

# **CHAPTER I**

## **INTRODUCTION**

This chapter would describe of research background, research questions, research objectives, scope of the research, product specification, research benefits, and definition of terms as will be involved in the following sections.

### **1.1 Research Background**

Listening and speaking are important skills besides reading and writing that must be mastered by students especially for 7<sup>th</sup> graders' junior high school level. Listening is said to be one of the significant skills in language to achieve effective communication. It is also known as a very integrative skill because it is generally the first skill that students develop (Vandergrift, 1999). According to Vandergrift (Vandergrift, 2003) this is emphasized as an important component of the Second Language Acquisition (SLA) process. As explained by (Liddicoat, Papademetre, Scarino, & Kohler, 2003)) that language is not merely structural, but also communicative and social as well as being able to form and develop communication skills in students, both oral and written. The importance of listening skills as a stimulant of the speaking ability in students to be able to find out some significant information and things needed in everyday life (Iskandarwassid & Sunendar, 2016). This statement is also supported by (Maksan, 1998) who states that students are not yet able to speak (English) properly and correctly, both oral and written. Therefore, listening has a big role in the construction of language skills of a foreign language learner (FL) (Vandergrift, 2003). Learning English as a Foreign Language (EFL) in Indonesia aims to improve the quality of individuals in speaking English.

Jeremy (Jeremy, 2007b) also stated that students learn English as a foreign language (EFL) in order to be able to speak with other English users from all over the world; for tourist and business visits. Listening skills are more essential in language learning to make humans gain insight, understanding, knowledge, and information, and achieve success in communicating with others (Wallace, Trudy,

& al, 2004). However, listening is not a simple process, listening needs to distinguish between sounds, grasp and understand vocabulary and grammatical structures, interpret stresses and meanings, remember and interpret them all at the same time. Accordingly, listening is focused on processing oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content, and the meaning conveyed by the speaker orally (Fatimah, 2015).

Learning English in junior high school can become the foundation for successful students to learn it at the next level. Various problems that occur in learning English for junior high school are indications that students' mastery of English in Indonesia is still low. The causes include teacher mastery in teaching, inappropriate learning methods, unattractive learning materials, learning environment and facilities, and government policies in the form of curriculum revisions that often change. Subsequently, Hamouda (Hamouda, 2012) states the main problems in students' listening comprehension are pronunciation, speaking speed, inadequate vocabulary, different speaker accents, lack of concentration, anxiety, and poor recording quality. Consequently, causing the problem with students, poor mastery of English which is inspired by listening skills, is that most of them have very short attention spans and lack of motivation (Tee, Tan Siew, Fah, & Shi So, 2005). Even though, the motivation has an important role in the process of students learning English. In fact, (Cipta, 2010) says that motivation to be interested toward something a person's persistent tendency to pay attention to some activities and enjoy them until the process ends. Hence, it will affect students' attitudes, motivation. Students who are motivated in an activity, be it play or work, will put more effort into learning something than students who are bored. It means when students are interested in something, the response will quickly and the willingness to do the activity.

Basically, students' learning motivation can affect the process of developing speaking skills such as appearance, affective, listening skills, feedback, and language skills. Osada (Osada, 2004) states that for teachers and students, listening skills are not prominent to be practiced and taught thus students do not yet have

skills in speaking. The preliminary study taken from interviews with English teachers of a junior high school in Ngawi, also discovered that the teachers did not really concern on teaching listening skills; they gave listening activity only once within two months due to the lack of facilities in schools such as language laboratories, lack of teacher preparation in preparing English listening skill material, limited listening teaching materials were problems related to teaching listening.

## **1.2 Research Questions**

The problem that will be discussed in this can be stated as follows:

- a. How to design an audio e-worksheet to teach listening-speaking skills of 7<sup>th</sup> graders students?
- b. To what extent can audio e-workbooks improve students' progress in listening to speaking skills?

## **1.3 Research Objectives**

According to the research questions mentioned above, the objective of the research can be stated as follows:

- a. To recognize the designing an audio e-worksheet to teach listening-speaking skills of 7<sup>th</sup> graders students.
- b. To discover the extent the audio e-worksheet can improve students' progress in listening to speaking skills?

## **1.4 Scope of the Research**

This research was conducted to junior high school students especially for 7<sup>th</sup> graders in Ngawi, East Java in the academic year 2021/2022. This research aimed to teach students' listening-speaking skills. It focused on designing an audio e-worksheet as an English learning teaching media to improve students speaking ability by listening the audio provided.

### **1.5 Product Specification**

This product was designed for the 7<sup>th</sup> graders' in Junior High School level by considering the curriculum of English 7<sup>th</sup> graders since the students' analysis; needs, lacks, and wants. This audio e-worksheet focused on describing people; how to describe ourselves and describe someone, how to pronounce the words in describing people. To help the students in practicing listening-speaking skills. It would help them practiced speaking directly.

### **1.6 Research Benefits**

The research finding is expected to give benefits in theoretical and practical.

#### **a. Theoretical**

The results of the study to provide beneficial information for future research and development with the same problem in material development to improve English listening-speaking skills and assist another researcher on producing English listening-speaking skill' materials.

#### **b. Practically**

This research also be able to support for the teachers, students and the researcher.

##### **1. For teacher**

For teachers, this research could be an alternative media to help the teacher learning in teaching-learning process in class. By using this media, teachers could help students in understanding English listening-speaking materials.

##### **2. For students**

For students, this research was hoped that by using this media students could learn English learning material easy to understand. It was hoped they could have an exciting experience in learning English, and have strong basic in English especially on their listening-speaking skills improvement.

##### **3. For researcher**

This study prepares a reference for future researchers who conduct similar research and design instructional media to assist students in improving their English skills. It could be as a tool for teaching when become a teacher.

## 1.7 Definition of Term

### 1. Audio

According to (Daryanto, 2010), audio comes from the word audible, which means that the voice can be heard directly by the ear which can be used as teaching material for students to master certain competencies.

### 2. Worksheet and e-worksheet

Worksheets are teaching materials in the form of paper or can be in the form of soft files containing material, summaries, instructions for implementing certain tasks that refer to basic competencies (Prastowo, 2011). E-worksheet (electronic worksheet) is an alternative online interactive learning media that can be designed by the teacher to support the learning process of students in class.

### 3. Audio e-worksheet

Audio e-worksheet is a teaching medium that combines re-streamable text e-books with audio-books containing images, graphics, audio, and graphics as well as tools that can help students understand the learning materials (Mayer & Moreno, 2002). This audio e-worksheet is believed to be the most suitable media because it is a combination of providing learning materials using the latest technology and there are features that support listening activities. It is also a supporting medium in the English teaching learning process in listening and speaking skills which are interrelated as communicative languages, and are often referred to as verbal communication skills (Brown & Lee, 2015).

### 4. Listening-Speaking Skills

Speaking is the transfer and acquisition of ideas between the speaker and the recipient. According to (Gert & Hans, 2008) states speaking is an utterance or a collection of several words to find out the words conveyed by the speaker to the recipient. Meanwhile, listening is the process of understanding the acquisition of information, understanding the content of the information attentively the meaning of communication that has been conveyed by the reader through spoken language utterances (Tarigan, 2008). It means to support speaking students must have adequate listening skills.