

CHAPTER 1

INTRODUCTION

A. The Background of the Research

English has become an international language. People from different country communicate by using English. There are four skill in English. They are speaking, listening, reading and writing. Listening should be mastered by people if they want to be able to communicate with anyone. Many activities require listening as one crucial part. It shows that listening is one of four skills which be useful to be mastered. As Morley stated in Murcia that people listen twice as much as speak, four times more than reading, and five times more than writing.¹ Listening is not merely the process of an undirectional receiving of audible symbol but listening also is the process of getting information. People spend close to 50 percent of their waking time listening, and college student spend almost 90 percent their time for listening class.² It shows that how important listening in any activities done by anyone.

Listening is as an essential skill should be completed with comprehension. Listening comprehension is psychomotor process of receiving wave throught the ear and transmitting nerve impulses to the

¹ Marriane Celce Murcia, *Teaching English as Second or Foreign Lamguage* (Boston: Thomson Learning, 2001), p.70

² Paulette Dale-James C. Wolf, *Speech Communication Made Simple Third Edition* (New York: Adison Wesley Longman, 2006), p.146

brain.³ Meaning that listening need complex ability of analysis not only listen to what they heard but also to know the meaning of utterance. Clark in Murcia stated that listening comprehension describes comprehension of a speaker message as the internal reproduction of that message in the listener' mind, so that successful listening reproduces the much as the speaker intended.⁴

Listening comprehension requires the students to listen selectively to what speaker says because the information is put indeed. In the context of the task, the students must not know all what was said but they must be able to finish all tasks successfully. As what Brown said it does not matter whether or not the students have understood all the details of what was said. All the matter is that the students have been able to construct enough of a reasonable interpretation to make a decent effort at completing the task successfully.⁵

In the school based Curriculum (KTSP), listening is one of the skill that must be taught by teacher to student. Private Islamic Junior high School YLPI is one of Islamic school located in Prof. M Yamin st. It uses school based curriculum as a guidance of teacher to teach. According to the syllabus of Private Islamic Junior high School YLPI Pekanbaru, one of the indicator mention that the students need to be able to understand what the speaker say about. In the implementation of learning process, teacher ask the student to do an activity such

³ H. Douglas Brown, *An Interactive Approach to Language Pedagogy* (New York : Longman,2000), p.249

⁴ Op.Cit Marianne Celce Murcia, p.89

⁵ Gillian Brown, *Listening to Spoken English Second Edition*(New York : Longman, 1990), p.148

as listen to an audio then write it down or do exercise. And the writer thinks that the activity is not appropriate anymore to be applied to reach learning goals of teaching listening.

The way teachers teach listening in the class will hold the important role to help students run the listening comprehension process. In the preliminary observation in SMP Islam YLPI Pekanbaru, writer observed that the teacher treat listening tasks as assessment, rather than educational tools. Such tasks are often solved to get the right answers or to check how much students can understand, without any other defined educational goals and teaching outcomes. As a result, Students usually get stressed trying to solve the tasks using their intuition and some self-invented methods. Teachers just play recordings and read answers from an answer key, instead of encouraging their students to listen actively and giving them some proven recipes for obtaining the required information successfully. The teacher seems like to apply the paradigm that listening subject is just about testing listening without any understanding spoken language in different forms, genres, variety, accents, etc. from the students.

As the result, students get stressed and they will feel panic to do listening activity if they are unable to do the tasks and they believe that they will always fail, so that students will only copy the answers from their friends or from an answer key. Besides the inappropriate teaching ways, in SMP Islam YLPI Pekanbaru, the writer also finds other problems that most language learners face while they are listening. The first problem is the fast rate of speech of the aural information of listening material since they do not have much exposure to

different accents because English is not standing as the first language and even they cannot catch the point of information in the fast rate of speech. Second problem is the students' inattention. Students tend to feel bored when they are listening to some recordings for the reason that they will spend the long time to listen without any picture of speakers so that students may give the attention for the first ten minutes of lesson but they will be lack of attention up to ten minutes of the lesson. The third problem is students' lexis; students have limited vocabularies that the students feel hard to recognize the sound of a word.

Based on the writer' preliminary study at second year student of Private Islamic Junior High School YLPI Pekanbaru on July 24th 2013, the writer found synthom as follows :

1. Some of students are not able to comprehend the idea.
2. Some of the students are not able to identify specific information in listening materials for descriptive text.
3. Most of the students are not able to identify what the speakers mean.
4. Some of the students are not able to retell what they have listened whether in spoken or written form.

Therefore, the writer is interested in conducting a research entitle “ **The Contribution of Using Split Information Activity and Listening Comprehension of The Second Year Student of Private Islamic Junior High School YLPI Pekanbaru**”

B. The Definition of Terms

This thesis is The Contribution of Using Split Information Activity and Listening Comprehension of The Second Year Student of Private Islamic Junior High School YLPI Pekanbaru. It needs to define the term used to avoid misunderstanding and misinterpreting.

1. Split Information Activity

According to Nation and Newton, split information task can be seen when the learners work in pairs. In each pair, one learner (a) has a sheet of paper with 30 simple numbered pictures on it. The other learner in the pair (b) has a similar sheet except that about half of their pictures are the same as learner a's and the other half are not the same as learner a's. Learners a and b sit facing each other. They must not be able to see the information on each other's sheet.⁶ In this term, the writer will only provide 15 pictures for the student.

2. Listening Comprehension

The process of understanding speech in second and foreign language.⁷ Listening comprehension is an active and conscious process in which the listener constructs meaning by using clues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement.

⁶ Op.Cit, I.S.P Nation and Jonthan Newton. p.100

⁷ Jack C. Richard, John Platt and Heidi Platt. *Language teaching and Applied Linguistics Longman Dictionary* (England: Pearson Limited. 1999), 216

C. The Problems of the Research

1. The Identification of the Problems

Based on the symptoms stated in the background, the problems of this research are identified as follow:

1. Some of students have less of interest in listening.
2. Some of students have limitation vocabularies.
3. Some of students have lack of motivation in listening.
4. Some of students are not able to comprehend the idea in descriptive text
5. Some of the students are not able to identify specific information in listening materials.

2. The Limitation of the Problems

Based the identification of the problems above, it will be better for the writer to restrict the problem in order to pay more attention to specific problems. This research will focus on the contribution split information activity and listening comprehension for descriptive text at second year student of Private Islamic Junior high School YLPI Pekanbaru.

3. The Formulation of the Problem

In accordance with the limitation of problems stated above, the writer will formulate the research into the following formulated research question:

1. How is students' split information activity at second years students of Private Islamic school of YLPI Pekanbaru ?

2. How is the students' listening comprehension at second years students of Private Islamic school of YLPI Pekanbaru ?
3. Is there any positive contribution of Split Information Activity towards students' listening comprehension at second years students of Private Islamic school of YLPI Pekanbaru ?

D. The Objective and the Needs of the Research

1. The Objective of the Research

Based on the formulation of the problem, the objectives of the research are :

- a. To find out the information about listening comprehension of second year student' of Private Islamic School of YLPI Pekanbaru.
- b. To find out whether there is any significant contribution of Split Information Activity in students' listening comprehension.

2. The Significance of the Research

The research is very important because it will contribute and carry out the following necessities, they are:

- a. To fulfill one of the requirements to complete the undergraduate degree at English Education Department of Education and Teacher Training Faculty, State Islamic University of Sultan Syarif Kasim Riau
- b. Theoretically, the writer can get information from this research that can be very useful to enlarge his knowledge, especially the

contribution of split information activities in listening
comprehension