

CHAPTER 1

INTRODUCTION

This chapter provides an overview of research. It includes Background of Study, Research Questions, Research Purposes, Research Significances, and Research Framework. This chapter also shows the previous related research similar to this study.

A. Background of Study

Listening is the first skill to be learned in the English language skill. Therefore it is critical to academic success. According to (Mendelsohn, 1994), “Of the overall time spent communicating, Listening counts for forty to fifty percent, speaking counts for twenty-five to thirty percent, reading counts for eleven to sixteen percent, and writing counts for around nine percent.” With James Asher’s (1977) work on Total Physical Response, listening initially as a crucial component in language learning and teaching came to attention in the late 1970s (Brown, 2001).

However, many commentators judge that even though the learners have mastered English, the outcome of the language subject is still horrible. As well as students’ listening skills, according to (Utomo et al., 2019), In Indonesia, English teaching appears to place less emphasis on listening activities, with the majority of English textbooks employing a paper-based design that lacks audio aids. (Kalivoda, 1980) said that “Soon after stepping off the plane in a country where his second language is spoken, the learner begins to see that, although his speaking ability may allow him to meet basic needs, his ability to understand the spoken language leaves much to be desired.”

In this study, the researcher chooses to know teaching listening skills through Dialogue that focus on the teacher’s experience. There are some reasons why the researcher chose Dialogue. Because a Dialogue duplicates communication situations in everyday life (Finocchiaro, 1974); a dialogue can be recombined in all kinds of personal ways to make possible active classroom

conversation and creative skit (Rivers & Temperley, 1978); a dialogue learning method assists students in quickly acquiring these mostly repeated phrases that facilitate conversation. A dialogue lends itself well to chorus repetition, with different portions of the class taking turns playing roles and responding to each other's cues (Rivers, 1970); a dialogue is intended to represent actual speech encounters in the real world. Ideally, dialogues are valuable means to practice the normal "give-and-take" of everyday conversation (Murphy, 1984).

The point is that the dialogues technique can help achieve successful communication, speaking, and listening skills. (Rivers, 1970) Said that "what has been emphasized, however, is that communication is a process involving at least two people." According to (Demir, 2017) speaking involves expressing, while Listening involves comprehension. Listening and speaking must be acknowledged as fundamental to complement each other, the communication process, and cannot be separated.

Moreover, the teaching-learning process can effectively use various applications, especially in improving listening skills. Besides, nowadays, applications are popular to be used in English learning. It dramatically influences education reform and stimulates the innovation of teaching methods. For this purpose, teaching listening using Dialogue also can be more enjoyable for the learner if an application is applied. The application helped both teachers and learners achieve the English learning goal effectively. Many applications are used for teaching listening skills, such as E-Book Reader, TUTORROOM.NET, Socrative, SelfCAD, Adobe Spark Video, Google Classroom, GoFormaive, and so on.

Over the past decades, many studies have discussed techniques in teaching listening skills. Here are several previous studies; First, the title is Increasing Students Listening Skills Through Song and Authentic Video (Srirejeki & Darmayanti, 2019). This study looks at how music and real-life films can help students improve their listening skills. Its goal is to see if students who taught

through songs and original videos made more progress than those who were not. The findings show that students taught through song and video outperformed traditional techniques. Second, The Use of Youtube Vlog to Improve The Students' Listening Skill of MTs Samarinda (Lestari, 2019). The purpose of this study is to see if a YouTube Vlog can help eighth-grade students at MTs DDI Tani Aman Loa Janan enhance their listening skills. According to the statistics, the findings found that more than 75% of pupils with an individual listening skill score passed the KKM. Third, the title is Using Podcast To Improve Students' Listening and Speaking Achievements (Fitria et al., 2015). The goal of this study was to see if there were any significant differences in English speaking and listening abilities between twelfth-grade students at MAN 3 Palembang who were taught with Podcasts and those who were not, as well as to get feedback from the students on how they felt about using Podcasts to improve their English speaking and listening abilities. The study's findings revealed that podcasts provided meaningful, suitable, entertaining assignments, activities, and accurate materials that may capture students' attention raise motivation, and improve comprehension. In the English classroom, podcasts were a successful and innovative technology-based learning tool, particularly for merging Listening and speaking.

This study, however, differs from prior ones. While the earlier study has concentrated on Song and Authentic Video, YouTube Vlog, and Podcast applications used to teach listening skills, this research focuses on the teacher's experience toward the dialogue technique used in teaching listening skills. The site and method used are also different from the previous studies. This research focus on teacher's experience in teaching listening through dialogue technique that is conducted at Al-Furqon Senior High School with the Narrative inquiry method.

Finally, the researcher has an assumption that students who are taught using dialogues will be able to communicate because the way they communicate, at

least with their friends, is not different from how they learn the language in their classroom. Due to the limitation of the study, the researcher only focuses on an English teacher's experience at the twelfth grade of Senior High School who deals with dialogue techniques in teaching listening. For the above reason, the researcher will try to describe the teacher's experience in teaching Listening using dialogues as the teaching technique.

Therefore, from the explanation in this chapter, it is essential to know the teacher's experience so that the other English teachers can improve on what they have done in the past for the sake of the future. When teaching Listening through dialogues in English classrooms, teachers might reflect on their own life stories and then take action to better themselves. Hence, the teacher has lived experiences, and life stories used Dialogue to teach listening are worth knowing.

B. Research Questions

Based on the study's background, this thesis attempts to uncover the following issues:

1. What experience does the teacher have in teaching listening through Dialogue during the twelfth grade of Senior High School?
2. What challenges does the teacher face in teaching listening through dialogues as the teaching technique in the twelfth grade of Senior High School?

C. Research Purposes

Based on the study's problems, the objective of the study might be stated as follows:

1. To explore the teacher's experience in teaching Listening through Dialogue during the twelfth grade of Senior High School.

2. To investigate the teacher's challenges in teaching Listening in the twelfth grade of Senior High School through Dialogues as her teaching technique.

D. Research Significances

This study is expected to describe teachers' experiences with dialogues in teaching listening in the twelfth grade of senior high school. Theoretically, this research can help other English teachers comprehend and learn from their stories to enhance what they have done in the past about dialogue techniques.

Practically, the result of this research hopefully:

1. The study can give a clear picture for English teachers and can be made as a compass in dialogues used for their teaching technique.
2. This study can give teachers a way to teach the twelfth grade of senior high school students to listen in English through dialogues as their teaching technique.

E. Research Framework

Listening is one English skill that should be learned, especially for English learners. According to (Listiyarningsih, 2017) one of the essential skills in the language is the ability to listen. Listening is a receptive skill that first develops in a human being and awakens language awareness. (Renukadevi, 2014) said that only by Listening can the language's sound, rhythm, intonation, and stress be appropriately modified.

Several theories discussed the definition of listening. Listening is the activity of understanding the purpose of sentences in a conversation, as well as the communicative value they acquire as instances of use (Widdowson, 1984); Listening is the essential component of language, acquisition, and instruction since students spend more time listening than speaking in the classroom. The ability to comprehend the significance of what is being listened to is referred to as listening ability (Brown, 2001);

Furthermore, using techniques in learning is one of the teachers' efforts to increase students' listening abilities to help students understand the subject more efficiently, communicate more effectively, and educate them in understanding varied information. Teachers can use several strategies in listening classes to locate accurate oral models that help students with native pronunciation and teachers who do not take pleasure in their language skills. The ability of a teacher to communicate knowledge to students is critical to the success of language learning. The teacher can utilize several approaches to help students with these skills. These strategies can help make a learning design more enjoyable, ensuring that pupils are not bored while studying.

According to (Rivers, 1970), the initial phase in training for listening comprehension is effectively provided for dialogue learning. The learner hears the stuff he is repeatedly learning from the model, other pupils, and himself. In this way, he creates an aural image of these brief phrases, allowing him to recognize them without analyzing them. For a standard ELT course, most of the listening material should contain dialogues, as they are an important aspect of authentic communication (Kadagidze, 2006). Therefore, the dialogue technique will be used to know the teacher's experience in teaching listening skills.

According to (United States Information Agency, 1966), Dialogue is any oral interchange between two or more people. It may be a question and its answer. According to (Dobson J. M., 1981), Dialogue is a short conversation between two people presented as a language model. Walton (as cited by Eemeren et al., 1992) Dialogue is defined as the exchange of speech acts between two speech partners in a turn-taking sequence to accomplish a common purpose.

Based on the definitions provided above, the researcher finds that dialogue is a conversation between two or more people who communicate their ideas and messages. Dialogue is a popular communication technique between

students and teachers and an evaluation technique in English classes, where students are given dialogue to practice their English skills.

Furthermore, this study provides the teacher's experience teaching listening through dialogues in the twelfth grade of Senior High School. As a result, the narrative analysis will be used. A narrative is a collection of human stories that explicitly refer to awe-inspiring occurrences. As a result, the story depicts how someone is always on top and how he falls, how he feels, and what he tries to live. It allows people to express themselves and have their opinions heard and understood by others.

Because the story reveals the complexities of human experiences, biographical and autobiographical writing can be used as data sources in narrative research, biographical writing is a type of narrative study that uses the stories or experiences of others as data. On the other hand, Autobiographical writing is a narrative investigation that uses the researcher's own experiences as data. Interviews, journal entries, and narrating stories can all be used as tools for writing biographical or autobiographical material.

F. Previous Studies

Several earlier studies on teaching Listening using the technique have been conducted. The studies listed below are some related researchers to support this study:

- 1) Research by (Srirejeki & Darmayanti, 2019) investigates the use of original videos and songs to improve students' listening abilities. This study looks at how music and real-life films can help students improve their listening skills. Its goal is to see if students taught through songs and original movies made more progress than those who were not. The researchers employed experimental techniques. The data collection and questionnaire were used to assess the impact of this activity. Students who learned through song and video outperformed those who learned

through traditional techniques. According to the findings, students taught through original video and song did better than those taught using traditional methods. The differences are in focus, site, and method. The previous research focused on using original videos and songs to increase Denpasar students' listening ability with the experimental method used. In comparison, the current research focuses on the teacher's experience of dialogues in teaching listening to the twelfth grade of Al-Furqon senior high school with the qualitative approach used.

- 2) Research by (Lestari, 2019) intends to discover whether a YouTube Vlog will improve eighth-grade students' listening skills at MTs DDI Janan Tani Aman Loa. The purpose of this study is to see if a YouTube Vlog can help eighth-grade students at MTs DDI Tani Aman Loa Janan enhance their listening skills. This study's design was Classroom Action Research (CAR), with the researcher adhering to Kemmis and McTaggart's action research techniques. The participants in this study were 29 students from MTs DDI Tani Aman's VIIIB class. An observation checklist, a field note, and a test are the instruments used in this study. According to the statistics, the findings found that 75% of pupils with an individual listening skill score passed the KKM. The differences are in focus, site, and method. The previous research focused on using YouTube Vlog to improve students listening skills at MTs DDI Tani Aman with Classroom Action Research (CAR) method used. In comparison, the current research focuses on the teacher's experience of dialogues in teaching listening to the twelfth grade of Al-Furqon senior high school with the qualitative approach used.
- 3) Research by (Fitria et al., 2015) is aimed to see if there were any significant differences in English speaking and listening abilities between twelfth-grade students at MAN 3 Palembang who were taught

using Podcasts and those who were not, as well as to get feedback from the students on how they felt about using Podcasts to improve their English speaking and listening abilities. In the English classroom, podcasts were a successful and innovative technology-based learning tool, especially for combining speaking and listening. In 2014/2015, 60 twelfth grade students at MAN 3 Palembang were divided into control (N=30) and experimental (N=30) groups. Both groups were given pre- and post-tests, but only the experimental group received treatment. In collecting the data, students in both groups were given listening and speaking tests, and students in the experimental group were given a questionnaire. The information gathered was evaluated using paired and independent sample t-tests. The findings demonstrated significant differences in experimental and control groups' speaking (mean difference=17, $p=0.000$) and listening (mean difference=23, $p=0.000$) skills. The study's findings revealed that podcasts provided meaningful, suitable, and entertaining assignments, activities, and real materials that may capture students' attention, raise motivation and improve comprehension. In the English classroom, podcasts were a successful and innovative technology-based learning tool, particularly for merging speaking and listening. The differences are in focus, site, and method. The previous research focused on using podcasts to improve students speaking and listening achievements at MAN 3 Palembang with the quasi-experimental research method used. In comparison, the current research focuses on the teacher's experience of dialogues in teaching listening to the twelfth grade of Al-Furqon senior high school with the qualitative approach used.

- 4) Research by (Mukarrama et al., 2015) is aimed to determine the students' increased listening capacity as a result of using the Chain Whispering Technique and their views toward employing the technique.

The researcher used both the post-test and pre-test group that employed two instruments: a listening test (post-test and pre-test) and a student attitude questionnaire. In the academic year 2013/2014, SMP Somba Opu Sungguminasa Gowa has 60 students. The sample size was 30 students. The pre-test average was 6.56, whereas the post-test average was 7.23. The T-test (6.696) value was higher than the T-table value (2.045). It implies that the chain whispering technique can help students enhance their listening skills since there is a significant difference in pre-and post-test increases after and before using the chain whispering approach, and a questionnaire demonstrates that students like it. The differences are in focus, site, and method. The previous research focused on using the Chain Whispering Words or Sentences technique to improve students listening ability at SMP Somba Opu Sungguminasa Gowa with the pre-experimental method. In comparison, the current research focuses on the teacher's experience of dialogues in teaching listening to the twelfth grade of Al-Furqon senior high school with the qualitative approach used.

However, this study differs from the prior research. In comparison, earlier research focuses on Song and Authentic Video with the experimental method at Denpasar, YouTube Vlog with Classroom Action Research (CAR) method at MTs DDI Tani Aman, and Podcast with the quasi-experimental research method at MAN 3 Palembang, and Chain Whispering with the pre-experimental method at SMP Somba Opu Sungguminasa Gowa. While, this research focus on teacher's experience in teaching listening through dialogue technique that is conducted at Al-Furqon Senior High School with the Narrative inquiry method.