

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study.**

Teaching English at elementary school is different from the one at other grade of schools. It is because the students at elementary schools are children while at other grade of schools are teenagers and adults. It is, of course, teaching children are not as easy as teaching adults. They have different characteristics and motivations.

In learning a language children just listen first. So, listening is important to support learning English, especially in learning English children songs. Laid law Brothers (1962: 26) says that a good listening is not accidental.

Foreign language learners can become a better listener than they are by practicing. By finding the opportunity that combine language with social studies, technology, science and all other subjects, the teacher has the alternative method in the teaching and learning process. The teacher's bravery in order to combine the frame or course of the study with social studies may be to discover their freedom to explore the spirit.

SD Muhammadiyah 2 Gresik is a public elementary school which is located in the centre of Gresik. So, it is a strategic location for the school. English is as local content in this school but it has a high passing grade. The passing grade (SKM) for all skill in English is 65. The researcher found teachers in there have used deductive strategy in teaching listening to the students especially in the fifth grade. They had no creativities and tend to depend on their teachers in learning listening skill. It showed from their reactions. They were often very crowded

when the teacher asked them to listen. They also complained that listening is very difficult. Most of the students said that they had better have another lesson than listen something in English. The students, who were usually active in the class, became very lazy to join the teaching learning process. Most of the students still got difficulty to listen. They often got confused to start.

Overcoming the problem above, the researcher need strategy, one of the teaching techniques to set the students' interest and motivation is inductive strategy in which The learners are more engaged in the teaching-learning process with our facilitating skills, the learners formulate the generalization. Learning becomes more interesting at the outset because we begin with what they know or see and analyze the same in order to arrive at generalizations requires analytical thinking.

Besides that, inductive strategy in which the instructor begins by presenting students with a specific challenge, such as experimental data to interpret, a case study to analyze, or a complex real-world problem to solve. Students grappling with these challenges quickly recognize the need for facts, skills, and conceptual understanding, at which point the teacher provides instruction or helps students learn on their own. Bransford, Brown, and Cocking (2000).

Researcher needs to conduct an action research to improve students' listening using inductive teaching. With the hope it can improve the researcher's teaching practice and improve students' listening skill. Finally this research is hoped to solve the students' problems to listen in the class and improve students' listening skill by using inductive teaching.

## **1.2. Statement of the Problem**

As the illustration above, the most common problem faced by the English teachers in EFL classroom is very difficult for students to understand English through listening so that they get score under SKM 70 for their assessment. This problem also happens in the class which is being observed by the researcher. The students are likely not interested in English.

To meet this challenge, one method of improving learners' motivation and listening could be. However, the question remains: "*How is the inductive teaching used in order to improve listening comprehension skill?*"

## **1.3. The Purpose of the Study**

The purpose of this study is to find the answer of the problem to improve student listening comprehension for fifth grade of SD Muhammadiyah 2 Gresik in which the researcher tries to apply inductive teaching to improve listening comprehension skill.

## **1.4. The Significance of the Study**

This study is according to theoretical and practical significance :

The theoretical advantages significance is :

1. This research will give contribution to the theory of the use of inductive teaching.
2. It can give an alternative learning in teaching listening by using inductive teaching.

The practical advantages significance is :

1. Student

This study will make learning english listening more interesting and enjoyable. It can encourage the students to learn listening easily.

2. Teacher

It can give information for english teachers in improving their teaching skills and sustain improvement in learning program. This study can give evidence about the effective teaching listening using inductive teaching.

3. Next researcher

It is hoped that the result of the study can give the information related to teach listening using inductive teaching.

### **1.5. Scope and Limitation**

In this research, the researcher limits the problem to make this research feasible. In this research, the researcher only focuses on improving listening skill through the inductive teaching to the fifth grade students of SD Muhammadiyah 2 Gresik. The researcher will give limitation of the problem in teaching listening by using the inductive teaching. Firstly, the teacher selects the topic, the teacher gives or provides relevant examples of the topic, the teacher guides or counsel the students to make a generalazitation based on the examples (while or after listening on the tape recorder or video), after that the teacher asks students make other examples and give some questions based on the topic and then the teacher asks students to present the examples one by one, the last the teacher together with students make general conclusion based on the examples or illustration. If the

first cycle is successful, the researcher does not need to conduct second cycle. Each cycle consists of four meetings, namely one meeting for giving pre-test, one meeting for applying the strategy by using inductive teaching, one meeting for giving post test and one meeting for distributing questionnaire.

### **1.6. Definition of Key Terms**

It is necessary for the researcher to define the terms to avoid misinterpretation among the readers. The researcher tries to clarify the terms as follow:

- a. Listening is providing the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.
- b. Inductive teaching is the proces of teaching in which the teacher asks some questions and guides the students to make relevant examples of the topic and then together make general conclusion for the topic.