

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Language teaching includes four essential skills. They are Listening, Speaking, Reading, and Writing. Among these four skills, there are two of them considered as receptive skills, namely listening and reading.

Listening has always been a difficult skill to come to grips with, especially for the students' perspective. Awareness of what makes listening difficult will help to address its challenges. For students, the speed of delivery, lack of background knowledge, abundance of information, speech overlaps in dialogues, unfamiliar idioms or vocabulary and lack of control are some of the reasons that make listening challenging. While decoding one piece of information, they miss other pieces. The final challenge is students' attention span. In general, people listen attentively for only three out of ten seconds, and students are no exception. If the text is long, they will inevitably tune out after a while, allowing their minds to wander (Nicolic, 2008).

In fact, the aim of teaching listening is to help them improving their listening proficiency, especially to pass the examination since listening is one of the important subjects in every examination whether national examination of junior and senior high school levels or a proficiency test such as TOEFL. For teachers, preparing for listening activities involves considerably more work than preparing for any other type of activity. Teachers have to track down the material on a CD or

tape, listen to it, decide what needs to be pre-taught, determine whether the task is appropriate for the students' level and check out the answer key. The teacher also has to think about how to monitor the students' success while listening. On the other hand, the availability of facilities such as language laboratory, media, materials and the teacher's initiative also become the cases in the implementation of listening activity. In reality, not all the schools have the supporting facilities such as the language laboratory, or sometimes, the use of language laboratory in the teaching English is rarely used. In this case, the teacher's initiative and willingness are the main key.

Yet, the writer finds that it is hard for English teachers especially in East Nusa Tenggara to improve the students' listening proficiency. Based on the writer's observation in SMPK Giovanni Kupang, the technique used by the teacher to teach listening was Dictogloss. Dictogloss is a classic teaching technique where we are required to reconstruct a text by listening and noting down the key words Jacobs, et al. (2003). The technique was not effective enough to teach listening and just made students get bored. However, in fact more effective teaching techniques are necessary.

On these assumptions, the writer assumes that Scaffolding technique becomes an interesting one, in order to improve students' proficiency in English listening. Maybin, et al. (1992) believe, scaffolding is to help a child to do a task which they cannot do alone. In classrooms, English Foreign Language students need support structure that provides them with opportunities to learn English in meaningful contexts. Scaffolding allows the teacher to help students transition from

assisted tasks to independent performances (Bliss, et al. 1996). It is a step-by-step process that provides the learner with sufficient guidance until the process is learned, and then gradually removes the supports in order to transfer the responsibility for completing the task to the student.

Based on the problems stated above, the writer would like to make a study entitled **“The Effectiveness of Scaffolding Technique to Improve Listening Ability of Ninth Grade Students of SMPK Giovanni Kupang in the School Year 2016/2017”**.

## **1.2 Statement of the Problems**

Based on the background of the study, the writer formulates the problem into some questions:

1. Is scaffolding technique able to improve the listening ability of the ninth grade students of SMPK Giovanni Kupang in the school year 2016/2017?
2. What is the ability level of the ninth grade students of SMPK Giovanni Kupang in listening after being taught using scaffolding technique?

## **1.3 Objectives of the Study**

The objectives of the study are formulated to answer the statement of problems. The objectives of the study are:

1. To find out and to know whether the scaffolding technique is able to improve listening ability of ninth grade students of SMPK Giovanni Kupang in the school year 2016/2017.

2. To know the ability level of the ninth grade students of SMPK Giovanni Kupang in listening after they are taught using scaffolding technique.

#### **1.4 Significance of the Study**

This study is expected to be useful for following people:

1. For the writer

To enrich the writer's knowledge in theories of scaffolding technique, especially in English listening ability and should train on how to do and comprehend a listening process.

2. For the students

The students of SMPK Giovanni Kupang especially the ninth grade students might take benefit of this study. They know the meaning and getting the main information from the listening process.

3. For the teachers

The result of this study will be used as information to the English teacher of SMPK Giovanni Kupang in improving students' listening proficiency.

#### **1.5 Scope and Limitation**

Lots of techniques are used in teaching listening such as: bottom – up, top – down and dictogloss technique. However this study specifies on the teaching listening focusing on using scaffolding technique.

Using the five instructional scaffolding techniques as proposed by Hogan, et al. (1997: 17-36), the teacher can assist young learners by involving the joint construction of language and gradually withdrawing their support for learners to

gain their mastery of language independently. The writer wants to analyze the improvement in teaching listening using scaffolding technique of SMPK Giovanni Kupang in the school year 2016/2017.

## **1.6 Definition of Terms**

This section offers the definition of some terms relating to the topic in order to help readers to understand this writing.

### **1. Effectiveness**

Effectiveness is defined as the degree to which objectives are achieved and the extent to which targeted problems are solved, effectiveness means "doing the right thing." (Dictionary.com). Dealing with the study, effectiveness means the students can achieve and solve the problem in listening process through scaffolding technique.

### **2. Scaffolding Technique**

Scaffolding, in its usual sense, is defined as "a temporary structure that is often put up in the process of constructing a building. As each bit of the new building is finished, the scaffolding is taken down. The scaffolding is temporary, but essential for the construction of the building" (Gibbons, 2002, p. 10). Wood, et al. (1976, p. 9) were the first to use the term "scaffolding" in its educational sense. They defined it as an "adult controlling those elements of the task that are essentially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence". From this perspective, the term scaffolding is used to describe the assistance given to a learner while s/he is

trying to acquire a new skill. In this study scaffolding is the technique that is used in teaching listening to the ninth grade students of SMPK Giovanni Kupang.

### 3. Listening

Underwood (1989:1), states that “listening is the activity of paying attention and trying to get meaning for something we hear”; this is a complex processes that enables the brain to construct meaning from the sounds heard and understand spoken language. In this study listening means an activity of hearing information, understand the content, and comprehend the meaning of a report text.

### 4. Ability

Ability is capacity or power of someone physically or mentally that can develop through exercise (Chaplin, 1981: 50). In this case, ability is the capacity of the eighth grade students of SMPK Giovanni Kupang in answering the comprehension questions who preparing by the writer based on listening.

### 5. SMPK Giovanni Kupang

SMPK Giovanni Kupang is located at. Jl. Jend. A. Yani No. 50, Merdeka–Kupang. The school is one of the private schools in Kupang regency, East Nusa Tenggara Province