

CHAPTER I

INTRODUCTION

A. Background of the Study

Listening is assumed as important thing in many language contexts. It is important in the language classroom because it can provide contribution for learners. If the learners cannot understand the process of listening at the right level, the simple learning cannot begin well. In listening, learners were hoped to interact to achieve understanding with accessing the second language speakers. Teacher can use the exercise that can draw learner's attention and understanding not only in vocabulary but also in grammar, and new interaction patterns in language to build their ability in listening.¹

In teaching listening skill, many teacher just gives the material, the students listen and write. The teacher does not explain what it means. Whereas in listening comprehension skill not only theory that being explained but also it involves practice and understanding. The students must be given a chance to be active to develop their ability to understand the subject. Because an important teaching goal is to help students becomes more creative.²

The material that has been taught for students of Junior High School not only vocabulary and grammar but also genres and supporting competence such as linguistic competence, sociolinguistic competence, and strategy competence. Genres are written text that have systemic linguists and characteristic lexicogrammatical features. One of them is narrative text. It is taught by teacher in order to amuse/entertain the readers and to tell a story.³

¹Helen Kornblum, *New Ways in Teaching Listening*, (Washington: Garamond Book and Tiffany Demi, 1995), P.v.

²John W Santrock, *Educational Psychology (Classroom Update: Preparing for PRAXIS™ and Practice*, (New York: McGraw-Hill Companies, 2006), p. 294

³Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Australia: Gred Stabler AEE, 1998), p. 190.

In the language learning, basically the teacher still focuses on the old learning model; the students just listen the cassette and answer the teacher's questions correctly. It can make listening uninteresting material and get the minimum attention from the students. This phenomenon is happened in the almost country in the world. It is the great duty for the language teacher. The most important element and fundamental for the interaction is the ability to understand what the speaker has said. In the daily life, we often meet listeners who cannot listen well both of their mother tongue and foreign language, maybe it is caused by the lack of focus or concentration, or egocentrism. Whereas most of people has been estimated spend many time for communication for 45% to listen, 30% to speak, 16% to read and just 9% to wrtite.⁴

From the reality above, teachers must make conscientious decision about selecting teaching strategy for specific purposes and about establishing and maintaining a positive and orderly classroom environment. Using a variety of activities and teaching aids and assessing students appropriately will increase student's participation.⁵

One of the strategies that can be used by the teacher in teaching listening to the students is by using media to support the teaching and learning process. Teacher should be creative to select the teaching media and techniques to draw students' interest and motivation in learning listening. Teaching and learning process become more interesting and interactive teaching process becomes efficient, increasing students' output since the media communicate the element of knowledge.

Brown states that using a variety of media will increase the probability that the students will learn more and retain better what they learn in

⁴Iskandarwassid and Dadang Sunendar, *Strategi Pembelajaran Bahasa*, (Bandung: PT Remaja Rosdakarya, 2008), P.229-230.

⁵Veronica Listyani Diptoadi, et.al., *Becoming a Creative Teacher: A Manual for Teaching English to Indonesia Elementary Students*, p. 3

improving the performance of skill they are expected to develop.⁶ There are many kinds of teaching media that can be used to convey the lesson. One of media that can be used is picture. By using pictures in teaching listening, it is expected that this method can give better result and can increase Junior High School student's motivation to master listening skill.⁷

In order to be able to teach well, teachers must have professional ability which consists of ten teachers' competences. One of the competences is by identifying, choosing, and using media. Gagne and Briggs, as quoted by Azhar Arsyad says: "Learning media is including instrument physically, that is used for conveying the content of learning material, it consists of the book, tape recorder, cassette, etc."⁸

From the explanation above, the writer conclude that uses pictures that will be used as media in teaching listening comprehension on narrative text. Pictures can be used as media to present new language through listening comprehension. It is good for students because they like to learn using visual aid. By using pictures as a mean for teaching listening comprehension skill, students will be more interested in the process of teaching learning and more active in learning. They will feel that they are just not an object of teaching learning process but also a subject of it. By pictures they will be active as a participant and they are given a chance for expressing their minds, emotions, feeling and attitudes. Hopefully, by doing this the students will also improve their listening skill.

From the description above, the writer is interested in researching more about the effectiveness of using pictures to improve listening comprehension skill on narrative texts (an experimental research at the eighth grade of SMP N 31 Semarang in the Academic Year of 2011/2012)

⁶Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), 2nd Ed, p.1

⁷Jeremy Harmer, *How To Teach English*, (England: Longman, 2007), p.34

⁸Azhar Arsyad, *Media Pengajaran*, (Jakarta: PT Raja Grafindo Persada, 2000), p. 4

B. Research Question

The research question of this study is:

How is the effectiveness of using pictures to improve listening comprehension skill of narrative texts at the eighth grade of SMPN 31 Semarang?

C. Scope of the Study

- a. This study is conducted in eighth grade of SMP N 31 Semarang in the academic year of 2011/2012, because the writer thinks this media is suitable for them and do not want to disturb teaching and learning process.
- b. The focus of this research is to find out the listening comprehension skill on narrative texts achievement score of the students taught using pictures and those taught non pictures. Picture is one of the media of teaching listening that can motivate students. So that, they are interested in learning English.

D. Objectives of the Study

Based on the statement of problem, the objective of the study is:

To find out the effectiveness of using pictures to improve listening comprehension skill of narrative texts at the eighth grade of SMPN 31 Semarang.

E. Pedagogical Significance

The writer hopes that the results of this study can be used by the teacher, students, educational institution, readers and the writer for the following purposes:

1. For the teacher

The writer expects this research may show the teacher that give knowledge about pictures as a teaching media to teach listening comprehension skill for their students. This research can motivate the teacher to make other teaching media to improve students' score.

2. For the students

The result of this study may give motivate the students to improve their interest in listening and students get significant result, so if the

result is good they can use this method to improve their score to face their final practice examination. In addition, the result of using this method will be better than the students that use traditional method to improve their listening skill and support their final practice examination.

3. For educational institution

The school will make a right decision to use some techniques or media for supporting teaching and learning process, especially to use pictures in listening class.

4. For the readers

The readers can get more information and knowledge from this research.

5. For the writer

She expects that it will be useful knowledge when the writer start her profession as a real teacher in the future and improves teaching technique of listening skill.