

## CHAPTER I

### INTRODUCTION

#### A. Background of Research

Teaching, according to Brown (1980:7), is as any activity of the person to show or to help others to do something in order to know or to understand the instruction given. In addition he said that “teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning” (Brown, 1987:8). In the process of language learning, teacher needs teaching materials that linked to the students’ topic so they can acquire the language easily.

Teaching materials have significant roles in the teaching and learning process. They can help students to understand the objectives of the teaching itself, in this case language acquisition. Evans and St Jhon (1998: 171) stated that in some situation, where English is a foreign language, material play a crucial role in exposing the learners into language. Dudley-Evans and St. John (1998:p,170) also stated “there are four significant roles of language teaching materials; as a source of language, as a learning support, for motivation and simulation and for reference”. They can also help the teacher in sharing learning objectives. The materials given to the students should be so appropriate for students that the teachers have to design the teaching materials by themselves.

As teachers, designing material is one important job. It is because teachers are the ones who understand their students well. Teachers know the students' intake, their ability in acquiring language and many more. Since the material designed should be related to students' context, it means the teachers are ones who deserve to design the materials for the students.

Designing material is the process of making materials for the learners. It involves development and evaluation process of the materials. This means that the designers have to design and evaluate the materials before they will be used by the learners. The materials designed should support the students' aspect in acquiring the language itself. Therefore, it will be the teachers' responsibility in creating them. As Masuhara & Tomlinson (2008; p.22) states that "it would be simply unrealistic to expect global materials to satisfy all the needs of the learners". The materials are not only based on the syllabus but also based upon students' real life experiences.

Because the consideration of developing materials here is the contextual life and experiences of the students, Contextual Teaching and Learning approach is an appropriate concept in designing the materials. CTL approach is an approach that considers students' real word experiences. It requires the contextual materials in order to make students can connect the materials with their previous knowledge.

Hornby (1987:107) stated that "listening means to pay attention to sound, to hear something with thoughtful attention to sound and give consideration. As one of four language skill, listening becomes one of

important skills to be taught in English classroom. First, it is one of the communicative competences of language. By listening, we firstly can learn a language. It is important to obtain the comprehensible input which is necessary for language development. When one is speaking, another students have to be a good listener in order to be connected with the conversation. Secondly, it is also one of the skills which will be tested in national examination whether in form of monolog text or in form of conversation. Additionally, listening is enjoyable and fun if students are mastered in it. They can listen to the English news, song and film.

There are some factors which make students do not like to enjoy listening section. First, the material is not appropriate to the students because English books are published in Java. Conversely, KTSP (School Based Curriculum) requires schools to improve their syllabuses or materials based on the school itself. Second, type of listening text is not appropriate to the curriculum. A study by the experts on the effects of teaching listening strategies suggests the importance of the type of listening text. Type of texts that are taught in senior high schools is different from colleges, especially in second semester of the eleventh grade of senior high school. Narratives, spoofs and hortatory exposition texts are taught in this grade. Since the materials for listening activity is not contextual for the learners, the researcher is going to apply the Contextual Teaching and Learning approach in designing the listening materials. It is because contextualization of materials help students to connect the materials to their real world

situations. The materials design should be related to the students' real world experiences, because this will help the students enjoy learning.

Based on the writer's experience in SMA Negeri 5 Pontianak especially in the eleventh grade class, listening was difficult to be acquired by students because they only listen to the teacher's voice. The listening materials were very limited. The materials in the published book are also not appropriate for students local experience. As stated by Masuhara and Tomlinson (2008:22) "the overseas teacher and learners in our survey commented that they would like to see more topics related to their lives". For instance, one of listening materials is entitled "the Wild Swans". It is a folktale from Denmark. It is far away from students' real life. Hence, the writer here tried to develop samples of listening materials that related to students real life experience.

Designing such kinds of materials is not an easy task. It needs some considerations such as the needs of the students, the availability of the sources, the skill and the willingness to create it. However it can be something challenging for the teacher or the teacher trainees.

Therefore, the researcher tried to develop listening materials for students of SMA Negeri 5 Pontianak based on contextual approach. The researcher applied a method which called developmental research in order to develop the listening materials. This research was conducted on the second semester of the eleventh grade students of SMA Negeri 5 Pontianak.

Before designing the listening materials, the researcher interviewed the teacher of SMA Negeri 5 Pontianak and analyzed the textbooks which was used by the teacher. Then, the researcher designed the listening material samples by considering the CTL approach. Those listening material samples applied all aspects of CTL approaches.

In conclusion, the listening material samples were fulfill all aspects of CTL approach and can be used as the sample of listening materials with CTL approach consideration.

## **B. Problem of Research**

This study aims at answering the following research question:

1. What listening materials that can be designed based on the need of the second semester of eleventh grader students in SMA Negeri 5 Pontianak?
2. Have listening material samples designed for the second semester of eleventh grade students of SMA Negeri 5 Pontianak fulfilled the components of Contextual Teaching and Learning Approach?

## **C. Purposes of Research**

This research is intended to design listening material samples for the second semester of the eleventh grade students of SMA Negeri 5 Pontianak with the CTL Approach consideration.

## D. Scope of Research

### 1. Research Variable

Variables are the condition characteristics that the research manipulates, controls and observes. Research variables should cope with the characteristics of person, things, programs that can take on value. Marczyk, Dematteo, and Festinger (2005, p.42) state that "Variable is anything that can take different. For example height, weight, age, race, attitude and IQ are variables, because there are different heights, weights, ages, races, attitudes, and IQs."

In this research the variable covers one substance; samples of designing listening materials for the second semester of the eleventh grade of SMA Negeri 5 Pontianak.

### 2. Terminology

In order to get clear understanding about this researcher, it is important to state the terminologies.

1. **Designing materials** is an activity in creating the materials to teach the students, in order to support the teaching and learning process.
2. **Listening** is a communicative activity in hearing with full concentration, comprehension, and to acquire information, to catch the content and to comprehend the meaning of communication that will be conveyed by the speakers through utterances or oral language.
3. **Contextual Teaching and Learning Approach** is a conception of teaching and learning that helps the teachers relate subject matter content to real world situations that the researcher used an approach in designing listening materials for the eleventh grade of senior high school.