

CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, research problem, purpose of the research, operational definition, significance of the research, and the scope of the research.

1.1 Background of The Research

On mastering second language skill, the students should be able to catch what the speaker means. Understanding on target language student is capable on listening. Because listening is the ability to identify and understand what opponent says or speaks. Listening could help the students on expert in second language skill. From that we could understand from the accent and pronunciation of the opponent. Not only that we can find a new vocabulary and their good grammatical when they talk.

Listening is the first language skill that human develops and it is the most dominant communication skill. It is an important skill that developed learning a new language that provides learners important linguistic input; it has an important role in human communication and given the fact that listening is significant not only to understand the language but also to learn the language (Rost, 2002). When people communicate with opponent, people spend the largest proposition of time, about 45% in listening, but only 30% in speaking, 16 % in reading, and 9% in

writing (Huy, 2015). Listening is important in first or second language acquisition.

Brown states “Listening ability lies at the very heart of all growth, from birth through the years of formal education. The better those learning skills are developed, the more productive our learning efforts.” (1987:10). Listening is as a primary learning on English, but most students have never been taught how to listen. Listening comprehension is now generally acknowledged as an important facet of language learning; nevertheless, much work remains to be done in both theory and practice (Morley, 2001).

In a study about listening comprehension by Suryanti (2002), it was indicated that listening was a difficult subject for student to learn. Osada (2004) explains, listening is in fact vital for the language learning but at the same time a complex process. Thus the teacher has to appropriate a good strategy to solve the complex process.

Teaching English in listening, teacher should use strategy or technique which could less stressful, enjoyable, but it has long-term effect for them. It also closely related the way to get first language acquisition. Total Physical Response (TPR) may an alternative way to improve the student’s on listening comprehension, because the process is similar to acquiring first language.

TPR is a method which is built around the coordination of speech and action. In other words, it is to teach language through activity (Richards and Rodgers, 2001). The method adopt from how the way children learn language, namely by listening the command. TPR has the learning concept by moving their body. Beside that TPR persuade the student joining learning free-stress. It is

method suitable for teaching listening at first grade in junior high school, because the student is basic of listening and understanding English text. TPR is similar how the way children get first language and this method necessary on teaching listening especially basic level.

From the previous research this method ever used to improve vocabulary and speaking skill. Sariyati (2013) in her thesis proved that TPR is effective to improve vocabulary mastery. Mahmud (2018) in his thesis the research proved that TPR gave the effect to improve speaking skill. The researcher uses different skill to make sure that method could improve student in target language.

Based on explanation above, the researcher chooses listening skill and TPR method for finding the answer from the question about improvement of the students listening comprehension after and before being taught TPR. From the reason, the research entitled “The Effect of Using Total Physical Response on Student’s Listening Comprehension at seventh grade of MTs N 4 Banyuwangi” is conducted.

1.2 Problem of The Research

Based on the background of the research above the problem of the research could be formulated, “is there any significant effect of using Total Physical Response on student’s listening comprehension at seventh grade of MTs N 4 Banyuwangi?”

1.3 Purpose of The Research

Based on the problem of the research above, the purpose of the research can be formulated as “To know whether or not there is a significant effect of using

Total Physical Response on student's listening comprehension at seventh grade of MTs N 4 Banyuwangi".

1.4 Operational Definition of The Term

1.4.1 Listening Comprehension

Listening is a skill that everybody needs a high concentrate to catch what other said. For mastering on speaking we should have a good listening comprehension, because when we do understand what people talk, we will get a lot of improvement when we have already understood well. Such as how to pronouncing, new vocabulary, how the way the native talk based on the structure, etc.

In this research listening comprehension refers to the students discriminate sound, detect constituents and recognize structure function in imperative sentences.

1.4.2 Total Physical Response

Total Physical Response is similar method with the children when get first language, such as listening a command. The concept of this method is moving activity. They will do some activities when they get some instructions.

1.5 Significance of the Research Total Physical Response

The result of the study is expected to be useful theoretically and practically.

1. Theoretical Significance

Theoretically, the result of this research can give a reference for English Teacher and perspective researchers especially in teaching Listening.

2. Practical Significance

Practically, the result of this research can help teachers to teach students' listening comprehension using total physical response, so that the teacher can improve her performance in teaching learning process especially in listening.

1.6 Scope of The Research

The scope of the research discussed about there is any significant effect of using Total Physical Response on student's listening comprehension at seventh grade of MTs N 4 Banyuwangi.

