

CHAPTER 1

INTRODUCTION

1.1 Background of the Research

Listening is the most fundamental language skill and plays an important role in our daily communication. Howatt and Dakin (1974) defined Listening was the ability to identify and understand what others are saying, And involved understanding a speaker's accent or pronunciation, grammar And vocabulary, and grasping his meaning.

Language learning is important human's social development. As a Language which is used by more than a half of population in the world, English holds the key as international language. It is basically a means of Both oral and written communication. People use language to express their Ideas and wishes to others' people such as when they need others help so That close relation among members of the group can be carried out (Ramelan, 1993: 8). Ramelan further states that "*the use of language enables members of a social group to cooperate with one another for their own benefit*".

English as a formal subject is given to junior high school (SMP/Tsanawiyah) level, which the goals are translated as follows: "The goals of teaching and learning English for this level are improving the four English skills. They are the mastery of the receptive skills (reading and Listening) and the mastery of the productive skills (speaking and writing), Within a specified word level and relevant grammatical structures and

Notions, in the context of the specified themes which are enclosed for junior high School (SMP) students” (Balitbang Depdiknas, 2002:42).

The fact shows that the result of teaching learning English is still Low. Somantri said (2003) that there can be a wonder about the condition Of the student’s English ability. The students face some difficulties in Learning English because learning English as a second language is Something new for them, and it is different from learning their native Language. Some of the students think that English is difficult and some Of Them are curious and like to learn English. The way in encouraging Student to become accustomed to learn English is by giving them Listening Material occasionally, in order to make children familiar with The language by Listening its words and sentences.

These failures are influenced by many factors. According to Zamroni in Somantri (2003), it happens because of the education system at School just transfer he dead knowledge where the knowledge is separated From the application. Teachers teach materials that will be tested. The goal Is that the students get good score in the final test. While Ali in Ant-O2 (2005) according that the low of the students quality in learning English Happens because the students are used to memorizing and doing multiple choice assignment. Both of arguments above show that the process of teaching and learning English is not so support the improvement of life Skills. Students can get good score in the final test and they can memorize The theory well but they cannot use English in real communication.

Based on the background, researcher interested in studying the student's learning mastery in the classes which use descriptive assessment. Considering That in learning language listening is the skill that students acquire first, I will focus on gaining listening mastery for students by using descriptive method. Descriptive is one of the suitable way to measure the students' Listening mastery. I Assume that Describe is close related to listening Activity and the further Application and it can be used as a testing device as well.

1.2 Problem of the Research

The problems of the study are briefly stated as follows:

1. How is the Listening Ability of the students of grade V11 of Madrasah Tsanawiyah Negeri Srono , Banyuwangi ?

1.3 Objective of the Reaserch

The objectives of the research is describe the students ' Listening Ability of grade V11 Of Mtsn Srono in Banyuwangi .

1.4 Definition Of Term

Listening Ability refers to the students ' competence to understand The message from hearing English dialogue .

1.5 Significance of the Research

The result of this research might be significant for the education field. In the English dialog form of giving information to the teacher and the students about how descriptive methods are implemented at school especially MTSN Srono. Furthermore, it might be able to help the students understand the benefits and weaknesses of using descriptive methods in assessing the students' Listening Ability.

1.6 Scope Of The Research.

This research is limited to the following problem:

1. The lesson that will be studied in this research is English subject for grade V11 students' of Madrasah Tsanawiyah Negeri Srono in Banyuwangi.
2. The subjects who are involved in this research are the students' of grade V11 of MTSN Srono in Banyuwangi.