

CHAPTER I

INTRODUCTION

This chapter presents background of the study which covers background of the study, research questions, purpose of the study, the scope of the study, significance of the study, clarification of terms, and content of the study.

1.1. Background of the Study

Listening is a very fundamental expertise as a part of foreign language learning process. This is a natural stage as a primary source to develop children's language skill as they learn their first language through listening to it. This process also happens while they are learning foreign language in which they mostly receive language input from it (Flowerdew and Miller: 2005). Therefore, listening ability becomes basic language skill which needs to develop before they are imposed to productive skills; speaking and writing (Krashen, 1981; Harmer, 2001).

According to Buck (2001) the abilities to listen involve recognizing the sound, applying sufficient context, and memory. These abilities are regarded as the important keys which are initially employed by listeners, mainly foreign language learners to assist them in attaining meaning from particular spoken language. Thus, it is obviously essential that listening skill should be developed and taught as they learn the language.

Regarding the nature of listening process in the context of foreign language learning, listening skill is considered as a problematic skill to learn among foreign language learners. It creates high anxiety among the learners and it is considered as a tangible skill to be implemented, thus many teachers often neglected it (Field: 2008). It is also reflected from the data gained through an interview casually conducted by the researcher to the students. Most of them feel that listening in English is the most

difficult skill to learn. They often found difficulties in receiving and comprehending the meaning when they listened to a conversation, including adjusting the speech rate delivered by native speakers, and recognizing words in spoken form.

In many language classrooms, listening is still conventionally taught by having students listen to particular recording-conversation. They are required to listen to native speakers and at the end of the listening session, they are provided with several questions and asked to answer based on what they hear. They are rarely taught how to listen effectively and how to employ listening strategies whereas students mostly spend their time to listen than speaking or any other skill (Flowerdew and Miller: 2005). They consequently feel confused and less motivated since in the class they are merely asked to listen passively. As a result, listening activity only creates high anxiety and lack of motivation for students.

Moreover, this reality is more evident in many foreign language classrooms when several teachers are often at a loss to choose appropriate media and technique to teach listening in the classroom. They tend to teach writing and reading skill considered easier and feasible to be implemented. Because of practical complexities, therefore, listening is frequently abandoned from teaching and learning process in the classroom (Brown & Yule, 1983). Compounding this phenomenon, it is very significant to find an alternative technique and media, particularly to encourage students to enhance their listening skill which is not only fun but also motivating to learn.

In accordance with that, the use of storytelling can be a powerful technique to teach listening skill in the classroom. According to Haven (2007), storytelling is a valuable experience which can be implemented in the classroom since it presents language use which is conveyed vividly and delightfully. Thus, it can generate a positive learning atmosphere which is highly motivating and enjoyable.

The use of story is considered as an excellent media to teach and encourage learning process in delight. Understanding characters and events, the use of magical

words which ignites imagination allow students to grasp the message of the stories and seize listener's attention (Haven and Ducey: 2007). It further helps students to learn by heart better and longer since they can severely engage with the listening activity. Therefore, stories can be an appropriate media to teach, especially on listening skill.

On the other side, there were only a small number of studies which specifically focused on implementing storytelling in listening activity particularly for older learners in junior high school level. Commonly, many previous studies were more concerned with implementing storytelling in teaching young learners which cover all of language aspect skills, especially on reading skill. All of this suggests the need of conducting further study on the use of storytelling in listening skill.

Based on the issue above, this study is conducted to explore The Use of Storytelling in Teaching Listening and Students' Responses toward the implementation of using storytelling in their listening activity.

1.2. Research Questions

There are two research questions proposed to be examined, as follows:

1. What are the advantages of storytelling technique in teaching listening?
2. What are students' responses toward the use of storytelling technique in listening activity?

1.3. The Purpose of the Study

This study has two major purposes to find out:

1. The advantage of storytelling technique in enhancing listening skill for eighth grader of one junior high school.

2. The responses of students related to the use of storytelling technique in teaching listening.

1.4. The Scope of the Study

The scope of the study is focused on the advantages of implementing storytelling in teaching listening and portraying students' responses toward the use of storytelling in their listening activity.

1.5. Significance of the study

This study is proposed to provide theoretical, practical, and professional advantages.

1. Theoretical Advantage

The findings of the study can be applied to enhance the theories in English teaching particularly on media and become one of the beneficial references for further studies related to the use of technique in teaching listening.

2. Practical Advantage

To teachers, students, and readers who are practically interested in applying storytelling to teaching listening, this study can be valuable. For the teachers and the readers, the results show the effects of using storytelling technique gives information related to the students' behaviors. For the students, they will be able to enhance their comprehension and develop their listening strategies.

3. Professional Advantages

For professional advantages, it is expected that teachers can get meaningful advantages from the result of the study.

1.6. Clarification of Terms

To avoid misconception of terms used in the study, the following definitions are provided:

1. Storytelling is defined as a specific technique and the art of narration of story as performed by a person.
2. Teaching refers to the activity which gives somebody knowledge or skills.
3. Listening is defined as the process of receiving sounds of incoming sounds to get information.

1.7. Contents of the Study

This study is systematically organized as the following:

Chapter I: background of study

Background of study focuses on the background of the study, the limitation, the research questions, the purpose of the study, the scope of the study, significances of study, clarification of terms, and contents of study.

Chapter II: theoretical foundation

This chapter provides relevant theories as the fundamental foundation to investigate the problems of the study.

Chapter III: research methodology

This chapter involves the research method, site and participant, research design, data collection, and data analysis.

Chapter IV: finding and analysis of the study

The discussion of this chapter consists of the analysis of the result and findings of the study.

Chapter V: conclusion and recommendation

This chapter covers the conclusion of the study and recommendation for further study.