

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the important subjects that should be taken by the students of vocational high school. English also has four language skills: listening, speaking, reading, and writing. Listening is one of the activities done by English learners and one of the language skills. By listening, people can get information and knowledge. The idea above is in line with statement from Gillian Brown who says that listening is an activity to put the information they have heard.¹ In other words, listening is an important skill that must be possessed by people to achieve it and it can be useful in communication to each other. Vocational High School 1 Dumai is one of the state schools located in Cut Nyak Dien street. This school also uses School-Based Curriculum as its guidance in teaching and learning process. In School-Based Curriculum, listening must be taught and learned by the teachers and students.² In Vocational High School 1 Dumai, listening is taught to all grades, from the first grade to the third grade. According to syllabus 2011-2012 at the second grade, there are two basic competencies that should be achieved by the second year students of Vocational High School. First, students must understand daily simple conversation either in professional context, or with another

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

² Syllabus of SMK 2011-2012. *Unpublished*

speaker. Second, students must understand simple instruction for information on how things work.³

English in Vocational High School 1 Dumai has been taught twice a week with duration 2 periods in a week with duration 45 minutes per period. Based on the researcher's preliminary observation by interviewing the teachers of English, listening had been taught by using some techniques. The techniques were Three-phase technique, Direct method, and etc. In the implementation of teaching and learning process, teacher had done a lot of efforts to improve students' English competence in English subject. But in fact, many students still could not fulfill the minimum criteria of passing grade stated by the school.

Teaching listening is very complicated when the teacher does not prepare any technique in teaching process. Based on the researcher's preliminary research at Vocational High School 1 Dumai, especially in teaching listening, the teacher gave the material (announcement or advertisement) to the students. Then, the teacher asked some questions to the students about the text. After that the teacher read another material (announcement or advertisement) and the teacher asked some questions related to the material. Next, the teacher divided the students into some groups, each group found the example of one kind of the material like reading by the teacher before. First group students, read their material to another group, each group prepared some questions related to advertisement. Now, the next groups changed their role and they read about their material. The third, the last group, and the first group, prepared their questions and asked the material

³ Ibid

given by the second group. After this group activity was finished, then the teacher turned on the tape about the material and the students answered the questions about it from the tape recorder. The technique made the students bored and they had no interest in learning. In fact, the students got many difficulties in listening activity that made them slow in doing task given by the teacher. In the words, some of the students did not fulfill the minimum criteria of passing score (KKM). The passing score of KKM for English subject, especially for listening at Vocational High School 1 Dumai is 72. Therefore, the writer concludes that the students of the second year at Vocational High School 1 Dumai do not achieve the KKM target stated by the school. It is because of some problems in their learning English, one of the problems is some students can't catch the point from what the speaker said.

Based on the writers' preliminary observation of the Second year at Vocational High School 1 Dumai, students also still had problems in listening ability. The writer also found some symptoms as follows:

1. Some of the students get low score in their listening task.
2. Some of the students have lack of vocabulary.
3. Some of the students are not able to identify what the speaker means.
4. Some of the students are not able to identify the listening material.
5. Some of the students are not able to understand and respond the material in listening.
6. Some of the students are not able to catch the point clearly.

The writer assumes that some of the students' difficulties can clearly be caused by many factors, such as the students are lack of mastering grammar, lack of mastering vocabulary and the teacher technique in teaching by using traditional technique or the uninteresting teaching strategy that has been used by the teacher. On the other hand, in teaching and learning process, teacher uses monotonous strategy that causes the students unable to improve their listening skill. So, the teacher should be creative to manage the strategy in teaching and learning.

According to phenomena above, it is clear that many problems in students' learning English. In fact, there are various listening techniques and strategies that can be used in order to assist the students to gain the ability level as the goal of listening activity. One of the strategies that can be used in teaching and listening is called Paraphrase Passport strategy. This strategy can be viewed and described as one of the strategies that will help students to develop their listening skills as well as their paraphrasing skills⁴. By using this strategy, it will make students easy to improve their listening ability of the Second Year at Vocational High School 1 Dumai. This statement is similar to what Kagan stated that using paraphrase passport can improve students' listening skills⁵.

Based on the problems which have been explained above, so it is clear that some of the students at the second year of Vocational High School 1 Dumai still have problem with their listening which have to be solved as soon as possible, not only the trouble from the students themselves, but also students' motivation and

⁴ Sarah Kartchner Clark and Sharon Coan, *Successful Strategies for Reading in the Content Areas: Secondary*, (Huntington Beach: Shell Educational Publishing, 2005), p. 37

⁵ Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 6.14

the rest is caused by the other factors. Because of that, the writer is interested in this problem by conducting a research entitled **The Effect of Using Paraphrase Passport Strategy toward Listening Ability of the Second Year Students at Vocational High School 1 Dumai.**

B. Definition of the Terms

1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.⁶ The writer states that effect can be said as an influence that is appeared by something towards something else. However, in this research, the term of effect refers to the effect of using Paraphrase Passport Strategy toward listening ability of the second year students at Vocational High School 1 Dumai.

2. Paraphrase Passport strategy

Kagan in Anna Zacharias stated that paraphrase passport is the activity that has to practice listening and to practice paraphrasing while discussing a topic. That was a good way to practice the specific skills of effective listening.⁷ Paraphrase passport they learn how to listen well and develop their empathy skill⁸. In this research, Paraphrase Passport strategy means that strategy used by researcher to improve ability in listening of the second year students at Vocational High School 1 Dumai.

⁶ Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied linguistics*, Third edition (New York: Pearson Education, 2002), p. 175

⁷ Anna Zacharias, *Conflict Resolution*, <http://unit1project.tumblr.com/> . Retrieved 20 April 2013

⁸ Spencer Kagan, *Structures for Standards* , http://www.kaganonline.com/free_articles/dr_spencer_kagan/292/Structures-for-Standards. Retrieved 20 April 2013

3. Listening

Listening is a skill involving concentration effort in followed what is spoken in recognizing the main point and make sure that they understood.⁹

Listening is harvesting what is in the speaker's mind.¹⁰

4. Ability

Ability is the capacity or the power to do something physical or mental.¹¹Theoretically, listening ability is competence to get information from what is talked or spoken from the others by hearing and getting the meaning of that informations.

C. Problems

Based on the information illustrated above, it is very clear that the students still have a lot of problems especially in listening ability.

1. Identification of the Problem

Based on the problems depicted in the background of the problems, thus, the problems of this research are identified as follows:

- a. The students get low score in their listening task.
- b. Some of the students have lack of vocabulary.
- c. Some of the students are lack of grammar.
- d. Some of the students are less of self-confidence.
- e. Some of the students are reluctant to join listening in the class.

⁹ AS Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford: Oxford University Press. 1995), p. 783

¹⁰ Michael Rost, *Teaching and Researching Listening*, (London: Longman, 2011), p.3

¹¹ Ibid., p.2

- f. Some of the students are not able to memorize of what they heard.
- g. The teacher does not have appropriate strategy in teaching listening.

2. Limitation of the Problem

There are a lot of problems needed to be investigated, especially in listening subject. However, this research is limited on using Paraphrase Passport strategy and listening ability of the second year students at Vocational High School 1 Dumai.

3. Formulation of the Problem

Based on the problems limited above, this research questions are formulated in the following research question:

- a. Is students' listening ability taught by using Paraphrase Passport strategy higher than those who are taught without using Paraphrase Passport strategy?
- b. Is there any significant effect of using Paraphrase Passport strategy toward listening ability of the second year students at Vocational High School 1 Dumai?

D. Objective and Significance of the Research

1. Objective of the Research

- a. To find out whether or not the students' listening ability taught by using Paraphrase Passport strategy is higher than those who are taught without using Paraphrase Passport strategy of the second year at Vocational High School 1 Dumai.

- b. To find out whether or not there is any significant effect of using Paraphrase Passport strategy toward students' listening ability of the second year students at Vocational High School 1 Dumai.

2. Significance of the Research

- a. To give the information to the teachers, and the institution about the effect of using Paraphrase Passport strategy toward listening ability.
- b. To give some contribution to the students in order to improve students' ability in listening.
- c. To enhance the writer's ability about teaching listening by using Paraphrase Passport strategy.
- d. To be beneficial findings in education.

E. Reason for Choosing the Title.

The reasons why the writer is interested in carrying out the research on the title above is based on several consideration:

1. The problem of this research is very crucial to be investigated in a research.
2. The title of this research is relevant to the status of the writer as a student of the English education department.
3. As far as the writer is concerned, the title of this research is not yet investigated by any other researchers.
4. The writer has her own ability to investigate the problems above pertaining to time, energy, location and finance.