

**A DESCRIPTIVE STUDY ON THE METHOD OF TEACHING LISTENING AT THE
EIGHTH GRADE OF SMP NEGERI 2 JATIIYOSO
IN 2013/2014 ACADEMIC YEAR**



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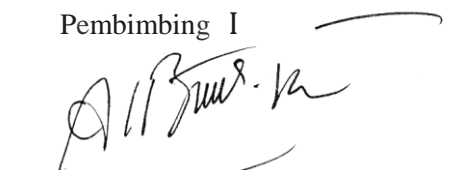
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IN 2013/2014 ACADEMIC YEAR**

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Abstract

This research is to describe the teaching listening conducted by the eighth grade teacher of SMP Negeri 2 Jatiyoso in 2013/2014 academic year. It is conducted to know the method applied by the English teacher in teaching listening specifically the research is to ask the following question: 1) what is the objective of teaching listening? 2) What is the teaching material? 3) What is the teaching learning procedure? 4) What is the technique of teaching listening? The research is a descriptive research. The writer collects the data by observing teaching-learning process, conducting the interview, and documenting some important data that support this research. The data are interview script, field note, syllabus, text book, and lesson plan. The methods of collecting data are observation, interview, and analysing document. The techniques of analyzing data are reduction the data, data analysis, display the data, and conclusion and verification. The results of the research show that the method of teaching listening used by teacher is Inquiry Based Learning, The goal of teaching listening is to help the students in understanding the listening material, Listening material given to the student are descriptive text and recount text, Teaching learning process is implemented by using five steps, namely Observing, Questioning, Associating, Experimenting, Network. Teaching media used by the teacher is from the textbooks Smart Steps for Junior High School and materials from the Internet. Problems faced by the teacher are the teacher inability to manage the class, the student's limited vocabulary, limited media, and the method used by teacher.

Keyword: teacher, teaching listening, method.

I. Introduction

Listening skill is one of the four language skills in English beside reading, speaking, and writing. Listening ability is needed by the students for facing both local and national tests of English tested in written form, so that listening should be learned earlier since kindergarten until the higher education level. Teaching listening in SMP Negeri 2 Jatiyoso is given to all students. SMP Negeri 2 jatiyoso is a school of Junior High School in Karanganyar. This school is very good. There are many intelligent students who study there although this school is located in the village. To reach the good achievement in teaching-learning process in SMP Negeri 2 Jatiyoso especially teaching reading for the eighth grade, the teacher must choose the suitable method for the students. To apply the teaching method, the teacher must understand some aspects such as the student's background, the student's ability, and the media used during the teaching-learning process. In this research the listening material given by the teacher is recount text and descriptive text taken from the textbook and internet. In applying the teaching listening method, he uses a lot of the mother language in giving material to make the students easier to understand. In this research the writer is interested to know how the teacher gives the material with the teaching listening method and he wants to know what the problem faced during teaching reading in the classroom.

Listening in the frame of language teaching consists of two levels, auditory discrimination and auditory comprehension, Harries (1989: 33). In teaching auditory discrimination, the learners are intended to be able to discriminate between phonetically similar but phonemically separate sounds in target language. Meanwhile in teaching auditory comprehension the learners are intended to be able to decode sample of speech in the target language.

During teaching listening, teachers need a method that is suitable with the students so they can catch the learning goal. Anthony (1963) in Fauziati (2009:15) defines method as "an overall plan for the orderly presentation of

language material, no part of which contradicts, and all of which is based upon the selected approach”. Based on the explanation, selecting the teaching method is very important where it must be suitable to the characters of students.

Besides viewing the listening ability of each student, the teacher must be a monitor for the students’ progress. Then, the teacher gives the assessment for both individual and peer assessment. Progress of the students can be seen after taking assessment; here the teacher gives feedback to the student’s assessment. The important thing in evaluation, the teacher has passing grade in teaching listening. From the assessment, the teacher understands the ability of each student so that the teacher knows the problems during teaching-learning process of listening, and the teacher can choose problems solving as soon as possible.

The objectives of the study are to describe the methods on teaching listening to the eighth grade at SMP Negeri 2 Jatiyoso in 2013/2014 academic year, and to describe the problems faced by the teacher and by student on teaching-learning process of listening for the eighth grade at SMP Negeri 2 Jatiyoso in 2013/2014 academic year.

The theories which support the research are the notion of listening, component of listening, general nature of teaching listening, the elements of listening course, and method of teaching listening. Notion of listening there are some definitions of listening. Listening in the frame of language teaching consists of two levels, auditory discrimination and auditory comprehension, Harries (1989: 33). Then Rivers (1980), all conversation is composed of two activities: speaking and listening. Listening is a creative skill In order to comprehend the sound falling on our ears, we take the raw material of words, and from this material we create significance. General nature of teaching listening As Brown (1994:217) states that “for almost six decades research and practice in English language teaching has identified the ‘four skills’ – listening, speaking, reading and writing – as paramount importance”. The elements of listening course mean that listening

course need some devices to build the understanding of listening comprehension which covers language, content, cultural context, and knowledge background.

Methods of Teaching English, every teacher aim to be an effective teacher. Method is one of the vital components in the success of teaching learning process. Method is defined as a system which is used for the attainment of desired goal (Pasaribu and Simanjuntak, 1983:26). Anthony (in Fauziati, 2002:5) defines method as “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. A good teacher will consequently try to establish and exploit method in his duties. In this case, the teacher considers the methods he will use. He/she may use one or more effective methods for teaching the students. Scientific method is learning scientists adopt measures to build knowledge through scientific method. Model of learning that is required is that allows cultural proficiency think science, increased "sense of inquiry ' and students' ability to think creatively (Alfred De Vito, 1989). The learning model is needed is capable of generating the ability to learn (Joyce & Weil , 1996) , not only gained some knowledge , skills , and attitudes , but more important is how the knowledge , skills , and attitudes acquired learners (Zamroni , 2000 & Semiawan , 1998). Inquiry Based Learning approach is an approach used and refers to a way to question, seek knowledge (information), or learn a symptom. IBL always learning approach see to it that students are always active both mentally and physically. the material presented the teacher is not just notified and accepted by the students, but students arranged such that they gain various experiences in order to " find yourself " concepts planned by the teacher.

II. Research Method

The type of this research is descriptive research. The goal of descriptive research is to make the descriptive about the factual phenomena in teaching so it

is useful to get the information. The research is built with report's detail views of informants and conducted on the study of natural setting.

The research was conducted in the eight grade of SMP Negeri 2 Jatiyoso. Subject of the research is teacher in the eighth grade at SMP Negeri 2 Jatiyoso. The object of the research is teaching reading methods which used by teacher at SMP Negeri 2 Jatiyoso. The data and data source are event, informant, and documents. The methods of collecting data are conducting observation, interview, and analysing document. The techniques for analyzing data are reduction the data, data analysis, display the data, and conclusion and verification.

III. Research Finding and Discussion

3.1 Research Finding

3.1.1 The Method Applied on Teaching Listening to the Eighth Grade of SMP Negeri 2 Jatiyoso in 2013/2014

That is inquiry based learning and Cooperative Learning Model. The teacher uses these methods because they make students easier to understand the material given

3.1.1.1 Teaching-learning Process of Listening

Teaching-learning process is the whole activities done by the teacher and the students in the classroom. The writer tells the teaching-learning process of listening at SMP Negeri 2 Jatiyoso in 2013/2014. The English teacher who teaches in the eighth grade of SMP Negeri 2 Jatiyoso is Mr. S. At the first semester of the eighth grade in SMP Negeri 2 Jatiyoso, the materials on listening given for students are descriptive text and recount text. The teacher just has 2 x 45 minutes for one meeting on the class in the first semester. The result of the observation is described as follows:

3.1.1.1.1 Inquiry based learning

The writer was doing the observation six times with the material about “Let's Have a Journey, Hello, My I Speak to...?, Because of the Seasickness, Will You Tell Me about Your Vacation” with the type of descriptive text and recount text by the same method.

The material used in this meeting was about descriptive text. To teach this material, the teacher used inquiry based learning with Cooperative Learning Model. He got the time 2 x 45 minutes to teach English in the class. There were 34 students in the classroom.

Learning the scientific approach to the method Based Inquiry Learning provides an overview to the teachers in particular about the implementation of the curriculum in 2013 and the results achieved by the students in a comprehensive manner

In learning scientific methods teachers use learning steps as follows:

a) Opening

The teacher come to the classroom and greeted the students by greeting "Assalamualaikum wr.wb, good afternoon everybody? How are you today?" then, the students responded together by saying "Walaikumsalam wr.wb, I'm fine, thank you". After that, he checked the student's attendance one by one and the students also prepared the English book used in the meeting.

b) Observing

The teacher asked each student to open textbooks Smart Steps for Junior High School and then the teacher read about

in textbooks that contain multiple vocabularies and the students in order to repeat.

c) Questioning

And then the teacher assigns students to translate the vocabulary so that students know the meaning and the expected vocabulary so that students can grow. He also corrected the student's translation if there was a mistake in understanding the meaning of the vocabulary.

d) Associating

After the student finished translating the vocabulary, the students are asked to listen to a conversation that was read by the teacher, and the students must answer or fill in the blank on the text in textbooks.

e) Experimenting

After finishing the work, the students submitted their work to their work to the teacher then the teacher corrected directly together with the students. He asked the students to suit the work with their pairs. Then he read the right answer. The other situation, the student did the correction of their work.

f) Network

Students are told to look for the difficult vocabulary, students attempt to talk seamlessly with speech, word stress, correct intonation and writing with spelling and punctuation, and writing clear and neat, students discuss the problems faced in interpreting the text vocabulary and fill gaps.

g) Closing

The teacher closed the meeting with greeting "Wassalamualaikum wr.wb, good afternoon everybody and

see you next time” and the students responded it
 “Walaikumsalam wr.wb, good afternoon sir, thank you”.

3.1.2 The Problem Faced by Teacher in Teaching listening at the eighth grade of SMP Negeri 2 Jatiyoso in 2013/2014 Academic Year

The writer realizes that every activity has a problem that should be covered by determining those problems. In this case the writer asked the English teacher about the problems, which appear in teaching learning at the first year students

3.1.2.1 Teaching media

Less complete facilities for teaching such as laboratory, cassette, and audiovisual.

3.1.2.2 Material

Urgent problems faced by teachers always less material, so the teacher must look for other sources.

3.1.2.3 Manage time

On time, for example 45 minutes only for the text. This makes the teacher to manage the time as best as possible, teachers should anticipate the availability of time, because the next problem is coming from students, this is because the skills of listening is more difficult than the others. Of course, it will affect the course of listening in class.

3.1.3 The Problem Faced by Student in teaching listening at the eighth grade of SMP Negeri 2 Jatiyoso in 2013/2014 Academic Year

The writer realizes that every activity has a problem that should be covered by determining those problems. In this case the writer asked the English students about the problems, which appear in teaching learning at the first year students.

3.1.3.1 Vocabulary

The students had a lot of problems in this course. Vocabulary and accent has become a common problem for the students. The words were heard by them may be the new vocabulary they are unfamiliar.

3.1.3.2 Accents of the native speaker

Accents faced by students are less clear when the teacher explains. It will be difficult for students to capture ideas. So, the students should improve their listening skills by practicing listening activities not only in the classroom, but also listen to English music, listen to English news, or watch English movies.

IV. Discussion of The Findings

The objectives of teaching listening at SMP Negeri 2 Jatiyoso are to enable the students in understanding that English is as a means of communication and to enable the students in being active in practicing English language. Those objectives describe that English is expected to be a second language not a foreign language. In Indonesia, integrated course is a way to teach English skill. It will make the students master not only one skill, but also the four English skills based on the 2013 curriculum namely mastering listening, speaking, reading and writing.

The writer presents the result of the research as follow:

The teacher of SMP Negeri 2 Jatiyoso applied inquiry based learning. He applies the method very well. The media used are the textbook, dictionary, and whiteboard. The materials given are the descriptive text and recount text. The teacher also adds some material from internet.

In applying inquiry based learning, the teacher used five stage in learning Observing, Questioning, Associating, Experimenting, Network. Observing is prioritizing meaningfulness observe the learning process The English teacher of SMP Negeri 2 Jatiyoso uses inquiry as the teaching listening method. Those

method are suitable to the student because a lot of giving material, he used the mother language in order to make the student more understand.

V. Conclusion and Suggestion

5.1 Conclusion

Based on the research result, the writer concludes that the implementation of teaching listening using communicative at the first year of SMP Negeri 2 Jatiyoso as follows:

5.1.1 The method used by teacher

- 5.1.1.1 Inquiry based learning is one of method that suitable to conduct teaching listening.
- 5.1.1.2 The use of Inquiry based learning can make the students more active in the classroom.
- 5.1.1.3 The use of inquiry based learning in teaching listening can bring the students to be easy in studying English.

5.1.2 The problems faced by teacher

- 5.1.2.1 The material in teaching listening focuses on understandable, relevant, and interesting one, so that the students can develop their ability or competence through a variety of different activities and tasks.
- 5.1.2.2 Listening is the important skill, so the teacher must manage the time effectively.

5.1.3 The problems faced by students

- 5.1.3.1 The students can learn accurate pronunciation especially when the stimuli presented by the teacher explained in class.
- 5.1.3.2 The students may be familiar with the spoken language stating Reviews such as greeting and handling, apologize, ask for referrals and a polite request.
- 5.1.3.3 The students have real experiences of learning foreign language that cover listening, writing, speaking, and reading.

VI. Suggestion

Dealing the conclusion above, the writer would like to give some suggestions as follows:

6.1 To the teacher

- 6.1.1 The teacher adjusts the level of difficulties, design the listening activities as realistic and authentic as possible, encourage the students to get down odds words, ideas and thoughts as they are doing listening work.
- 6.1.2 The teacher has to consider whether or not the method she adopts is suitable.
- 6.1.3 The teacher has to consider all factors that make the listening task difficult for the students such as stress, rhythm, intonation, etc.

6.2 To the student

- 6.2.1 The students must prepare the material first, such as student work sheet before they join in the class, because listening is more difficult than other English skills.
- 6.2.2 The students should practice to listen every time.
- 6.2.3 The students must pay attention during the lesson.
- 6.2.4 The students must have good self – confidence, in order they can follow the listening course.

6.3 To the other researchers

To enlarge the research of listening not only in the most favorite school, but it can be tried to the public school.

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