

CHAPTER 1

INTRODUCTION

A. BACKGROUND TO THE STUDY

English has an important position in education in Indonesia. Now English becomes a compulsory subject from the elementary school to university levels. The purpose of teaching English as second or foreign language is directed to develop students' ability in four skills: listening, speaking, reading, and writing. (Tarigan, 1985: 2).

According to Tarigan (1986:3) speaking is communication by speech expressing in the arrangement of words and sentences that are conveyed orally. A Linguist says that "speaking is language", speaking is the capability of language skill that is developed since childhood together with listening skill. Certainly speaking has close relation with vocabulary development, which is required by a child through reading and listening activities.

Moreover speaking is fundamentally an instrumental of act. Speakers talk in order to have some effect on their listeners, assert things to change listener think state of knowledge. Speakers ask them to set them to provide information, request them to get them to do something. In speaking the speakers also begin with the intention of affecting their listener in particular way (Clark and Clark, 1974:223 as cited in Nation and Newton 2009:37). One can say that

language is purely human and non-instinctive method of communication ideas, emotion and desires by means of a system of voluntarily produced symbols.

Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening. Indeed, Brown and others (see, for example, Brown, 1978; Brown, Anderson, Shillcock and Yule, 1984) showed that both oracy and literacy development are needed ongoing attention in first language education. Similarly, in second language learning, several writers and researchers in the early 1980s suggested that listening has a very important role (Winitz, 1981 as cited in Nation and Newton 2009:38). This emphasis on listening is related to a corresponding drop in the importance given to speaking in the early stages of learning.

The intermediate students' of Fajar Institute Course has been applying speaking skills in teaching learning English. However, this teaching does not work optimally. In learning speaking, students often face some difficulties to speak well, although some students of Intermediate Level are adult students (generally early adulthood students). They only have given material about reading and writing and lack of listening and speaking. The Fajar Institute Course emphasizes speaking skills as the way of entering language to the students which is aimed to develop oral skills of the students in learning English.

In this case, teachers need to find strategies to encourage students in order to make learning habit properly that can lead to successful learning. Hopkins in Basrowi (2008: 51b) said " A teacher is not only demanded to master materials

and presents them correctly in front of the students but also is demanded to be able in observing the daily activity which is done in the classroom”. Therefore the problem faced is a factual problem. The teacher can do something directly in improving the unsuccessful teaching practice to be better and more effective, and can train to control himself in activity of professional development through the training of taking decision professionally”. This ability is correlated with Classroom Action Research (CAR) or *Penelitian Tindakan Kelas* (PTK).

From the explaining above, the writer is interested in doing improvement of students’ speaking skills into classroom action research, by choosing students’ listening practice because listening practice is barometer in improving students speaking skills. Therefore, he intends to do a research entitled: **“The Influence of Listening Practice in improving Students Speaking Skills ”** this research would be carried out at Intermediate students of Fajar Institute Course at Haruman Ujungberung, Bandung.

B. STATEMENT OF RESEARCH

To relate several problems the background above, the writer will decide the research question as follow;

1. How does listening practice influence students’ speaking skills at Intermediate students of Fajar Institute Course at Haruman Ujungberung, Bandung?
2. What is the strength and weaknesses of listening practice in improving students’ speaking skills at Intermediate students of Fajar Institute Course at Haruman Ujungberung Bandung?

C. AIMS OF RESEARCH

Follow the research questions the aims of the research are:

1. Knowing the influence of listening practice in improving students' speaking skills at Intermediate Level of Fajar Institute Haruman Ujungberung Bandung.
2. Knowing the strength and weaknesses of Listening practice in improving students' speaking skills at Intermediate Level of Fajar Institute Haruman Ujungberung Bandung.

D. SIGNIFICANCE OF RESEARCH

Significant of research are for:

1. The students
 - a. Motivating them in their language study by getting them to engage in successful listening and speaking.
 - b. Making the early learning as relevant as possible to their language needs.
 - c. Raising more interest in learning English especially speaking
 - d. Changing students' mind-set on learning English speaking to be fun.
2. The teacher
 - a. Understanding the importance of choosing an appropriate method in English Speaking Learning
 - b. Encouraging teachers to think creatively and innovatively about designing speaking learning in the class
 - c. Improving teacher self-confidence in teaching

- d. Improving knowledge and teacher professionalism as an educator
 - e. Becoming a model to another teachers in handling similar or some problems
 - f. Becoming agent of change in teachers' own school and another.
3. The school
- a. Contribution to improve teacher work
 - b. Improving the quality of learning, school, and graduate.

E. LITERATURE REVIEW

According to Robert and Paul (1997:1), in speaking grades students must be exposed to three key items:

1. Form-focused speaking, that is, attention to details of pronunciation, grammar and vocabulary.
2. Meaning-focused speaking, that is, opportunities to produce meaningful spoken messages with real communicative purposes.
3. Opportunities to improve fluency.

Elements of all the above should be present throughout a speaking program, with emphasis on form-focused speaking at the elementary levels and, as the learners progress, on meaning-focused speaking at the higher levels.

When learners first begin to speak in other language, their speaking will need to be based on some focused-learning. The effective way to begin is to base speaking on some useful, simple memorized phrases and sentences. These may be

greetings, simple personal descriptions, and simple questions and answers. These can be practiced in repetition drills.

In addition, by form-focused speaking, language learners should also be exposed and given opportunities to practice and use meaning-focused communication in which they must both produce and listen to meaningful oral communication.

One of the problems in meaning –focused speaking activities is making sure that the activity is actually developing the learners’ knowledge of language items.

Students’ speaking skills can be differentiated between content and expression. To speak well, speakers’ thinking has to focus on idea or what to say not expression or how to say. Normally, native speakers can speak well because they only think the ideas or what to say without facing difficulties. On the contrary non-native beginners face some problems in speaking English, because they sometimes know ideas but find difficulties in expressing them.

Speaking is one of language skills. Therefore, students have to practice speaking repeatedly so that they can speak automatically without thinking what to say. Chomsky (1997:38) says “Creative and innovative use of language skills take place within a restricted frame work, a finite set of formal arrangements to which the speakers utterance must conform if he is to be comprehended and thus to communicate effectively”.

However learners have freedom in expressing ideas when using a language, unfortunately this freedom is limited by the rules in grammar that has to be used in order to communicate effectively. Either Teacher or Students, should not only know how to produce specific points of language such as grammar, pronunciation, fluency or vocabulary (language competence), but also understand when, why, and in what ways to produce language (sociolinguistic competence)

One of basic tasks of the teachers is making students more motivated to study a foreign language since they feel they are learning to do something useful with the language they study. As we know that motivation is the private domain of the students. The educators try to meet the needs and wants of the students.

So from this view the teachers have to have special strategies to make students able to speak well. The writer uses Listening practice to solve students' difficulties in speaking English. One of the strongest arguments for emphasizing listening is based on a particular view of what it means to learn a language. Some approaches to language teaching have given a lot of importance to speaking. In the very first lesson learners do speaking drills involving repetition and substitution. The lessons involve almost as much speaking as listening, because listening is seen as a way to present models that learners immediately copied. The aim of learning a language is to speak, and language was viewed as a type of behavior.

Approaches that gave more importance to listening were based on different ideas. Nord (1980: 17 as cited in Nation and Newton 2009:38) expresses this view clearly:

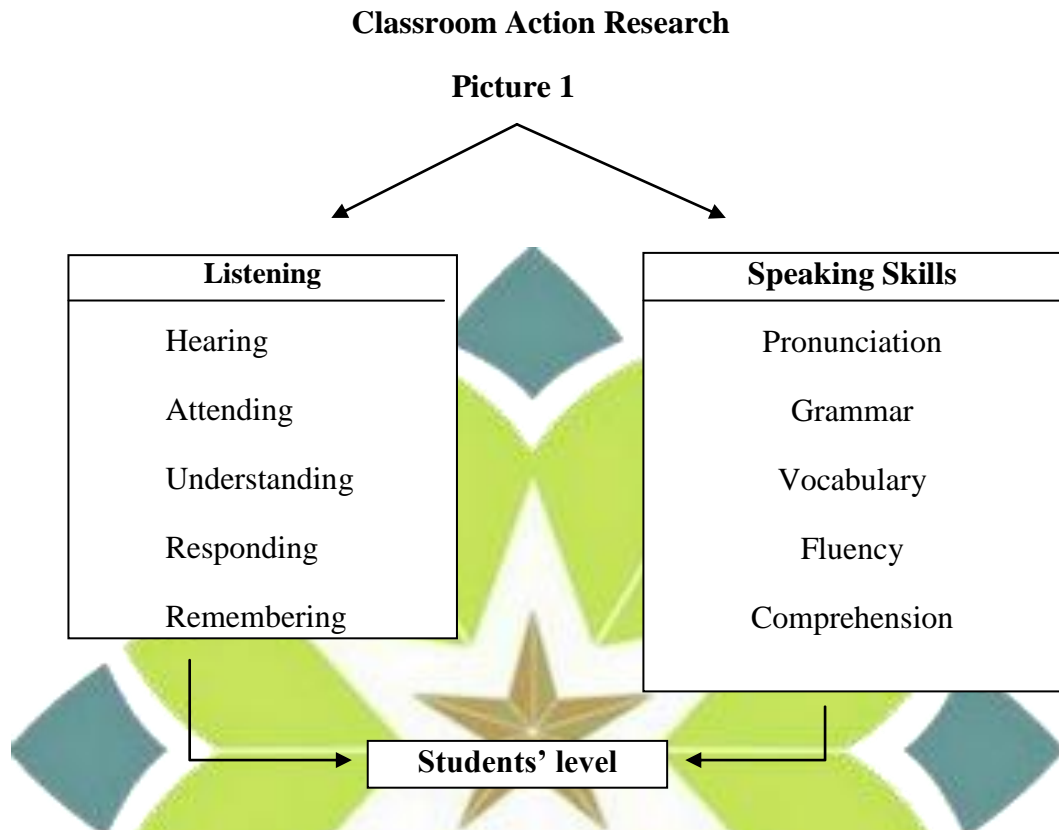
Some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind. These people believe that talking may indicate that the language was learned, but they do not believe that practice in talking is the best way to build up this *cognitive* map in the mind. To do this, they feel, the best method is to practice meaningful listening.

Listening, on the other hand, is a totally conscious process demanding attention and concentration. Listening for meaning consists of locating the logical connections or relationship in an utterance, not simply understanding the meanings of words. Students will not understand the meanings of utterances unless they listen for these logical connections (Larson in Gentile, 1984:14).

According to Stewart in <http://www.leehopkins.com/types-of-nonverbal-communication-listening-skills.html> says 'Listening is described in numerous studies as the most prominent kind of communication.' Listening is a process that consists of five elements: hearing, attending, understanding, responding, and remembering.

The writer takes four indicators to measure the level of students' competency in English speaking ability namely: pronunciation, grammar, vocabulary, fluency, comprehension and use five indicators in listening English ability.

See the picture to makes the description above clear.



F. RESEARCH METHODOLOGY

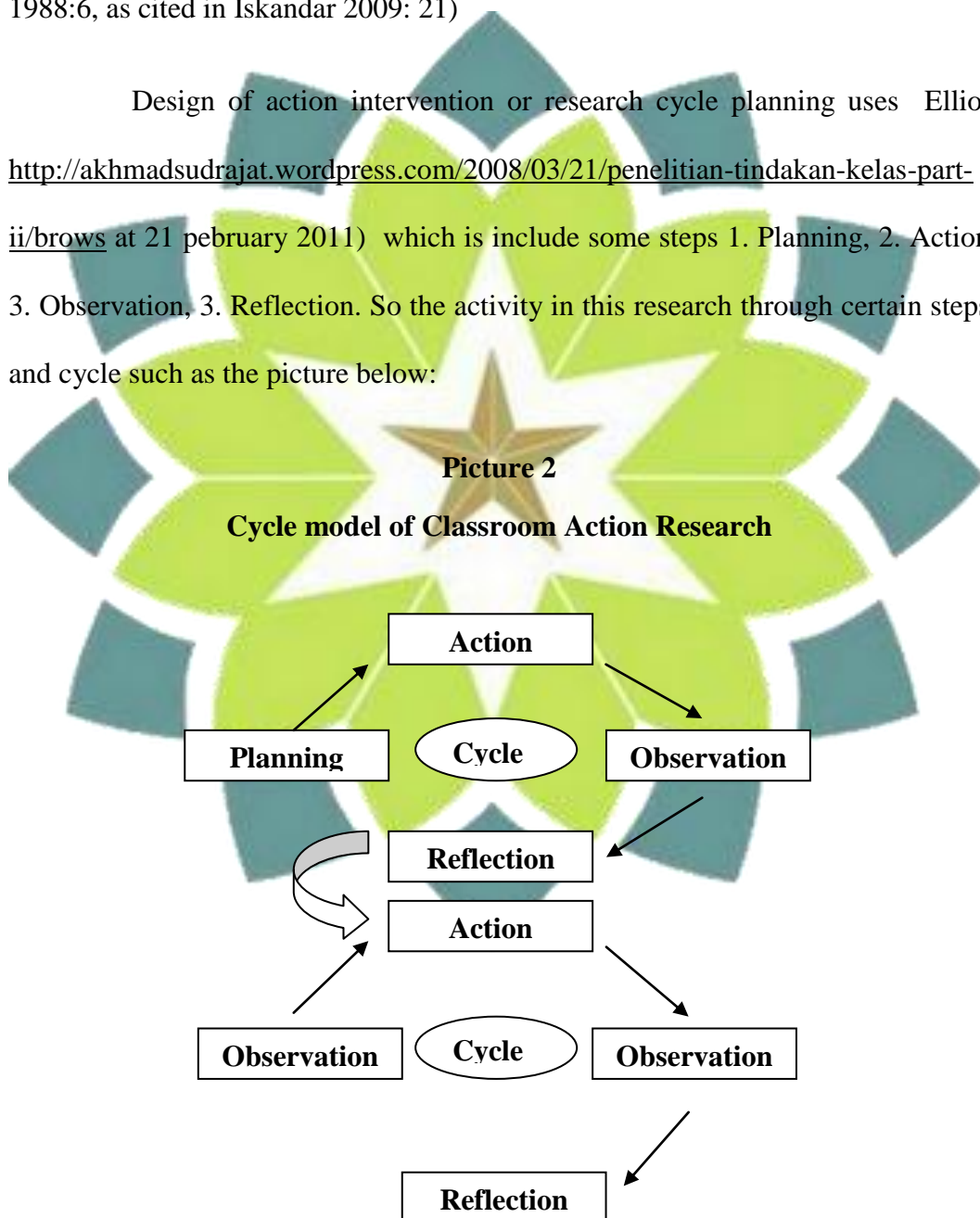
1. Type of Research

The research uses quantitative analysis to investigate the total average of cycle 1 and 2, and discovers the difference between the two cycles. According to Muijs (2004:1), quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods in particular statistics. This kind of research in *Action Research* which is proposed to improve and repair affectively and efficiency of education practice.

2. Method of Research

Reminding this action research is done in the class. Classroom action research is research that is done by person (teacher) which aims to improve teaching and learning process in his/her classroom (Kemmis and McTaggart, 1988:6, as cited in Iskandar 2009: 21)

Design of action intervention or research cycle planning uses Elliot (<http://akhmadsudrajat.wordpress.com/2008/03/21/penelitian-tindakan-kelas-part-ii/brows> at 21 february 2011) which is include some steps 1. Planning, 2. Action 3. Observation, 3. Reflection. So the activity in this research through certain steps and cycle such as the picture below:



3. Setting

This research is done to the students at Intermediate students of Fajar Institute Course at Haruman Ujungberung, Bandung. The reasons of choosing this course are:

1. The researcher has known the condition of this course and the students based on his teaching experience at Intermediate Level of Fajar Institute Haruman Ujungberung Bandung.
2. The researcher found the problem of this paper in his teaching at Fajar Institute Course and then he needs to solve it.
3. The researcher wants to improve speaking ability in this course especially in Intermediate level.

The research is held on Mei-June 2011.

4. Population and Sample

4.1 Population

According to Encyclopedia of educational Evaluation as cited in Arikunto (2006:130), define that population is a set (or collection of all elements processing one or more attributes of interest. The population in this research is 9 students of Fajar Institute Haruman Ujungberung Bandung which consist of two classes, enrolled in academic year 2010/2011. The classes are divided into two levels, Beginner Level (1) and Intermediate Level (1). Beginner Class consists of 7 students, and Intermediate Level is 9 students.

Picture 4
Population of Intermediate level of Fajar Institute

No	Sex	Intermediate Level
1	Males	1
2	Females	8
Total		9

4.2 Sample

The researcher select the sample randomly by using cluster random sampling technique; in this technique, the research identify naturally occurring group units, such as school, classes, not individual subject and then randomly select some of these units for the research (Muijs, 2004:38). Cluster sampling is employed since it is difficult to select a random sample of the individuals. It is also easier to implement in school and it is less time-consuming.

With the reasons above, one class is selected for the research. The class is Intermediate Level. This class is chosen as the sample with a consideration from the English teacher of Fajar Institute Haruman Ujungberung Bandung which have the same level of English competence.

5. TECHNIQUES FOR COLLECTING DATA

5.1 Observation

Observation can be defined as methods or ways of analyzing and recording automatically entered into behavior by watching or observing

individuals or groups directly (Purwanto, 2009: 149). The collecting data done by using implementation learning instrument includes the observation of the teacher teaches, students study, and class atmosphere which is related to learning implementation by using Listening practice to know how far students' ability in speaking at Intermediate level of Fajar Institute at Haruman Ujungberung Bandung.

The role of the researcher in this research is the main doer, so in pre-research he does the reflection toward English learning process in class, and then make an action planning will be done in class where he teaches.

As researcher position in this research is main doer, he implements directly what will be improved in the class. He feels and does the reflection from the learning done in order to support him to do every step of the research. Besides, he writes a report which makes everything done and observes the research closely. In doing all of these, he is helped by school's head master and teachers. The assistant researcher of this research is a teacher of grade one, Mr. Irfan Firdaus, S.S who do the observation when the researcher implements the learning. The observation is held four times in every meeting of speaking class.

5.2 Test

The instrument used to collect research data about students' speaking score is oral test. The test is held in every meeting in the end of every intervention and it is used to investigate the students' improvement in every cycle. The test used is oral test, give an order to the students to speak in front of class based on listening practices that given to them.

Test in each cycle will be analyzed by using speaking scoring technique from Haris (1969:8).

Picture 5

SCORE SHEET OF SPEAKING COMPONENTS

No	Speaking Components	Score
1	Comprehension	
	- Well understood partner utterances	5
	- Understood partner utterances	4
	- Understood enough partner utterances	3
	- Least understood partner utterances	2
	- Cannot understood well partner utterances	1
2	Grammar	
	- Most grammar are very accurate	5
	- Grammar are accurate	4
	- Grammar are accurate enough	3
	- Grammar are least accurate	2
	- Grammar are not accurate	1
3	Vocabulary	
	- Vocabulary is very wide and accurate	5
	- Vocabulary wide and accurate	4
	- Vocabulary is wide and accurate enough	3
	- Vocabulary is wide less and less accurate	2

	- Vocabulary is not accurate	1
4	Pronunciation	
	- Utterance can be understood well	5
	- Utterance can be understood	4
	- Utterance enough to be understood	3
	- Utterance is less to be understood	2
	- Utterance cannot be understood	1
5	Fluency	
	- Very Fluency	5
	- Fluency	4
	- Fluency enough	3
	- Lest fluency	2
	- Not fluency	1

Score : $\frac{\text{Score Perolehan}}{\text{Total Score}} \times 100$

Total Score

G. DATA ANALYSIS

Cycle 1

1. Reflection

Teacher does the reflection toward learning which has been done done.

Reflection consists of how the teacher teach does, how the students learn , how the atmosphere of class, and think the way to improve them.

2. Action planning

Make a lesson plan by implementing Listening Practice

3. Action implementation

Teacher implements learning Speaking by using Listening Practice

4. Observation

Head master and another teacher observe and evaluate the learning which is doing by researcher.

5. Reflection

Teacher (researcher) investigates evaluation and observation result to decide the next step.

Cycle 2

1. Action planning

Researcher makes improvement planning I base on reflection and observation result.

2. Action implementation

Teacher teaches based on improvement planning I made.

3. Observation

Observing and evaluating the improvement of implementation.

4. Reflection

5. Investigating evaluation and observation result to decide the result got during the research in two cycles).

