

CHAPTER I

INTRODUCTION

This chapter describes the introduction of the study which consists of several points. It will be discussed further several points. The first is basic consideration why this study needs to be conducted. The second is research question which shows the specific study that will be conducted. The third is the aim of the study which describes the purpose of the study. The fourth is the scope of the study which describes delimitation of the study. The last is the significance of the study which describes the benefits of the study.

Basic Consideration

Listening is one skill that supports human being activity in communicating one another.

Listening also is a key initial step in communication. Good communication depends on the way a listener can understand what a speaker says. The better students can understand what is being said, the better will be their ability to communicate. In addition, they will be better able to notice the characteristics of the target language which will help to improve their language development in all four key skill areas. The real goal in most listening is not only to understand every word but also to comprehend the information that the listener wants from the message. Actually there is misconception in teaching listening in our country. Some teachers have tendency to force student to understand as much as possible words on the tape.

Listening in teaching and learning process is often neglected by a teacher. The teachers attach the listening aspect of listening skill in lesson plan, but they did teach listening comprehension as they make in the lesson plan. Moreover, the major things have happened in English as a Foreign Language (EFL) in our country is that the students rarely taught the listening skill properly. They

do not even get sufficient portion of learning in the classroom. According to Richards (1986, p.53), listening is view largely as training in aural discrimination of basic sound patterns.

Regarding to this theory, it is believed that listening is the most important skill of language that makes the learners easier to learn English. In addition, some students in junior high school grumble when they must confront listening test in national examination that is carried out by National Education Department. When the researcher asks to the students “what is the most difficult in English national examination?” They directly said that the most difficult part of English examination is listening.

In fact, there are many students have difficulties in listening and speaking skill. The common difficulty of students’ listening such as the students get difficult to catch the meaning if the speakers talk about something, the speakers talked fast and types of accent by the native speaker can affect their listening. In this case extensive listening, because it is related to promote overall the meaning of the words or sentences what they heard (Brown, 2004).

Based on the researcher’s observation and interview to the teachers and the students of SMP Negeri 1 Batudaa, the researcher concluded that the failure of teaching listening was English teachers just used traditional technique to teach listening. They provided a worksheet and students must find missing words based on the listening on the tape. The method was quite good for years but in recent years some students are not interested in the listening class. They need learning variations in the class so that why they are not bored in the class.

The researcher chooses Student Teams Achievement Division (STAD) as an alternative technique to teach listening comprehension in the classroom. The researcher choose this technique because this technique is not to implementation yet by the school and this technique also is very make students enthusiastic. STAD is one of the popular methods in cooperative

learning that is introduced by John Hopkins. In addition, Due to the fact found, the researcher wants conducted a research of ” Improving Students’ Listening Ability By Applying STAD Method “ of the second grade students of SMP Negeri 1 Batudaa. I choose this school because this school is one of the my research place and the mastery of students English still low of that school.

Student Teams Achievement Divisions Method (STAD) is one of the simplest cooperative learning method and the best model to start for new teachers who use cooperative approach. STAD consists of five components; class presentation, team, quiz, scoring and team recognition (Robert E. Slavin, 2005, p,143). This method is very interesting activity in the classroom because the method involves student and teacher to activate their selves in teaching and learning process. STAD is one method of cooperative learning to support students for helping each other and motivate them to master a skill that teacher given. Slavin (2000, p.269) said that STAD is a method of cooperative learning for mix ability groupings involving team recognition and group responsibility for individual learning. In STAD, students are assigned to four till five members learning teams. Every team must be heterogen, that are mixed in performance level, gender.

In several previous studies, there are several researcher that used STAD Method in learning process. But never before like a lively give is the use of STAD to improve Grammar Mastery. It is means this research is the first study to apply STAD Method.

Baesd on explanation above, the researcher conducted a research with title Improving Students’ Listening Ability By Applying STAD Method. This research is conducted at the second grade students of SMP Negeri 1 Batudaa.

Problem Statement

The problem statement on this research: “ Can the application of STAD Method improve the students’ listening ability ?

Objective of Study

The objective study in this research is to find out the STAD Method can improve the students’ listening ability.

Significance of Research

This research conducted by expectation that will be useful for the others. The significances of the study will be beneficial for the teacher, students and the researcher. For the teacher, Teachers are expected to enrich their teaching method and develop their creativity in teaching Listening toward an ideal classroom. The use of STAD Method is also expected can help the teachers to motivate the learners to be interested to the materials. For the students, Students are expected to be able to improve their listening comprehension through Student teams-achievement divisions (STAD). Through this method they can learn English relax and enjoy, furthermore, it helps the students to build their awareness to study hard in their low ability. It believes that every single student has different ability in language proficiency. The last of significance for the researcher of this research is to get more sufficient knowledge about the using STAD Method to improve students’ listening ability and how to assess students’ ability by using quantitative method.

Delimitation of Study

This research limits the study in the implementation of STAD Method to improve students’ listening ability. This research focuses on the listening for details.