CHAPTER I

INTRODUCTION

A. Background of the Study

According to the School-Based Curriculum 2006 (SBC 2006, in Indonesian called *Kurikulum Tingkat Satuan Pendidikan* abbreviated as KTSP), the teaching of listening skills in English instruction at the junior high school is aimed at developing students' communicative competencies. To achieve this aim, the teaching of this skill needs appropriate formats, such as the use of listening media and interesting materials. In addition, it needs an appropriate room which provides appropriate listening media in the form of a language laboratory.

However, when the researcher observed the teaching of the listening skills at SMP N 2 Yogyakarta, listening had not been taught well. The teacher said that it was because of some problems. The first problem was the lack of the listening materials that could be used to teach. At this school, the listening materials only existed in the students' handbooks without any supporting listening media. The teacher did not have any other listening materials from other resources. The second problem was the under-use of the language laboratory to teach listening while there was a language laboratory which provided some facilities for the listening instruction at this school. So far, listening was only taught in the classroom. Moreover, the teacher did not use any media in teaching listening.

Considering these problems, the teacher expects that the teaching of the listening skills will be ideal in the future. First, she wants the teaching of the

listening skills to use various listening tasks in order to make the students enjoy their activities. If the teaching learning process only uses monotonous listening tasks and activities, students will be bored. Second, she hopes that the teaching - learning process of listening is done in a language laboratory. The facilities in the language laboratory will make the process effective.

Based on the problems that occur at SMP N 2 Yogyakarta and also from the teacher's want about the ideal teaching of the listening skills, the researcher is interested to conduct the study. The study is aimed at improving students' listening skills through varied listening tasks in a language laboratory.

B. Identification of the Problem

In identifying the problems of the teaching of listening at SMP N 2 Yogyakarta, the researcher did several activities such as having discussions with the English teacher, interviewing the students, and observing their activities in the class. From these activities, she found some sources of weaknesses that might have caused in the dissatisfying results of English teaching learning processes. These problems were concerned with the teacher, students, media and material, and the listening instructional tasks.

The first problem was related to the teacher. The English teacher of the second grade students at SMP N 2 Yogyakarta was quite old. She did not have any technological experience in operating the facilities in the language laboratory. This problem influenced the development of the teaching of listening at that school.

The second problem was related to the students. The students had low motivation in learning English. They were not aware that English was useful in their lives. In addition, they were not interested in English during the class.

The third problem was related to the media and material. The English teacher did not use appropriate media and materials in the teaching learning process. The listening materials were very limited; they only existed in the students' handbooks. In addition, listening media were scarce although there was a language laboratory at that school.

The last problem was related to the instructional listening tasks. For the teaching of listening, the teacher did not have enough listening tasks. The tasks which existed were very limited and monotonous.

C. Limitation of the Problem

Due to the wide range of the problems stated in the identification of the problem, the present study is focused on one problem. The problem is related to media and material. In this case, the researcher looks at varied listening tasks implemented in the language laboratory for the teaching of listening.

The researcher focuses the study on applying varied listening tasks because of some reasons. First, listening tasks are the most pressing learning materials that are needed at SMP N 2 Yogyakarta. To improve the students' interest, the teacher should give varied listening tasks during the teaching of listening. Second, listening tasks are easier to handle first compared to the other problems. Many references about listening tasks can help the researcher solve the problem. Third, listening tasks are the researcher's interest to handle compared the

other problems. In this study, the researcher wants to know the significance of the varied listening tasks in improving the students' listening skills.

D. Formulation of the Problem

Based on the limitation of the problem, the problem of this study is formulated as follows: "Do the varied listening tasks in a language laboratory effectively improve the students' listening skills at SMP N 2 Yogyakarta?"

E. Objective of the Study

This study is aimed at improving the students' listening skills at SMP N 2 Yogyakarta. The action that is done is applying the varied listening tasks in the language laboratory of that school.

F. Significance of the Study

This study is expected to give benefits and contribution for five parties; namely the teachers, the students, the school, the students of the English Education Department, and other researchers.

First, for the English teachers, the results of this study can be used as an input to improve the students' listening skills in the English teaching-learning process. In the future, they may apply the varied listening tasks in the teaching of listening.

Second, for the students, this study is supposed to be able to make them motivated in developing listening skills. In addition, it can make them more interested and easier in improving their listening skills.

Third, for the school, the results of this study can be used as a basis to determine the school policy in improving the students' competencies in English,

especially in developing students' listening skills. In addition, it can be used as a reference to develop the teaching of English at the school.

Fourth, for the students of the English Education Department, the results of this study can improve their knowledge about the teaching of listening skills using varied listening tasks. They can develop listening tasks in the teaching of listening.

Last, for other researchers, the results of this study can be used as a reference to conduct a study related to the teaching of English in junior high schools. The teaching of English still needs development.