

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

Listening is the key to all effective communication, because we understand people's purpose after we listen them. When we can not listen correctly, we may have a poor understanding. Rost (1991:1) says that listening is an active process requiring participation on the part of the listener. It seems that the communication involves the speaker and the listener. The listeners' understanding depends on how well the listeners can hear what the speaker says. In the other words, the communication will run well since there is an understanding lecturer the speaker and listener.

Listening is the process of understanding the meaning by hearing the sound. According to Rost (2002:279) who says that listening is the mental process of constructing meaning from spoken input. Helgesen (2003:24) also said listening is an active process, the purpose which is to make sense of what we hear. However, its process is to construct the meaning of utterances to understand the aim of what people say. When we have conversations, we listen to each other, express ideas, and give feedback. Both listener and speaker try to interact each other to get the meaning.

Listening is important skill and it is needed by the students' to improve their English skills. According to Permendiknas (22/2006) state that the objective of teaching Listening for junior high school is students' comprehend

the meaning in oral functional text and simple monologue in descriptive and procedure to interact each other.

However, there are some common problems faced by students in learning listening skill. One of them is they are not familiar with the spoken words and foremost they miss catch the word. As Hassan (2014:32) said that the differences of the sound system between the (L1) and the (L2), the inconsistency of some sounds in English language, the mother tongue interference and the influence of spelling on pronunciation. Besides, they are lack of understanding the whole spoken text. In this case, listening becomes complex skill since they are lack of ability to catch the word, grab the meaning of the word, and also comprehend the spoken text. The students' also can not hear the pronunciation clearly and it becomes problem for them.

Based on general problem that faced by students in learning listening, the seventh grade students of MTs Plus Darul Ulum Rejoso Peterongan also had difficulties in learning listening. From the interview with the teacher, some students felt difficult in understanding the vocabulary that was pronounced. As a result, they did not know the meaning. It happened because they could not hear the articulation of the word clearly. It was also supported by the teaching method that was used by the teacher. The teacher used her own pronunciation when teaching listening. The teacher also said that her articulation was not the same as native speaker, for example, when the teacher say "table", her articulation may be clearer than native articulation or vice versa. Surely, it made students feel difficult in understanding the utterances.

Concerning to the problem, it is needed to provide the students with good teaching procedure by selecting appropriate method to help them learn listening. One of the method used in language teaching is Audio-lingual method. According Brooks (1964) who state that Audio-lingual method requires students to learn English quickly and accurately because this method uses the voice and focus on learning practice. The Audio-lingual method has some benefits, one of them is makes students have a good comprehension in listening.

Phonetic symbols are written characters used in phonetic transcription of speech which represent a particular sound. Phonetic symbols show how the word is pronounced, for example, the word flag [flæg]. The phonetic symbols show how to say “flag” correctly. Additionally to help better pronunciation phonetic symbols cards shows the appropriateness of word pronunciation. This media makes students easily in understanding phonetic transcription and also they can listen the articulation clearly. It is caused they are not only study but they also play with the card and it will give the variation in learning.

Phonetic symbols which covers monophthong in vowel phonetic symbols. They include the sounds we represent as (a, i, u, e, and o) in the ordinary alphabet. For example bag [bæg], deal [di:l], fall [fɔ :l], hand [hænd], laugh [la :f], etc.

There are some previous researches done by the other researchers which used the same method. Latifah (2010) conducted a research with the same method to be implemented in grammar. The result of the research

showed that using audio-lingual method in present continuous tense was more effective than using the grammar translation method. It was proven the score gained from experiment class was higher than the controlled class.

Admawati (2008) also conducted a research with the same method to be implemented in pronunciation and the result of the research showed that the audio-lingual method were could improve the students' pronunciation ability. It was known by the result of the test after using audio-lingual method in teaching pronunciation increased than before.

Two previous studies above describe that both of them used the audio-lingual method in teaching English and it was effectively used. The audio-lingual method is not only used for one skill, but it can also be used to other skill in English. It is showed that the first researcher uses the audio-lingual method in grammar and the second researcher used the audio-lingual method to improve pronunciation ability. In other word, Audio-lingual Method is an appropriate method to improve the students English ability.

Based on the problem identified and the previous researches above, the researcher is interested in conducting a classroom action research. This research also uses the audio-lingual method to improve students' listening ability by phonetic symbols cards within the tittle "*The Implementation of Audi Lingual Method Trough Phonetic Symbol Cards to Improve The Students' Listening Skill*"

## **1.2 Statement of the Problem**

Based on the background of the research, the research question is formulated as follows: “How can the implementation of audio lingual method through phonetic symbol cards improve the students’ listening skill?”

## **1.3 Objective of the study**

Based on the statement of the problem above, this research is intended to improve the students’ listening skill using the audio-lingual method through phonetic symbols cards.

## **1.4 Significance of the study**

### **1.4.1 Theoretically**

This reasearch is expected to be able to contribute to English teaching and learning. One is by audio-lingual method, it is caused there are some characteristics in audio-lingual method that is suitable to be used and to improve the setudents’ listening skill.

### **1.4.2 Practically**

Hopefully, the result of the research is expected to be helpful for the following:

a. The students

Hopefully, the result of this research gives the students’ uderstanding that they can use Audio-lingual method to improve their English ability especially listening skill. Then they have a new knowledge about phonetic symbols and it can help them to pronounce the word correctly.

b. The teachers

Hopefully the teachers have variations in teaching listening by using methods and different media. As this research is intended to improve the students' English skill especially listening skill, the teacher are expected to use Audio-lingual method and phonetic symbols cards as the one of the solution. On the other hand, the teacher can make the class more active and more interesting during English learning process.

c. The school

After the research, hopefully the school give the vasilitation to use the audio lingual method in teaching English especially in listening skill. So that the teachers use the audio ligual easily when they will teach.

d. Other researcher

This research can help the other researcher and also they know that audio lingual method can use in listening skill. The researcher hope that the other researcher would to improve the research, not only in listening skill but also in other skill.

### **1.5 Scope and Limitation of the Study**

To avoid a far-ranging discussion, this research focuses on some concerns identified as follows:

### 1.5.1 Scope of the study

In this research, the subjects are taken from MTs Plus Darul ‘Ulum Rejoso Peterongan Jombang in 2014/2015 academic year. The subjects are the students of class VII. There are six class and total number of the students are 40 students in every class. The researcher will conduct the research to the class VII F. The subject of this research is chosen purposively.

### 1.5.2 Limitation of the study

This research focuses on improving the students’ listening skill in English skill. Here the researcher use the Audio-Lingual Method in teaching English through Phonetic symbols cards. The researcher uses the descriptive text as the subject matter in this research. The phonetic symbols that used here only focus in vowel monophthong symbols. Such as ə as in *father* , æ as in *apple*, ʊ as in *book*, ɒ as in *on*, ɪ as in *swim*, i as in *friendly*, ɜ : as in *her*, ɑ : as in *arm*, etc.

## 1.6 Definitions of Key Term

### 1.6.1 Audio-lingual method

The Audio lingual method is the method whose implementation is focused on training activities, drill, memorizing vocabulary, dialogues or reading text. In doing so, the students are encouraged to learn English without bring a native. This method is suitable to learning English in listening skill because beside drill, memorize, etc, it’s also teaching technique in the audio-lingual method using a tape recording that assist students in listening skill.

### **1.6.2 Phonetic Symbols cards**

The phonetics is a science that studies phones or speech sounds. Phonetics is the study of the production, transmission, and reception of speech sounds. The phonetic symbols is the written character used in phonetic transcription. The symbols represent a particular speech sound. The phonetic symbols cards is the phonetic symbols that applied in the flash card form.

### **1.6.3 Descriptive Text**

Description text is used to describe and reveal a particular person, people or thing. When people want to tell or explain about something or everything, it can use the descriptive text. In descriptive text there are two structure, identification and description. The grammatical that is used by descriptive text is simple present tense.