



CHAPTER I

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1.1 Background of the Study

A child needs to get language 'in the ear' first, (Lundsteen 1971:20). In foreign language teaching-learning, there are four major language skills. They are listening, speaking, reading, and writing. From these four skills, the skill of listening is placed to be the foundation as it is the first skill to appear. It has been observed that a baby spends many months listening to the people around it long before it ever says a word. The child has the time to try to make sense out of the sounds it hears. Then the child will speak when it is ready. As Lundsteen (1971:3-4) says: Chronologically, children listen before they speak, speak before they read, and read before they write. She also said that the development of language skills proceeds from listening to speaking to reading to writing.

Listening is always an active process. Although students seem to be inactive while listening, they must actually involve in the activity of constructing a message in order to be able to understand the message. Krashen (1977) as quoted by Underwood (1989:102-103) has identified listening practice as a valuable source of what he calls comprehensible input;

he says that:

a flow of language which contains elements already known plus some which have yet to be mastered. Students should be faced with language which they should be capable of understanding although it is slightly above their current level of use.

Listening deals with responses. Fries (1967:8) says: Practice in listening carefully in order to hear accurately may be used to advantage in learning to produce. When the listener understands what he has heard, it means that he comprehends what the speaker says. As Underwood (1989:4) says: When a listener fails to understand the message, we say that communication has broken down. She (1989:1) adds:

Listening is the activity of paying attention to and trying to get meaning from something we hear. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves.

The fluency in communication is determined by the understanding of spoken language in which it enables both the speaker and the listener to get ideas, to convey meaning, and to interact one another. Asher (1977:2-3,2-4) says:

Listening skill may produce a "readiness" for the child to speak. As listening comprehension develops, there is a point of readiness to speak in which the child spontaneously begin to produce utterances.

According to Webster's Third New International Dictionary (1986), to listen means to be alert to catch an expected sound. Actually, to listen means more than to hear or to recognize a sound but to concentrate in order to get the idea of the message which is spoken so that the listener is able to give response expected by the speaker. Although in Indonesian certain English sounds do not exist for example sounds /θ/ and /tʃ/, it seems that such sounds do not make the learners have any troubles in listening. The problem that the learners have might arise from the fact that they cannot catch the words from the context. Ur (1984:12) states:

They might misunderstood such words for example, the noun play and the verb play. They may sometimes understand the word according to what it sounds like (to them) in spite of the fact that their interpretations do not fit the context simply because they do not have the time to stop and work it out.

Relating to the context of sentences, Garrod (1986) as quoted by Underwood (1989:3) states that this context has to be taken into account at all stages of comprehension. This suggests that the act of comprehension requires listeners to place the words in context at the same time as they process the sounds.

According to buku Pedoman Fakultas Keguruan dan Ilmu Pendidikan, Universitas Katolik Widya Mandala (1991:99-100), the aims of Listening I, II, and III are as follows:

Listening I

Tujuan: Dengan mata kuliah ini mahasiswa pada akhir perkuliahan diharapkan dapat mengenali dan memproduksi kata-kata dan tuturan Bahasa Inggris dengan benar, dengan memberikan fokus pada segmental dan suprasegmental fonem.

At the end of Listening I, students are expected to be able to recognize and to produce English utterances correctly. Specially, they are expected to be able to pronounce words correctly.

Listening II

Tujuan: Dengan mata kuliah ini mahasiswa pada akhir perkuliahan diharapkan dapat memahami dialog singkat (lebih kurang 10 petuturan) dan cerita singkat (lebih kurang 300 kata) dengan tingkat kesulitan 1500 kata.

At the end of Listening II, students are expected to be able to comprehend short dialogs (more or less 10 utterances) and short stories (more or less 300 words) with 1500 words of level difficulty.

Listening III

Tujuan: Dengan mata kuliah ini mahasiswa pada akhir perkuliahan diharapkan dapat memahami wacana ceramah,

wawancara, serta rekaman radio yang berisi berbagai topik yang bervariasi.

At the end of Listening III, students are expected to be able to comprehend text of lectures, interviews, and recorded radio which consists of various topics.

Based on the problem above, the writer would like to suggest some examples of teaching techniques to develop students' listening ability.

1.2 Statement of the Problem

In accordance with the Background of the Study, the major problem of this thesis is as follows:

How does the teacher develop the listening ability of the English Department students? This major problem is elaborated into five other minor problems. They are:

1.2.1 How can **Silent Listening** be applied to the English Department students to develop their listening ability?

1.2.2 How can **Integrated Listening** be applied to the English Department students to develop their listening ability?

1.2.3 How can **Affective Listening** be applied to the English Department students to develop their listening ability?

1.2.4 How can **Listening and Making Short Responses** be applied to the English Department students to develop their

listening ability?

1.2.5 How can **Listening and Making Longer Responses** be applied to the English Department students to develop their listening ability?

1.3 Objective of the Study

Derived from the problem above, the major problem of this study is:

To suggest those five techniques to develop the listening ability of the English Department students. This major objective is elaborated into five other objectives. They are:

1.3.1 To suggest **Silent Listening** to develop listening ability of the English Department students.

1.3.2 To suggest **Integrated Listening** to develop listening ability of the English Department students.

1.3.3 To suggest **Affective Listening** to develop listening ability of the English Department students.

1.3.4 To suggest **Listening and Making Short Responses** to develop listening ability of the English Department students.

1.3.5 To suggest **Listening and Making Longer Responses** to develop listening ability of the English Department students.

1.4 Significance of the Study

The suggested techniques in this study are expected to be helpful to the English Department teachers to develop students' listening ability.

1.5 Scope and Limitation of the Study

In her study, the writer suggests five techniques for teaching Listening to the students of the English Department of Widya Mandala University.

1.6 Definition of Key Terms

Before proceeding to further discussion, the writer feels that it is necessary to define some words. She expects that the readers will not get misinterpretation.

a. technique

The word 'technique' according to Webster's Third New International Dictionary, means the ability to use such methods effectively.

b. listening ability

Lundsteen (1971) states that 'listening' is the process by which spoken language is converted to meaning in the mind. 'ability', according to Webster's Third New International Dictionary means the competence of doing skill. So, listening ability means the competence of processing spoken language and converting it to meaning in the mind.

1.7 Methodology

In writing this thesis, the writer does a library research. She collects the data and information from some books and articles that related to her study.

1.8 Organization of the Study

This study consists of five chapters. Chapter one is about the Introduction of the study. Chapter two presents The Nature of Listening in Language Learning, The Teaching of Listening and Some Experts' Opinions about Listening. Chapter three deals with The Suggested Techniques of Teaching Listening. Chapter four discusses about The Application of The Suggested Techniques To Develop Listening Ability of The English Department Students. Chapter five, the last chapter gives the conclusion and suggestions for further study.