

CHAPTER I

INTRODUCTION

This chapter presents the Research Background, Research Questions, Research Objectives, Scope of the Research, Research Benefits and Definition of Terms.

1.1 Research Background

English is one of the most famous international languages used in the world. It becomes the demand essential needs for anyone. English in its role as an international language serves support language as science to improve the national development, especially in education. In education, English is considered as a compulsory subject in schools. The purpose of learning English is intended to make students more proficient in the use of language skills so well that when they graduate from school they are expected to be more skillful to use English language both in oral and written form in this globalization era.

There are four skills should be mastered in learning English language they are listening, speaking, reading and writing. One of the most important foundations is listening. According to Linse and Nunan (2005:25) listening is the foundation for other skills like speaking, reading, and writing. It means the sequences of learning language start from listening, speaking, reading, and writing. If listening as the foundation is not mastered; the other skills will be more difficult to master.

The importance of listening in language learning has changed over the past years. Listening used to be overlooked and educators to be supposed that listening abilities would be acquired during the grammar, vocabulary and pronunciation practice. This was quite surprising as abilities to listen play an equal role as abilities to speak in successful communication. Listening skills is one of aspect that is often conducted in learning activities in elementary school. It is the language modality that is used mostly. It has become the foundation of a number of theories in second language acquisition that focus on the beginning levels of second language proficiency.

Teaching listening in elementary school is meant to develop self-sustainable manner. From listening, students will learn how to capture important information accurately and completely. Teaching listening to primary students should be easy fun and interesting. Primary students will easily get bored if the methods or strategies that are

used do not make them interested, then it will be difficult for them to enjoy listening if they did not enjoy the learning process. Teaching-learning processes are determinants of success or failure of education. To obtain optimal learning outcomes, teacher needs a good planning of teaching ranging from the use of methods, strategies and approaches.

The case happened in SDN I Pedes showed that listening skill was not primary skill to be used. Based on the observation in fifth grade students, the researcher found the students don't understand exactly what teacher says before. During the learning process teacher asked the students about what they have heard, the student cannot answer that question directly. Whereas, after listening to the reading material, students get a variety of information and can answer all questions related to reading materials, but in fact the students are not able to do so.

Teaching listening to primary students is important because of the students needs when they learn about English deeper. Teaching listening for primary students is not easy as like to teach teenagers and adult students. Teacher must think about their interesting in learning listening itself. Therefore in order to improve the ability to listen of the students, and can make students more focus on reading; teachers should try the various processes of teaching and learning in the classroom. There are so many ways to teach listening. Teaching listening can be through listen to the song, pictures, watching English movie or sound from the reading or recorder.

The researcher uses read-aloud strategy as the way to teach listening for primary students. It is a method of active learning or learning strategies (active learning), with the teacher or the students read in a loud voice or loudly. According Fisher, James, Diane, & Nancy (2004) read alouds are an effective way to introduce students to the joy of reading and the art of listening. It means when the teacher is read the story the children are encouraged to listen so that they will be able to become familiar with the context of words.

In terms of learning, teaching listening by using read- aloud strategy is better when we use media to support learning process such as stories that children common like: for example, legend, folktale, fairytale, and so on. Besides reading aloud can also be done by teachers to their students. Or in other words teachers read or telling a story and students will listen. Read aloud strategy can be applied at a lower grade. Teachers can use the readings contained in a textbook or other reading materials. Teacher read or telling a story in a voice loud enough, with good pronunciation and intonation so that all students

can hear clearly and enjoy it. Reading aloud is very suitable to do in the Primary School. The benefits that can be drawn from this type of reading are improving listening skills, enrich vocabulary, to help improve reading comprehension and foster interest in reading in students.

Based on the explanation above, researcher is interested to overcome the problem in learning listening especially in SDN 1 Pedes. The research focused on improving fifth grader student's listening skill by using Read-aloud strategy. Furthermore the researcher would like to pay attention to students' interested in diverse topics and their actual reasons for listening. The practical part in this research is focused on teaching listening by using read-aloud strategy.

1.2 Research Questions

On the research problem the researcher used problem formula as the guidance and directive to determine steps discussions on the next research. The problem formulation on this research as following:

1. Can read-aloud strategy improve the fifth grade primary students' listening skill?
2. How is the fifth grade students' improvement in their listening skill by using read-aloud strategy?

1.3 Research Objectives

In relation to the problem, the objective of the study is to investigate and to find out the improvement of fifth grade students achievement in listening skill by using read-aloud strategy, and also to measure the students' ability in implementation of read-aloud strategy in their listening activity.

1.4 Scope of the Research

The scope of the research will be limited into the subject and the object of the research. The subject of the research was the students in fifth grade SDN 1 Pedes in academic years 2016- 2017, with total number 30 students. The object of the research was focused on applying read-aloud strategy to improve students listening skills.

1.5 Research Benefits

The results of this study are expected to provide the following benefits: (1) Theoretically, it would be useful to researchers who are relevant next to give the new findings and will create more primary school students interested in learning English; (2) Practical, it will be useful for teachers as a medium and a reference in his / her learning process, and it can help students to solve their problems in learning English, especially in Listening; (3) teachers can read the story at the beginning of the first class it is useful to familiarize situation in the classroom, except that a long text should be shortened so that students are not too saturated to listen the stories long enough; (4) The students can sit quietly and relaxed in a semi-circle around the teacher. Then the teacher sat on a low chair close to the students, it can turn the atmosphere becomes more fun.

1.6 Definition of terms

The study involved several key terms; Primary Students', Read-aloud Strategies, and Listening:

(1) Fifth Grade Students

Klinedinst (1991) states that fifth graders may look like preteens, but it is important for parents and teachers understand that there are still some little kids just under the surface. It means at this age is difficult to determine what students' level comprehension.

(2) Read Aloud Strategy

According to Burkins & Croft (2010) "Read aloud, as part of the gradual release of responsibility, feeds naturally into shared, guided, and independent reading as teachers demonstrate for students the ways the reading process works". It means teacher read aloud and demonstrate the power of stories. On the other hand, the students will listen what the teacher said. Then, the teacher showing the students the ways which involvement with text engages, the teacher will give them energy for learning how listening works. By showing them how to search for meaning, the teacher introduce strategies of understanding teacher also can reinforce in shared, guided, and independent listening from read aloud.

(3) Listening

Listening is one of the four language skills. Listening is aware of processing auditory stimuli that have been perceived through hearing. The distinction between listening and hearing as "Hearing is a physiological phenomenon; listening is a psychological act." Hearing is always occurring, most of the time subconsciously. Mendelson (1994) says that the teacher is assumed that students can hear what is being said and that understanding will follow later. So, a student doesn't have to understand the text well but they can hear what the text about.