

CHAPTER I

BACKGROUND

A. Background of the Problem

Listening is an important skill for students especially in teaching and learning process. It is one of the ways to get the information. As Brown says listening is an activity to put the information the people have heard.¹ Therefore, it helps them develop other skills of English, like speaking, writing and reading skill.

In addition, Hasibuan and Ansyari stated that Listening is language modality that is used most frequently. It has been estimated that adults spend almost half their communication time for listening, and students may receive as much as 90% of school information through listening to instructors and to one another.² So that, listening is one of the most important skills that should be mastered by students, because if they do not have good comprehension in listening, they will get difficulties in comprehending language.

The aim of listening is measuring students listening comprehension. Field stated that measuring listening is a well-established one and, though it may not lead demonstrably to better listening, it is easy to apply.³ It means that the teacher is easier in measuring listening and they do not need to

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

² Kalayo Hasibuan and M Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Aaf Riau Graha Press, 2007), p.89.

³ John Field. *Listening the Language Classroom*. (Cambridge: Cambridge University prss, 2009), p.6.

question whether it is the most effective way of developing the skill in learners.

In process of teaching and learning English, listening is categorized into the last language skill that needs to be mastered by the students. In order to accomplish students' need toward listening, School-Based Curriculum provides listening as one of the skills that must be taught and learned in Senior High School. Based on the School Based Curriculum (KTSP), for listening skill of 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 identify the meaning of transactional (to get things done) and interpersonal (to socialize) conversation accurately and fluently by involving utterance of introduction and accepting and refusing appointment. Second, it is involving expression of sympathy and giving instruction. Third, the students are able to identify the meaning of short functional spoken text such as announcement and invitation. Fourth, the students are able to identify the meaning of monolog text accurately and fluently in recount, narrative and procedure.⁴

SMAN 2 Rambah Hilir Rokan Hulu using School Based Curriculum KTSP as its guidance in teaching and learning process. English is taught twice a week with duration about 45 minutes and minimum of the score in this school for English subject is 70. According to curriculum of SMA/MA in which Syllabus KTSP (School Based Curriculum) the standard competence of

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

teaching listening is the students understand meaning of the simple text monologue/essay fluently and accurately in narrative, descriptive, recount, news item, report, hortatory exposition, spoof and explanation and identify the meaning of functional text for example: Announcement, instruction, etc.⁵ So that, listening ability is very crucial to be mastered by the students.

Based on the researcher's preliminary study of the second grade students at SMAN 2 Rambah Hilir Rokan Hulu on 3 December 2013, the teacher of English had done efforts to increase the students' ability especially in listening. Some of them just listened to whatever teacher said or recording tape without doing and getting something. The process of learning only focused on teacher (teacher centre). So, students could not focus and got the points from the listening session, they did not comprehend the text or the speakers told about, and when they had got points or ideas from listening of the teacher or tape recording, they could not remember it. So that, students still got difficulties in listening comprehension.

Furthermore, based on the researcher's preliminary study at SMAN 2 Rambah Hilir Rokan Hulu, the students have many problems especially in term of listening comprehension. Their listening comprehension was still low from the expectation of curriculum. The students indicated that they had problem to get the minimum criteria of passing grade. The researcher found a lot of phenomena as follows:

⁵ Departemen Pendidikan Nasional, *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah atas dan Madrasah Aliyah, Departemen Pendidikan Nasional*. (Jakarta: Balitbang Depdiknas, 2003), p. 32

1. Some of the students do not get message or information from the speaker
2. Some of the students are not able to respond what they heard
3. Some of the students are not able to answer the questions from listening session
4. Some of the students are obligated to have remedial in learning English
5. Some of the students listening comprehension is still low

To improve the students listening comprehension needs an appropriate strategy to solve their problems. Learning strategy is very helpful for the teacher in helping students improvement in learning. According to Richards strategies as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening.⁶

This is one of the strategies that can help students to improve their listening ability, this strategy is very simple and easy to use in teaching in classroom, especially in senior high school. The name of this strategy is Over to You strategy. It was introduced by White. The aim of Over to You strategy is to show students how they can control the tape recorder or video, to give students confidence in asking for clarification and to diagnose the listening problem.⁷ So that, this strategy is very good for the students to upgrade their comprehension in listening, because by using this strategy, teacher will be able to diagnose very clearly what difficulty the students find in the listening

⁶ Jack C Richards, *Teaching Listening and Speaking*. (Cambridge: Cambridge University Press, 2008), p.11.

⁷ Goodith White, *Resourch Book for Teachers: Listening*. (Oxford: Oxford University Press, 1998), p.21

passage. Then, teachers are easy to solve the students' problem in listening session.

Based on the explanation and the problems above, the reseacher is interested in conducting a research entitled: **“The Effect of Using Over to You Strategy on Students Comprehension in Listening at SMAN 2 Rambah Hilir Rokan Hulu”**.

B. Definition of the Key Terms

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 follows:

1. Students Listening Comprehension at SMAN 2 Rambah Hilir

According to Richard, listening is vital in the language, because it provides input for the learner.⁸ It means that by listening to something, they get the information that they need to learn language. The more they listen, the more they get the language. So, by listening, they get many vocabularies and they know how to pronounce it, how to use it, and etc.

Comprehension is the ability to understand something.⁹ So, by comprehending the listening, listener get the understanding of language. It means that comprehension is the ability and sense of understanding what the language is used by the speaker, so that we get the information from

⁸ Jack C Richard and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press, 2002), p. 238

⁹ A S. Hornby, *Oxford Advanced Learner's Dictionary of Current English. Sixth Edition*. (Oxford: Oxford University Press, 2000), p. 138.

the speaker well. The most fundamental aspect of comprehension is the integration of the information from the text with information already known by the listener.

In this research, listening comprehension is defined as students' ability in understanding the message and giving response what they heard. Therefore, the writer uses Over to You strategy to know its effect on students listening comprehension.

2. Over to You Strategy

Over to you strategy is a good strategy for students to upgrade their comprehension in listening, because this strategy is very simple and easy to use for teaching and learning English in classroom, especially in senior high school. Teacher is easier to diagnose the students' difficulties in learning process by using this strategy. This strategy is introduced by Goodith White in 1998.¹⁰ However, in this research, the term of over to you strategy refers to the strategy used by the writer in her research toward students' listening comprehension at SMAN 2 Rambah Hilir Rokan Hulu.

C. Problem

1. Identification of the Problem

Based on the description of the background and the symptoms above, the problems can be identified as follows:

¹⁰ Goodith White. Lop. Cit.

- a. What makes some of the students difficult to get message or information from the speaker?
- b. What makes some of the students difficult to respond what they heard?
- c. What makes some of the students difficult to answer the questions from listening session?
- d. What makes some of the students obligated to have remedial in learning English?
- e. What makes some of the students listening comprehension still low?
- f. How is the students listening comprehension taught by using Over to You Strategy at SMAN 2 Rambah Hilir Rokan Hulu?
- g. How is the students listening comprehension taught without using Over to You Strategy at SMAN 2 Rambah Hilir Rokan Hulu?
- h. Is there any significant effect on the students listening comprehension taught by using and without using Over to You Strategy at SMAN 2 Rambah Hilir Rokan Hulu?

2. Limitation of the Problem

In this research, it is very important for the researcher to limit the problems. The problems are some of students had difficulties in listening a short functional text heard, they got low score in their listening, and some of them did not pass the Minimal Passing Grade (KKM). Therefore, the researcher offered Over to You strategy to improve students listening comprehension at SMAN 2 Rambah Hilir Rokan Hulu.

3. Formulation of the Problem

The problems of this research can be formulated in the following questions:

- a. How is the students listening comprehension taught without using Over to You Strategy at SMAN 2 Rambah Hilir Rokan Hulu?
- b. How is the students listening comprehension taught by using Over to You Strategy at SMAN 2 Rambah Hilir Rokan Hulu?
- c. Is there any significant effect of using Over to You strategy on students comprehension in listening at SMAN 2 Rambah Hilir Rokan Hulu?

D. Objective and Significance of the Research

1. Objective of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To find out how the students listening comprehension at SMAN 2 Rambah Hilir Rokan Hulu taught without using over to you strategy is.
- b. To find out how the students listening comprehension at SMAN 2 Rambah Hilir Rokan Hulu taught by using over to you strategy is.
- c. To find out the effect of using over to you strategy at SMAN 2 Rambah Hilir Rokan Hulu.

2. Significance of the Research

- a. To give positive contribution in teaching and learning English process, especially in listening class of the second year students at SMAN 2 Rambah Hilir Rokan Hulu.
- b. To give information and solution to the English teachers and others who concern in learning English about the use of over to you strategy.
- c. To enlarge the researcher's knowledge about the research especially the researcher's insight scientifically in the topic of over to you strategy.