

CHAPTER I

INTRODUCTION

This chapter encompasses the background of study, the research problem, the objective of the study, the hypothesis, basic assumption, the significance of the study, the scope and limitation, and the definition of key terms.

A. Background of The Study

As the principle skill, listening is not easy for foreign language learners. Many students have difficulties and lacks when they are faced listening course which lead them to feel anxious in listening. Xu (2011) states that for the most EFL (English as a foreign language) learners, listening is reported as the most difficult skill among the four skills. Krashen (1996) brings attention to the role of listening as a tool for understanding and emphasized it as a key factor in facilitating language learning. Furthermore, it is essential to determine language teaching strategies for facilitating language learners. Listening strategies determine activities that directly contribute to the comprehension of listening input and its recall (Zanjani, 2016). The important of listening learning process needs to give more attention because the fact of listening is often neglected by educators. Four language skills (speaking, listening, reading, and writing) are crucial for the learning and acquisition of a foreign language.

Listening skill is receptive skill to help learners in language learning. Listening skill that seen as a tool for learning language is believed to be able to present models that learners immediately copied (Vandergrift, 2004). As the principle skill, listening is not easy for foreign language learners. Many students

have difficulties when they are faced listening course which lead them to feel anxious in listening. Xu (2011) states that for the most EFL (English as a foreign language) learners, listening is reported as the most difficult skill among the four skills. Overall, listening exist the most essential English skill. It seems that listening takes up 40-50%, speaking 25-30%, reading 11-16%, writing 9% all in aspect communication (Hamouda, 2013).

Having good listening skill in learning process is essential. Therefore, the educator needs to give the strategy or technique to improve the student's skill. Technique is a media transferring to get new knowledge. In the fact of learning, technique is not suitable with student's need. This fact because the educators are not improving their knowledge to search new technique for learning. It seems that some schools use manual media for teaching listening. They are attending the class just doing what the teachers give to them, the student's problem especially in the pronoun, intonation, and speed used. Moreover, the educators should utilize current technology and new technique. The use of such new method to learn listening has increased over the years and students now have an expectation of new technique.

Listening is concerning at catching the meaning of spoken discourse in real daily life context (Djiwandono, 2015). It consists of many language features that provide the hearer to the contextual assistance (Buck, 2001). However, in the practice the students are seemingly lacking of the listening features. The pre-research activity found that the students were lacking at summing up the information of the spoken discourse. They were able to hear the voice of the

speakers, but they were less at reproduce the language according to the information. This may cause of their lack of listening skill and also lack of English language elements. To produce the language, they need to understand the content and also the context of what they hear. Then, they express the language using their own comprehension. Based on the pre-research, it seems that the use of retelling technique is appropriate to overcome the barriers.

Retelling technique has been known as one of teaching activities in language class (Hidayah, 2016). Retelling is one of the oldest of all forms of art is the art of retelling from memory rather than listening. Retelling is the original form of teaching and has the potential of fostering emotional intelligence and helps the child gain insight into human behavior. It also promotes language learning by enriching learners' vocabulary and acquiring new language structures.

In addition, retelling is a common way that many people use as part of their communication. To overcome the difficulty in using the target language, retelling is one of the recommended techniques which can help language learners in improving his knowledge of vocabulary, grammatical structures, and pronunciation. Moreover, stories provide various topics for learners to begin a conversation with others (Deacon and Murphey, 2001). Moreover, retelling can provide a motivating and low anxiety context for language learning.

Some research argue that effectiveness of using retelling in higher education for fostering students' listening skills. First, Oudolowu and Eluwakeni (2014) found that the students' listening skills is improved after being used to the retelling technique. The retelling technique is reported give positive change

towards students attitudes and achievement. The researcher suggests that it is recommended to apply retelling technique for listening class after confirming that the result of experimental group is significantly higher than control group.

The second, Juvrianto, Atmowardoyo, and Weda's (2018) research on the use of digital storytelling in teaching listening an experimental study on the eighth grade of student of SMP Negeri 4 Parepare succeed to proof that retelling technique is beneficial to improve listening skills achievement. Four-weeks process of the implementation gives a satisfactory result. The difference of the students' score between experimental and control is significant. At the end, the researchers suggest to develop and explore the use of retelling technique in teaching listening. Depart from the explanation above and some suggestions from the previous researches, the researcher writes this research paper entitled "**The Effectiveness of Retelling Technique in Teaching Listening to Tenth Grade Students of SMK PGRI 2 KEDIRI**".

B. Research Problem

Based on the background of study the problem of the study could be proposed as follow:

Do the students who are taught by retelling technique have better result of listening comprehension than the students are not taught by using retelling technique?

C. Objectives of the Study

Based on the problem of the study, the purpose of this study is to investigate the effectiveness of retelling technique in teaching listening whether

the students taught by retelling have better listening comprehension than those who are not taught by retelling technique.

D. The Hypothesis

Based on the research problem, the writer proposes the hypothesis to make the purpose of this study clear. The writer's hypotheses are:

Null Hypothesis (Ho) = There is no significant difference between listening comprehension result of students who are taught using retelling technique.

Hypothesis Alternative (Ha) = There is significant difference between listening comprehension result of students who are taught using retelling technique.

E. Scope and Limitation

To minimize the possible misunderstanding from the reader, the writer gives the scope and limitation to this study. The scope of this study is to know the effectiveness of retelling technique in teaching listening to tenth grade students. In order to be able to limit the problem of the study, the researcher focuses on the tenth grade students of SMK PGRI 2 KEDIRI.

F. The Significance of the Study

The result of this study is expected to contribute the development in teaching English, especially to the students, the teachers, and the next researcher.

So, they can use it as guidance to be better in teaching learning process:

1. For English teachers

The research gives contribution in teaching learning process. By reviewing this study, teachers will have reference of the technique that can be used in teaching listening. This result of the study can be used to improve their knowledge

in the use of various techniques or strategy in teaching listening. This function as the connector to connect the listening material and student's capability. In other word this technique could make easy in teaching listening. So, the teachers do not need to use the old technique.

2. For Senior High School students

The result of this research is expected to produce a good result in teaching and learning process especially for listening ability when it is well applied. Furthermore, it is expected to assist them to find meaningful strategy to solve their problem in listening skill. With the spirit, the students also are supposed to get great score, student could get satisfaction. Of course, all enhance the quality of both learning process and the student of tenth grade of SMK PGRI 2 KEDIRI.

3. For next researcher

This research can give a concept of media can be used in teaching listening, especially in the term of using the retelling technique. This result of the study will facilitate then as reference in conducting further study about teaching listening.

G. The Definition and Key Terms

Defining the key term will be helpful to know what is the key term exactly. In other word can avoid misunderstanding defining it.

1. Listening skill

Listening is one of the fundamental language skills, and crucial in the development of the second language competence. Listening skill is activity to identify and understand what others are saying. Listening skill can be meant as

ability to pay attention or to hear something. Listening is the first language skill that an individual acquires his life and the one that he uses most for the rest of the life.

2. Effectiveness

Effectiveness is an output of specific review or analysis that measure the achievement. To which the higher education institution can be expected to achieve specific requirement and according to the researcher effectiveness is a measure to see the goal of a technique are used.

3. Retelling

Retelling is a process of re-memorizing what we listened and read, so the student will memorize back in their brain and processing several sentences that are remembered and trying to make a good sentence to be retold. Further, in relation to language teaching, retelling technique can be used as a way to promote students' comprehension and understanding of discourse.