

**ACTIVITIES OF TEACHING LISTENING
AT JUNIOR HIGH SCHOOLS
IN BATANG KAPAS PESISIR SELATAN**

THESIS



By

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ABSTRAK

Jufriyadi, 2009. Activities of Teaching Listening at Junior High Schools in Batang Kapas Pesisir Selatan

Proses pembelajaran *listening* di Sekolah Menengah Pertama Kecamatan Batang Kapas mempunyai beberapa masalah. Siswa masih mengalami kesulitan dan sering gagal dalam *listening*. Guru juga punya perhatian yang kurang serius terhadap pembelajaran *listening* dan kurang merasa pasti bagaimana mengajarkannya. Penomena ini berkaitan dengan proses pembelajaran *listening* dalam kelas. Tujuan penelitian ini adalah untuk menemukan kegiatan-kegiatan pembelajaran *listening* yang digunakan guru pada tahap *pre-listening*, tahap *while-listening* dan tahap *post-listening*. Sumber data penelitian ini adalah guru-guru Bahasa Inggris yang menagajar di Sekolah Menengah Pertama Batang Kapas Pesisir Selatan. Penelitian ini termasuk penelitian *descriptive* yang mendeskripsikan kegiatan-kegiatan mengajar *listening* yang digunakan oleh guru-guru Bahasa Inggris pada tiga tahap pembelajaran *listening*. Sebagai instrumen, peneliti menggunakan kuesioner, wawancara dan observasi. Hasil penelitian ini menunjukkan bahwa pada tahap *pre-listening* guru menggunakan kegiatan-kegiatan *looking at picture*, *reading through questions (to be answered while listening)*, *informal teacher talk and class discussion*, dan *previewing the language which will be heard in the listening text*. Pada tahap *while-listening*, guru menggunakan kegiatan-kegiatan *matching pictures with what is heard or expressions with the response or situations given*, *completing table, grid/form/chart*, *text completion/fill in the missing words of short text or dialogue* dan *seeking specific items of information by answering the question given*. Pada tahap *post-listening*, guru menggunakan kegiatan-kegiatan *practicing pronunciation of words*, *role-play/simulation by practicing/acting out the dialogue*, dan *true-false exercise/answering multiple choice questions*. Dalam hal ini guru seharusnya memberikan perhatian terhadap pembelajaran *listening*. Mereka juga perlu belajar tentang variasi kegiatan yang digunakan dalam proses pembelajaran *listening*.

ABSTRACT

Jufriyadi, 2009. Activities of Teaching Listening at Junior High Schools in Batang Kapas Pesisir Selatan

The teaching process of listening skill at Junior High Schools in Batang Kapas has some problems. Students still find difficulties and often get failure in listening. Teachers also have less serious attention to the teaching of listening. They are not certain how to teach it. These phenomena are related to the process of teaching listening in the class. The aim of this research is to find out the activities of teaching listening used by the teachers at pre-listening stage, while-listening stage and post-listening stage. The source of data in this research was the English teachers who taught English at Junior High Schools in Batang Kapas Pesisir Selatan. This research was classified into descriptive research. It describes some activities of teaching listening used by the English teachers in the three stages of teaching listening. As instruments, the researcher used questionnaire, interview and observation. The findings of this research showed that at pre listening stage the teachers commonly used the activities of looking at picture, reading through questions (to be answered while listening), informal teacher talk and class discussion, and previewing the language which will be heard in the listening text. At while listening stage, the teachers used the activities of matching pictures with what is heard or expressions with the response or situations given, completing table, grid/form/chart, then text completion/fill in the missing words of short text or dialogue and seeking specific items of information by answering the question given. At post listening stage the teachers used the activities of practicing pronunciation of words, role-play/simulation by practicing/acting out the dialogue, and true-false exercise/answering multiple choice questions. In this case, the teachers should pay attention to teaching listening. They also needed to learn about the variation of activities used in the process of teaching listening.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Among the four English language skills, listening is the first language mode that children acquire. It provides a foundation for all aspects of language and cognitive development and plays a life-long role in the process learning and communication essential to productive participation in life. Listening is one of fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their education—their information, their understanding of the world and of human affairs, their ideals, sense of values and their appreciation. Therefore it is of vital important that students be taught to listen effectively and critically.

Furthermore, the basic idea why listening must be taught at schools is that it is impossible that people can speak without listening first. As people learn their mother tongue, children listen to other people around them, for example, their mother and father before they begin to speak. They begin to speak after a period of time called ‘silent period’. For that reason, listening is one of the four language skills that has an important role in teaching English at schools. That is why listening should be taught and should have a place in the teaching of English.

In general, based on the researcher’s experience recently and preliminary interview about the teaching of listening, it is found that the teaching listening at Junior High Schools in Batang Kapas has not run well yet. There are some problems in teaching and learning process to develop this listening skill. It can be seen from the teachers’ side in which they have less attention to teaching listening and tend to

ignore it. The facts show, from the students' side, that the students still find difficulties and often get failure in English listening comprehension.

Some phenomena can be observed related to these problems. One of them is that large numbers of the students, during the teaching and learning process, are not used to listen to English. They are not interested to listen to English speech since they do not have self-confidence to understand what they are listening to. Consequently, most of the students are not motivated to listen to whoever talks and whatever is talked in English.

Another phenomenon is that some English teachers at Junior High Schools in Batang Kapas pay less serious attention to the teaching of listening. They do not have enough preparation specially to teach listening. There is a tendency for teachers not to emphasize on listening. This might be caused by the teachers who are not certain how to teach it. As a result, the teaching and learning process of listening is not focused on certain objectives. Moreover, teachers tend to test the students to listen rather than to teach them. Teachers do not prepare the students to listen, what they are going to listen and what they listen to for. This phenomenon can be seen from lacking of students' attention and motivation in listening. They do not listen to the teachers seriously what their teachers say and they do not know what they listen to.

Teachers' lack of proficiency to communicate actively in English is also a serious phenomenon related to teaching listening problems. At school, English teachers should be the first source for the students to listen to. It means that the teachers must be able to use good English in the class during teaching process. But the fact shows that the teachers often use the students' second language, even the first language—mother tongue, instead of using English, the language being taught.

Another crucial problem which can be observed related to teaching listening is the availability of facilities and teaching aids at schools. Some schools do not have

language laboratory and other teaching aids, which can help the teachers and students to make them easy in teaching and learning English, especially in developing listening skill.

These phenomena show that the problems in teaching listening need special attention and effort to find the solutions. If these present situations continue, it is worried that the students always fail in listening. It is hard for them to gain the ideas of what they are listening. As a result, the process of communicative teaching and learning is difficult to create in the class. The students do not have the ability in grasping and interpreting what they hear during the process of learning English in the class. Consequently, the students are not successful in mastering English. It is clear, that the effort to overcome these problems is very necessary.

One of the problems which is closely related to these phenomena is the activities of teaching listening. It is believed that the activities used in teaching listening has very important role in developing this skill. In reality, the activities used in teaching listening do not yet improve the students' skill in listening. Therefore, by always applying the appropriate activities in teaching listening, the teachers will guide the students to be better in improving their listening skills.

The situations mentioned above are found at Junior High Schools in Batang Kapas. Because of these conditions, the researcher is interested to find out the real sources of these phenomena. Therefore, it is necessary to do the research about these problems.

B. Identification of the Problem

There might be some problems faced by the English teachers related to the process of teaching listening. By paying attention to the above phenomena, it can be identified some problems related to the topic of this research. It can be the listening

materials used in teaching, the use of teaching media in the process of teaching, the activities of teaching used by the teacher in teaching listening, the listening strategies used by the students in understanding what they listen, and the evaluation of teaching listening. The teachers have very important role in developing the students' listening skills. It is related to the activities used by the teachers in the process of teaching. Therefore, this research will be focused on this problem, because some teachers have problems in teaching listening.

C. Focus of the Research

From the list of identified problems presented above, the researcher needs to have a clear limitation of those problems in order to have research focus. In this case, the researcher will concentrate on the process of teaching listening in the class. The researcher will find out the way, how teachers teach listening, what activities used in every stage of teaching listening. To make it more specific, the focus of this research is to know the activities of teaching listening at Junior High Schools in Batang Kapas Pesisir Selatan.

D. Formulation of the Problem

Based on the focus above, the problem of the research is formulated as follows:
How do the English teachers teach listening skill at Junior High Schools in Batang Kapas Pesisir Selatan?

E. Research Questions

In order to give direction to the researcher in selecting the type of data or information are likely to gather, it is necessary to formulate the more specific

research questions to be answered. A number of questions are addressed in this research as the following:

1. What activities are used by the English teachers at pre-listening stage ?
2. What activities are used by the English teachers at while-listening stage ?
3. What activities are used by the English teachers at post-listening stage ?

F. Objectives of the Research

Based on the phenomena mentioned in the background of the research, the problem identified and the research questions formulated above, the objectives of the research are:

1. To explain the activities used by the teachers at pre-listening stage.
2. To explain the activities used by the teachers at while-listening stage.
3. To explain the activities used by the teachers at post-listening stage.

G. Significance of the Research

The finding of this research is expected to give significant contributions. Practically, for the English teachers, it can be as an important input and knowledge about the problems in the process of teaching listening at school. It is hoped that the teachers are aware of these problems and find out the solutions to improve the teaching listening process in the class.

It is not only hopefully can give useful experience for the researcher in conducting the research on teaching listening but also give information and ideas for other researchers to conduct the research related to the teaching listening.

Theoretically, this research can hopefully enrich and develop the teaching and learning theories.

H. Definition of the Key Term

To avoid ambiguity, understanding the term of '*activities of teaching listening*' used in this research is necessary. It refers to the whole variety of activities that might be used by the teachers in the classroom during the teaching listening process.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After discussing the findings of the research, the researcher presents the conclusion about the activities of teaching listening at Junior High Schools in Batang Kapas Pesisir Selatan. The English teachers at Junior High Schools have taught listening using three stages of teaching listening: pre-listening stage, while-listening stage and post-listening stage. Some activities have been done by the English teachers in each stage of their teaching listening.

Referring to research questions and the findings obtained, it can be concluded that some activities commonly used by the teachers at pre-listening stage are looking at picture, reading through questions (to be answered while listening), informal teacher talk and class discussion, and previewing the language which will be heard in the listening text. The teachers lead the students to the topic by having questions and answers and discussion.

Meanwhile, the activities commonly used by the English teachers at while-listening stage are matching pictures with what is heard or expressions with the response or situation given and completing table/grid/form/chart, text completion/fill in missing words of the short text or the dialogue and seeking specific items of information by answering the question given.

Last, some activities commonly used by the English teachers at post-listening stage are activities of practicing pronunciation of the words, doing role-play/simulation by practicing or by acting out the dialogue in pair, true-false exercise/answering multiple choice questions, and finding out the meaning of words given from dictionary.

Furthermore, there were several listening activities in each stage of teaching listening were applied by the teachers, but some of them were never done by the teachers, because the use of them depend on listening text used in listening, the teachers' competency in applying them as well as the time available.

B. Suggestions

Based on the conclusions presented above, the researcher would like to offer and recommend the following suggestions for further improvement of teaching, especially to improve the process of teaching listening. These suggestions are addressed to the English teachers, to the trainers of English teachers, to the decision maker of education and other researcher.

- a. The English teachers of Junior High Schools in Batang Kapas should learn more about the variations of listening activities to be applied as the teaching techniques in teaching listening process.
- b. The English teachers should be more creative to modify the suitable activities used in teaching listening. In this case the teachers should have sharing experience each other in improving the process of teaching listening.
- c. The English teachers are expected to pay more attention to teaching listening. Teaching listening should not be ignored. The skill of listening must be taught
- d. It is suggested that the trainers of English teachers and the decision maker of education should pay more attention to the teaching and learning process, especially for teaching listening.
- e. In order to gain deeper information, a further research about listening is still needed, especially in teaching and learning process.

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