CHAPTER 1

INTRODUCTION

1. 1 The Background

The outset of the inquiry on this study occurred when the lecturer of English Curriculum Analysis, MR. Didi Suherdi, assigned us to do teaching practice at school and the executor of the teaching practice and teaching topic depended on each group. Unintentionally, the researcher was appointed to become the executor of the teaching practice at that time.

The teaching setting was an Islamic school. Its name is Maal-Ihsan Balaendah in Bandung. The participants of the teaching practice were the tenth class and the language skill taught was listening integrated with speaking activities. Such teaching was often conducted by the researcher during teaching in SMA Negeri 1 Serui (one of senior high schools in Kepulauan Yapen Regency.

Surprisingly, the students were very interested in the way of teaching. They were more active and enthusiastic during the class.

However, Yarusman (2004) claims that a great number of students complained doing listening in the classroom. The teaching strategies applied in teaching of listening were inappropriate for them, or the classroom is not conducive, (Widyanto, 2000). The cases had a controversy with the researcher's teaching experience. The controversy encouraged the researcher to do an investigation on Interactive Listening in the classroom.

Another thing that attracted the researcher to do an investigation on teaching of listening was the language exposure, (Falks, 1978). It is the core of people's language development. Talking about language exposure, of course, is closely related with talking about the importance of listening in people's language development.

There are four main reasons why language exposure has important role for people's language development. The first, it becomes the input. It is any spoken language heard by the people. It can be interactional conversation, interpersonal conversation, monolog, a simple sentence, or even a word. All of these become the materials for people's language development

The second reason, the language exposure involves mental process of the hearer. It is related with the people's brain. The brain becomes the instrument which processes the raw materials entering to people's ears. Not all of them will be processed in the people's brain. They depend on people's needs and interest, (Rost, 2002).

The inputs processed and kept in the brain become the intake, or language inner ability. They are structured in the head and become a language chip. It becomes the regulator for the coming language inputs and language outputs. The language chip occurs in the head and can not be seen. Its work is very fantastic. This is the third point hidden in language exposure.

The last reason is the intensity of language exposure heard. It refers to the quantity of inputs coming into the people's ears. The more people have language exposure or listening exposure the more they have language development. In other

words, with the intensity of listening in the classroom the second or foreign language learner will have significant language development. This reason becomes the main concern that motivated the researcher to do an investigation in teaching of listening.

Type of listening performance that can give intensity in language exposure or listening exposure for the second and the foreign learner is just Interactive Listening, that is, the teaching of listening integrated with speaking activities. In this type of listening, the learners can have more language exposure or listening exposure from the recorded aural texts, friend's talking, and the teacher talks. The learner's process of comprehending can be complete if they are involved in speaking activities, (Brown, 2001). In other words, Interactive Listening can be effective to develop student's listening ability.

Therefore, the researcher's assumption of the Interactive Listening that could develop student's listening ability becomes became bigger. It strengthened the researcher's inquiry to make an investigation titled "*DEVELOPING THE STUDENT'S LISTENING ABILITY THROUGH INTERACTIVE LISTENING*". In order to find out whether the Interactive Listening was affective to develop the student's listening ability, the writer executed a true experiment to the eleventh class of a Senior High School in Serui in Kepulauan Yapen (one of provinces in Papua.)

1.2 The Definition of the Terms

The research is about *"Developing the Student's Listening Ability through Interactive Listening"*. The terms on it are needed to define to avoid misinterpretation on it. The terms are defined as follows:

1. Developing means the effort to make better

2. The students are those who are still learning in the eleventh class of SMA Negeri 1 Serui.

3. Listening ability means competence in comprehending English spoken language or aural texts

4. Through means by way of

5. Interactive listening means the listening performance integrated with speaking activities.

   With the terms defined above, it can be inferred that developing the student's listening ability through Interactive Listening means the effort to make better the learner's competence in comprehending the aural texts or spoken language through listening performance integrated with speaking activities

1. 3 The Statement of the Problem

Based on the background of the study, There is a space for Interactive listening to be investigated. The main focus in this research was to develop the student's listening ability and to support it the student's performance was integrated speaking activities. Therefore, the research questions that would be answered through this true experiment were as follows:

1. Is Interactive Listening effective to develop the students' listening ability?

2. How does Interactive develop the student's listening ability?

3. What encourages the student's involvement?

1.4 The Purposes of the Study

Referring to the statements of the problem above, the study attempts to find out:

1. If Interactive Listening effective to develop the student's listening ability.

2. How Interactive Listening develops the student's listening ability

3. What encourages the student's involvement

1.5 The Significance of the Study

Listening has an important role in language development whether it is as a first language, or second language, or foreign language. It also supports the acquiring of the other language skills, in particular speaking skill. Beside that it is also a vital means of passing the national English test for the students.

This research is about developing student's listening ability. Its findings, of course, would give direct contribution to both the learner's language development and successful achievement in national test, in particular for the students of Senior High Schools in Serui. The findings also give better English teaching improvement in the future in particular in teaching of listening.

The findings also give wide space to the coming researcher who would like to do a research in the same topic in broader scope, and they can be used as reference.

1.6 Assumption

The case investigated was "Developing Student's Listening Ability through Interactive Listening". It is related with the teaching of listening. The researcher has

enough knowledge about the topic. Beside that, the researcher also has already had the knowledge of doing research. The population of the study was the student of senior high school who were sitting in the eleventh class of science program. They had already gotten Basic English Knowledge. So, it was believed could be accomplished well

1.7 The Hypothesis

"An analytical research should present hypothesis", (Kartadinata, 2007: 52). The hypothesis is a tentative statement of expected relationship between two or more variables, (Millan and Schumacher, 2001). This study is quantitative in nature which uses a true experimental design of which the sample students were randomly selected. The Interactive Listening was given to the experimental group, while the control group was given non-Interactive listening or conventional one.

Through the research it was expected after a treatment, there would be a difference in listening ability between the sample students taught with Interactive Listening and the sample students taught with non Interactive Listening. In other words the sample students taught with Interactive Listening had better listening ability than the sample students taught with non-Interactive Listening or conventional one.

Because of it, null hypothesis was adopted as the hypothesis of the research, that is, there is no difference in listening ability between the sample students drawn from the population. In other words, there was no difference in listening ability

between the sample students taught using Interactive Listening and those taught by the conventional one. The evidence that emerges with this prediction can not be conclusive grounds for accepting the hypothesis. However, if the evidence is inconsistent with the hypothesis is good enough grounds for describing it, (Farhady, 1982).

The study is also supported by descriptive data. It aims to find out more about the interactive listening. However, the research questions dealing with it are not formulated in another hypothesis statement, (Kartadinata, 2007)
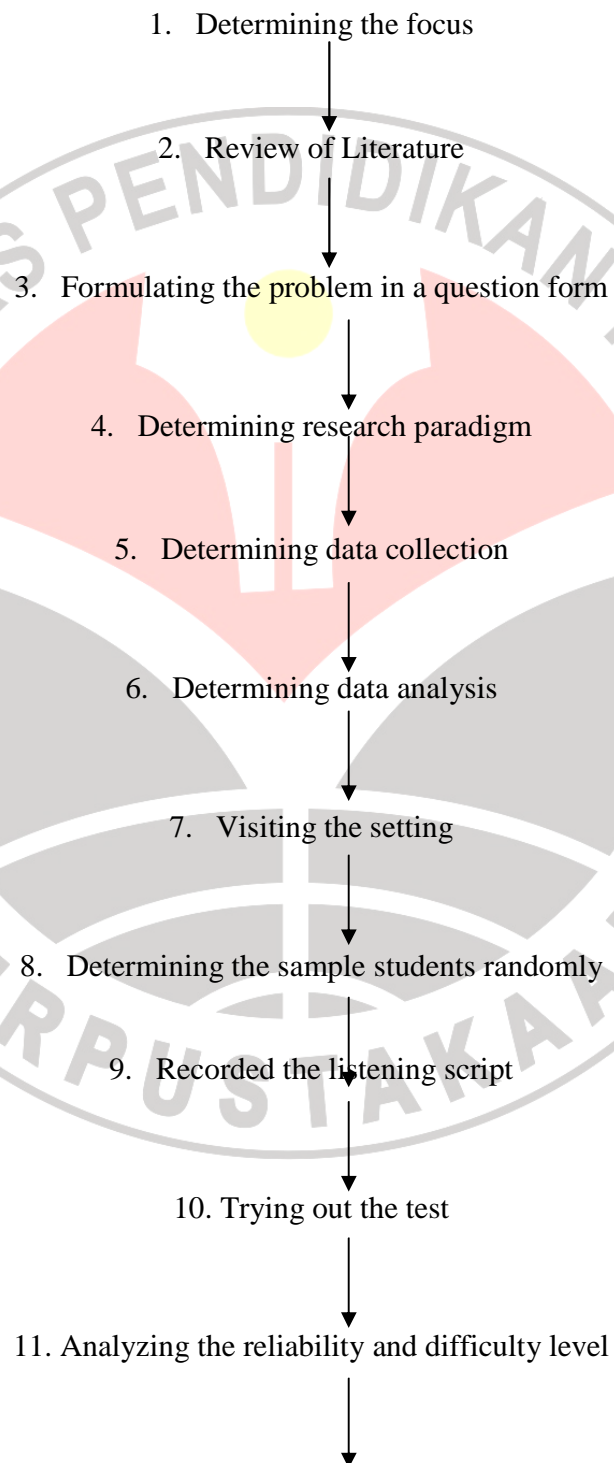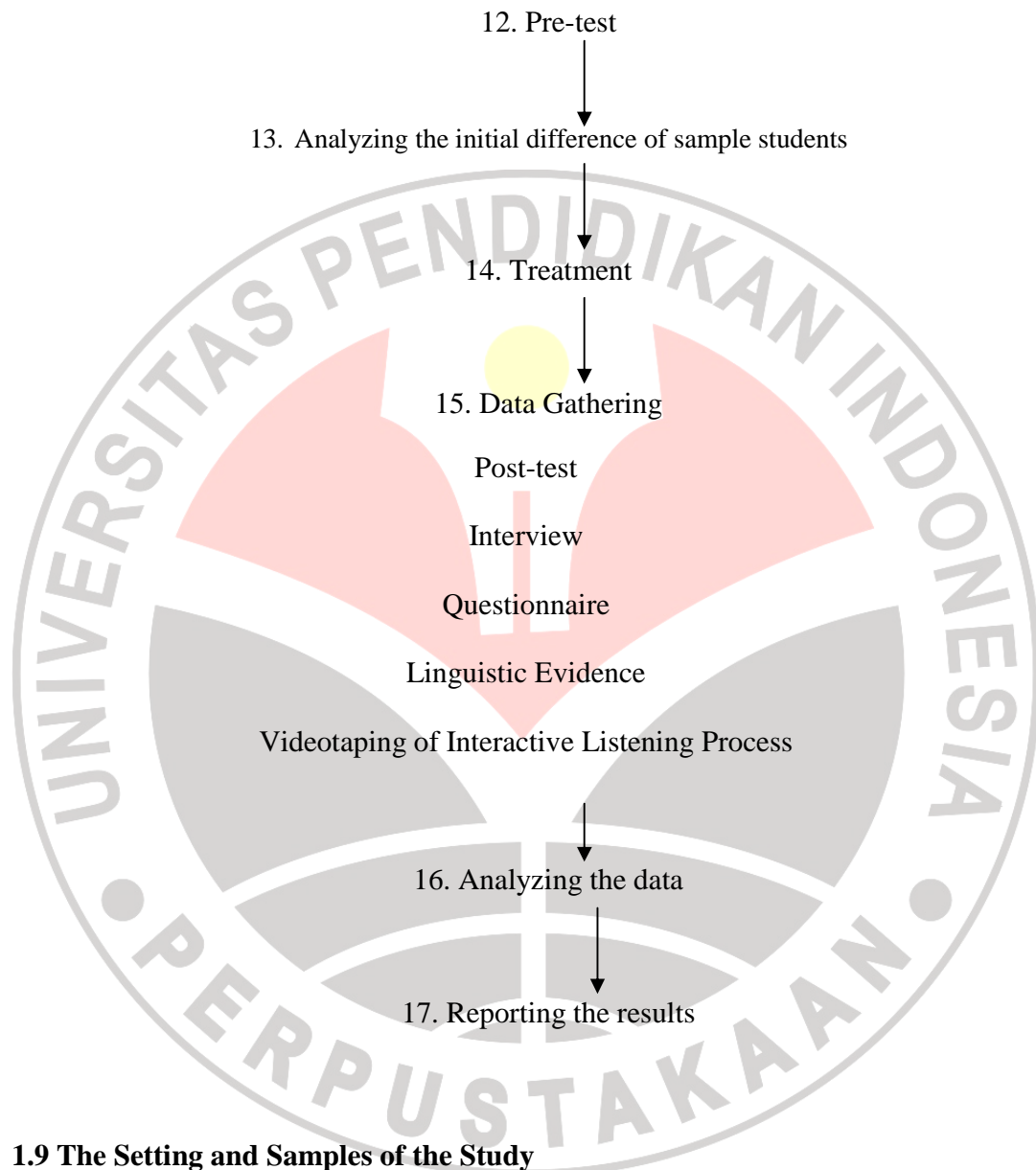
1.8 Research Methodology

The study uses a quantitative paradigm. It is a true experimental design using pretest posttest control group. In this design the sample students are randomly selected. It is discussed in details in chapter three.

Farhady (1982: 1) defines that "a research is as a systematic approach to find answers to the questions". It means all the activities before doing a research should be planned systematically, as the efforts done systematically can give systematically effect, (Sudjana, 2005). To find out the answers to the research questions, the researcher also does the same thing, that is, systematic research actions.

The systematic activities done by the writer ranging from the outset of the study up to the reporting of the results are illustrated as follows:

Figure 1.1

<u>The Diagram of Research Activities</u>

1. Determining the focus

2. Review of Literature

3. Formulating the problem in a question form

4. Determining research paradigm

5. Determining data collection

6. Determining data analysis

7. Visiting the setting

8. Determining the sample students randomly

9. Recorded the listening script

10. Trying out the test

11. Analyzing the reliability and difficulty level

12. Pre-test

13. Analyzing the initial difference of sample students

14. Treatment

15. Data Gathering

Post-test

Interview

Questionnaire

Linguistic Evidence

Videotaping of Interactive Listening Process

16. Analyzing the data

17. Reporting the results

1.9 The Setting and Samples of the Study

The setting of this study is a senior high school. Its name is SMA Negeri 1 Serui. It is located in a small town of Yapen Waropen Regency and now becomes Kepulauan Yapen Regency (one of the regencies in Papua province). This school was

legally opened in March, 11th 1969 together with the establishing of Yapen Waropen as definitive regency. Although it   school legally opened, it did not have teachers yet. Because of it this school was closed until 1970 to recruit the teachers. It operated in 1971. It had only one class, and the teaching process was held in the afternoon. In 1972 it got two government teachers. In 1973 the government established its name SMA Negeri 417 and in the same year it succeeded graduating its first output.

In 1990 this school's name changed into SMA negeri 1 Serui. In 1998 its name changed again into SMU negeri 1 Serui. In 2004 its name changed again into SMA Negeri 1 Serui until now.

Now this school has become a big school. It has twenty one classrooms, five laboratories (chemistry laboratory, physic laboratory, language laboratory, biology laboratory, and computer laboratory), a hall for MGMP, counseling room, a library and a canteen. It has forty seven teachers and one thousand and five students. They are spread out in each level. The twelve years students consist of three hundreds and seven students that are divided into ten classes. The eleven year students consist of two hundreds and fifty two students that are distributed into seven classes: five classes for science program and three classes for social program. The twelve year students consist of four hundreds and fifty nine students that are distributed into nine classes: five classes for science program and four classes for social program.

The Population of the study was those who sat in the eleventh class of science program. They were divided in five classes: science program one, two, three, four, and five. Two of the classes were elected as the samples of the study. The eleventh

class of science program one became the experimental group and consisted of thirty one students. The eleventh class of science program three was control group. It also consisted of thirty one students.

1. 10 Organization of the Thesis

The organization of the thesis is started with declaration, abstract, list of appendix, and contents. The thesis consists of five chapters. And each chapter is organized as follows:

CHAPTER ONE

The Background, The Definition of the Terms, The Statement of the Problem, The Purpose of the Study, The Significance of the Study, The Assumption, The hypothesis, Research Methodology, The Setting and Sample of the Study, and the Organization of the Thesis.

CHAPTER TWO

The Importance of Listening in EFL learners, The definition of Listening, Bottom up and Top down Process, Principles of Instructional Design, Listening Purpose, Input, What Makes Listening Difficult, Listening Principles, Teaching Listening Procedures, and Types of Classroom Listening Performance.

CHAPTER THREE

The Design, The Setting of the Sample, The Study, The Variables of the Study, the Teacher, Listening Teaching Materials, Teaching Procedures of Interactive Listening, Treatment, Data Collection, The Reliability of The Test, The difficulty Level of The Test, Data Analysis of the Test, Data Analysis of Interactive Listening Process, Data Analysis of questionnaire, Data Analysis of interviews, Data Analysis of Linguistic Evidence.

CHAPTER FOUR

The Gain of Experimental and Control Group , The Result of the Data analysis of Interactive Listening Process, the Result of the Data analysis of Questionnaire, and The Result of Data Analysis of Interview.

CHAPTER FIVE

Conclusion and Suggestions