

CHAPTER I

INTRODUCTION

This part presents preliminary section of the study: (1) Background of problem, (2) Research question, (3) The purpose of research, (4) The significance of problem, (5) Rationale, (6) Research design, (7) Technique collecting data, (8) Analyzing data. The explanation of each part will be successively given.

A. Background of Problem

In some countries, English is used as a second language after a mother tongue. In Indonesia, English is used as a foreign language. In the globalization era, English has become a language that is essential to be learned. English has been taught from junior high school to university and some companies use English to interact with another.

In studying English, there are four skills that should be mastered. Listening is one of the skills that must be mastered. According to Newton (2009:37), Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of others languages) are dependent on listening.

Listening skill is important. The importance of listening is easier to understand when we realize that we are poor listeners. The importance of listening goes beyond our ability to recall information. According to Maria, (in Veronica, 2013:9) for instance, the school establishes one day in a week to use English language, so the students will be familiar with listening process.

However, students think that listening is not easy to learn. Students are hard to comprehend listening material because they do not have enough

vocabularies to practice listening. As the consequence, students are hard to catch the point from English material because they do not accustom to listening English.

According to Brown (2006:6), there are some problems why listening is not easy to acquire, among other things: (1) They are trying to understand each word; (2) They get left behind trying to work out what a pervious word meant; (3) They just do not know the most important words; (4) They do not recognize the words that they know; (5) They have problem with different accents; (6) They are lack of listening stamina/ they get tired; (7) They have mental block; (8) They are distracted by background noise; (9) They cannot cope with not having images; (10) They have hearing problems; (11) They cannot tell the difference between the difference voices.

There are some people choose to follow the English courses to study English and improve their English skill. However, some people who cannot follow English courses; they choose to follow the English community to improve their English. English courses, English communities or English club are a non-formal education that people choose to study English beside formal education. Non formal education gives students' need and usually they are not based on the curriculum.

Based on the problem above, the researcher explores and investigates the member of My English Club (MEC) Bandung. This study is entitled "*The Teaching Listening in My English Club (MEC) Bandung: Implementation and Students' Responses*"

(A descriptive study at one of English club in Bandung)

B. Research Questions

Based on the background of the problems above, the researcher identifies some of the problems encountered, they are:

1. How is listening conducted in My English Club Bandung?
2. What are responses members of My English Club Bandung in listening activities?

C. The Purposes of research

The purposes of this research are:

1. To describe how the listening conducted in My English Club Bandung
2. To describe what responses members of My English Club Bandung in listening activities

D. The Significances of Problem

The result of this research can give experience to members of My English Club Bandung as object of research. Therefore, the members will get experience about listening activities and tips to improve their listening skill as well as mastery in English learning.

E. Rationale

Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. As defined by Oxford (1993:206), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse.

Rost (2002:177) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation).

Listening skill is very important. According to Feyten (1991:6), the total time people spend on communication 45% is on listening, 30% on speaking, 16% on reading and 9% on writing. This means that listening is the language skill which is important to be learned. Among the four skills, listening is the language skill that usually develops faster than the other skill.

The teaching of listening is often assumed to "happen" in the process of the teaching speaking; indeed many teaching programs and syllabuses refer to "listening and speaking" as a single unit, and so the specific teaching of listening is often overlooked.

Hammer (1998:135) argued that another major reason for teaching listening is that it helps students to acquire language subconsciously even if teachers do not draw attention to its special features. Listening in action will provide teacher a menu of many specific ideas for setting complete listening activities with students.

Students are often asked to listen to tapes or to their teacher talking, but it can be just as useful to encourage them to listen to each other in a more active way. Learning to listen to each other more carefully can build their ability and confidence in real-life situations, in which they will need to focus on both listening and speaking. The following activities are a fun way of getting students to concentrate more and to remember information.

Listening in action is about "action" in three senses: First, Listening in action stresses that listening is an active process. Second, listening in action

emphasize that listening play an active part in language learning. Third, listening in action features the teacher as an active “researcher” of listening development.

As teachers, we need a comprehensive image of what we do in order to help students develop their listening ability. Recalling the earlier discussion about listening development, we can propose several guidelines for the classroom teacher in assisting students to develop their listening.

Non-formal learning occurs in a planned but highly adaptable manner in institutions, organizations, and situations beyond the spheres of formal or informal education (Eshach, 2007).

English club is the place where students can practice their skill in English. In general, the students who come to English club want to increase their speaking skill. However, the activities in English club not only practice their speaking skill but also practice their listening skill.

According to Kang Guru Indonesia (English language and information service), a good English club is a group of people who:

- a. Really want to improve their English,
- b. Meet regularly,
- c. Belong to the club because they want to, not because they must, and
- d. All are keen to be active and helpful members.

My English Club Bandung (MEC) is one of the English communities in Bandung. MEC is an informal education that can be followed by people to improve their skill in English. Informal education is learning process which goes

on outside of a formal learning environment such as a school, a college or a university, therefore it is learning process outside of the classroom/lecture theatre.

My English Club Bandung is divided into two activities, Moslem Talk (MT) program and Hut program. Moslem talk (MT) program is a discussion of Islam who guided by facilitator that has been chosen to guide us. Beside, in HUT program, there are some games to fun in English learning.

