

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Listening has large proportion in teaching learning process in the class. Students must hear the teacher explained and command that teacher ask to them before they do some activity in the class. Brown (2001) has statement that student always do more in listening than speaking. Listening competence is universally “large” than speaking competence. Listening must have more attention from the teacher to give a better input for students.

Regarding to the reasons above, the researcher tries to observe listening class of SMP Negeri 1 Menganti. Based on the result of observation, the researcher found that the listening ability of students in some classes at SMP Negeri 1 Menganti still low. It is because the students have a problem in vocabulary. They cannot guess what the content of listening material because they do not know what word that they hear during listening. The students’ ability in listening is influenced by a lack of vocabulary. They have not enough knowledge to understand what message of the speakers say in listening material, this problem impact to their listening ability.

In teaching listening process, the teacher do not give the student primary knowledge about the content of the listening material. He gives them key of vocabulary in a post activity as the answer of the question which is answered by to the students. This activity does not get the attention to the students because

they get assumptions that it is useless to hearing the explanation of the teacher after they answer the entire question.

One of the efforts to improve the students' listening ability is by giving them stock of vocabulary in pre- activity. When the teacher provides many vocabularies in pre-activity which is related to the content of listening material, the possibility of students understanding is higher than when the teacher provides the vocabularies in post-activity. Farrokhi quote as Ur (1984) stated that in order for benefiting from listening tasks, it is necessary to develop this skill in a direct and systematic way. To reach this goal, teaching listening has been suggested to include pre-task period. The period prior to act on listening task, pre-listening phase, is associated to preparation stage in which learners are provided by some activities as a kind of support to help them act on task. In this study, the researcher is going to apply the technique that can help the student to improve their listening ability. The implementation of this technique is giving them a key word or picture, as activity in pre teaching, and then they must associate it into many words as possible that they can associate. This activity named word association technique.

In Farrokhi, Underwood (1989) has listed pre-task activities as: discussion about the topic, looking at pictures, list of items, guiding questions, reading a text, predicting, making list of possibilities. So, the aim for providing pre-listening activities is to activate pre-existing knowledge embedded in learner's mind. This activity will help the student to build the primary knowledge before they begin to listen the listening material. The

vocabulary / key word that have are useful to help the student guess the message of the listening material content.

Based on the problem found by the researcher in listening class of SMP Negeri 1 Menganti, the researcher decides to apply word association technique to improve the student's listening ability in SMP Negeri 1 Menganti.

1.2 Problem Statement

Based on the background of the study above, the researcher formulates the problem as how can word association technique improve the students' listening ability?

1.3 Purpose of the Study

The researcher has an objective dealing with the problem statement above that is to know how word association technique improves students' listening ability.

1.4 Significant of the Study

The theoretical significance the theoretical benefit is the result of the study is improving student's listening ability by using word association technique.

For Practical significance are to give benefit for students, teacher and the next researcher:

- For school

For the school, this study will give a benefit to provide better way for teaching listening and it also hoped that word association technique can be an alternative method in teaching listening.

- For teacher

For teacher, It is expected that the study will give good contribution for english teacher in improving student's listening ability and it is expected to enhance teaching listening for teacher in SMP Negeri 1 Menganti.

1.5 Scope and Limitation

In this research, the researcher only focuses on implementing word association technique in listening activity to improve students' listening ability. The researcher will limit in teaching listening using Word association technique by applying the three activities; making list of possibilities, questioning and looking at the picture.

1.6 Definition of key term

Some key term in this research are teaching listening, word association technique, student's listening ability. this part will define that key word as below :

- Teaching listening is showing or helping someone to learn how to listen, providing with knowledge so that they will be able to do it by themselves.
- Word association technique is the way to connect word to each other using a key word and associate the topic with the related words in listening activities to improve students' listening ability.
- Student's listening ability is a capability of student to understand what they listen.