

CHAPTER 1

INTRODUCTION

This chapter shows the Research Background, Problem Identification, Research Questions, Research Objectives, Research Scope, and Research Significance.

1.1 Research Background

In teaching English at senior high schools, the teacher need to determine appropriate teaching materials that will become the media for teaching in the class. Hamouda (2013) explains that the teacher asked to provide material that is in accordance with the background, knowledge, and skills that make it possible for students to get useful exercises. Through the material, students in high school are not only taught attitudes and knowledge, but they must learn skills. This is stated in the 2013 curriculum, which states that students in SMA are expected to have 4 Core Competencies (KI), namely spiritual attitude, social attitude, knowledge, and skill competence in learning English.

Listening is one of the four language skills (reading, writing, and speaking) that must exist in English class in Senior High School. According to Latha (2018), listening is a complex process that involves identifying, understanding, and analyzing spoken language. Yusnida et al. (2017) stated that listening skills are the basis for second language learning. Listening can be the greater importance in EFL class. In a country where English is a foreign language, listening is one of the main skills that must be mastered by English as a Foreign Language (EFL) students (Oktalia et al., 2018).

Listening skills play an important role in language learning. This statement supported by Hamouda (2013) as cited in Sadiyah (2019) that argues listening skills provide language input which plays a very important role in students' language development. Rost (2002) stated that listening skills are important to be able to provide input for learners. This is also supported by Krashen (1982) who argues that listening holds the key in language acquisition. Through listening, learners can process linguistic information, which is important in producing language (Brown, 2001). Not only important in language learning, but listening also plays a substantial

skill in communication. This is supported by statements from Rost (2002) which argues that listening plays an important role in language learning, communication, and English curriculum.

Listening is one of the four language skills that are quite difficult to learn (Sadiyah, 2019). It requires high concentration and accuracy. It supported by Gilakjani and Ahmadi (2011) as cited in Sadiyah (2019) which stated that listening skills are an act of full attention. It often considered difficult because the human mind tends to be easily distracted. In the process of learning to listen, it will help students to respond to what is asked or said. Students who can control their thoughts and can listen attentively will gain other skills and benefits. In teaching English these four skills must be taught in a balanced way. Listening is needed to train and develop students' language skills. According to Irigialiti and Rachmajanti (2016), to meet efficiency in language acquisition, a large number of listening exercises are required before the others skills activities.

To reach the aim of teaching English, especially for teaching listening skills in Senior high school, the English teachers of Senior High School using Core Competence and Basic Competence (KI and KD) to measure the students' achievement. It is listed in the Permendikbud No. 70/2013. The students KI and KD are components of the 2013 Curriculum that require development according to the demands of educational needs. There are a total of 4 core competencies and 12 basic competences in English Literature for the tenth-grade students of Senior High School in Academic year 2021-2022 for second semester. From those basic competencies, 3 of them are addressed to teach listening skills. These competencies become a reference for teachers to develop teaching materials.

The first basic competency in the tenthgrade for the second semester isNo.3.6“Applying social functions, text structure, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information regarding the adequacy of being able/unable to do/become something, according to the context of its use. (Note the linguistic elements too ... to ..., ... enough to...)”. The next basic competency No. 3.8 “Distinguishing social functions, text structures, and linguistic elements of several spoken and written report texts by giving and asking for information related to technology covered in other subjects in Class X according to the context of their use. Furthermore, the last basic competency

which addressed to teach listening skills is No. 3.10 “Interpreting social functions and linguistic elements of song lyrics related to the lives of high school/MA teenagers”

Teaching listening can be challenge for the teachers (Djiwandono, 2015). It is supported by Yusnida et al. (2017) which said that teaching listening is not an easy job. Teachers must be able to prepare learning materials that are in accordance with learning objectives so that student achievement can be achieved based on learning objectives. For this reason, it is important for teachers to develop materials and find effective strategies for presenting audio input to help students develop listening skills and make the most of language learning opportunities. Selecting and developing the right listening materials is an important aspect in achieving the goal of teaching listening (Yusnida et al., 2017). There are many types of listening materials that can be used in the classroom, namely recorded materials in the form of cassettes and videocassettes, and 'live' listening (Harmer, 2001).

According to Brown (2001) and Richards (1983), for many decades listening skills have received almost no attention by educators in teaching as a foreign language. The education in Indonesia has changed the curriculum to the 2013 curriculum. The government has prepared textbooks that can be used by teachers and students to support the achievement of learning objectives based on the 2013 curriculum. Unfortunately, in the textbook there are few tasks of listening. It makes listening skills have not been taught optimally. This issue was found by Nawangsasi (2015) who found that at SMPN 14 Yogyakarta there are only a few assignments to teach listening skills because in the textbooks by the government still focuses and overshadowed by other skills (speaking, reading, and writing).

Based on a preliminary study at SMAN 4 Singaraja, the researcher conducted pre-observations and interviews to find out issues and phenomena in the context of teaching listening. Based on the results of pre-observation and interviews, it was found that there were five English teachers at SMAN 4 Singaraja, English teachers were only facilitated by textbooks from the government to be used in teaching English. Unfortunately, the textbook does not support listening materials that can be used by teachers to teach listening skills. Therefore, the teachers must develop listening materials to support the listening learning process. This makes a phenomenon that occurs in one teacher named Mrs. E.S who noted that she not only used

textbooks from the government but she developed additional listening material to support the listening learning process and fulfill the skills aspects listed in the curriculum 2013.

Given that listening is an important skill in the language learning process, teachers are required to be able to determine appropriate learning materials that suit the needs of students. According to Richards (2015) as cited in Li et al. (2021), language teachers are expected to adapt, develop, complete, and design language materials learning and teaching (LLT). Technological developments require teachers to be able to use multimodal resources such as videos, pictures, and LLT materials to complement the needs of teachers in printing textbooks. On the other hand, curriculum reform has promoted contextual pedagogy an approach that requires language teachers to be able to develop and design their own material in multiple contexts (Li et al., 2021).

Language teachers are key players in the development of LLT materials (Bouckaert, 2019; Guerretz and Johnston, 2013; Hu et al., 2021 as cited in Li et al., 2021). Learning materials can come from anywhere that is equipped with instructional content used in formal and informal learning (Island, 2008). Listening material can be anything that can be used by the teacher during listening activities to support the objectives in the language learning process. In particular, listening materials or resources can be in the form of recorded textbooks, television, videos, DVD and radio, songs, and the internet (Wilson, 2008). One thing that must be considered is that listening material includes: input material, companion assignments and means of assessment and feedback (Rost, 2011).

Previous researchers have done studies on listening materials to teaching English as foreign language (EFL) students. A study by Nawangsasi (2015) in her research entitled "Development of Listening Materials for Class VIII Students of SMPN 14 Yogyakarta Based on the 2013 Curriculum" has developed 4 units of listening material in class VIII based on the 2013 Curriculum. In her research, she found that there are only a few tasks that are used to teach listening skills. She also found that the tasks used by the teacher still involve other skills (speaking, reading, and writing). To meet the needs of students, input material is needed in the form of videos, audios, pictures, explanations, and vocabulary lists. To meet the principles and criteria in the 2013 curriculum, teachers should be able to develop listening materials that meet student needs and can direct students to actively participate in learning.

The second study by Aziz (2014) has developed listening supplementary materials for the seventh grade students based on Curriculum 2013. In his study, he found that the English textbook used by seventh graders entitled "When English Rings a Bell" (WERB) is seen lack of adequate and ineffective listening material. His study wants to develop supplementary listening materials because the teacher only uses the WERB textbook as the main textbook. He also explained that the WERB textbook has weaknesses such as the absence of audio that can be heard by students in listening learning. Another weakness is that the listening material in the WERB textbook used by teachers and students is not available adequate because the material is dominant and repetitive. For this reason, complementary listening materials need to be developed effectively.

The third study by Azizah (2016) has investigated the effect of using authentic teaching materials in teaching listening to students of the English Department of UIN Ar-Raniry, Banda Aceh. Using authentic materials in teaching listening provides several advantages as students can be exposed to real language in real contexts in language learning. It also suggest by Martinez (2002) that teachers can use and develop authentic materials in teaching students to be able to listen to the gist of the information presented. This is considered important to provide opportunities for students about real situations that they will listen to. Authentic materials will help students become familiar with the target language. The results of her findings have shown that students who are taught using authentic materials get much better results in listening than those who are taught using ordinary textbook materials.

Considering the importance of listening in language learning, listening materials need to be developed. Many previous studies on the development of the material have described previously and it is supported by the results of the preliminary study that led researcher to want to investigate how one of the teachers at SMAN 4 Singaraja developed listening materials to be used in teaching listening skills and why the other teachers at SMAN 4 singaraja doesn't developed listening materials. The novelty of this research is to show how one of the teachers at SMAN 4 Singaraja developed listening material to the student needs so that students are easily accepted and mastered well.

1.2 Problem Identification

Many decades listening skills in language learning have almost been ignored by educators in teaching as a foreign language (Brown, 2001 & Richards, 1983). This issue was found by several educational researchers in Indonesia who stated the lack of listening materials. Based on study by Nawangsasi (2015), it was found that the English textbook used by the teacher seemed to lack listening material and still involved other skills (speaking, reading, and writing). The second study by Aziz (2014) found that the English textbook entitled "When English Rings a Bell" (WERB) is seen lack of adequate and ineffective listening material. Oktalia et al. (2018) in her research results, it was found that there are several weaknesses contained in the "When English Rings a Bell" textbook, especially in terms of listening material which can affect the results of student learning activities. The weaknesses of the textbook such as listening material that is less interesting didn't provide supported audio, not from native speakers, and audio cannot be accessed easily.

Based on a preliminary study conducted at SMAN 4 Singaraja, the similar issue about the lack of listening materials was founded. The English teachers at SMAN 4 Singaraja were only facilitated by textbooks from the government to be used in teaching English. Unfortunately, the textbook does not support listening materials and there is no audio that can be accessed to support listening learning. Therefore, it is recommended for educators to develop listening materials that are in accordance with student needs and learning objectives. It supported by Oktalia et al. (2018) who stated that to be a good input for students, it is important for teachers to provide students with listening materials that can meet student needs. On the other hand, a unique phenomenon was found in one teacher named Mrs. Eti, who developed additional materials as support for teaching listening. The present research want to know how the English teacher at SMAN 4 Singaraja developed listening materials for teaching listening based on students' needs and to achieve listening objectives.

1.3 Research Questions

Based on the background of the study above mentioned, the research questions stated as follows:

1. How does the teacher at SMAN 4 Singaraja develop her listening materials?
2. How does the teacher at SMAN 4 Singaraja implement her listening materials for teaching listening?

1.4 Research Objectives

Based on the research questions mentioned above, the research objectives are:

1. To find out how the teacher at SMAN 4 Singaraja develop her listening materials.
2. To find out how the teacher at SMAN 4 Singaraja implement her listening materials for teaching listening.

1.5 Research Scope

The present research is focused to know how the teacher develops listening materials for teaching listening. This study also discussed how the teacher implements the listening materials for teaching listening.

1.6 Research Significance

The results of this study are expected to have theoretical and practical significant related to educational system.

1.6.1 Theoretical Significance

For theoretical significance, the result of this study is expected to give theoretical knowledge about listening materials development for teaching listening and expected to contribute to the development of listening materials in the context of the teaching of English as a Foreign Language. This research is also expected to be a reference for further research related to education, especially in listening material development research. This is help further researchers so that they can be used as a reference in designing similar research with a more in-depth analysis.

1.6.2 Practical Significance

1.6.2.1. For English Language Education

This research is useful for lecturers and teachers in English Language and Education who want to develop listening materials to be used in teaching listening. This research is expected to provide additional knowledge to teachers about the development of listening materials so that they can conduct further research on the same topic.

1.6.2.2. For the Teacher Education Institute

This research is useful for teacher education institutions as a reference in developing listening materials that can be used to teach listening in the context of the teaching of English as a Foreign Language.

1.6.2.3. For the English Teachers

This research might be a reference for English teachers in developing listening materials to design varied listening materials by using several sources that can use for teaching listening.

1.6.2.4. For the Indonesian Government

This research can be useful for the government as an authentic document that explains how teachers develop listening materials that are not only sourced from textbooks from the government. This research is also beneficial for the education system, especially for teachers or educators who have difficulty in developing listening materials for teaching listening.