

# CHAPTER I

## INTRODUCTION

### A. The Background

Listening is one of the ways to get information. Nunan says listening is an active, skill requires a person to receive and understand incoming information (input)<sup>1</sup>. It means that, in listening, the process is not only when we hear, but also when we connect it to other information. Listening has a close relationship with learning process, especially in English. Listening is the activity of paying attention to and trying to get meaning from something we hear.<sup>2</sup> It means that, to listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves. Listening is one of the most important skills to teach and learn within the foreign language classroom. In developing the listening skill, it is imperative that students be exposed to as many different speakers as possible. In addition, it is important that students hear a variety of dialects and accents while practicing the listening skill. The use of audio is vital for effective listening skill development.

In order to support students' need toward listening, School Based Curriculum (KTSP) provides listening as one of the English standard competences that must be taught and learned in Senior High School.<sup>3</sup> SMA Muhammadiyah Pekanbaru is one of the schools that uses School Based Curriculum (KTSP) as its guidance in teaching and learning process. Applying the curriculum, In SMA Muhammadiyah Pekanbaru, English was taught twice a week for two semesters in each grade by different teachers with duration 90 (2x45) minutes for each

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<sup>1</sup>Nunan, David. *Practical English Language Teaching*, New York: McGraw-Hill Education, 2003, p. 24.

<sup>2</sup>Underwood, Mary. 1989. *Teaching Listening (Longman Handbooks for Language Teachers)*. New York: Longman Inc. p. 1.

<sup>3</sup>Departemen Pendidikan Nasional. 2006. *Silabus Mata Pelajaran Pendidikan Bahasa Inggris*.

meeting. In this school, English included Listening, speaking, reading and writing. In this research, writer just focused on listening. Based on the English syllabus of SMA Muhammadiyah Pekanbaru, teaching listening is to understand about the meaning of short text functional and monolog text (report, narrative, analytical exposition) in daily life.<sup>4</sup>

The English teachers of SMA Muhammadiyah Pekanbaru used two kinds of methods in teaching listening, such as translation method and answers the questions from piece of the dialog. By implementing the method, the students are expected to be able to understand an English dialog and answer the questions. But in other cases, In teaching listening, the teacher gave the students listening materials from the tape recorder and they answered the question, and after that teacher asked them to collect their papers and the teacher gave the true answers to the students. From this situation was almost 50% in which the students did not understand about the meaning of the listening text and they could not answer question correctly. They feel bored in listening. They are lazy to listen. They spend much time to understand the dialog. They also are not able to answer the questions given after listening a dialog. Finally, they are not being able to get The Target Score Minimum (KKM) that was 70.

Based on the result of researcher at SMA Muhammadiyah Pekanbaru, the writer finds that the students' ability in comprehending listening English dialog is low. It can be seen from the result of the students' quiz and examination in answering the listening text. In the examination, the English teacher gave multiple choice tests 20 question. They are about main idea, the meaning of vocabulary and idioms. The result of examination showed that there were not any students could reach good level to excellent level. There were 9 students or 20% of the students could reach good level, 23 students or 55 % of the students reach average level. In addition, there was no students at the poor level. The average score of examination

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<sup>4</sup> English Syllabus of SMA Muhammadiyah Pekanbaru, second grade of first semester.

was 50.87 (Average level), while the minimum criteria of achievement (KKM) of English subject at SMA Muhammadiyah Pekanbaru is 70<sup>5</sup>. In other words, the result of examination had not achieved the minimum criteria of English subject at SMA Muhammadiyah Pekanbaru.

Based on phenomenon above, the writer knows that some of students have low ability in listening comprehension, listening achievement test some of them get low score in listening comprehension exercise. The teacher found many students who still do not understand and get difficulties in listening. The problems faced by the students are outlined in the following phenomena:

1. Some of the students are lack of control over the speed at which speakers speak.
2. Some of the students are not able to expose and retell the lesson what they have heard.
3. Some of the students cannot write down because they cannot understand idiomatic expression
4. Some of the students who are unfamiliar with the context may have considerable difficulty in interpreting the words.
5. Some of the students are difficult to comprehend the key ideas what they have heard.
6. Some of the students cannot share these ideas because they cannot understand syllable of pronunciation.

To improve the students' ability in listening needs an appropriate method which is used to give solution of their problem. There is a powerful method that can help them in developing their listening in Audio Segment. According to Aamtzen (1993, p. 355), audio can draw and hold the attention, support the student reading text on the screen, and motivate the

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<sup>5</sup>Interview Data from English Teacher of SMA Muhammadiyah Pekanbaru, 28 December 2012.

learner. Audio plays a vital role within the foreign language classroom. Effective language learning is very dependent on effective use of audio<sup>6</sup>. It means that audio can make students interest of listening because many of students cannot expose their listening as a foreign language.

At the conclusion of this lesson, students will be able to understand the segment and feel confident in their ability to hear and understand spoken English. Furthermore, students will have developed a variety of listening techniques that will aid them in future improvement of their listening skills.

Based on the explanation and the problems above, the writer is interested in conducting a research entitled **“The Effect of Using Audio Segment Toward Listening Comprehension of the Second Grade Students at State Senior High School Muhammadiyah Pekanbaru”**

## **B. The Definition of Terms**

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms used in this research as follows:

1. Effect is change caused by somebody / something; result.<sup>7</sup>

Interest in this research refers to the effect of using Audio Segment toward students' listening comprehension of the second grade students at Senior High School Muhammadiyah Pekanbaru.

2. Audio segments are links which play the complete audio segment, accompanied by a title

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<sup>6</sup>Wyatt, Wendy. 2005. *Creating a Lesson in Audio*. [wwyatt@gc.k12.va.us](mailto:wwyatt@gc.k12.va.us) (accessed November, 2005).

<sup>7</sup>Oxford Dictionary, *Learner's Pocket Dictionary: Fourth Edition* (New York: Oxford University Press, 2008), 143.

and time in minutes and seconds<sup>8</sup>. We can also teach listening skills through audio segments of radio programs, online podcasts, instructional lectures and other audio messages. This is interactive listening process in class and then instruct the students to repeat the exercise on their own. First, instruct students to prepare for listening by considering anything that they will want to learn from the content of the audio segment. Once they have written down or shared these ideas, then play the audio segment, allowing the students to take notes if helpful. Once they have gained confidence and experience, repeat this activity but instruct students to not take notes until the completion of the audio segment. In this research, Audio Segment is used to improve listening comprehension of the second grade students at Senior High School Muhammadiyah pekanbaru.

3. Listening Comprehension is the traditional way of thinking about the nature of listening.<sup>9</sup>Listening comprehension in this research is defined as students' ability in understanding the message and given respond what they heard. Therefore, the writer uses Audio Segment to know its influence towards students' listening comprehension. Achieving listening comprehension is the goal of this research that was conducted at Senior High School Muhammadiyah Pekanbaru and tended to the second grade students.

## **C. The Problem**

### **1. The Identification of the Problem**

Based on the background of the problem and phenomena that the writer shows above, some of students of Senior High School SMA Muhammadiyah Pekanbaru encounter problem in English subject especially in Listening . Thus, the problems in this

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<sup>8</sup><http://www.ehow.com/about/5478603/modern-methods-teaching-listeningskills.html>

<sup>9</sup>Richard, Jack. C, *Teaching Listening and Speaking From Theory to Practice*, New York: Cambridge University Press, 2008, p.3.

research are identified as follows:

- a. Some students are lack of control over the speed at which speakers speak
- b. Some students are not able to expose and retell the lesson what they have heard
- c. Some students cannot write down because cannot understand the idiomatic expression
- d. Some students are unfamiliar with the context and difficult in interpreting the words.
- e. Some students are difficult to comprehend the key ideas what they have heard
- f. Some students are difficult to comprehend the syllable of pronunciation.

## **2. The Limitation of the Problem**

Based on the identification of the problem above, the problem in this research only focuses on The Effect of Using Audio Segment toward Listening Comprehension of the second grade students' at state Senior High School Muhammadiyah Pekanbaru.

## **3. The Formulation of the Problem**

Referring to the identification of the problems above, the problems of this research can be formulated in the following research questions:

- a. Is there any significant difference of listening comprehension before being taught by using Audio Segment for experimental class and without using Audio Segment for control class of the second grade students at SMA Muhammadiyah Pekanbaru?
- b. Is there any significant difference of listening comprehension after being taught by using Audio Segment for experimental class and taught without using Audio Segment for control class of the second grade students at SMA Muhammadiyah Pekanbaru?
- c. Is there any significant effect of using Audio Segment toward listening comprehension of the Second Grade Students at SMA Muhammadiyah Pekanbaru?

## **D. The Objectives and the Significance of the Research**

### **1. The Objectives of the Research**

There are three objectives of this research. They are:

- a. To find out whether there is any significant difference of listening comprehension before being taught by using Audio Segment for experimental class and without using Audio Segment for control class of the second grade students at SMA Muhammadiyah Pekanbaru.
- b. To find out whether there is any significant difference of listening comprehension after being taught by using Audio Segment for experimental class and taught without using Audio Segment for control class of the second grade students at SMA Muhammadiyah Pekanbaru.
- c. To find out whether there is significant effect of using Audio Segment or not toward listening comprehension of the Second Grade Students at SMA Muhammadiyah Pekanbaru.

## **2. The Significance of the Research**

Related to the objectives of the research above, the significance of the research are as follows:

- a. To assist the students in developing their listening comprehension by using Audio Segment.
- b. To provide some information to the teacher about using Audio Segment toward students listening comprehension.
- c. To accomplish the task as the last requirement of the study at Faculty of Education and Teacher Training of UIN SUSKA Riau.
- d. As the guidance for those who intend to conduct the same topics of investigation in the future