

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In this modern era, English has become an international language used through out the world to communicate with the others to exchange opinions, thoughts, feelings, or exchange messages or information. English as a global language at least can be understood by educated people. In Indonesia, English is the first foreign language to be learned among other foreign languages such as German, Japanese or Arabic, German, Japanese or Arabic. In English there are four basic skills that teachers must teach and learn by students; Reading, Writing, Speaking, and Listening. (Abrar, Mukminin, Habibi, Asyraf, Makmur, & Marzulina, 2018: 130)

English is a vital part of English as an overseas language. It looks like the opposite skills like writing, reading, and speaking, the listening is extremely important skill because it's utilized in lifestyle. Learning to listen will significantly improve students' speaking skills. If people are to speak correctly, meaningfully, and naturally, they need to hear all forms of English over and over again. This means that people without hearing cannot acquire speech because hearing provides language input. Listening is essential for learning a foreign language as it provides language input.

As an input skill, the listening plays a crucial role in the students' language development. Listening is one of the most important skills students should learn when learning languages like English, but learning to listen well doesn't seem easy. This cannot be viewed separately from the effect of listening on building students' vocabulary and improving language use. Listening has the potential to develop students' pronunciation, emphasis on words, and mastery of syntax. It also helps to improve language knowledge and proficiency.

Jaelani, Zabidi (2020: 46) said that Teaching listening for Junior High School is the important thing to make the students be able in listening and language skill. Mastery of a language occurs in an atmosphere of natural acquisition, which starts

from mastery of spoken language to written language, from simple to more complex levels. The reason is, written language can develop if spoken language has been mastered. English in the early grades of junior high school is more aimed at mastering spoken English by means of students listening a lot and expressing verbally so that students' self-confidence can be grown. However, listening isn't a straightforward process. Someone who listens must distinguish between sounds and understand vocabulary also grammatical structures, remember and interpret all at the identical time.

However, the facts show that students have a less effective learning style which causes most of them not to be interested in English subjects, especially in listening skills. The lack of student interest in this school is due to the ineffectiveness of the learning process and the provided by the teacher (educator) is less innovative, especially English subjects in listening skills because many English teachers still add the old technique. So that many students are not able to carry out conversations, convey information, or tell stories. so that many students have difficulty understanding what is taught by the teacher, and this greatly affects student learning outcomes. And the important thing that researchers want is that students can improve students' listening skills by means of more effective and innovative learning technique.

In teaching listening, there are many ways that teachers can use to make it easier for students to understand what is being taught, especially in listening skills. There are so many variations in the teaching learning process. One of the more innovative techniques that can improve students' listening skills is the *Total Physical Response* (TPR) technique.

One approach that can be used and applied by teachers to improve students' listening skills is using the TPR technique.

The TPR is the technique in teaching English used by combining oral or speaking with this action learning methodology is a methodology to teach a language by involving students in physical activity. Because the TPR technique of learning applies an active student learning approach, where learning is primarily. According to Widodo (2015:237) added that TPR is a language learning method

that trains the power to pay attention and answer the target language or vocabulary given by the teacher within the style of physical activity. The TPR could be a technique of acquisition that relies on the coordination of the kids sense-sensory to reply through the physical (motor) activity of commands or command so the child is actively involved. The training process uses this system as natural because the child learning the tongue and is extremely flexibel. (Aswad, 2018:87)

It has been explained above the students' interest in English is very low, this statement is supported by the fact put forward by English First (EF) that the Indonesian English proficiency ranked 34th out of 44 non-English speaking countries. as the main language. This shows that the English language has not been fully mastered by the students. Unfortunately, listening may be a skill that rarely taught. In school, students are taught speaking, reading, and writing. In teaching listening skills for college students' we want to use less stressful ways, enjoyable, easy to be implemented, but has long-term retention effect for them to induce the most effective result. It's also needed to implement a technique that's closely associated with the way people acquire their tongue. And all methods that have these characteristics are in TPR.

Rini (2014:19) argues that TPR Technique as the way to guide imperative to the foreign language learners. It shows learning language in a less stressful ways. Therefore, the researcher chose this technique to teach students' listening skills because previous research has proven that this technique can also be used to teach students' vocabulary and speaking skills. And also previous research proves that this TPR can be implemented at any school level. And also the many advantages of using TPR.

SMPN 2 Aek Natas is one of the Junior High Schools in North Labuhanbatu that located on Jalan Besar Desa Ujung Padan, as has been observed by the researcher that when in the learning process students have many difficulties in various aspects of listening skills. This can be caused by students not knowing the meaning of the words they hear or say because of the limited vocabulary they have, no motivation to learn and can be caused by a lack of variety in

learning methods or seem monotonous when delivering learning so that students feel lazy.

Based on the explanation above, the researcher found several difficulties faced by students at school, especially the process of learning English language dealing with learning skills. And the reality on the field shows that students' listening skill are very low, many factors that can affect students' listening weaknesses even from how the teacher applies and teaches skills both from presentation and teaching techniques that students may find less attractive. So, researcher are interested in using TPR as an alternative to teaching students' listening and seeing students' perspectives on TPR. So, the researches intends to conduct a research with the title **“Students’ Perspectives of *Total Physical Response (TPR) Technique* in Teaching Listening Comprehension at Seventh Grade of SMPN 2 Aek Natas, Kab. North Labuhanbatu”**

1.2 The Identification of the study

Based on the explanation of background of the study above, it could be concluded that there were some problems of study which could be identified in this research, namely:

- 1.2.1. The students have lack of ability in listening skill in learning English, so the students have difficulties to understand what the teacher says
- 1.2.2. To find out the effectiveness of using the TPR technique in teaching students' listening comprehension in the learning English process

1.3 The Limitation of the Study

In this study, the researcher does not discuss too broadly because it is hard to explain all aspects that affect listening skills and the researchers limit the problem on students' perspective of using TPR technique in teaching their listening comprehension and the effectiveness of TPR make listening easier. The participant of this study are the students' seventh grade in SMPN 2 Aek Natas.

1.4 The Problems of the Study

1.4.1 What are the students' perspective about TPR in teaching students listening comprehension at SMPN 2 Aek Natas?

1.4.2 How are students' interested in using TPR to teaching students' listening?

1.5 The Objectives of the Study

Based on the problem that mentioned above, the objectives of this study are as follows:

1.5.1 This study aims to investigate the student' perspective about TPR in teaching listening ar SMPN 2 Aek Natas.

1.5.2 This study aims to find out the students' interest of using TPR in teaching listening.

1.6 Significances of the Study

The significance of this research are as follows:

1.6.1 For researchers, the research carried out can increase knowledge and experience and can apply the knowledge gained during lectures and can help provide useful information, and can be a basis or reference for researchers if researching in the same field.

1.6.2.For academics, it can be used to provide additional input such as information about the difficulties faced by students in listening skills and how to overcome them for future researchers.

1.6.3 For teachers, the research that has been done can be used as a reference to add insight to teachers in applying more varied and creative learning methods that can increase students' learning motivation in the English learning process.



