

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the problem of the research, the objective of the research, operational of the terms, the benefit of the research, the scope and limitation of the research.

1.1 Background of the Research

There are four skills in English language which should be mastered by students, they are reading, writing, listening and speaking. Students are hoped to be able to master all of English skills. From the four skills above, listening is one of important skills to be mastered by students.

Listening is the process of making sense out of what we hear. Katz & McNulty (1994) says that listening is following the thoughts and feelings of another and understanding what the other is saying from his or her perspective.

Listening is an active process of receiving, processing, and interpreting aural stimuli. Firstly, listening involves taking in meaningful sounds and noises and in some way, retaining and using them. Just as we speak for different purposes, we also listen for different purposes. We listen for enjoyment, information, and evaluation.

Considering the importance of this spoken language, listening is needed to be taught at schools. Listening helps the students to acquire language subconsciously even if teacher does not draw attention to its special features. By listening, students will get special information not only about grammar and vocabulary but also about pronunciation, rhythm, pitch, and stress.

However, learning listening skill for senior high school students is not easy as we think. It is not easy for senior high school students to use English spoken. Because, the

students need to hear various types of English repeatedly and continuously if they want to communicate properly, meaningfully and naturally.

The problem of the listening teaching is that the method is less communicative and meaningless faced by the teacher as described above. It needs to be overcome or solved by conducting an experiment collaboratively with the English teacher by applying the technique of reflective listenings to use English as means of communication through listening skills. According to Akilandeswar (2011) by using different techniques, the student will get more information from the different sources and will increase others' trust in you, and will reduce conflict, better understand how to motivate others, and also will inspire a higher level of commitment in people you manage.

Hoffman (2012) states that Reflective listening is way of providing a caring, nurturing environment for our children. If we want a child to be a caring human being who respect to them in respectful, caring ways. Through reflective listening our children know we value their dignity. They "feel felt," giving them a sense of well being that results in stress reduction.

Finally, based on the overall discussion that is presented in this background. The researcher intend to conduct a study entitled "The effect of Reflective listening technique on first grade student's listening skill at M.A Ash-Sholihin in the 2015/2016 academic year"

1.2 Problems of the Research

Based on the research background above, the research problems are formulated as follow:

1.2.1 Is there any significant difference of student's listening skill who are taught by Reflective listening technique and students who are taught by directed listening on first grade student's listening skill at MA Ash-Sholihin in 2015/2016 academic year?

1.3 Objectives Of the Research

1.3.1 The objective of the research is to study whether or not there is a significant difference of student's listening skill who are taught by Reflective listening technique and students who are taught by directed listening on first grade student's listening skill at M.A Ash-Sholihin in 2015/2016 academic year.

1.4 Operational Definition of the Terms

The operational definition will serve as guidelines to understand the concept and indicators of the study. It enables the researcher as well as the readers to get mutual understanding of the variables focused in this research. The variables that need clarification are: reflective listening technique and listening skill.

1.4.1 Reflective Listening Technique

Katz & McNulty (1994) Reflective listening is a special type of listening that involves paying respectful attention to the content and feelings expressed in another person's communication.

Rautalinko and Lisper (in Gordon, 1970, p.50) Reflective listening takes place in a conversation when someone tries "to understand what it is the sender is feeling or what his message means. Then he puts his understanding into his own words (code) and feeds it back for the sender's verification".

In this case, reflective listening technique is defined as the students' hearing and understanding what the other person is communicating through words and body language and responding to the other person by reflecting thoughts and feelings you heard in his or her words, tone of voice, body posture and gestures.

1.4.2 Listening

Katz & McNulty (1994) says that listening is following the thoughts and feelings of another and understanding what the other is saying from his or her perspective.

Earlier views of listening showed it as the mastery of discrete skills or micro skills, such as recognizing reduced forms of words, recognizing cohesive devices in texts, and identifying key words in a text and that skill should form the focus of teaching. Hence, current views of listening emphasize the role of the listener, who is seen as an active participant in listening, employing strategies to facilitate monitor and evaluate his or her listening (Richards, 2008:1).

1.5 Significances of the Research

The researcher conducted this study in order to find an alternative technique to know the effect of reflective listening technique on listening skill. The result of this research will contribute especially to English teachers or lecturers in which the result of the research can be used as information dealing with the implementation of reflective listening technique in the process of teaching listening. In addition, it facilitates them to get vivid description of how this method was implemented in this study to the teaching of listening so as to improve the students' listening skill. Therefore, the research product can be used as a means to solve similar problem that arise in teaching listening.

For other researcher, the results of this research are expected to give information to other researchers. It will serve as stimulus when they are going to conduct a further research that deals with listening skill. And also the research findings can inspire other researchers to carry out similar researches with different setting.

For the students, the result of this research can give useful and practices to the students by applying reflective listening technique in listening class, the students can know how to learn listening using reflective listening technique.

1.6 Scope of the Research

This research applies Reflective listening technique in order to improve the students' listening skill. The listening skill in this research is about Expression, namely: Expression of happiness, Expression of showing attention, Expression of accepting invitation, and Expression of sympathy which some dialogue. The research subjects are first grade students of MA Ash-Sholihin in 2015 / 2016 academic year.