

CHAPTER I

INTRODUCTION

A. Background of the Research

In studying English, there are four skills that must be mastered by English learners. They are listening skill, speaking skill, reading skill, and writing skill. Listening is the first stage in learning English because listening comes at first before somebody speaks, reads, and writes. Listening becomes a bridge when learning to speak, read, and write. Someone is learning a second language or a foreign language (FL), they will first hear, and then speak, and learn how to read and write. Based on these aspects, a very important skill in social interaction is listening (Sevik, 2012). It was found that people understood more when they got new messages through listening rather than reading (Hsu, 2013). How well someone who listen something, he/she will have a major impact. The purpose of listening is to accept language input. That's why listening skill is so important for second or foreign language (FL) learners. Moreover, listening involves understand the speaker's accent and pronunciation, his grammar and vocabulary and understanding the meaning of the speaker (Banat, 2015). Therefore listening skill is very important in one's life for communication purpose, because the key to success of one's communication is when the listener can understand what the speaker is saying.

The process of listening includes receiving, paying attention, remembering the spoken words as well as understanding their meanings.

Giving feedback or responding is the last process in the listening (Janusik, 2010). Feedback is crucial in communication, because without feedback or response it will become passive communication. Listening problem that learners found where they are listening is recognizing word (Willy & Farell, 2011). Because of that, the listeners must have the ability to recognize words through identifying the sound before they interpret the meaning. Speaking rate is the main problem in listening comprehension. If the speech rate too fast, the students feel distracted and cannot recall the words and unable to identify explicit words in the utterance.

EFL learners have problems in listening because they just focus to learn grammar, reading and vocabulary when they study at university (Hamouda, 2013). For EFL teachers, teaching activity listening skill is still neglected in the English language teaching process (Gilakjani & Sabouri, 2016). Listening is not an important part of many course books and most teachers do not pay attention to this important skill in their classes (Gilakjani & Sabouri, 2016). Therefore, EFL learners have serious problems in listening comprehension. The major listening problems are memory strategy, intonation patterns, difficulty to answer wh-questions and unclear pronunciation. Even many teachers rarely implement listening section in the classroom.

Most of students feel difficulties when they learn listening skill subject. Schmidt (2016) found in his study that listening skill is the difficultest skill for foreign language learners. Teacher now days must master in teaching skill to solve the students' problem. If the teachers do not have skill, teaching and learning activities will be bored. In addition, the teachers are the determiners of students' learning motivation. The teacher should become motivators for

their students, so they must have teaching skill, and mastering an appropriate approach, method or technique.

Shadowing technique was first used by Cherry as cited in Puri & Treasaden (2010). He said that in shadowing technique the subject is asked to repeat one of them (word by word or phrase by phrase). The concept of shadowing can be considered as the improvement of repetition activity in listening. There are some advantages of the shadowing technique; (1) Shadowing technique facilitates the attention to language input; (2) Shadowing technique helps the students to follow fast speech and get rid of their distraction; (3) Shadowing technique creates more practice opportunities; (4) Shadowing motivates the learners to learn listening (Kwan, 2008). For example the teacher can use song to teach listening skill inside shadowing technique. Not only that, the teacher can use audio conversation in shadowing technique. Shadowing technique can increase listening comprehension and speaking proficiency (Kuo & Chou, 2014).

Shadowing technique can be used for all level students such as elementary school (Kuo & Chou, 2014), junior high school (Rafiq, 2016), senior high school (Saito, Nagasawa, & ishikawa, 2011), and university students (Hamada, 2015). Shadowing technique can use all materials, based on the syllabus of the students, for example in Hamada's research, he used TOEIC book for university students and English text book (Crown I) (Hamada, 2015). In this research, the researcher conduct to implement the shadowing technique in vocational high School because of the problem found in this school.

Schmidt (2016) found in his study that listening skill is the most difficult skill for foreign language learners. Then specifically, related to the preliminary data, which were collected on January 2017, it can be summarized that 80% of the students' listening skill score were still under the passing grade which is 70 over 100. Consequently, the students need to retake this subject.

For this reasons, the researcher is triggered to explore how the teacher implement and what the challenges of teaching listening by using shadowing technique. Therefore the researcher is eager to conduct research entitled "TEACHING LISTENING THROUGH SHADOWING TECHNIQUE".

B. Formulation of the Research

According to the background of the research above, the researcher find two problems as follows:

1. How is the implementation of teaching listening by using shadowing technique?
2. What are the teacher's challenges in implementation of teaching listening by using shadowing technique?

C. Objectives of the Research

Based on the problems of the research above, this research has two main objectives as follows:

1. To describe how the implementation of teaching listening by using shadowing technique?
2. To find out the teacher's challenges in implementation of teaching listening by using shadowing technique

D. Significant of the Reseach

This research has contribution in teaching listening skill trough shadowing technique. The significance of the study may give benefit for the participants as follow:

1. For Teacher

It is can be information or inspiration in order to improve students listening skill by using shadowing technique. Not only that, teachers can motivated student to learn listening continuously.

2. For Students

It can be useful for students to help them measure their listening comprehension and it can be used to motivate them to improve listening skill.

3. For the Researcher

By doing this research, the researcher get some new experiences and knowledge about her study. And it can be use in the future.

4. Other Researchers

This study can use as references to the other researchers who are interested conducting study with similar problems and variables.

E. Operational Definition of the Term

1. Listening Skill

The definition of listening skill according to the researcher is an activity to hear and understanding what the speakers' says.

2. Shadowing Technique

The definition of Shadowing according to the researcher is a repetition task to repeat what the speakers' said.

F. Limitation of the Research

The researcher limits the problem of teaching listening by using shadowing technique. The researcher wants to know the teacher's challenges in teaching listening by using shadowing technique.