

CHAPTER I

INTRODUCTION

A. The Background of the Study

In learning English, there are four skills which need to be owned. They are listening, speaking, reading and writing. Speaking and writing are skills meant to express or to produce output or information. Students can express their mind by speaking up or writing down information they need to deliver. Meanwhile listening and reading are in different case, they are receiving information or getting input. Of course listening and reading are important matters especially in learning process, as to learn something means students need to receive information or knowledge, and in this matter listening and reading are being used.

Saricoban in Sevik (2012) states that listening is a receptive skill and receptive skills give way to productive skills. If someone fails to receive some information, then he will get trouble later in expressing them, such as delivering wrong information.

As explained above, clearly listening is one of important skill in English for students to be owned. Listening needs to be taught properly, and for this we should know the difference between listening and hearing so that we do not misplace them.

Listening and hearing are often used interchangeably, but actually they are two different matters. Quoting Tarigan and Sutari, Arono (2014) states hearing and listening are related with different meanings in language teaching. Hearing was an activity of process to accept words or sentences accidentally, while

listening activity is done by giving full attention, comprehension, appreciation, interpretation to get information, to get message, and to understand communicative meaning.

Based on the explanation above, attention is one of the matters in listening. The better students in focusing their attention means the better listening they do. They will not be able to catch the information if their attention, focus and concentration can be easily distracted. According to Rukovets (2013), we don't pay equal attention to all the sounds in our environment. Instead, we actively focus on what we are interested in and largely ignore everything else. For instance, if you are talking to someone at a crowded party, you focus on what the other person is saying and ignore other speakers.

Actually students can focus their attention and concentration in listening even when there are distractions and other sounds. It is called as cocktail party effect. According to Koch et al. (2011), at a cocktail party, you may wish to listen to your friend's interesting story while ignoring noise and other conversations in the background. In real life, there are so many sounds as distractions around us. People should deal with other sounds while trying to focus to something they want to listen. This is actually the real practice and the natural of listening.

Meanwhile, in schools students are not trained well to increase their attention in listening, yet listening itself is rarely to be done. Field in Arono (2014) states there are many evidences that listening is lack attention of teachers. When they applied many learning competencies in the classroom, listening skill was always accelerated or reduced.

Based on the researcher's observation done at SMP YPAK PTPN III Sei Karang on the ninth grade students, listening is clearly a problem for the students. In the observation, the researcher presented selective listening material and media which contained a text and distraction. Students found it really hard to catch the information. Once they lost one word, they tended to lose their concentration and attention as well. They no longer listened to the next words, so that in the end they failed completely to listen. The mean of their score were not impressive as well. Average, from ten questions given they answered two correctly. It shows that their attentions are still lacking in listening.

On the other hand, by having interview to the teacher, the researcher found that the media used did not really train students to focus their attention. Here is a part of interview done by the researcher with English teacher of ninth grade students in SMP YPAK PTPN III Sei Karang:

The researcher : My research is about developing listening media.

So my questions will be around that topic. Is that alright, Sir?

The teacher : Yes, it is alright.

The researcher : I was a student of this school and as I knew language laboratory in this school was great. It was used to do listening activity. How about now, sir?

The teacher : Pretty much the same. We still do some listening activities in language laboratory.

The researcher : Do students often go to language laboratory to do listening, Sir?

The teacher : Students do listening activity, but not very often.
Mostly students learn English in the classes.

The researcher : What is the media used in teaching listening?

The teacher : The media used is mostly in the form of songs.
Students are asked to listen to several songs, after
that they need to fill in the blank.

The researcher : Is there any other kind of listening media which is
being used, Sir?

The teacher : Sometime we use monologue, but the most used
media is song.

The researcher : How about the book, Sir?

The teacher : We use KTSP books for English and students
worksheet book of KTSP. The materials are gotten
from those books.

The researcher : Sir, would you permit me to test the students in
listening?

The teacher : Yes, of course.

The researcher : Thank you, Sir.

From the interview, it is obvious that the media were mostly in the form
of songs. Listening tests which were used are in the form of listening cloze. In
listening cloze task, students saw a transcript of the song with some parts were
blank. They were asked to fill in the blanks with the words or phrases. In order to
able to do that, students needed to focus their attention to the words or phrases

they should listen. Listening cloze task actually contains attention training, but the media used did not train students' attention in listening.

This problem certainly cannot be denied as listening is one of important skill. Not to mention, in the *Kurrikulum Tingkat Satuan Pendidikan (KTSP)* syllabus of junior high schools which is being used in the school mentioned require students to be able to listen some kind of text related to the material in each chapter, for instance transactional utterances (to get things done). It also gets clearer as one of basic competences existed in the curriculum is listening.

In order to solve the problem and to increase students' achievement listening skill especially to train and strengthen their concentration, teacher should develop a suitable media. The concept of media is explained by Benson and Odera (2013) state that media is expected to play a critical role in enhancing academic performance. Selection and use of instructional resources form a vital ingredient in the instructional process and ultimately reflects on the overall students' performance in academic subjects.

A proper media will help students learn well as it is sort of bridge for them to understand the material and achieve learning purposes, not to mention a media is sort of a must in listening. It is hardly possible to teach listening without media involved. But in fact, listening media is also hardly being used and developed. Latif (2015) states that the teachers rarely used media or developed listening media that made the students interested in joining the learning process.

Here, the researcher is interested to develop a listening media to train and strengthen students' attention, called sound mixing listening media. The concept is by combining two different sounds together, one sound is the main sound or

audio that the students should listen to, and the other is as the distractions sound. The main sound they should listen will be in the form of monologue based on materials in the syllabus of *Kurikulum Tingkat Satuan Pendidikan* (KTSP) that is about procedure text, while the distractions will be music and songs with certain characteristics as distracters.

Based on the cocktail party effect, the researcher tries to train and strengthen students' attention in listening by mixing two sounds together, so the students need to concentrate their attention to the sound they should listen and ignore the distractions so that they could get the information needed.

Actually sound mixing listening which will be developed is a development of dichotic listening concept. According to Musiek and Chermak (2015), dichotic listening refers to listening to different acoustic events presented to each ear simultaneously.

This sound mixing listening media also will be developed based on media which often have been used before by the teachers such as: music and songs. Sound mixing listening will be in the form cassette (CD) so it can be accessed in language laboratory to practice listening.

Yet, the researcher has some reasons why should develop sound mixing listening media, it's because in observation the researcher has found some phenomena of students' condition in teaching learning process especially listening.

They are:

- a. By having observation, the researcher found that many students easily get distracted in learning even if it is not especially listening, when they listen to the teacher then there is a distraction, they will lose their attention

instantly, yet the result of listening test in the observation showed that students are still lacking to focus attention in listening.

b. By having interview with the teacher, listening media used was not enough to improve students' attention in listening. Meanwhile in real communication, there are distractions around, so people need to focus their attention in listening.

c. In *Kurikulum Tingkat Satuan Pendidikan* (KTSP), listening becomes one of standard competences, but it's rarely done in class compared to other skills. One of the reasons is because listening media is not often researched and developed.

Based on the phenomena, the researcher is interested to carry out a research entitled "Developing Sound Mixing Listening Media For Junior High School". The sound mixing listening media which will be developed is hopefully contributed to help teaching learning process of listening so that students' listening ability will get better in the future.

B. The Problem of the Study

Based on the background of the study, the problem of this study is formulated as follows:

"How is sound mixing listening media developed for better listening of junior high school students?"

C. The Objective of the Study

In relation to the problem, the objective of the study is to find out how to develop sound mixing listening media for better listening of junior high school students.

D. The Scope of the Study

This study will be concentrated on developing sound mixing listening media for junior high school on the first semester of the ninth grade students of SMP YPAK PTPN III Sei Karang. The media will be developed based on syllabus of *Kurikulum Tingkat Satuan Pendidikan (KTSP)* which is about procedure text. As explained, sound mixing media will be consisted of two sounds combined, one as the main sound should be listened, and the other as the distraction. Sound mixing listening media will be developed based on the concept to train and strengthen students' attention in listening so that their listening skill will get better.

E. The Significance of the Study

Finding of this study is fully expected to be useful and relevant for:

Theoretically:

- a. This research could increase knowledge about developing listening media and sound mixing listening media which is about the concept of developing sound mixing listening media, the implementation, and the impact for better listening.

Practically:

- a. English teacher, as the source to improve students' listening skill by being more creative in using media to train students' attention in listening.
- b. English students, to improve their listening skill and strengthen their attention, so that listening is no more difficult.
- c. Other researchers who have intention to conduct similar research and interested to develop listening media.



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