

CHAPTER I

INTRODUCTION

In this chapter, writer a discuss of about background of the research, focus and locus, statement of the research, objective of the research, significance of the research, scope of the research.

1.1 Background of the Research

When learners learn English, they should learn to understand the spoken language that they hear. But when learners want to say something with native speakers, they must understand in real situations to comprehend the main point of what native speakers are telling. Listening is very important for second language learners, the trainers consider listening as the first skill, which good input and as merits a critical priority among the four skill areas for language learners. Persulesy (1988:50) states that one of the reasons for the opinion that listening is a skill that tends to be neglected is the feeling among language teachers that this skill is automatically acquired by the learner as the learners to speak the language.

Listening is very important for in language learning because it provides input for learners and it has also an important role in the development of learners' language knowledge (Rost, 1994). Learners need to finds their listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. Listening Comprehension is the receptive skill in the oral mode. As Hasan (138, 2000) in Hamouda, pointed out, "listening comprehension provides the right conditions for language acquisition and development of other and development of other language skills". The goal of listening is to get information from a sound that received by our hearing.

Because of learners need to finds their listening comprehension skill difficult to learn, so teacher must have another stategy to teach and learning listening. Teachers' strategy in listening is the way or the action of teacher in learning process in order to enhance the students understanding about listening. It means that teachers especially English teacher, must be creative to create a way to

teach and learning. Teaching in listening is not easy; because teaching in listening is a teacher's duty to improve student's listening skill.

In the Maritime Industry, a seafarer must master their Maritime skill. These skills conduct a seafarer carrier in Maritime Industry further. One of what they must master is English of Maritime. English of maritime is the language used mostly at sea and is what the commercial officers need if part of the worldwide shipping industry nowadays. That so, English of Maritime must be understood for everyone of seafarer. Currently seafarers can hardly understand English of maritime. Because they come from different regions and different educational backgrounds, so they need to learn more about English of Maritime.

As English teachers, they should have a creative way to teach for solving the students' problem that they faced during the lesson of English of maritime in SMK Wisudha Karya Kudus.

1.2 Statement of Problem

Based on the background above, the problem of the research can be stated as follow:

1. What are the teachers' strategies used in teaching listening comprehension for English of Maritime to 10th grade student of Nautical Seafarer of SMK Wisudha Karya Kudus?
2. What are the students' responses on the teacher's strategies in teaching listening comprehension for English of Maritime in Nautical Seafarer Class?

1.3 Objective of The Research

The writer determines the objective of the research as follows:

1. To identify teacher's strategies in teaching listening comprehension for English of Maritime in 10th grade student of Nautical Seafarer Class of SMK Wisudha Karya Kudus.
2. To describe the students' responses on teacher's strategies in teaching listening comprehension for English of Maritime in Nautical Seafarer Class of SMK Wisudha Karya Kudus.



1.4 Significance of The Research

The significance of this research as follow:

1. Theoretical

With this research, the researcher hope that can be use as reference for further research and can give contribution to teaching of English, especially for English of Maritime.

2. Empirical

With this research, the writer can give information teaching listening comprehension for English of Maritime in Nautical Seafarer Class. This research can be also useful as new information and input for English teacher of Maritime.

1.5 Scope of The Research

For this study, researcher focused on the kinds of the teacher's strategy used by the teacher in teaching listening comprehension. The subjects of the study are limited to one English of Maritime teacher and one class of the first year students that they teach at 10th grade of Nautical Seafarer Class in SMK Wisudha Karya Kudus in academic year 2018/2019. This research, discuss about the role of listening comprehension to the students in the first grade year student. The material of teaching is based on the syllabus of teacher's journal.

1.6 Operational Definition

Anticipated misunderstanding, there are some terms that need to be operational definition as follows:

1. Teacher's strategy in listening is the way or the action of teacher in learning process in order to enhance the students understanding about listening.
2. Listening Comprehension is the receptive skill in the oral mode.
3. English of maritime is the language used in mostly at sea and is what the commercial officers need if part of the world wide shipping industry nowadays.
4. Nautical Seafarer Class is one of the majors in a maritime department that makes its graduate an officer in a ship.

5. The 10th grade students of Nautical Seafarer of SMK Wisudha Karya Kudus are those who learn and study about English of Maritime especially in SMK Wisudha Karya Kudus in academic year 2018/2019.

