

CHAPTER I

INTRODUCTION

This chapter gives a brief description of the whole content or the research, including the background, research questions, aim of the study, hypothesis, scope of the problem, significance of the study, population and sample, method and procedure of research, clarification of terms, and organization of the paper.

I.1. Background

Indonesian government founded some international standard schools. It is determined in Act of the Republic of Indonesia No. 20 year 2003 on National Education System, pp. 26-27, “the government and local government organize at least a unit of education at all levels of education, to be developed further as a unit having international standards of education.” Therefore Indonesian government founded some schools applying international standard system in each district.

There are many requirements that should be fulfilled by those international standard schools; one of them is applying bilingual classes (Department of National Education, 2007). Bilingualism is defined by Savile-Troike (2006) as capability of using two languages. Unfortunately, the use of second language (English) is not completely applied in teaching learning process in those international standard schools because of some obstacles faced by students and teachers in terms of their English proficiency (Kustulasari, 2009). Diebold (Baker, 2001) called this phenomenon as incipient bilingualism, it allows people with

minimal competence in second language. On the other hand, it can improve students' English competence because they learn English much more than those who are in regular schools.

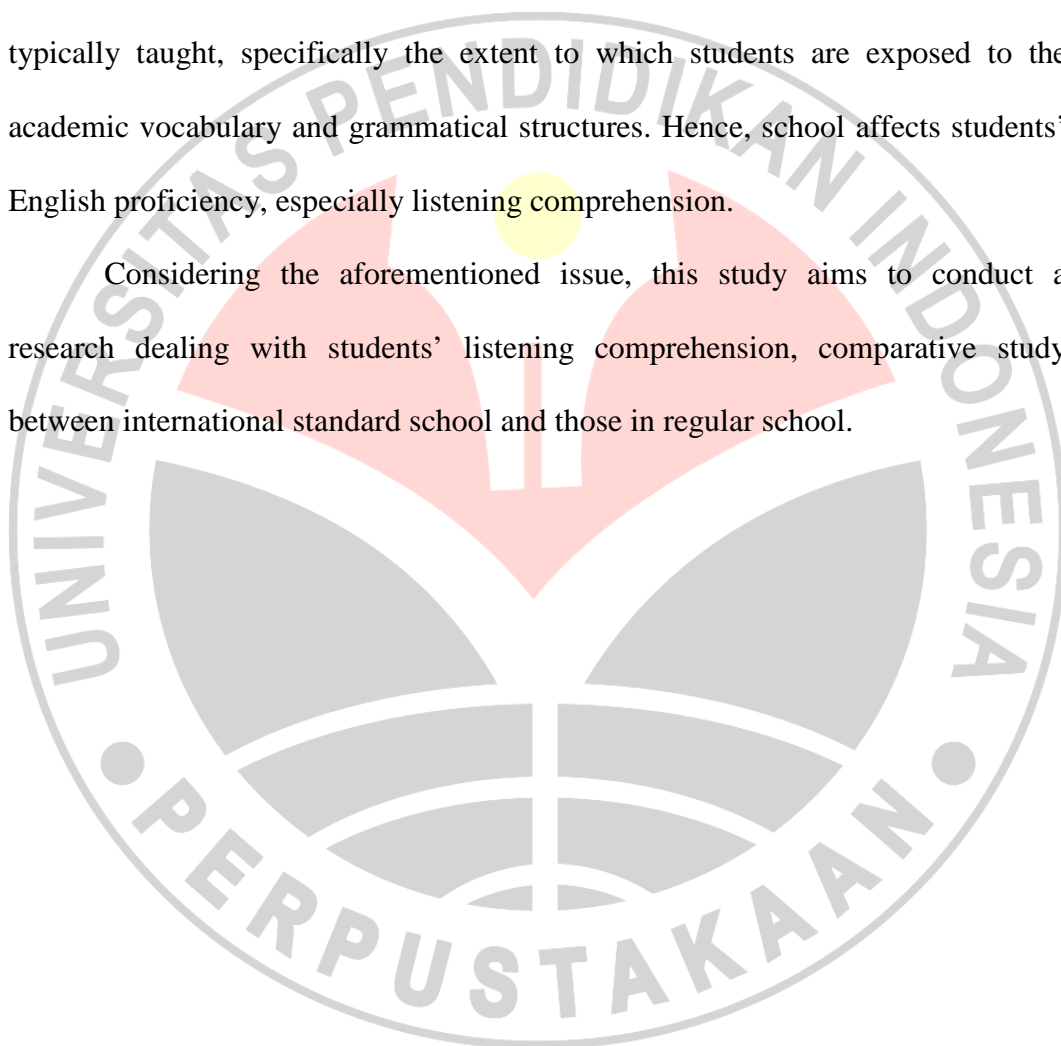
Since students of international standard school get used to hearing their teachers speaking in two languages during teaching learning process, they get exposed to more English vocabularies and understand what their teachers say in second language. According to a research conducted by Vidal (2003) which investigated students' listening academic showed that in L2 class, students acquired more vocabulary knowledge than those L1 students. In addition, those L2 students were also able to comprehend detailed information shared in second language. Thus the frequency of using L2 affects students' language proficiency.

Listening is one of the language skills which is needed to be taught because it has important role in our communication life. Rivers and Morley (Fang, 2008: 21) assume that "we listen twice as much as we speak, four times as much as we read, and five times as much as we write". Fang (2008) concludes that listening is the most frequently used language skill in everyday life. In line with those researchers, Cheung (2010) believes that it is only logical that one cannot speak correctly unless one comprehends the input (listening comprehension). While Fang (2008) defines listening comprehension as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. Therefore, listening is one of the language skills that should be taught by teachers as well as

other language skills. Richard (2002) says that written text is more often taught by teachers while the spoken one tends to be ignored.

Meanwhile, Martinez, et al (2010) affirm that English language learners' performance is influenced by academic language exposure. Academic language exposure is opportunity to acquire the linguistic features through which content is typically taught, specifically the extent to which students are exposed to the academic vocabulary and grammatical structures. Hence, school affects students' English proficiency, especially listening comprehension.

Considering the aforementioned issue, this study aims to conduct a research dealing with students' listening comprehension, comparative study between international standard school and those in regular school.



I.2 Research Questions:

1. Is there a difference between students' listening comprehension in international standard school and in regular school?
2. What are the factors influencing students' listening comprehension, in terms of the process of teaching learning in the classroom?

I.3 The Aim of Study

Based on the research question, this research is aimed at investigating if there a difference between students' listening comprehension in international standard school and regular school and to find out the factors do influence students' listening comprehension, in terms of the process of teaching learning process in the classroom.

I.4. Hypothesis

Since there are some differences in teaching strategy at International standard school and regular school, the alternative hypothesis is

“There is a difference between students' listening comprehension in international standard school and regular school.”

I.5. Scope of the Problem

English has four language skills, listening, speaking, reading, and writing. This research only focuses on students' listening skill and the factors influencing students' listening comprehension, in terms of the process of teaching learning process in the classroom.

I.6. Significance of the study

International standard school is founded in order to improve education quality. Related to its bilingualism, students are expected to master English. Hopefully this research can motivate international standard school and regular school to improve their students' competence in mastering English.

I.7. Population and Sample

The population of this research was the second grade students of one of international standard senior high schools in Cirebon. The sample was 30 students of international standard senior high school and 35 students of regular school. This study also involved English and physics teachers of international standard school and an English teacher of regular school.

I.8 Research Methodology

I.8.1 Research Design

The design of this research was descriptive study. Vanderstoep and Johnstons (2009:35) states that “descriptive study is just what it sounds like: it describes the attitudes and behaviors observed during the investigation.” Therefore, this study describes phenomenon at schools without making any inference. A listening comprehension test was administered to find out the existing condition of students’ listening comprehension in both schools. Observation was conducted to investigate the factors influencing the students listening comprehension.

I. 8.2. Data Collection

The data were collected quantitatively and qualitatively. Data of this research were collected by conducting listening comprehension test and class observation. Score of the test at aimed at discovering students’ achievement in listening comprehension. Class observation was conducted to describe teaching learning process in international standard school and regular school.

I.8.3. Data Analysis

After getting the data, students' listening comprehension score was analyzed using t-test in SPSS program. Statistics was used for comparative hypothesis test of listening comprehension of students in international standard school and regular school. The qualitative data was gained from the observation.

I.9. Clarification of Terms

1. Bilingualism:

Bilingualism is the ability of using two languages (Savile-Troike, 2006:8).

2. Listening Comprehension:

Fang (2008) defines listening comprehension as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge (e.g. the listeners would give response to a command).

I.10. Organization of the Paper

This paper is organized into the following five chapters:

Chapter I : Introduction

This chapter covers Background of the Study, Statement of Problem, Aims of the Study, Significance of the Study, Scope of Study, Research Methodology, Clarification of Key Term, and Organization on the Paper.

Chapter II : Theoretical Foundation

In this chapter, the writer provides relevant theoretical frameworks related to the study. It includes the theory of listening comprehension and the research context.

Chapter III : Methodology

This chapter covers research design, data collection, and data analysis.

Chapter IV : Findings and Discussion

This chapter presents all collected data and findings by analyzing and interpreting the data in detail (students' competence test and factors influencing the students' listening comprehension). Further discussion of the data is also presented in this chapter.

Chapter V : Conclusions and Suggestions

This chapter reports the conclusions drawn from the writer's interpretation of the result of the study and her suggestions for readers about related issues and further studies.

