

CHAPTER I

INTRODUCTION

A. Background of the Problem

Listening is one of the four skills that must be mastered by learners and should be taught by teachers effectively, besides speaking, reading and writing. It is one of the ways to get information. According to Brown, listening is an activity to put the information they have heard.¹ It means that listening is a crucial skill for students especially in teaching and learning process. They could acquire knowledge from other people, environment and electronic media. In learning process, most of their time is used to sit in the class and listen to the teacher and friends.

The effectiveness of communication can be measured through listening process. It decides that communication is conveyed well to the listener when the listener can get the information clearly. Listening is the most frequently process in people communication. According to Hasibuan and Ansyari, listening is the language modality that is used most frequent. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another and it influences the process of communication.²

The way to get the aim of listening is measuring students' listening comprehension. Field stated that measuring listening is a well-established one

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

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

and, though it may not lead demonstrably to better listening, it is easy to apply.³ It means that teachers are not asked to be worried in measuring listening and they do not need to question whether it is the most effective way of developing the skill in learners.

In teaching and learning English process, listening is categorized into the last language skill that needs to be mastered by all of 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, for listening skill of Senior High School, there are four basic competences that should be achieved by the students.

First, the students are able to identify the meaning of transactional (to get things done) and interpersonal (to socialize) conversation accurately, fluently and understandably in the form of expressing thank/gratitude, complement and greeting. Second, the students are able to respond the meaning of transactional (to get things done) and interpersonal (to socialize) conversation accurately, fluently and understandably in the form of expressing surprise, disbelief and accepting invitation/offering. Third, the students are able to respond the meaning of short functional spoken text such as announcement, advertisement and invitation accurately, fluently and understandably in daily life. Fourth, the students are able to respond the

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

meaning of monolog text accurately and fluently in narrative and news item in daily life⁴

In accordance with the purpose above, English is a tool to communicate in oral and written forms, so all the communicative competences should be developed very carefully and effectively. The communicative ability means that the students are able to understand and produce oral and written text in four skills: listening, speaking, writing and reading. Therefore, teaching and learning English process should be suitable with the means of communicative language teaching.

Darul Hikmah Islamic Senior High School Pekanbaru is one of the schools in Pekanbaru using School-Based Curriculum 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 the syllabus of English lesson for the tenth grade students of Darul Hikmah Islamic Senior High School Pekanbaru, the basic competence of listening refers to the capability.

Based on the writer preliminary observation on 2 June 2013, it was known that the teacher of English of the tenth grade at Darul Hikmah Islamic Senior High School had used listening song as a warming up activity in teaching listening. At the first time, students were interested in studying but when they came to material, they found difficulties in listening section. They were not able to catch the information of what they heard. At last, they

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

became bored because they found difficulties in understanding what the speaker said.

Furthermore, based on the writer's preliminary observation at Darul Hikmah Islamic Senior High School Pekanbaru, the students still had many problems especially in term of listening comprehension. Their listening comprehension was still far from expectation of curriculum. The students indicated that they had problem to get their own minimum criteria of passing grade. The researcher found a lot of phenomena as follows:

1. Some of the students get difficulties to understand and get information in listening class.
2. Some of the students do not give their participation and response in listening class.
3. Some of the students avoid listening class.
4. Some of the students are not able to answer the question in listening task and activity correctly.
5. Some of the students do not pass the minimum score in listening comprehension.

Based on the phenomena above, it is necessary for language teacher to foster listening comprehension on their students. Teachers should be creative in facing these problems, they improve their students' listening comprehension through applying some strategies in teaching and learning process. One of the strategies that can be used in listening is Taped Feedback strategy. Taped feedback strategy is one of the strategies that can help students in improving their motivations and passion in listening. According to White,

taped feedback aims at showing the students how they can use listening as a way of improving their language skill.⁵ Students learn to make the record and they do not work individually but they work in pairs. So, it will bring some benefit in improving their enthusiastic in listening class. Automatically it influences the students' understanding in listening comprehension.

Based on the explanation and the problems above, the writer is interested in conducting a research entitled **“The Effect of Using Taped Feedback Strategy on Students’ Comprehension in Listening at Darul Hikmah Islamic Senior High School Pekanbaru.”**

B. Definition of the Terms

The researcher uses some specific terms in this paper. In order to avoid misunderstanding and misinterpretation of the terms, the writer needs to explain them as follows:

1. Effect

Effect is a change of procedure by an action or cause as define. It means that effect is an activity that can be changed by something. In this research, effect is defined as the result of teaching reading treated with knowledge chart strategy.⁶ However, in this research, the term of effect refers to the effect of Taped Feedback strategy on students' comprehension in listening at the tenth grade of Darul Hikmah Islamic Senior High School Pekanbaru.

⁵ Goodith White. *Resource Book for Teachers: Listening.*(Oxford : Oxford University Press. 2008). P. 35.

⁶ Hornby, *Oxford. The Advance Learner Dictionary Of Current English.* (Oxford : Oxford University Press, 1995),p.369

2. Taped Feedback Strategy

Taped feedback strategy is formative messages, recorded and distributed as digital audio or video to individual students or students group in response to both ongoing and submitted work allowing each student to develop their knowledge and the way they learn.⁷ In this paper, the term of Taped Feedback strategy refers to the strategy used by the writer in her paper toward students, comprehension in transactional and interpersonal conversation at the tenth grade students of Darul Hikmah Islamic Senior High School Pekanbaru.

3. Listening Comprehension

Listening comprehension is more than extracting meaning from incoming speech. It is a process of matching speech with what listeners already know about the topic. Therefore, when listeners know the context of a text or an utterance, the process is facilitated considerably because listeners can activate prior knowledge and make the appropriate inferences essential comprehending the message.⁸ However, listening comprehension in this paper is defined as students' ability in understanding the message and giving response what they heard.⁹ Therefore, the writer uses taped feedback strategy to know its influence on students' listening comprehension.

⁷ Susi Peacock and Jim Sharp. *Student Feedback via Audio Files*. (Queen Margareth University, Edinburgh. 2008) p.2

⁸ Heidi Byrnes, *The Role of Listening Comprehension: A theoretical Base*. (Monterey: California. 1984).p.2

⁹ Cyrill Weir. *Language Testing and Validation*. New York: Palgrave Macmilan. 2005.p.95.

C. The Problems

1. Identification of the Problems

Based on the background and the phenomena above, the writer would like to identify the problems as follows:

- a. Why are some students not able to identify the meaning of utterance of some expressions?
- b. Why are some students not able to identify the words that had been heard?
- c. Why are some students not able to identify the implied information?
- d. Why are some students not able to identify the relationship between the speakers?
- e. Why are some students not able to identify the context of situation?

2. Limitation of the Problems

In this research, it is very important for the researcher to limit the problems. The problems are some of students got difficulties in listening comprehension and got low score, some of them did not pass the Minimal Passing Grade (KKM). Therefore, the researcher offered Taped Feedback Strategy to improve students listening comprehension at Darul Hikmah Islamic Senior High School Pekanbaru.

3. Formulation of the Problems

The problem of this research is formulated in following research questions:

- a. How is the students' listening comprehension taught by using taped feedback strategy of the tenth grade at Darul Hikmah Islamic Senior High School Pekanbaru?
- b. How is the students' listening comprehension taught without using taped feedback strategy of the tenth grade at Darul Hikmah Islamic Senior High School Pekanbaru?
- c. Is there any significant effect of using taped feedback strategy on students' comprehension in listening of the tenth grade at Darul Hikmah Islamic Senior High School Pekanbaru?

D. The Objectives and Significance of the Research

1. The Objective of the Research

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

- a. To acquire the information about the students' ability in listening taught by using Taped Feedback strategy of the tenth grade at Darul Hikmah Islamic Senior High School Pekanbaru.
- b. To acquire the information about the students' ability in listening taught without using Taped Feedback strategy of the tenth grade at Darul Hikmah Islamic Senior High School Pekanbaru.
- c. To find out the effect of using Taped Feedback strategy of the tenth grade at Darul Hikmah Islamic Senior High School Pekanbaru.

2. The 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. Practically, these research findings are expected to give the positive contribution and information to the researcher herself as the researcher in conducting and increasing her knowledge, especially in the field of educational research of English language teaching and learning research. Besides, these research findings are also expected to provide the students and the teachers of Darul Hikmah Islamic Senior High School Pekanbaru, with the information of their students' listening comprehension. The last, this research is mainly expected to be beneficial in education, especially for the researcher herself.