CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, problem statement, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of study

It has widely known that listening is one of an effective way in acquiring new language as people mostly spend their time for about 40-50% to listen in their daily communication (Krashen, 1992; Gilakjani, 2016). Despite the importance of listening that has been revealed by many researches, two factors of difficulties are encountered by the learners' especially in University level toward listening skill. The first is from the linguistic factor. Linguistic factor entails pronunciation and vocabulary (Yan, 2006). Hamouda (2013) explained that unclear pronunciation affects learners' ability in listening comprehension. He found that the learners actually recognize the words in written text but cannot distinguish it from the audio. Bingol et.al, (2014) stated that different accent of the speaker confuse the learners. Therefore in learning English they need to learn the variation also, such as American and British English. Lack of vocabulary also consider as one of the factor influencing listening comprehension. Limited words that are possessed by the learners impede learners' ability in comprehension (Abdalhamid, 2012). Unfamiliar vocabulary stops the learners to figure out the meaning of that word, for the result they miss the next part of the speech. Further, Underwood (1989) also found that lack of vocabulary make listening

comprehension more difficult. He added that the inability to control the speaker speed interrupt their listening comprehension.

The second is from non-linguistic factor. It includes physical conditions and psychological variables. Sometimes inconvenience classrooms affect students listening comprehension. Such as the number of students in a large classroom that may disturb them to hear the audio clearly because of the noise from inside and outside the classroom and the temperature of the class that may influence learner's comfort in listening (Bingol et.al, 2014). While for psychological variables, Hamouda (2013) asserted that the affective factors that play a negative role in listening comprehension include anxiety, frustration, and resistance. Further, he explained that the learners' inability to comprehend the spoken information lead them feel depressed and the anxiety also increase when they are not able to recognize the speech of the native speakers. Therefore, the teaching learning process should be able to reduce the problems that impede learners in mastering the listening comprehension. As Harmer (2002) said that some factors directly affect the learners' intention to learn English such as the lecturer and the technique or strategies are used by the lecturer in teaching learning process. Thus, qualified lecturer that is supported by good planning and sufficient facilities are needed to maximize the teaching learning process.

It is known that in teaching listening, the learners mostly deal with task rather than lecturing process. The frequent use of task in listening gets the learners to train their listening ability. However, it is the fact that the implementation of task in listening has not reached the optimal output yet. Some lecturers do not prepare good planning before delivering the task. Whereas many aspects should be considered in

designing task due to the various outcomes from different task type. Commonly, the lecturer delivers the tasks without considering the learners' need. Sometimes, the monotonous task has delivered by the lecturer also becomes the reason why the implementation of task in listening class has not given the maximum performance (Toyib et.al, 2012). Generally, the lecturer uses information gap task type, such as filling in the blank, form filling, and selecting. So that listening skill is considered as passive skill. While there are many task of types that can be applied in listening class, for example, opinion gap or reason gap which give much opportunity for the learners to listen others opinion that may be beyond their ability. Indeed, the learners are learning to listen then they are able to listen to learn (Vandergrift, 2004). So, the listening class will be more active and interactive. Empirically, problem appears in listening teaching process at STAIN Ponorogo. The objectives that should be achieved contrast to the learners' output. After passing the listening class 1, it is expected that learners will be able to response the dialogue or transactional conversation and monologue text correctly and fluently. However, the learners still have a difficulty to find the main idea from the audio and identify the detail information include in listening material (Toyib et.al, 2012).

Hence, it is assumed that applying different task types is considered as one way to assist the lecturer in teaching learning listening process. Many researchers have conducted to either examine the effect of using task type in enhancing macro skills or find out the relationship of task type toward many areas. Such as Fallahi et.al (2015) that investigated the effect of two task types, those were information gap and opinion gap toward the learners' reading comprehension. It was found that the use of both

task types improve the learner's reading comprehension. The positive correlation was shown by Tabrizi and Rezai (2016) which examined the different task type on listening comprehension. It took 50 students of Shokooh Institute of Shahreza. They treated the experimental group using matching tasks and selection tasks. Another study also was conducted by Rezazadeh et.al in 2011. They attempted to find out the role of task type in language written production. To carry out this study, 168 students in Iran were selected. It was shown that participants in the instruction-task group performed significantly better than those in argumentative-task group in terms of fluency and accuracy.

As reviewed by the researchers above, most previous studies that relate to task type concern on investigating the effectiveness of using task type correlated with various variables. So far, the researcher does not find any study which attempt to explore the implementation of the task itself, especially in listening, which has explained by Tabrizi and Rezai (2016) that until recently, the skill of listening comprehension has been neglected both with regard to its place in language teaching and with regard to the creation and development of useful techniques and procedures for teaching the listening skill. Whereas, in order to have a better understanding of levels and types of engagement, one should have a clear picture of various task types. As various task characteristics tend to result in different educational outcomes, EFL/ESL teachers should select tasks with the appropriate purpose and audience in mind.

Regarding to the importance of applying kinds of task type and considering the frequent use of task in learning process especially in listening skill, it is necessary to

conduct further studies about the implementation of task type in the classroom. Then, up to now, the researcher does not find any studies which try to investigate the task type used by University student and how the implementation in listening class is. Therefore, considering the cases above the researcher interests to conduct this study. The researcher will conduct this study in university level, because the researcher assumes that teaching listening process in University level is arranged systematically. Moreover considering the longer time and experience they have in learning English, it is assumed that the university students have higher competence than other level. So the researcher is able to focus on the objectives of this study. The researcher selects University of Muhammadiyah Gresik among three universities in Gresik, because English department for education is provided in that university. Further, the researcher will take the second semester as the subject of the study, due to the research objective which focuses on task type in listening. Listening is taught in the second semester that is intermediate listening skill. Besides, the most important is the researcher has clarified that the lecturer of intermediate listening class uses different task type.

1.2 Statement of the problem

Related to this study that discuss about the different task type implemented in listening skill by second semester students at University of Muhammadiyah Gresik, the researcher states the problem as follow:

a.   What is the task type used by the second semester students implemented in listening skill at University of Muhammadiyah Gresik?

b.   How is the implementation of different task type in listening skill by second semester students at University of Muhammadiyah Gresik?

1.3 Purpose of the study

Based on the problem statement above, this study is conducted to:

a. Find out the task type used by the second semester students implemented in listening skill at University of Muhammadiyah Gresik

b. Describe the implementation of different task type in listening skill by second semester students at University of Muhammadiyah Gresik

1.4 Significance of the study

It is expected that the result of this study will afford some useful benefits and advantages both of theoretically and practically as follow:

a. Theoretical significance

1) It is expected that this study can enrich literature and reference toward the future research which has the same field that is exploring the task implemented in listening skill as well as describe the implementation in listening skill and able to fill the gap from another study.

b. Practical significance

1) It is expected to be useful and helpful in teaching learning process especially to enhance the lecturer, instructor or teachers in implementing different task types to teach listening skill at Univeristy level

1.5 Scope and limitation

To avoid bias, the researcher focuses on the researcher objective, the researcher merely explores the different task type implementation in listening skill. Therefore, the researcher gives limitation in determining the purpose of this study. This study is focused on exploring the listening task type implemented in university level, they are the second semester learners in University Muhammadiyah Gresik.

1.6 Definition of key term

To avoid misunderstanding between the researcher and the reader regarded to the perception of this study, the definition of key term is needed.

a. Listening, the ability of second semester learner's in University of Muhammadiyah Gresik in comprehending the spoken information in learning and communicating using English.

b. Task type, various type of activities that the outcome focus on meaning and let the learners to face the real world through the obtained information.