

CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of communication instruments of especially among human being. Without language, people cannot make any relationship with others, because language is the most effective tool communication. Language has many useful for human. By language people be able to extend any of expression such as idea, experience, feeling, thought, and any others by written and oral. In this regard, Finocacchiaro' stated that " language is the means by which result of human though (Marry Finocacchiaro: 1987). It is one reason why language to be important to us.

In line with the above statement, William O'Grady and Michael Dobrovolsky said, "Language is many things – a system of communication, a medium for taught, a vehicle for literary expression, a social institution, a matter for political controversy, a factor in nation building.

Language is a gift from God for Human. Every race has its own language, so does a country. Thus, it is reasonable if hundreds languages are used in a country. Allah has created many different languages, so that language is a part of His power. It is written in the holy Qur'an surah Ar-Ruum: 22.

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَاللُّوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ

لِّلْعَالَمِينَ ﴿١١﴾

There are many languages in this world, one of them is English. The different growth of a language makes it the most popular among the other international languages. Nowadays, there are no part of the world affairs know nothing about English. International affairs such as education, economic, sport, science, medicine, and security, always involve English as the medium.

English is a language skills that must be mastered in this communication and globalization era. English language learning in Junior High School is the important subject as part of students self-development. After the completing the study, they are expected to be able to grow and develop as an intelligent individual, skilled and characterized as provision for the future life.

To master English in Junior High School must have four language skills, they are: listening, speaking, reading and writing. Those are supported by other elements of languages, they are: vocabulary, grammar and pronunciation. Based on language skills above, listening is the most difficult. Many students find listening to be one of the most difficult skill in English (Brown and Smith, 2007,P.2). Listening is the absorption of the meanings of words and sentences by brain. Listening leads to understanding of facts and ideas.

Listening is the ability to identify and understanding what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping his meaning. An enable listener is capable of doing these four things simultaneously.

In addition, listening is a communicative behavior, in which listener try to construct a reasonable interpretation of a text for some communicative purpose (Harris and Palmer,1986, P.59).

People know that listening take the most important role, sometimes they consider that listening is not an important skill, this consideration must be thrown out, because listening skill is really needed by students. In order they can absorb anything that teacher taught. In order for students do not feel difficult in learning listening, they need learning strategies. As the receptive skill, listening is the ability to actively receive message in the communication process. Listening is the key to all effective communication. Without the ability to listen effectively messages are easily misunderstood.

In order for students do not feel difficult in learning listening, they need teaching and learning process. Teaching is a process of giving learning materials by somebody to other consciously, systematically and aiming at changing human's behavior and performance.

People know and understand the meaning of something they hear by listening. It relates to the revelation of Allah in the Holly Qur'an Surah Thaha verse 12-13 as follows

إِنِّي أَنَا رَبُّكَ فَاخْلَعْ نَعْلَيْكَ إِنَّكَ بِالْوَادِ الْمُقَدَّسِ طُوًى (١٢) وَأَنَا اخْتَرْتُكَ فَاسْتَمِعْ لِمَا يُوحَى (١٣)

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

There is a real distinction between merely hearing the words and really listening for the message. When listen effectively, listeners understand what the person is thinking and/or feeling from the other person own perspective. To listen effectively, must be actively involved in the communication process, and not just listening passively.

Listening provides a foundation all aspect of language and cognitive communication and it plays. A life long role in the process learning and communication essential to productive participation in life. A study by Wilt found that 45 percents of the communication time was spent in listening, 30 percents of the communication was spent in speaking, 16 percents in reading and 9 percents in writing. That finding confirmed Rankin's findings that people spent 70 percents of their waking time communication and those three-fourth of this time were spent in listening.

By listening students get much information around them. Some students are not familiar enough with clichés and collocations in English to predict a missing word or phrase. They cannot, for example, be expected to know that “rosy” often collocates with “cheeks” nor to predict like word will be something like rage when they hear. Lack of social –cultural-factual and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture. According to Underwood as quoted by Harmer, when students encounter unknown lexis in listening it can be “like a dropped barrier causing them to stop and think about the meaning of a word and thus making them miss the next part of the speech” (Harmer, 2004, p.203).

Listening ability in English as a foreign language also plays an important role in building communication skills. Listening is one of the important skills in language learning. Listening has an essential figure in teaching and learning English. As the first language skill, listening gives a big contribution to developing other language skills. Listening is an active, purposeful process of making sense of what the listener hears.

Listening is very important in foreign language classrooms because it provides input for the learners. For most people, being able to claim knowledge of a foreign language means being able to speak and listen in that language.

Listening, along with reading, is a receptive skill. That is, it requires a person to receive and understand incoming information (input). Because listening is receptive, listeners can listen to and understand things at a higher level than they can produce. For this reason, people sometimes think of it as a passive skill.

Nothing could be farther from truth. Listening is very active. As people listen, they process not only what they hear but also connect it to other information they already know. Since listeners combine what they hear with their own ideas and experiences. In a very real sense they are “ creating and meaning “ in their own minds, listening is meaning based. When listening listen, we are normally doing so for a purpose. We might ever say we do not understand the words, but we listen to the meaning behind the word.

Moreover, language listeners need to use listening strategies to help them develop their listening skills in target language. It is the role of the teacher to provide them with varieties of listening task and texts and guide them through these tasks to help them discover the most effective strategies for them as a individuals. But, the teacher does not have to talk to each student individually.

Teaching listening is one of the most difficult tasks for any teacher. This is because successful listening skills are acquired over time and with lots of practice. It is frustrating for students because there are no rules like in grammar teaching. This is not to say that there are not ways of improving listening skills; however they are difficult to quantify.

In additional, teaching is not easy for a teacher. He or she must standing in front of class and explains the material to students. In this regard, Brown stated that “ teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning ‘’ (Brown, 2000, p. 7).

But in the learning process is not only a teacher who take an active role but students must participate in improving their ability in learn. They also must have a performance learning strategies in order to improve their listening skills to become better and fluently. If the students are the participating fully in the classroom that is possible to improve their listening ability. (Harmer, 1998, p. 98)

A student will obtain satisfying achievement if he is realized, responsible, and know how to learn efficiently. The research that has been conducted by psychologists, showed that no significant difference in achievement between students who are learning to use strategies in learning effectiveness with students not to take an. Learn the right way to achieve satisfactory results and an improper way to achieve results that are less satisfactory. Therefore, the use of learning strategies should be owned by every student. (Prabareta, 2009).

Students as listeners use meta cognitive, cognitive and socio-affective strategies to facilitate comprehension and to make their learning more effective. Meta cognitive strategies are important because they oversee, regulate or direct the language learning process. Cognitive strategies manipulate the material to be learned or apply a specific technique to a listening task. Socio-affective strategies describe the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety. Research shows that skilled listeners use more metacognitive strategies than their less-skilled counterparts (O'Malley & Chatom, 1990, Vandergrift, 1997a).

Based on this fact, the writer interested in to do a research under this title “**The 8th Grade Students’ Learning Strategies to Improve Listening Ability at Islamic Junior High School Astambul Banjar Regency In Academic Year 2013/2014 ‘**”

B . Statement of Problem

Based on the background above, the writer tries to organize the statement of problems of the study, they are:

1. What is the 8th grade students’ ability in listening skill at Islamic Junior High School Astambul ?
2. What are their learning strategies to improve listening skill of the 8th grade students at Islamic Junior High School Astambul ?

C . Objective of Study

The purpose of this research are :

1. To better understand the students’ ability toward the materials that given in listening class
2. To know the 8th grade students’ learning strategies to improve listening ability at Islamic Junior High School

D . Significance of Study

There are some significans of this study, they are:

1. To enlarge the writer’s knowledge about learning strategies from students to improve listening ability.

2. To enlarge the information for anyone who wants to do a research about such problem which is closely related to the object of this research

E . Definition of Key Terms

1. Learning

Learn is a verb. Learn added by –ing becomes learning that's mean the gaining of knowledge or skill; the possession of knowledge gained by study. Thus what students do?

2. Strategies

Plan intended to achieve a particular purpose

3. Improve

Means become or make a better students' listening skill

4. Listening

Listening is the ability to identify and understanding what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping his meaning.

5. Ability

Capacity or power to do physical or mental. Ability is the quality of being able to do something or natural acquired skill or talent (Morris, 1986.p. 3)