

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language that is used for various purposes, especially for developing sciences, technology and education. It is commonly known that there are four language skills that should be taught to the students of senior high school, they are; speaking, reading, writing and listening. Listening is one of the languages should be taught to the students at senior high school. Listening is one of ways to get information.

According to Gillian Brown, listening is an activity to put the information they have heard.¹ It means that listening is an important skill for students especially in teaching and learning process. By listening they get knowledge from electronic media or people. Most of their time is used to sit in the class and listen to their teacher or friends. It is supported by Kalayo Hasibuan that students receive information from the teacher or others by listening as much as 90%.² So, if the students do not have comprehend listening, they will get difficulties in comprehending language.

Listening skill is not easy to be mastered, because the listeners should have ability to comprehend the media. Many students failed in listening because they cannot understand the media's message. The students must endeavor to develop it. So, they have good capability as listeners. The students need to pay attention to such factors because they highly influence and often block comprehension if they do not attend. On other hand, they can make the listening process difficult.³

¹Gillian Brown, 1990, *Listening to English (2nd Ed)*, London: Pearson Education, p. 148

²Kalayo Hasibuan and Muhamma Fauzan Ansyari, 2007, *Teaching English as a foreign language (TEFL)*. Pekanbaru : Alaf Riau Graha UNRI Press. P.89

³H. Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy*. (San Francisco State University, America:1994)p. 238

There is no doubt that listening is difficult skill for students to be mastered because English is a foreign language for them. It is not an easy work. In order to be successful, the teacher must be competence and creative in guiding students in teaching and learning process especially in teaching Listening. The strategies used by the teacher should be appropriate to the students' need in each level of education. The goal of learning English at the first year of Senior High School is to achieve the given literacy informational level. It is the level of literacy where the students are able to access knowledge with the medium of English language.⁴

Based on the School-Based Curriculum, in listening skill for Senior High School, there are four basic competences that should be achieved by the second year students of Senior High School. First, the students are able to respond the meaning of transactional (to get things done) and interpersonal (to socialize) conversation accurately and fluently by involving utterance of introduction and except and refuse appointment. Second, it is by expressing involving expression of sympathy and giving instruction. Third, the students are able to respond the meaning of short functional spoken text such as announcement and invitation. Fourth, the students are able to respond the meaning of monolog text accurately and fluently in recount, narrative and procedure.⁵

Senior High School Al-Huda Pekanbaru is one of Senior High Schools in Pekanbaru. This school uses School-Based Curriculum in teaching process. English is taught 4 periods in a week with duration 45 minutes per period. The technique used by English teacher in teaching Listening is conventional technique. In teaching process, the teacher brings the tape recorder, and then turns on to the students. The students answer the question. And the ends of the class, the students submit their tasks. Ideally, the students can

⁴Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Ibid*, p.2

⁵Departemen Pendidikan Nasional, *Silabus Mata Pelajaran Pendidikan Bahasa Inggris*, 2006, p.1-4.

comprehend the listening. But in fact, some of students still have difficulty in listening comprehension.

Senior High School Al-Huda Pekanbaru is one of schools using KTSP and having passing grade 70. However, There were some of students who could not achieve the passing grade 30. Based on the researcher's observation of First year students at Senior High School Al-Huda Pekanbaru, the researcher found some problem as follow:

1. Some of the students do not pay attention and concentration.
2. Some of the students are not able to respond what they have heard.
3. Some of the students do not get the message from the speaker.
4. Some of students are lack of vocabularies.
5. Some of students feel bored in learning process.

Based on the problem above, the writer wanted to apply an appropriate ways as an effort to increase listening comprehension for the first year students of Senior High School Al-Huda Pekanbaru. The writer uses a technique to improve students' listening skill. In this case, the writer uses controlling the teacher technique, this technique has been useful in testing listening comprehension.

Controlling the teacher technique can be used in teaching listening because Nation says that, learners' involvement to control the teacher by interviewing the teacher to repeat or slowdown can be a useful procedure for making learners aware of the linguistic and socio-linguistic features of interactive spoken language.⁶ In other words, the application of this technique can help learners to understand what they listen to and deal with the meaning.

Based on the explanation mentioned above, the writer is interested in conducting a research entitled: **“The Effect Of Using Controlling the Teacher Technique toward**

⁶I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*. New York: Routledge, 2009.p.107

Listening Comprehension of the First Year Students of Senior High School Al-Huda Pekanbaru”

B. Definition of the Term

In order to explain and avoid misinterpretation about the title and the content of the research, it is better to define the terms used in this research. The terms can be defined as in the following:

a. Controlling the Teacher

Controlling the teacher is a technique involvement to control the teacher by interviewing the teacher to repeat or slow down, can be a useful procedure for making learners aware of the linguistic and socio-linguistic features of interactive spoken language.⁷

In this research, controlling the teacher is a technique used by writer to know the effect of that technique toward the students’ listening comprehension of the first year students of SMA Al-Huda Pekanbaru.

b. Technique

⁷I. S. P. Nation and Jonathan Newton, *log. cit*

A technique is a classroom device or activity and thus represents the narrowest of three concepts. Some techniques are widely used and found in many methods (e.g., dictation, imitation and repetition).⁸

c. Listening Comprehension

Listening comprehension is an activity of paying attention to and trying to get meaning from something listeners hear in particular ways on particular occasions.⁹

Listening comprehension in this research is students' ability in comprehending what they hear, especially the first year students of SMA Al-Huda Pekanbaru.

C. The Problem

1. Identification of the Problem

Based on the background of the problem mentioned above and supported by the phenomena, it was clear that some of students still get difficulties in English especially in listening comprehension. The problems in this research were identified as follows:

- a. Why do some of students not pay attention and concentration in listening course?
- b. What makes some of students are not able to respond what they have hear?
- c. Why are the students difficult to identify what the speaker means?
- d. Why are the students not interested in listening course?
- e. What are the students' efforts to improve their listening comprehension?

2. Limitation of the Problem

In order to focus on the topic the writer limits the problem as follows:

- a. Students listening comprehension by using Controlling The Teacher Technique of the first year students of Senior High School Al-Huda Pekanbaru.
- b. Students listening comprehension without using Controlling The Teacher Technique of the first year students of Senior High School Al-Huda Pekanbaru.

⁸Mariane Celce-Murcia. *Teaching English as Second or Foreign Language*. third edition, (Boston: Thomson learning, 2001). P. 6

⁹Mary Underwood, *Teaching Listening*, New York: Longman, 1989,p. 1

- c. The effect of using Controlling The Teacher Technique in teaching listening comprehension of the first year students of Senior High School Al-Huda Pekanbaru.

3. Formulation of the Problem

Based on the background above, the problems of this research can be formulated in these following questions:

- a. How is students' listening comprehension taught by using controlling the teacher technique of the first year of Senior High School Al-Huda Pekanbaru?
- b. How is students' listening comprehension taught without using controlling the teacher technique of the first year of Senior High School Al-Huda Pekanbaru?
- c. Is there any significant effect of controlling the teacher technique toward listening comprehension of the first year of Senior High School Al-Huda Pekanbaru?

D. Objective and significance of the research

1. Objective of the research

- a. To find out whether there is the students' listening comprehension taught by using controlling the teacher technique higher than those who taught without using controlling the teacher technique of the first year of Senior High School Al-Huda Pekanbaru.

- b. To find out whether there is any significant effect of using controlling the teacher technique toward listening comprehension of the first year of Senior High School Al-Huda Pekanbaru.

2. Significant of the Research

- a. To give positive contribution in teaching and learning English process, especially in listening activity of the first year students of Senior High School Al-Huda Pekanbaru.
- b. To give information and solution for the English teachers and others who concern in learning English about the using of controlling the teacher toward listening comprehension.
- c. To encourage the writer's knowledge about the topic conducted.