

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is a regular system, such as sound symbols or gestures that could be understood to convey a mind or feelings. Siahaan (2008:1) stated that language is a set of rules used by human as a tool of their communication. They use of the language is governed by conventional rules by speakers of the language. Each of them must obey the rules. Otherwise, they cannot use it effectively for the sake of their communication. They cannot communicate well. From the Siahaan's statement the researcher concludes that language is the most important human's tool used to communicate with other. Every district or country have their own language. So, many languages in this world. However, the researcher think that English is most important language should mastered by human.

Cahyono (2010: ix) states that English is one of the most widely-used languages and it is an important mean of communication in the global community. As a matter of fact, it stands to reason that many people would like to learn English. From the statement above, the researcher concludes that English is one of the most important languages in the world. It is one of the foreign language that important in international communication. English is important because it is, maybe, the only language that truly links the whole world together. If not for English, the whole world may not be as united as it is today. It will be easier for people to conduct international relationship with all nations all over the world if they have a good mastery on English.

In learning English, there are four skills should be mastered by the students in order the students can use English language well. These for skills are listening, speaking, reading, and reading skill. If the student have master those skills, they are able to use English language in their communication. In order to be successful in using English as a means of communication, English language learners have to be capable of all of the language skills; listening, speaking, reading and writing (Cahyono 2010: ix).

From the skills above, listening is considered as the most difficult skill for the student in learning English language. The student is difficult to understand the word they had been listened because the word and the utterance is different. Nashruddin (in Cahyono 2010: 3) stated that listening is difficult skill in second language learning. The difficulty is caused by many factors varying from the difference of sounds between the second language learner's first language and the second language they are learning, their lack of vocabulary, grammatical unawareness, to pragmatic differences between the two languages. Accordingly, learners of English as a foreign language (EFL) need to be prepared to handle test in listening comprehension

Based on the preliminary study done by the researcher at the second year student of MTs MUHAMMADIYAH 2 Jenangan in the academic year of 2013/2014, it is found that the students' listening skill is still low. It is because of the lack of the teacher encouragement toward the student in listening activities even the teacher often ignore this skill, so the students find the difficulties when they are asked to understand the utterance in English without the text or written.

Teacher does not pay attention enough to the student listening skill, so they need a new method to improve their listening skill.

Based on the stated problem above, the researcher has found the method can be implemented in teaching listening. The method is Total Physical Response Method. This case has been discussed by the students were five times more likely to stick in the mind rather than the material that was not covered. Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. TPR is suitable for listening comprehension in theory. Literally, listening comprehension means, the listener listen to the speaker and understands what he/she says. TPR itself emphasizes listening comprehension. Asher's emphasis on developing comprehension first links himself to a movement in foreign language teaching sometimes referred to as Comprehension Approach Winitz (in Ji Lingzu 1981:2).

From the statement above, the researcher assume that the Total Physical Response Method (TPR) is able to improve the students' listening skill. Therefore, the researcher would implement Total Physical Response Method (TPR) to improve the students' listening skill of MTs Muhammadiyah 2 Jenangan in academic year 2013/2014.

## **B. Statement of the Problem**

Based on the background of the problem of the study it can be formulated in the following research question:

1. Does the Total Physical Response Method improve the students' listening skill at the second year of MTs Muh 2 Jenangan in academic year of 2013/2014?
2. How does TPR improve students' listening skill at MTs Muh 2 Jenangan in the academic year of 2013/2014?

## **C. Purpose of the Study**

According to research problem above, the purpose of the study are as follow:

1. To know whether Total Physical Response Method (TPR) improve the students' listening skill at the second year of MTs Muhammadiyah 2 Jenangan in the academic year of 2013/2014.
2. To know the steps of TPR in improving students' listening skill at MTs Muh 2 Jenangan in the academic year of 2013/2014.

## **D. The Benefits of the Study**

This study will be useful for

1. For the student, with applying Total Physical Response Method the listening process become easier in listening comprehension, so student can overcome their difficulties in listening skill.
2. For the teacher, this research helps increasing the quality of teachers' profesionalism as an educator.

3. For the researcher, this research will become an information or input to develop the knowledge and experience about Total Physical Response Method in teaching listening.

#### **E. Scope and Limitation of the Study**

The researcher for this research divides the scope and limitation as follows:

1. Scope

There are some methods to teach listening skill for example:

- a. Audio Segments
- b. Video Segments
- c. Instructional Tips
- d. Total Physical Response Method (TPR)
- e. Limitation

In this study the research only limits one of the some methods that is Total Physical Response Method toward listening skill.

#### **F. Definition of Key Word**

*Total Physical Response* is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress. In order to implement TPR effectively, it is necessary to plan regular sessions that progress in a logical order, and to keep several principles in mind.

*Listening skill* is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking.