

Chapter 1

Introduction

The aims of this chapter is to give a brief overview of the basic consideration of this study, the research questions, the aim of reseacrh, the delimitation of research and the significance of reseacrh

Basic Consideration

Listening skill is a crucial skill in English and it should be learnt by the English learner. Listening can effect on speaking, reading and writing skill. It is supported by Bulletin (1952) stated that listening is a very important skill (cited Yabudi, 2015). It means that listening needs more attention because the students should understand what the teacher or the native speaker instruction to make the communication process fluency. In addition, listening as the main key where someone can speak and communicate. Therefore, the students have to be able to listen effectively.

Listening is a skill that leads the sound, or identify what others are saying for example, when identifying and listening the English language, the listener not only hear the speaker voice, but also should know and understand what the speaker mean. It means that the comprehension is required because it is useful to construct good communication. Richard (2008, p.1) said that "to understand the nature of listening process we need to consider some characteristics of spoken discourse and the special problems they pose for the listener". He also stated that there are some characteristics of spoken discorse such as the speaker usually

instantaneous, the speaker speak too fast, the speaker use too many unfamiliar words, the speaker recording are not always clear and difficult to follow, and the speaker accent is unfamiliar. Regarding his explanation, it can be said that to understand the speaker mean and how their pronunciation is really important because the speaker has different characteristics from written to our understanding of how to process speech.

Furthemore, In the school, listening is an important skill in facilitating students to master the other skills. Before students can speak they hear voices and begin to understand the language. It is impossible when they are can communicate without having listening process in their mind. In the listening course, the students should be able to understand the spoken language to get the information clearly.

However, the students also sometimes face difficult in reach the goals. It is because they do not understand the meaning of language, or even never heard such a language before. So that they often give wrong information when the teacher asks, or ask them. It makes most of the students in listening class felt bored in the learning process

In the learning listening process, they often study with the same old materials that used in the years on the same handbook and did activities such as open the text book, listen teacher explained new words, playing the tape recorder and asking and answering the question. Furthermore, they also have to stay on the chairs and receive the information from the teacher. It makes them uncomfortable in their class and less interest. Therefore, they have not interested in the learning process. Rost (2013, p.141) said that "listening is a vital in the language classroom,

because it provides input for the learner, without understanding input at the right level, any learning simply cannot begin”.

Afterward, teaching listening for Junior High School is not an easy job, because the range of age of Junior High School varies between thirteen to fifteen years old, or it can be named as teenagers are in between childhood and adulthood. "In this period their experience the confusion, selfconsciousness, and changing bodies and mind" (Wahyuningrum, 2012, p.18) it means that they are very sensitive, their emotional will be changeable or can be said that sometimes they interest to something, and suddenly not, for example when the teacher teaches with the same method and same material. In this period, the students most interest to something new, or new learning, because they are easy bored. It means that for teaching them the teacher should be fun and think how to create the students' interest in the learning process .

In addition, in teaching and learning process the teacher also should pay attention to the students' interest in order to reach students' joyful in learning process. This study conducted by Rahmah's (2012) and Katili's (2013) studies who would find what the factors that influence students' interest in learning process. Rahmah (2011) found that internal factors, external factors, and school are the factors that influenced students' interest in process of learning English. Moreover, the school as the factor that mostly influence the students' interest. Whereas, Katili (2013) explained that there are three factors that describe the students' interest and the factors that influence students' interest. They are internal factors, external factors, and material factors. The study reveals that most students have psychological

factors and External factors in terms of learning English process include learning listening

Regarding the previous study above, Hurlock (Katili, 2013, p.3) stated that "Interest is the source of motivation which drives people to do anything when they are free to choose". Based on the explanation, it means that interest is very beneficial for language learner in doing any activity and for create students interest to learn listening, the teacher sometimes used strategies such as use songs, games, and stories (short stories, or long stories). It is suitable with the Pardede's (2011) and Erkaya's (2005) studies. Pardede stated that utilizing short stories is useful for taking students' interest, so they want to do activities in listening class. In addition, Erkaya (2005) described that short stories not only create the students to learn listening more effectively, but also giving motivation.

The use of stories is not only the strategies but also the English learning material at junior high school and it brings some benefits such as motivating the students in the classroom. Stories are motivating, fun, create the students' desire to continue learning process (Ellis and Brewster, 2010).

There is one of phenomenon which got from teacher explanation when I observed at second grade students of SMP N 1 Dulupi . The teacher explained that the students skill in listening is low level. There are some students that have medium level and low level in listening skill. When the teacher gave the practice of listening, they just gave minimal effort and when the teacher asked about the information of their task, some students could answer but others could not answer

or even sometimes some students leave their class during learning listening process.

Finally, they are failed in the subject and neglect that there are some students who passed in the subject of the final examination though with very limited value. The teacher also explained that to confront students problem she sometimes did the best effort such as used song and stories such as short story that familiar in the learning listening process. The purpose of it is in order students' interest in learning process especially in listening subject, but often some students could not pay attention to the lesson. It can be concluded that the teacher is the key to confronting students difficult in the learning listening process. They are not only teaching, but also guiding the students who has problems in the learning process (Education Act, 2005 no. 14)

Based on the explanation above, this study concern on "a descriptive study on students' interest in process of learning listening by using short stories". This study conducted at second grade students of SMP N 1 Dulupi".

The research Question

Based on the background above the research question of this study are,

1. How do the students' interest during process of learning listening by using short stories?.
2. What are the factors that influence the students' interest in learning listening by using short stories?

The aim of research

The aim of this study are:

1. To know how do the students' interest during process of learning listening by using short stories
2. To know what are the factors that influence students' interest in learning listening by using short stories.

The delimitation of research

This study is focused on the students' interest during process of learning listening by using short stories. There are six indicators to measure students' interest namely an attention, feeling happy, teaching material, participation, readiness, and intelligence and the factors that influence students' interest in the learning listening by using short stories include Internal factors and external factors

Significance of research

Theoretically, the result of this study is expected to help the next researcher to find reference or guideline and information to conduct the same studies about the issues of listening, teaching listening, and short stories. In addition, help the teacher to know about how their students' interest in learning listening process. Thus, a conducive learning can be planned in order to achieve a better understanding about the students' condition especially in learning listening English.

Furthermore, in the field of practical function, it is expected to give information to the teacher about how to measure their students' interest and create students' interest in process of learning listening. In addition, encourage students' motivation and interest in learning English especially, listening subject.