

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In Indonesia, education of English is one of important subjects. English is foreign language, it is very important to be mastered, because it is very well-known international language. But studying English is not easy for many Indonesian students since it is a foreign language. So studying English has to be fun and enjoy to makes easy learner for students.

English is used as a foreign language subject that is taught in Indonesia. The Indonesian government takes English as a compulsory subject that is taught to the students. Based on the 1994 curriculum, teaching English emphasizes on the development of four basic skills: reading, listening, speaking, and writing (Depdikbud, 1994). Besides, it also consists of language elements such as: vocabulary, grammar, pronunciation, and spelling that support the development of the four basic skills of English.

In teaching, the students must have good communication in oral form to make enjoyable to learn English as foreign language. Oral form is on speaking and listening. The theory is stated that major of English has two point's namely receptive skills and productive skills. Listening is called the receptive skills whereas speaking is called the productive skills. They have relationship each other. According to Heaton (1988:64) stated that listening ability is depend on the range of speaking and writing ability. That statement means that the auditory

skills related to the oral skills in normal speech situations. In this case, most of students have problems in listening when they learn about English. They do not know how important listening skills to should be mastered beside three other skills (speaking, writing, and reading) in learning a language. Listening is different from other skills, because listening constructs to communication with foreign or teacher when we study language and also with native speaker.

In listening, many provide students with different kinds of input, such as lectures, radio news, films, TV plays, announcements, everyday conversation, interviews, storytelling, English songs that consist of voice note.

Voice Notes is one of the best and easily resources that can easily be used in learning English. Voice Notes offer a change from routine classroom activities. They are precious resources to develop student's abilities in listening and speaking. They can also be used to teach a variety of language learning to keep language motivation learning for learned. Voice note can be found in Blackberry Messengers' application in smart phone. Today many students have mobile phone and using blackberry massager. In this era, mobile phone likes life's companion for students. It means, based on the phenomena that the teacher should use the application of voice notes blackberry messengers for teaching listening process. So, Voice Note is such a good alternative for learning to build teach motivation to junior high school students on the first class.

There are two advantages using voice note in teaching English. The general issues are stated that teaching using media of voice note can be easy in memorizing and motivating. The first is memorizing, voice note is easy way to

conduct and listen any kind of sources that related with listening comprehension such as native conversation. That way can helps students for creating the words or sentences easily. The second is motivating; it means that the cases in teaching learning English in school students feel bored because the method is not appropriate or too old in this era. Therefore, the teachers got ideas to use voice note in motivating students' learning English. Besides that, without motivating success will be hard to come, so that the students need some motivation in learning process.

Based on those reasons above, the teacher tries to motivate students learning activity by using voice note. This study conducts on the seventh graders. Because, many students have problems in dislike learning English. The students in the first grade of junior high school have idleness to learn English. So, the Voice Notes on BBM will give impact for students to get motivation to learn English to be more spirit and efficient. So, the researcher wants to investigate more on the applying of voice notes for teaching English.

1.2 Research Question

1. What kinds of voice note that is used by the teacher?
2. How does the teacher implement the Voice Note in teaching listening comprehension for the seventh graders?
3. How are the students' responses toward using voice note in teaching listening?

1.3 Objectives of The Study

1. To describe kinds of voice note that used by the teacher.
2. To describe the teacher uses the Voice Note in teaching listening comprehension for seventh graders.
3. To describe the students response of the teaching toward the teaching of listening using voice note.

1.4 Significant of The Study

This study expects that the result of this research will be considered as suggestion to provide an alternative media to make the students have urged to learning English in teaching listening comprehension, especially helping students' motivation. For the teacher, the use of Voice Note in this study can be an alternative to be used in listening comprehension to increase students learning English as foreign language. Hence, from the result of this study, the teachers will be expected to be more creative in finding other media in order to help students in learn English motivated by using listening Voice Notes. For the students, it is expected that listening Voice Notes in this study will help them to have learn English motivated in listening Language more expressively and in producing many satisfy product.

1.5 Scope and Limitation

The scope of the research was the teaching of listening limited only teaching listening by using voice note in teaching imperative sentence and short

conversation to the seventh graders students in SMP Muhammadiyah 16 Surabaya. It means that this study cannot be conducted to other grades.

1.6 Definition of Key Terms

1. Listening

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin 1974). An able listener is capable of doing these four things simultaneously. Willis (1981:134) lists a series of micro-skills of listening, which she calls enabling skills.

2. Teaching Listening

Teaching listening concerned too exclusively with theories without thinking about their application to teaching, or by obstinately following frozen routines-opening the textbook and explaining new words, playing the tape recorder, and asking/answering questions. It is essential for a teacher to have an overall understanding of what listening is.

3. Voice Memo/Voice Notes

Voice Memo/Note is a record and store short voice messages that can play back at any time. Many phones with this feature also let you record parts

of phone conversations in progress. Some phones have dedicated voice-memo/voice-note button to activate the feature.

4. Teaching Media

Teaching Media can be a component of active learning strategies such as group discussions or case studies. Media can be a film clip, a song you hear on the radio, podcast of a lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience.

5. Seventh grade of junior high school.

Seventh grade of junior high school in Muhammadiyah 16 has 27 students. All of the students have a lazy to study English. And they felt more enjoyed when discussed about social media and Smartphone application, likes BBM, WhatsApp, etc.