

CHAPTER I

INTRODUCTION

This chapter contains a brief explanation of the introduction to the area of the study. It includes background, statements of the problems, the scope of the study, aims of the study, research methodology, data analysis and organization of the paper.

1.1 Background

Listening is an important skill in language learning and it cannot be underestimated especially in academic context (Brown, 2001). He also argues that listening is the major component in language teaching and learning because in the classroom, learners do more listening than speaking.

Based on the researcher's observation in junior high schools in Bandung, most of English teachers still use a conventional way in teaching listening. Teachers cannot make the students interested in learning English especially in studying listening. They ask the students to fill the missing word of the text based on the story heard. The students are not given sufficient inputs by the teachers. However without understanding the inputs, students will find it hard to learn. They will find a difficulty to understand what the lesson is about in the classroom.

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This potentially leads the students to be more passive in the class and lack of motivation to participate in learning.

However, choosing an effective media in teaching listening is expected to help the students to face the aforementioned problems. Pictures not only make the students enjoyable but also can give the students some clues on what they will listen. This, as Harmer (2001) suggests, using pictures in teaching English makes the process enjoyable and memorable. Pictures in sequences can help students to predict and guess the story. This, as Harmer (2007:311) states, the sequences of pictures can help students to understand the story which also incorporates prediction and creation. He suggests that sequences of picture can be an alternative media to improve students' ability in listening. In line with the explanation above, Werff (2003) argues that some teachers successfully brought most reticent students to the lesson by using pictures. This shows how pictures can be employed as a media in teaching listening to English as a second language (ESL) and English as a foreign language (EFL)

From the explanation above, this study is intended to find out whether the use of sequences of picture in teaching listening improves students' listening ability. This study was conducted to groups of the second grade students in one junior high school in Bandung.

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1.2 Statements of the Problem

This study is conducted to answer following questions.

1. Can the use of sequences of pictures help students enhance listening skills?
2. What are students' responses towards the use of sequences of pictures in teaching listening?

1.3 The Scope of the Study

Based on the aforementioned problems, the scope of this study is to find out the effectiveness of the use of sequences of pictures in teaching listening. Nevertheless, the context of the study is limited on teaching listening by using sequences of pictures.

1.4 Aims of the Study

This study is aimed at investigating the implementation of teaching listening using sequences of pictures. The first purpose of this study is to find out the effect of teaching listening using sequences of pictures. The second purpose of this study is to find out students' responses towards the use of sequences of pictures in teaching listening.

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1.5 The Significance of the study

This study is expected to provide theoretical, practical, and professional benefits in English learning.

1. Theoretical benefits

This study is expected to enrich the theories and methods in teaching listening using sequences of pictures, particularly to second graders in junior high school.

2. Practical benefits

A. For the students

- a. The students can improve their listening skill using sequences of pictures.
- b. The students will be able to be motivated to participate in learning English especially in studying listening.

3. Professional benefits

A. For the teacher

- a. The result of this study can be an alternative media for the teacher to teach listening using sequences of pictures.
- b. The teacher can improve the method to teaching listening.

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B. For the school

The result of this study is expected to lead a policy makers in providing the appropriate facilities for the students in teaching and learning process.

1. 6 Hypothesis

Hypothesis is a tentative statement about the outcome of the research (Hatch & Farhady, 1982). Sugiyono (2009) also defines hypothesis as a tentative answer of the research problem. This study begins with null Hypothesis (H_0) where both classes were conducted; experimental and control classes were similar.

Coolidge (2000) states that the hypothesis of this study was appropriate to be stated as follows:

$$H_0: \mu_1 = \mu_2$$

H_0 : null hypothesis

μ_1 : control group

μ_2 : experimental group

It means that there is no difference listening skill between experimental group (class using sequences of pictures in learning listening) and control group

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(class using conventional method in learning listening). By using null hypothesis, every possibility of the study can be shown. If the hypothesis is rejected, it can be concluded that experiment works. Meanwhile, if the hypothesis is accepted, the experiment does not work. Therefore, the null hypothesis in this study is the sequences of pictures which are not effective in improving students' listening skill.

1.7 Organization of the Paper

The paper is organized into several chapters.

Chapter I

This chapter contains introduction which discusses background of the study, statement of problems, scope of the study, aims of the study, research methodology, and organization of the paper entitled The Use of Sequences of Pictures in Teaching Listening.

Chapter II

This chapter includes theoretical foundation from the expert and previous researcher as the foundation of research investigation regarding the use of sequences of pictures in teaching listening.

Chapter III

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This chapter is about the methodology of research employed in investigating sequences of pictures applied in teaching listening. It explains the study focuses on research design, subject of the study, data collection, and the procedure of data analysis and clarification of terms.

Chapter IV

This chapter presents the findings and discussions of the study regarding the use sequences of pictures in teaching listening. In answering the proposed research question, the presentation is organized based on the question.

Chapter V

This chapter includes the interpretation of the study result in a form of conclusion and recommendations concerning the use of sequences of pictures in teaching listening.

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