

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Listening is one of the important skills in learning language, besides speaking, reading, and writing skill. Gillian Brown defined listening is an activity to put the information they have heard.<sup>1</sup> It means listening is an important skill for students especially in teaching and learning process. They can get knowledge from people or electronic media. In learning process most of their time is used to sit in the class and listen to their teacher or friend.

Kalayo and Fauzan explained that listening is the language modeling that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and the students may receive as much as 90% of their in school information through listening instructor to one another to be able comprehend a passage, report, news, or a song. The students need teachers to help them<sup>2</sup>. Listening is a dynamic process where the listeners construct meaning based on the interplay of background knowledge and the new concepts presented

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

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

in the text.<sup>3</sup> In other words, listening comprehension requires both topical and linguistic knowledge.

Furthermore, a monologue text can be used to be something what listener heard. Actually, there are many types of monologue text. One of them is a descriptive text, which used to describe about a particular place, person or thing. Its purpose is to describe and reveal a particular person, place or thing.

The aim of English learning in Senior High School is to achieve the given literacy level. That is informational level. It is the level of literacy where the students are able to access knowledge with the medium of English language.<sup>4</sup>In order to support students' need in listening comprehension skill, syllabus in school based curriculum (KTSP) at the newest curriculums applied by MA Darul Hikmah Pekanbaru as its guidance in teaching and learning process. At MA Darul hikmah, listening is taught to all levels, from the first levels into the third level through kinds of text genre, such as descriptive, narrative, expository and many others provided by the textbook. Listening is taught twice a week with duration 90 (2x45) minutes for each meeting.

In syllabus 2012/2013 at the tenth grade, the basic competence of speaking English refers to understanding the meaning of short functional text and monolog of narrative, descriptive, spoof, hortatory exposition of daily context.

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<sup>3</sup>Zorana Vasiljevic, *English Language: Dictoogloss As An Interactive Method Of Teaching Listening Comprehension*. ( Japan: CCSE, 2010), p. 43

<sup>4</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari, Op.Cit., p. 2

Unfortunately, the students had problems in listening class, it could be seen, when the listening class; some of students could not answer the question well, they looked like confused, misunderstanding to answer the question, did not understand what speaker talking about, the students could not hear the sound clearly, students could not get the meaning of the sounds that they heard, they felt difficult to comprehend the meaning of the sentence. Therefore, it made the students difficult to comprehend the text well.

To develop students listening comprehension, the teacher had used some techniques, such as discussion, question and answer, guessing games, and singing a song. Generally, teacher used reviewed the interaction circumstances by using discussion technique in applying this technique, teacher usually gave 2 topics to students in team. Then, teacher asked them to discuss the topic based on the time given. After discussing it, the teacher asked them to perform in front of the class and told what they had heard. In order to increase students' listening comprehension, teacher was also supported by providing other programs such as English day in every Wednesday and English Club on Saturday. Based on the description above, ideally the English teacher's of tenth grade at MA Darul Hikmah had tried to teach English well.

However, based on preliminary observation and by interviewing English teacher, the researcher found that it was contrary to the reality in the class. The researcher found that some of the students were not able to listen English well. To

help these problem in listening comprehension teacher need an appropriate strategy to help the students in listening comprehension. There is a good strategy that can help the students to focus in listening comprehension, it is called gossips game. Gossips game is one of variation of games that designed to make the students' experiences of listening in the class, irrespective of their current level of English, ones that build confidence, provide motivation, entertain and generally make listening a less stressful activity.<sup>5</sup> So, the students can be easy to uderstand the material that was made.

Regarding of the symptoms the writer explained above, the researcher was interested in conduct a research entitle: **“The Effect of Using Gossips Game on Students’ Listening Comprehension at MA Darul Hikmah Pekanbaru”**.

## **B. Reason for Choosing the Title**

The reasons why the Researcher is very interested in carrying out the research on the topic above are based on several considerations as follows:

1. The problems of the research are very interesting and challenging to be investigated in teaching and learning listening.

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<sup>5</sup>Goodith White. *Listening Resource Book for Teacher* (Oxford: Oxford University Press, 1998). P.47

2. The topic is relevant to the researcher as one of the students of the English Education Department.
3. The students of MA Darul Hikmah Pekanbaru still get difficulties in listening comprehension.

## **C. The Problem**

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

Based on the background and the phenomena above, the researcher would like to identify the problems as below: when the listening class some of students can not answer the question well, they look like confused, misunderstanding to answer the question, do not understand what speaker talking about, the students cannot hear the sound clearly, students cannot get the meaning of the sounds that they hear, they feel difficult to comprehend the meaning of the sentence.

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

Based on the identification of the problem above, the researcher needs to limit the problems of the research in order to focus on the topic. Thus, in this research, the researcher only focuses on using gossips game on students' listening comprehension at MA DarulHikmahPekanbaru.

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

Based on the limitations of the problems, thus the problems of this research are formulated in the following research questions:

- a. Is the students' listening comprehension after being taught by using gossips game higher than before being taught by using gossips game of the tenth grade at MA DarulHikmahPekanbaru?
- b. Is there any significant effect of using gossips game on students' listening comprehension of the tenth grade at MA DarulHikmahPekanbaru?

### **D. Objective and Significance of the Research**

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

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

- a. To find out the students' listening comprehension taught by using gossips game higher than taught without using gossips game of the tenth grade at MA DarulHikmahPekanbaru.
- b. To find out the significant effect of using gossips game on students' listening comprehension of the tenth grade at MA DarulHikmahPekanbaru.

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

Theoretically, these research findings are expected to support the existence of the theories on the foreign language learning especially in listening subject. These research are expected to find out the effect of using gossips game on listening comprehension. Practically, these research findings are expected to give the positive contribution and information to the writer herself as the researcher in conducting and increasing her knowledge, especially in the field of educational research is that on English language teaching and learning research. These research are expected to fulfill one of the requirements for the researcher to complete her undergraduate degree program at Department of English Education of Faculty of Education and Teacher's Training of State Islamic University of Sultan Syarif Kasim Riau. Besides, these research findings are also expected to provide the students and the teachers of MA Darul Hikmah Pekanbaru, especially with the information of their students' listening comprehension.

### **E. Definition of the Terms**

In order to avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

## 1. Effect

Effect is change that something or somebody causes in something or somebody else, or result.<sup>6</sup> The writer concludes that effect can be said as influence that is appeared by something towards something else. However, in this research, the term of effect refers to the effect of Gossips Game on students' listening comprehension of the tenth grade at MA Darul Hikmah Pekanbaru.

## 2. Gossips Game

Gossips game is one of the cooperative games that helping students to create their own language. The emphasis in the games is on successfully communication rather than on correctness of language. This suggests that the most useful place for these games is at the free stage of the traditional progression from presentation through practice to the lesson, as a chance for students to use the language they have learnt freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action. This game is suitable for intermediate and upper-intermediate students. It is developed by Jill Hadfield and Goodith White. This game is a cooperative learning experience where student ask about, listen to and value what their

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<sup>6</sup>A S. Hornby, **Oxford Advanced Learner's Dictionary of Current English, Seventh Edition**, Oxford: Oxford University Press, 2005, p.138.



classmates or teacher have said. It means students respond positively to bring like and being accepted respected member of class. This game can help students listen for details and familiar voices<sup>7</sup>. In addition, this game can also help students to describe something, personality, and relationships.

### 3. Listening Comprehension

Comprehension is ability to understand something.<sup>8</sup> Listening comprehension in this research is defined as students' ability in understanding the message and given respond what they heard. Therefore, the researcher used Gossips Game to know its influence on students' listening comprehension.

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<sup>7</sup>Goodith White, *Loc.Cit*

<sup>8</sup>A S. Hornby, **Oxford Advanced Learner's Dictionary of Current English, Seventh Edition**, Oxford: Oxford University Press, 205, p.138.