

CHAPTER I

INTRODUCTION

A. The Background of The Study

English is widely used in Indonesia as a foreign language. Learning English nowadays is a must for students from junior high schools to senior high schools or vocational high schools. In learning English, there are four skills which students are expected to be mastered, they are writing, speaking, reading, and listening. The goal of learning English is that students master in spoken and written English. Spoken English refers to expressing feelings, thoughts, and ideas to other people communicatively. Before expressing the language, students need to get data input which can be obtained from listening.

Listening is the key to communication success. The students are expected to express what they have listened from the speaker without missing the message of the speaker appropriately. Thus, there is no miscommunication or misunderstanding between speaker and listener. The quality of relationship to others is an impact from how well someone listens.

Listening is not simply hearing or perceiving speech sounds (Thanajaro: 2000). For students of senior high school, this term is not suitable. For listening skill, senior high school students are expected to decode the meaning and reconstruct the meaning by their own words. The teaching materials of listening for senior high school are considered to fulfil this expectation.

Thus, teaching materials have an important role in successful teaching process in a classroom. Adnan (2014) states teaching material consists of attitude, knowledge and skills that should be learned by the students to reach the standard

competence decided. The goal of the teaching learning English is determined from how better students achieve the competences.

Sarihuudin (2013) states that the Indonesian government has decided to rethink, reformulate, and redesign the Curriculum into the 2013 Curriculum. To this date, the government has succeeded in producing curriculum documents that serve as frameworks and syllabuses in all subjects from primary level to senior high level. In Curriculum 2013, there are two kinds of competences; core competences and basic competences for each compulsory subject. The core competences consist of four categories such as spiritual, social, cognitive, and psychomotoric. Then, the basic competences are also divided into four categories which are derived by core competences. So, the basic competences contain of the elaboration of four core competences. Specifically, the basic competences of teaching learning narrative text are formulated as: (1) Be grateful to have a chance in learning English as international language, (2) showing responsibility, care, cooperation, and tranquility in communication. (3) analyzing the social function, text structure, and language features of simple narrative texts in form of legends story contextually, (4) getting the message of written and spoken narrative texts in form of legends story.

The central government through Ministry of Education and Culture also provides English textbooks for both teachers (teacher's book) and students (student's book) to use at schools. But, unfortunately the books provided cannot include any listening section materials. The books only put others skill such as reading, speaking, writing, vocabulary and grammar. It is opposite to the syllabus

that mentioned the competence is to understand and getting the message from the spoken text.

Furthermore, the publisher of English textbooks also does not provide CD or Audio to school or practitioner that makes teacher cannot teach listening in the classroom or laboratory facility. Consequently, students do not achieve those competences specifically in English listening skill due to some factors such as inappropriate materials, method, strategy, and low motivation of the students in teaching learning English particularly in listening. It is strengthened by Andrade (2006) that teaching English through listening is not an easy task, especially when there are many factors that influence the learning process such as: lack of adequate materials and conditions; lack of qualified teachers with good pronunciation, and lack of innovative approaches to teaching listening skills.

In relation to the problem stated above, it causes the competence of listening cannot be achieved. Because there is no listening materials which cause students do not have chance to listen the real English by native speaker that is very useful for their communication. Besides that, students of MAN will be difficult to improve their English skills due to lack of data input from English teacher. Considering this situation, English teachers are demanded to create listening materials to motivate the students to be more active during learning activities.

Therefore, the writer thought that it is a must for teacher to design listening materials. The design of material is based on the students' need and syllabus implemented on the second semester in the tenth grade students of senior

high school that is expected to help the teaching learning process and improve students' motivation and skills in learning English, particularly in listening skill.

B. The Problems of The Study

Based on the background above, the problems of the study are formulated as follows:

1. What English listening materials of narrative text are suitable to the tenth grade students of MAN Pematangsiantar?
2. How are the English listening materials of narrative text for the tenth grade students of MAN Pematangsiantar designed?

C. The Objectives of The Study

The objectives of the study are formulated as follows:

1. To provide the suitable English listening materials of narrative text for the tenth grade students of MAN Pematangsiantar
2. To design English listening materials of narrative text for the tenth grade students of MAN Pematangsiantar

D. The Scope of The Study

The designing materials are based on the syllabus of Curriculum 2013 implemented on the second semester in the tenth grade students of MAN Pematangsiantar, and the skill that will be concerned is listening comprehension.

Because of the opportunity to teach English in the laboratory and also in the classroom are limited, the writer decided the English listening materials that was designed was narrative text of short legends story which were suitable with students' real life situation.

E. The Significance of The Study

This research is expectantly hoped to give a valuable contribution to the following parties:

1. Researcher; by conducting this research, the researcher can develop and enrich the knowledge about how to design materials for senior high school students especially for listening comprehension and the writer can apply this product later on.
2. Teachers; the result of the research, teacher can use this research as an example on how to design English teaching and learning material, especially for listening comprehension and also can apply the final product to the students in teaching listening.
3. Students; through this research, students can improve their motivation and mastery of listening comprehension by learning authentic materials.
4. Other researchers; the result of the research can be add some data and a reference on how to design the English teaching and learning material, especially for listening materials.

F. The Assumption of The Study

The assumption of this study is listening materials of narrative text designed are suitable with the students' need and syllabus. The materials can be used and applied for the tenth grade students of MAN Pematangsiantar and other SeniorHigh Schools in North Sumatera.