CHAPTER I
INTRODUCTION

A. Background of Research

One of English skills that is important is listening. Tarigan (1994: 28) explains that listening is a process of hearing spoken language to get information, catch the content or message, and also understand communication meaning that is delivered by speaker through oral language. In teaching learning process, listening becomes the basis of learning, because learners get the material from listening to teacher. When teacher explains the material, the learners understand the message by listening to the teacher. Pupils cannot receive the materials from the teacher if they do not know what the teacher says. The others example are communicating with native speakers directly or listening to the sound transcription, movie or television that use English. Having good listening skill can help learners get information and message correctly because they are easier to understand what the speaker says.

Learners will have good listening skill if elements of English are mastered. The elements are vocabulary and grammar. Learners who have a lot of vocabularies, especially the sound vocab, are able to easily get the meaning of the speaker’s utterance because they know the words that speaker uses. Not only vocabularies, learners have to master the structure of sentences. It can help learners to understand the content of the speaker’s sentences.
Listening skill should be taught effectively in school classrooms. In other words, the quality of the teaching of listening must be emphasised and more attention should be paid in order to achieve the objectives of teaching listening. Teaching learning process has to be based on learners’ interest. There are some factors which influence learners to learn such as whether or not the learners like the teacher, whether or not the learners are interested with the material, or whether or not the teaching process is interesting. It depends on the learners. Strategies used by the teacher determine whether the learners are interested or not. When the learners are interested in the teaching process, they will learn automatically. It becomes teacher’s job to make learning process more interesting and to make learners interested in the learning process.

One of strategy is using game. A game that researcher uses is Room Situation Game. Room situation game is a game which is modified from simulation strategy because in teaching process, teacher organizes the room or class like the real place and learners will be actresses and actors to play certain role. This game will demand the learners to follow all the instruction which is in English that speaker says. Teacher chooses a topic which is relevant to the material and learners have to be actors and actresses. They listen to the speaker and practice what the speaker says.

Therefore the researcher wants to apply room situation game to teach listening in SMA N 1 SIDAREJA especially to second grade in academic year 2016/2017 to see. Researcher expects, room situation game will increase learners’ interest in listening how effective this game.
B. Reason for Choosing the Topic

The researcher chooses this topic with the following considerations:

1. Listening is an important skill to get the message of what speaker says.
2. Room situation game is a technique to teach listening, it demands learners to be active and participate in the learning process.

C. Problem of the Research

The problem of the research can be formulated in the following research question: “is room situation game effective for teaching listening?”

D. Aim of the Research

The aim of the research is to find out whether or not room situation game is effective for teaching listening at grade XI of SMA 1 Sidareja.

E. Contribution of the Study

The result in this study is useful both for the students and teachers.

1. For the students

The result of this research can help students to learn easily and get high motivation to get good listening through room situation game.

2. For the teacher

By knowing this technique, the teacher can use room situation game to teach listening and as a feedback on teaching activities so that the goals of teaching and learning English can be achieved optimally.
F. Clarification of the Terms

The researcher takes the title “the effectiveness of room situation game to teach listening”.

To make it clear, the researcher gives the definition its word as follows.

1. Room situation game

   *Room situation game* is a game which is modified from Simulation or Role Play. According to Zaini (2008:98) role play is a learning activity which is planned to reach the learning objectives which demand learners to be active and participate in the learning process. Teacher will give instruction to the learners, then they will do what the teacher say. Learners will hear an instruction or story from the speaker and practice it.

2. Listening

   According to Tarigan (1986: 28) that listening is the process of hearing activity to the spoken speech by involving attention, content or message and to understand the essence of communication sent by the speaker (s) through speech or spoken language. It can be conclude that listening demand students to pay attention to the speaker an get the message or information of it.