

Chapter I

INTRODUCTION

Background

Listening is a skill which important in English beside speaking, reading and writing to be learned. Sometimes, teachers only focus on Writing, Reading, and Speaking and forget about listening whereas listening is important, and by paying attention to listening, students' can understand what the teacher said or instruction from the teacher to do assignment. Bulletin 1952 (as cited in Guo and Wills, p.3) said that listening is very important skill. Listening is the skill that will be the communication tool with the other people, so the students have to be able to listen effectively. It means that students must have a good understanding. Listening is the skills that let the sound you hear go through your brain to process the meaning. Listening also mean observing what your hear, like the speaker's voice, in order to understand what is the speaker talking about. In other side, many students said that listening is difficult skill, because they rarely listen to English text or listening material and the effect is they did not understand what the teacher said and what they listened by tape recorder in classroom. Another factor that leads the students to be difficulty in listening is the facility of their school, which is not complete as they have language laboratory but it did not. Therefore, in teaching listening skill, the teacher must be creative to choose the technique and make the students are interested and enjoy in learning.

On the other hand, based on the researcher's observation at the first grade students in SMA Negeri 1 Bulagi, the students never got listening activity because they had not enough facility in laboratory. It was stated when the researcher had on interview on July 2014, with an English teacher of the first grade in SMA Negeri 1 Bulagi. The teacher stated that the first grade students

never had listening activity because their laboratory did not work and the teacher used tape recorder to help them in teaching listening process, but they had difficulties and not attracted to learn in classroom. Therefore, they do really need a technique that can give them listening activity without listening at laboratory. An interesting technique will make the students interested in learning. The technique should make the students understand more easily about the material and enjoy the learning process. In other side, the students can understand they classmates' language and enjoy the process of learning.

Many teachers feel that they do not have sufficient time in the school to work one-on-one with every student. To solve this problem, the researcher proposes the use of Class Wide Peer Tutoring technique that can be applied in teaching listening. Class Wide Peer Tutoring is a technique in order all students will get one-on-one help and adequate time to practice and learn. For Class Wide Peer Tutoring, every student in class is paired with another. The teacher writes lessons that one student uses to teach or tutor another. During the tutoring, one student explains the work to another student, asks the student to answer the questions, and tells the students whether his or her answers are correct. Therefore, this research uses Class Wide Peer Tutoring to see the effect of class wide peer tutoring itself toward the students' listening comprehension and chooses Class Wide Peer Tutoring as the technique in teaching listening. This learning strategy will help students in teaching the material to other students. Class Wide Peer Tutoring refers to a class of instructional strategies in which students are taught by peers who were *trainer* and *supervisor* by classroom teachers (Greenwood, Maheady, & Delquadri, 2002). It means that, in study with pairs, one of them as trained and supervised. "Class Wide Peer Tutoring (CWPT) is a comprehensive instructional procedure or teaching strategy based on reciprocal peer tutoring and group reinforcement wherein an entire classroom of students are actively engaged in the process

of learning and practicing basic academic skills simultaneously in a systematic and fun way” (Terry, 1999). The previous explanation means that CWPT is all teaching procedure or teaching strategy based on feedback from peer tutoring and team reinforcement where all students in classroom are engaged in the learning process and practice basic academic skills in a systematic and fun.

According to Greenwood, Maheady & Delquari (as cited in Hall, 1999) states “ the main benefits of using this technique is that the teacher can enable all students simultaneously keeping an eye on their progress”. It means, this technique can help students in overcoming their difficulties in studying.

Furthermore, the researcher chooses Class Wide Peer Tutoring as the technique to help the students to understand in teaching listening process through listening to their friends as a tutor read the descriptive text. It uses in listening teaching. Class Wide Peer Tutoring is a learning model, which can be applied to kindergartens until senior high school students also in general school and school with disabilities students. Zaini (2004:24) states “The best of learn method is with teaching to other person”. The students can understand the language of their friends and they can enjoy the explanation. The students with more abilities in listening can help their classmate to study in classroom or in out classroom. Class Wide Peer Tutoring learning model aimed at students who have advanced ability to a subject which can be a tutor for other students who are less capable in these subjects.

In addition, students divided into small groups and asked to be involved actively in the discussion. While the teacher as a facilitator, and at the same time learning companion. The teacher’s role is to facilitate the learning process rather than being the dominant source of the

process. As a facilitator role in preparing the material, teacher can assist the distribution group to equitable and balanced, so that the process of learning can proceed smoothly. In addition, teachers also act as observers of the process, and at the same time teacher can be a reference for students. The teacher should available in the class to control if there's discussion groups, referral source or to provide confirmation of the results of the group. By carrying out the role, teachers are required to be active. This is important, because if the teacher is passive then the learning process will not run smoothly.

In this technique, the teacher only divided students in some groups by giving the material of descriptive text to students who as tutor. Students as a tutor read the descriptive text and the students as tutees listen and fill in the miss word on the descriptive text. It did not need listening laboratory or tape recorder. Therefore, it is appropriate with the first grade students of SMA Negeri 1 Bulagi, because their laboratory did not work and they were bored if they had to listen to tape recorder. Studying with classmate is one of interested activities in learning process. It also did in listening teaching process. It made the students more enjoyed, attracted, and enthusiastic in listening teaching process. Based on the description above, the researcher would like to formulate the title "The Increasing the listening comprehension by using Class Wide Peer Tutoring technique" through descriptive text, (this research conducted at the first grade students at SMA NEGERI 1 BULAGI in academic year 2014/2015).

Research Question

Based on the background above, the research question from this research is "can Class Wide Peer Tutoring increase the students' listening comprehension?"

Research Objective

The objective of this research is to find out whether the Class Wide Peer Tutoring technique can increase the students' listening comprehension or not.

Significant of Research

This research might be a recommendation work to the new researcher. It helps the other researcher to find reference or guideline and additional information to conduct further studies about teaching and learning English especially about the issue of teaching listening and about the issue of Class Wide Peer Tutoring technique. The result of this research is expected to improve students' listening comprehension because they are taught by using class wide peer tutoring technique which is theoretically effective for improving students' listening comprehension. Moreover, through this technique, the students can review the material together within the member of one team, so they can help the other students in listening process and the students have experiences to teach their friends in classroom. This research helps the teacher to provide the various techniques that can be used as the consideration for choosing appropriate technique in teaching listening. The result of this study can be useful as a constructive suggestion in English teaching learning process especially for increasing listening comprehension

The Scope of Research

This research studied about the using Class Wide Peer Tutoring technique. It only applied in listening skill in descriptive text. In this research, the researcher want to see how the students can catch the detail information of text and fill in the blank with correct answers.