

CHAPTER I

INTRODUCTION

In this introductory chapter, the rationale for this study is explained and an overview of the research is provided. The chapter will consist of Research background, Statement problem, Purpose of the research, Research significance and Product.

I.1 Background

For the speakers of other languages, Indonesian students find learning English is a challenging process, there are many aspects that influence the success of learning English. One of the essential aspects is the learning material. Limited learning materials can be one of the factors that influence the learning success. In Indonesia, many English books have been provided by the government, but most of them emphasize on reading and writing only, but providing less activities on other skills; listening and speaking.

Currently in teaching listening, there are some listening activities which are done by the teachers. Repetition is the simple way of practicing pronunciation through listening activities, the teacher do such kind of activity to stimulate the students' vocabulary and speaking ability. Other activities with similar purpose are completing missing part. Teachers give the transcription to the students and omitting some words to let the students fill the gap. Listen and answer the questions activities can be done to check the students

understanding on the *what, where, why, and when*. Wh-questions will explore the students understanding on specific information in the text.

Group discussion is set up to create chances to the students to be able to share their ideas and thought. To give the students to produce response to a certain topic, teachers ask them to present their thought. The process of listening is the process of acquiring other skill. Listening and speaking are considered as receptive and productive skill in language learning. A presentation and discussion in the class will provide the opportunity for the students to communicate and share their prior knowledge. A suitable listening material presented for the students should deliberately improve the students' comprehension and students' language acquisition. As the students learn the new knowledge, students will learn the form of the English expression in the video or audio recording.

For the first semester students, listening is a challenging activity. Although they have been learning English since in their elementary school, listening comprehension is considered as a new and challenging activity. It is because learning English at school level focus more on the written language form. The only resources of the listening is the teachers' voice. Most teachers feel that time management become their major challenge in organizing English classroom. Teachers have to work with mixed-level students, with different capabilities and characteristics. Most students can learn a foreign language to some level, but there are many reasons why their improvements are not achieved significantly (Utomo, Kusmaryati & Sulistyowati, 2018).

Hadijah (2016) reported that first year students need assistance from their teachers during the listening process. The findings of this study revealed that the students could not complete the basic listening skills in the test. The researcher concluded some factors that influenced the students' listening skill. Lack of practice can be considered as common problem due to limited listening activity in school. As a freshmen, they still had limited vocabulary mastery. Because they never practiced listening previously, they were unfamiliar with native speakers' accent, and pronunciation. Therefore they find listening as an uninteresting learning. However the students realized the importance of the listening activities, but assistances from the teachers and some other students were still needed during the teaching and learning activities.

In listening, the EFL learners in Indonesia need some efforts in understanding and responding the words they have just listen to. They need time before they could grasp the meaning of the words, especially if they are not in the level of the language proficiencies. Limitations of vocabulary have become their major difficulties in listening comprehension. Listening to a news report can be a challenging activity for students due to the complexity of the language used by the news anchor. The vocabulary used in news items can be varied and complex because the terms use formal and concise language to present factual information.

Preliminary research explored the challenges and benefits of teaching listening using news item. Adnan (2013) reported that news offered different vocabulary from the listening material they have in the classroom. By doing this assignment, the students were exposed to a wide range of

vocabulary, pronunciation of unfamiliar words, and accents of the news readers. If this activity was done continuously, it will give positive effect on their listening comprehension.

Based on the preliminary research, the researchers have designed a teaching module which can be used to teach listening. The material of learning is news items which have been specially designed to meet the students need and their English level. By using text to voice converter software, the researcher tries to design news audio as the listening material for the students. This research is done to expose the first semester students with English used in news item. News item in this research refers to any selected information serve in audio recorded monologues. This research is conducted to implement the listening module which has been designed by adopting bottom-up and top-down listening processes. The researchers choose the top-down and bottom-up listening processes, because this process allow students to recall some background knowledge before the main listening activity begin (Richard, 2008). This kind of activities will give the students some important information as the listening clues, before they start the main listening session. By giving them a brainstorming, they will definitely be able to manage the strategy that they will use to do the listening tasks.

I.2. Research Questions

1. How is the students' listening proficiency before being taught by using bottom-up and top-down listening processes?

2. How is the students' listening proficiency after being taught by using bottom-up and top-down listening processes?
3. How significant is difference of the students' listening proficiencies before and after being taught by using bottom-up and top-down listening processes?

1.3 Research Objectives

The objectives of the research are:

1. To explain the students' listening proficiency before being taught by using bottom-up and top-down listening processes.
2. To explain the students' listening proficiency after being taught by using bottom-up and top-down listening processes.
3. To explain the significant difference of the students' listening proficiencies before and after being taught by using bottom-up and top-down listening processes.

1.4 Research Significance

This study significantly contributes theoretically and practically in the area of English education. Theoretically this study will become the synthesis of the theory of the use of news items, bottom-up and top-down listening processes for teaching listening language skills for first semester students. The theory will contribute on the impact of news items on the students' listening skill. It also contributes to enrich the literature on teachers' difficulties and challenges in practicing listening by using

news items as media. In addition, this research will also synthesize the impact of practicing listening using news item and bottom-up and top-down listening processes to students' listening proficiencies.

Practically, this study contributes to provide English language teachers and educators a module of teaching and practicing listening by using news item. This will also give some information to teachers and educators about variation of media in practicing listening. Listening is a receptive skill which plays important role in language acquisition. It is not a passive process, but it is an active and productive process of learning which involves complex thinking process. Furthermore, this study will enrich some other researches on language teaching especially on enhancing students' listening language skills in Indonesia.

1.5 Product of the Research

1. The description of the impact of news items and bottom-up and top-down listening processes to students' listening proficiencies.
2. The Article of this research will be published in Language Circle Journal (<http://Journal.unnes.ac.id/nju/index.php/LC>) LC Journal has been indexed by SINTA, CROSSREF, EBSCO, GOOGLE SCHOLAR and DOAJ 91858-

0157 (Print); 2460-853x (online)

3. Module (draft) of teaching Material for English (listening)
using News Item as the learning material and bottom-up and
top-down as the listening processes.