study is based on Behavioristic theory. According to behavioristic theory of learning, a process of learning is considered effective if the learner can produce correct response to the given stimulus. "Behavior is elicited by preceding stimuli" Brown (1980:62). If the learners are interested in the stimuli, they will give their

response and their knowledge will be reinforced deeply to keep in their mind longer. Thus, it is clear that effective learning needs media, such as a language laboratory as stimuli to get the learners' positive responses. By using this media, it help to reinforce the students' listening capability, so they are able to understand the words in English correctly, and to avoid the mispronunciation.

1.7. Definition of Key Term

To avoid ambiguity and misunderstanding, the writer thinks it necessary to define the following keywords:

1. Listening

Listening is receiving, analyzing, and interpreting the oral signals that come to someone and recreating messages of the speaker (Bowen, 1983:57)

2. Listening Comprehension

Comprehension is perception or understanding (Webster's Encyclopedic, 1989:318) Listening comprehension means the understanding of someone in receiving, analyzing, and interpreting the oral signals and recreating messages of the speaker.

3. Language Laboratory

Taken from www.askoxford.com (2007), language laboratory is a room designed for learning foreign languages and equipped with tape recorders, video-cassette

recorder, or computer connected to monitoring devices enabling the instructor to listen and speak to the students individually or as a group.

4. Response

Taken from www.askoxford.com (2007), response is an action or feeling produced in answer to something a reaction

1.8. The Organization of the Study

This study consists of five chapters. The first chapter deals with the background of the study, statement of problem, objective of the study, significance of the study, scope of limitation, theoretical framework, definition of key term, and organization of the study. Chapter two presents the review of related studies dealing with the behavioristic theory, listening as one of the basic skills, nature of listening, factors influencing listening ability, the materials for listening, language laboratory, listening and language laboratory, the techniques of teaching listening. Chapter three deals with the research design, subjects, research instrument, data collection procedure, and data analysis. Chapter four highlight with discussion, data analysis and findings, and for the last chapter. Chapter five cope with the conclusion and suggestions.