CHAPTER I

INTRODUCTION

In this chapter, the writer discusses introduction of the study which consists of background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation, framework of the discussion and definition of key terms.

A. Background of the study

English as an international language is used for communication in most activities in the world. English has become a global language which is used in communication, education, technical and scientific information and technology.

In Indonesia, English is taught to the students of elementary, junior, and senior high school, and even to university students as one of their subject. It is realized that studying English is not easy for Indonesian students because English and Indonesian language are very different in term of spelling, sound and pronunciation, vocabulary or lexical meaning and grammar. English like many other languages consists of four skills, listening, speaking, reading, and writing. At education institution, the students are taught and guided to develop those all skills in purpose to gain a good English competence.

Listening is one of the important English skills. It is different from another skill to learn. 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.

An able of capable of doing these four things simultaneously.[1] In learning listening comprehension, the students are able to obtain information in any where that they are hearing, to understand what other people are saying, and to learn English language. Gebhard states that "listening is the way we process what we hear".[2] Listening is a process which include the sound language activity, attention to explanation, questions, identifying, opinion, and translation the meaning of the speaker.[3]

According to statements above, the writer concluded that listening is the ability of hearing information to understand what other people are saying and to learning English language.

In the English learning process, the teacher should be able to make a good learning situation in the classroom. There are some important aspects that have to be noticed by the teacher in teaching the language, especially English. The use of appropriate learning model in the process of learning will influence the score of students to mastery English. Language learning also consists of four skills which are related to each other. Language learning which is packed with focus on theme is an interesting learning for students. The model of this learning is called the Whole language learning model.

According to Branner in *Implementasi KTSP Dalam Model-model Pembelajaran*, "Whole language is a way of teaching pre reading,reading and other language skills through all process such as writing, talking, listening to

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[1]Thomas Karl, *Teacher Development Making Right Moves,* Washington, D.C: English Language Program Division, 1993, p. 189.
[2]Jerry G. Gebhard, *Teaching English as a Foreign Language,* USA: The University of Michigan Press, 2000, p. 144.
[3]*Ibid,* p. 143.

stories, creating stories, art work, and dramatic plays as well as through more traditional path ways".[4]

> *Whole Language adalah suatu model pembelajaran bahasa yang didasari oleh paham konstruktivisme. Dalam " whole language " bahasa diajarkan secara utuh, tidak terpisah-pisah; menyimak, berbicara, membaca, dan menulis diajarkan secara terpadu (integrated) sehingga siswa dapat melihat bahasa sebagai suatu kesatuan.[5]*

Karen E. Petzelt with the title *Principles of Whole Language and Implications for ESL Learners* states; "Whole Language is an approach or attitude towards learning that views language as a whole entity, and writing, speaking, reading, and listening should be integrated when learned".[6]

Based on the statement above Whole language is an approach learning language as a whole. In learning language, the teacher should teach students based on the real situation and meaningful learning. When using the language as communication, the various skills are occurred. Through the Whole language approach, the ability and children's skill in speaking, listening, reading, writing, can be developed operationally and in a whole.

The writer chose implementation of Whole language approach in teaching listening as a topic discussion of this study when the writer observed the teaching listening process at English education program at *STAIN* Palangka Raya. Through the observation, the writer saw teaching listening process

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[4]Hilda Karli, and Oditha R. Hutabarat, M.Th, *Implementasi KTSP Dalam Model-model Pembelajaran*, Generasi Info Media, 2007, p. 51.

[5]Pustaka Universitas Terbuka, *Definition of Whole language approach* http://pustaka.ut.ac.id/puslata/online.php?menu=bmpshort_detail2&ID=278,(on line May,12th 2010).

[6]Karen E. Petzelt, *Principles of Whole Language and Implications for ESL Learners*, US: The Educational Resources Information Center (ERIC). Pall, 1995, p. 3.

combined with other skills such as writing, reading and speaking. This certainly makes the learning definitely become more interesting.

Based on some reasons above, the writer decided to take a study entitled:

The Implementation of Whole Language Approach in Teaching Listening at the Third Smester Students of English Education Program of STAIN Palangka Raya.

B. **Problems of the study**

Based on the background of the study above, the problems of the study were as follow :

1. How is the implementation of Whole language approach made by lecturer in teaching listening at the third semester of *STAIN* Palangka Raya?

2. What are the problems faced by the students of using Whole language approach in listening at the third semester of *STAIN* Palangka Raya ?

C. **Objectives of the study**

Based on the problems of the study above, the objectives of the study were as follow :

1. To describe the implementation of Whole language approach in teaching listening at the third semester of *STAIN* Palangka Raya.

2. To describe the problems faced by the students of using Whole language approach in listening at the third semester of *STAIN* Palangka Raya.

D. **Significance of the study**

This study is aimed for investigating the implementation of Whole language approach in teaching listening. The study has two significances. The first is the theoretical significance and the second is the practical significance. Theoretically, the result of the study could give contribution to support the theories on teaching-learning English as a foreign language especially dealing with Whole language approach in teaching listening.

Practically, it is expected to describe the implementation of Whole language approach in teaching listening, and to describe problems of using Whole language approach faced by the students in listening.

E. Scope and Limitation

The writer focused only in the process of the lecturer in using the Whole language approach in teaching listening at *STAIN* Palangka Raya. There were many activities in the process of teaching listening include the lecturer's ways in teaching English, the students' activities using Whole language approach or the materials that are used by the English lecturer and the problems faced by the students in listening used Whole language approach.

F. **Framework of the Discussion**

The frameworks of the discussion of this study are:

Chapter I   :   Introduction that consists of the background of the study, problem of the study, objectives of the study, significance of the study, scope and limitation, framework of the discussion and definition of key terms.

Chapter II   :   Review of related study, implementation, teaching learning process, teaching of English as a foreign language (TEFL) listening, listening problems, Whole language approach, teaching listening by using Whole language approach.

Chapter III   :   Research method that consists of approach and types of the study, the time and place of the study, subject and object of the study, data collection techniques, endorsement of data, data analysis procedure.

Chapter IV   :   Result of the study and discussion which consists of the process of the implementation of Whole language approach in teaching listening at the third semester students of *STAIN* Palangka Raya and the problems faced by the students of using Whole language approach in listening.

Chapter V   :   The conclution of the study and the suggestion.

G. Definition of Key Terms

1. Implementation

Anthony in Fauzianti states that "implementation is the technique which actually takes place in classroom. It is particular trick, strategy on contrivance used to accomplish an immediate objective".[7]

Implementation is the realization of an application, or execution of a plan, idea, approach, design, specification, standard, algorithm, or policy.

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[7]Endang Fauzianti, *Teaching English as Foreign Language,* Surakarta: Muhammadiyah University Press, 2002, P. 126.

2. Teaching

According to Jeremy Harmer "Teaching means to give someone knowledge or to instruct or train someone".[8] Teaching is the work of teacher to develop students' skill, change their attitudes and guide them to do something and make them to understand about knowledge that has been tought.

3. Whole language approach

According to Karen E Patzelt Whole language is an approach or attitude toward learning that sees language as a whole entity and writing, speaking, reading, and listening should be integrated when learned.[9]

4. Listening

According to Thomas Kral with the title *Teacher Development Making Right Moves* states 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.[10]

Listening is the ability to understand what others people are saying. This knowledge is emphasized on transfer information and it is useful for the listener to comprehend the content of the speaker's message.

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[8]Jeremy Harmer, *The practice of English Language Teaching*, t.dt, p. 56.
[9]Patzelt, Karen E, *Principles of Whole Language and Implications for ESL Learners*, Pall, 1995, p. 3.
[10]Thomas Kral, *Teacher Development Making Right Moves,* Washington, DC: English Language Program Division, 1993, p. 189.