

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

Listening skill is one of the language skills which is tested in the National Examination for students of Senior High School or SMA in Indonesia, along with reading and writing. Since 2005, listening skill has been included in this examination and automatically it has become one of passing standard in the National Examination (Balitbang Depdiknas, 2005). In other words, to pass high school, the students of Senior High School have to pass the listening, reading, and writing skill test in National Examination as well as other subjects which are tested in National Examination.

Listening skill is also a part of language curriculum which has to be taught to students in high school. EFL instruction in the curriculum of 2006 is expected to meet the demand to master all the four language skills, and these skills need to be taught in an integrated way (Cahyono & Widiati, 2009:195). Previously, the implementation of the teaching listening in the classroom is often neglected or poorly taught. Most teachers used to think that listening skill is a passive skill and will automatically acquired by the students as they are exposed to spoken English often and as they learn to speak the language (Persulesy, 1988:50 in Hamouda, 2013:114; Call, 1985 in Osada, 2004; Cahyono & Widiati, 2009:195). However, throughout the 1990s until recently the shift of attention to listening in language teaching was dramatically increased (Osada, 2004).

In recent years, there were many studies which were conducted in teaching listening. The acceptance of the importance of listening comprehension for foreign language learners were also gradually increasing. In spite of these conditions, Brown (1987, as cited in Osada, 2004) observed that there are still lots

of classroom practices in many countries which consider that listening is still regarded as the least important in language teaching. This condition is also happening in Indonesia. Mostly the focus of English instruction in the classroom is on reading texts. According to Cahyono and Widiati in their article, this condition is caused by limited listening materials which are suitable with the 2006 standard of content (Cahyono & Widiati, 2009:202).

Despite the fact that it is important to teach and study listening, students often find some difficulties in listening English spoken language. Those difficulties are caused by many factors. One of the factors might be that students are not taught how to learn listening effectively (Vandergrift, 2007 in Kurita, 2012: 30). In the classroom, students are often given a narrow focus on comprehension questions and this does not significantly contribute to students' understanding and comprehension of the listening materials.

Rubin (1994: 199-221) also reviewed some research about listening and found some factors that make listening difficult for the students. The examples of the factors are the variation in the texts, the speakers' personal characteristics, and then the students' level of perception about the text and also the difference between the students' first and second language. Richards (2008) furthermore stated that there are some characteristics of spoken language that can make the listening process difficult. Spoken discourse or spoken language are often considered very fast by the second language listeners (see also Renandya and Farrel, 2011:53), although speech rates considerably. And unlike written discourse, spoken discourse is usually unplanned and often reflects the process of construction such as hesitation, reduced forms, fillers, and repeats. Another characteristic is that spoken discourse has also been described as having linear structure, compared to a hierarchical structure for written discourse. And then spoken text may be spoken with many different accents, from standard to non-standard, regional, non-native, and so on (Richards, 2008:3).

Besides the characteristics of the spoken language, another reason why listening is considered difficult is that students do not get enough exposure to

spoken English. In the classroom, students only get about three to four hours in a week of English lesson. It is the teacher's job, then, to encourage students to listen to spoken English as many as possible, not only in the classroom but also outside the classroom on their free time. It is done because the more students listen, the better they get at listening – and the better they get at understanding pronunciation and at using it appropriately themselves (Harmer, 2007).

Encouraging students to listen to English listening materials as often as possible in their free time is one of the teaching listening techniques which is also known as extensive listening. In this technique, students are encouraged to listen to the listening materials with their own choice for pleasure in order to get general understanding (Harmer, 2000; Field, 2009; Renandya and Farrel, 2011:56; Renandya, 2012:2; Waring, 2008; Takaesu, 2013:152). By implementing extensive listening, students will have a chance to listen to spoken English as much as possible and also practice their listening skill. Besides practicing the students' listening skill, extensive listening activities could help many aspects of the students' English including reading, listening, speaking, vocabulary, motivation and language awareness (Ware, 2012). And then according to some other studies conducted by Onoda (2012), and Ucan (2010), they found that extensive listening could improve the students' listening skill and comprehension, and that the students feel more comfortable when listening to English, they also feel less anxious to speak in the target language.

This study was conducted based on the consideration of the difficulties, the importance of listening and also the previous findings stated above. This study also has a purpose to implement extensive listening as a technique to improve the students' listening skill. And based on some previous studies stated above, it is also hoped that this technique will also be able to improve the students' aspect of language ability (vocabulary, pronunciation and grammar) and their other language skills (reading, speaking, and writing). When the students' listening skill has improved, they will enjoy the lesson and feel more confident in practising their English and ready to face the national examination.

## 1.2. Research Questions

This study was conducted to find the answer of the following research questions.

1. To what extent can extensive listening affect the students' ability in listening skill?
2. What is the students' attitude towards the implementation of extensive listening?

## 1.3. Hypothesis of the Research

The hypotheses stated in this study are the Null hypothesis and the alternative hypothesis.

$H_0$  : there is no significant difference between the means of the experimental group that implement the extensive listening and the control group that do not implement the extensive listening.

$H_1$  : there is significant difference between the means of the experimental group that implement the extensive listening and the control group that do not implement the extensive listening.

## 1.4. Variables of the study

There are two kinds of variables involved in this study, the independent variable and the dependent variable. The independent variables are those that researchers choose to study in order to assess their possible effects(s) on one or more other variables. On the other hand, the dependent variable is the variable that the independent variable is presumed to affect (Fraenkel & Wallen, 2008; Marczyk, Demateo & Festinger, 2005; Creswell, 2009).

This study is an experimental study which was conducted to determine the possible cause and effect between the independent and dependent variables by controlling the dependent variable so that there would be an effect in the independent variable (Creswell, 2012: 295). The independent variable in this study is the improvement of the students' listening skills and the dependent variable is the use of extensive listening.

### **1.5. Clarification of the terms**

The terms which are going to be defined are: implementation, extensive listening, effect, student, and listening skill.

Implementation is synonymous with 'the use' or the action of putting a plan into operation (Woodford & Jackson, 2003).

Extensive listening is one of listening procedure where a teacher encourages the students to choose for themselves what they listen to and to do so for pleasure and general language improvement (Harmer, 2000; Renandya and Farrel, 2011; Renandya, 2012). The listening activities take place outside the classroom as the students' extra assignment. In the classroom, the term extensive listening refers to a sort of performance which aims to develop a top-down, global understanding of spoken language. Extensive listening performance could range from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose. Extensive listening may require the students to invoke other interactive skills (e.g. note-taking, and/or discussion) for full comprehension.

An effect means the result of a particular influence (Woodford & Jackson, 2003).

Student is a person who is learning at a college or university, or sometimes at a school (Woodford & Jackson, 2003).

Listening skill is a skill amongst the language skills which occupies an active and immediate analysis of the streams of sounds (Saha & Telukdar, 2012). Listening is simply the activity of paying attention and trying to get meaning from

something we hear (Underwood, 1989) cited by Wright and Hosbach. It is synonymous with listening comprehension which has a main function in language learning to facilitate understanding of spoken discourse (Richards, 2008)

### **1.6. Purpose of the Study**

This study attempts to investigate whether extensive listening procedure has an effect in the students' listening skills. It also attempts to find out the students' attitude towards studying listening in general and also towards the implementation of extensive listening procedure.

### **1.7. Significance of the Study**

This study is expected to have theoretical and practical significance. Theoretically, this study will give a lot of additional knowledge, information, and good contribution to the author and also to any other teachers who read this study. And practically, the teaching technique in this study can be used in other classrooms and other schools because extensive listening is one of teaching techniques that can be used not only to improve the students' listening skill, but also another aspect of language including reading, writing, speaking, vocabulary and grammar.

### **1.8. Scope of the Study**

This study is limited to the use of extensive listening procedure, in which students are encouraged to listen to spoken English as much as possible using various media of their own choice in their own free time as a treatment to give effect in the improvement of the students' listening skill. It is also limited to see the improvement of the students' listening skill, even though there are many aspect of language (vocabulary, grammar, and pronunciation) and language skills

(speaking, reading, and writing) which can be improved by using this teaching procedure.

### **1.9. The Organization of the Thesis**

The thesis consists of five chapters. The chapters are organized as follows:

- Chapter I, Introduction.  
This chapter discusses the background of the study, research questions, research hypothesis, research variables and definition of the terms, the purpose of the study, the significant of the study and the scope of the study.
- Chapter II, Literature Review  
This chapter is about the Literature Review. It discusses Listening and Listening Comprehension, the difficulties of listening, the Strategies and Principles of Listening, the Extensive Listening, Teaching Listening, Listening assessment, Types of Classroom Listening Performance, and related previous studies of extensive listening.
- Chapter III, Research Methodology  
This chapter is about the methodology of the study. It discusses the research design, the participants of the study, data collection, validity and reliability of the test and then the data analysis.
- Chapter IV, Teaching Programs, Results and Findings  
This chapter discusses the teaching programs, the result and findings of the study. It includes the discussion of the implementation of the teaching of extensive listening, the results of the data analysis of students' improvement in their listening skill and the discussion of the students' attitude towards the implementation of extensive listening.

- Chapter V, Conclusions and Recommendations

This chapter is about conclusion which is drawn from the result of the study and recommendation for other teachers for further study.