



**TEACHERS' AND STUDENTS' PERCEPTIONS ON  
LEARNING LISTENING AND SPEAKING:**

**The Case of Teaching English at Seventh Graders of  
*Sekolah Menengah Pertama Negeri 11 Jayapura***

**A THESIS**

**Submitted in Partial Fulfillment of the Requirements  
for the Master Degree in English Language Education**

**by**

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## DECLARATION

I declare that this thesis entitled TEACHERS' AND STUDENTS' PERCEPTIONS ON LEARNING LISTENING AND SPEAKING: A Case of Teaching English at the Seventh Graders of *Sekolah Menengah Pertama Negeri 11 Jayapura* is definitely my own work. I am completely responsible for the contents of this thesis. Other writers' opinion or findings included in this thesis are quoted or cited in accordance with the academic writing standards.

Semarang, November 2015

Suiswati

## **MOTTO AND DEDICATION**

if we want the good things that we do not know,  
we must be willing to do the good things that we've never done

**iswati, 1999**

for those who is always learning and use English  
build a peace, human civilization, and  
improve of worship to Allah the almighty

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## ABSTRACT

Suiswati. (2015). Teachers' and Students' Perceptions On Learning Listening and Speaking: The Case of Teaching English at the Seventh Graders of *Sekolah Menengah Pertama Negeri 11 Jayapura*. English Language Education, Graduate Program of Universitas Negeri Semarang. Supevisors: (1) Prof. Dr. Dwi Rukmini, M.Pd., (2) Dr. Dwi Anggani Linggar Bharati, M.Pd .

Keywords: perception, teachers, students, spoken English, learning strategies

This study describes and explains the teachers' and students' perception on learning listening and speaking at junior high school: the case study of the seventh graders students of *SMP Negeri 11 Jayapura*. The importance of this study is while learning at school, students become bored. So, after they graduated, they did not use oral English, moreover written English. They just little know what is English. This study aims to know teacher's and students' perception on why that difficulties happend, explore the cause and find out the solutions.

This study employed qualitative descriptive approach. Findings of teachers' perception are conducted by in dept interviews and focus group discussions. Meanwhile the students' perceptions are conducted by filling a questionnaire and interviews. The analysis of the findings is explained by interpretation, verification, systematization of data to be formulated as a result of a study.

The result of this study showed, first, the teachers argued that some students have difficulties in learning listening and speaking, while at the same time they also learn the rules of writing and reading, and second, the majority of students have difficulties learning English, because English is foreign language (unfamiliar) and found some differences between pronunciation and writing of English. Students also claimed to be bored because the learning method less attractive. The results also found that learning spoken English has natural characteristics, whereas the written English language learning has knowledge characteristics. Meanwhile to improve learning outcomes, in the first phase, students must learn spoken language through interactive methods, varied and fun. Then, Theory of writing which complicated while to put aside. After the students like, familiar and fluent in English, and the second phase can be given such as written English language skills (reading and writing).

In conclusion, method of learning spoken English (listening and speaking) for junior high school students should be interactive and varied so that the learning process is fun. Based on the research results, teacher needs to improve spoken and written English learning strategies, so that after graduated, students can speak fluently and write correctly.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the introduction of the thesis. It sets the background, the statement of the problems, the objectives of the study, the significances of the study, the scope of the study, the definition of key terms, and the outline of the thesis.

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

English is the medium of communication that is most widely used in the international communication compared to other languages. Most types, titles of science and technology of international literature publishing are written in English. English has main position and strategic role in the dimension of life among countries and other people in the political, economic, social, cultural, science and technology to create a society that is increasingly prosperous. Yuliana (2010:1) said that:

the current status of English as an international or global language is proved by its wide used in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology and popular culture. It is important to master English language because by mastering English it will make the conversation run well in communicating in International world. The people will understand each other what the speaker and the interlocutor said.

Therefore, everyone, including the Indonesia needs to master English in order to support the profession and activities to improve the quality of science and technology mastery and quality of affairs in the political, economic, social and cultural rights in national and international.

Although English has a strategic position and role in the national and international scale, the use of English in Indonesia is not mandatory. Indonesia uses Indonesian language as an official language that must be used in oral and written communication. Hence, the most Indonesia uses the local language as a means of daily communication that is not official. In formal education in Indonesia, English is taught early by the teacher to the students in seventh grade of Junior High School (in Indonesia is called *Sekolah Menengah Pertama* which is constructed SMP). Overall, learning English is mandatory for three years for Junior High School students and followed by 3 years for the Senior High School (in Indonesia is called *Sekolah Menengah Atas* which is constructed SMA).

The writer argued that the meaning of English learning in *Kurikulum 2013* (in English is called The 2013 Curriculum) confirms that the English is as spoken and written communication tool. Definition of communication tools means that English is an essential tool to understand and express information, thought, feeling, and develop science, technology, and culture. The ability to communicate is the ability of discourse (Kemendikbud, 2003:13). English functions as a tool for communicating access to information, and in the contextual in daily. It is also to make interpersonal relationships, exchange information and enjoy the aesthetic of language in British culture. More specifically, English is an international language which is important as a means of absorption, transformation, and development of science, technology, arts and culture, and building relationships with other nations. By studying and mastering English and use English, someone will be open insight and knowledge internationally.

Based on the writer's experience while towards eight years of teaching through Curriculum Implementation in 2006 (in Indonesia is called *Kurikulum*

*Tingkat Satuan Pendidikan* which is constructed KTSP), syllabus, lesson plan in English language learning that have applied listening, speaking, reading and writing at the same time in students SMP Negeri 11 Jayapura (State Junior High School in Jayapura City of Papua Province), it produced the majority of graduate students that are very weak in orally skill. Only minority of graduates who are good at English language skills are those who are already using English as the daily communication within the family, and someone follow English language courses.

The most of graduate students of Junior High School are weak in oral skills because they are taught by applying listening, speaking, reading and writing at the same time, so they often have difficulties as follows:

- a. Students become bored easily because there are differences between the pronunciation and the writing. They do not find differences both of learning Indonesian and regional language in daily communication.
- b. Students tend to be passive and less focus on learning because they felt a heavy burden when they should learn to four skills at the same time. In fact, each type of skills has different characteristics, so teachers got difficulties in realizing the goals that contained in the Syllabus and Lesson Plans (in Indonesia is call *Rencana Pelaksanaan Pembelajaran*, is constructed RPP).

Furthermore, the Junior High School students' difficulties in the process of learning English have a negative impact as follows:

- a. Students dislike and are not interested in learning English at the time whereas it was first introduced English lessons. The negative impact is students who attend English class with much of anxiety and are afraid of doing wrongly. They do not attend with enthusiastic. They don't seem very enthusiastic about attending and having a sense of love to master English;

- b. Students just follow English class formally because it is as a compulsory subject and the negative impacts to graduates, they lack of having oral skill;
- c. Teachers have difficulties to achieve the learning objectives in the syllabus and lesson plan;
- d. The result of teachers in teaching English is not oriented on the achievement of increasing students' language skill. The teachers just deliver teaching materials completely.

The negative impact on the learning of English also occurred in Taiwan. As stated by Lee (2005:10), in Taiwan, most students are exposed to English as part of their curriculum in Junior High School or even earlier in their lives. However, English teaching in primary and secondary education has always put more emphasis on reading and writing in preparation for various types of entrance exams. As a result, most students have difficulty in understanding and speaking English. The problem with speaking English is even more severe because students lack opportunities to speak English in daily life and the motivation to speak English in public. According to the previous study above, the writer viewed that the difficulties and negative impacts which are had by Junior High School students in learning English. Teachers need to find out some solutions so that Junior High School graduates are able to listen and speak. Then listening and speaking will be a strong foundation to learn reading and writing which require knowledge characteristic at the senior high school level.

Essentially, all types of language are used as a medium of communication, including English language which consists of four skills; they are listening, speaking, reading and writing. They are divided into two categories including the functions, namely:

- a. Listening and speaking function, as anyone who knows the meaning through listening and can speak orally in English, it can be categorized as he or she can speak English;
- b. Reading and writing function as knowledge characteristic, because every one who can speak English orally, does not automatically able to read and write. However, people who can understand and use the English language orally, they will learn easily in reading and writing if we compare to people who do not speak English.

Haliday (1985:7) argued that come naturally, unless one is born deaf; they also have to be learnt, of course, but-like walking and running – they are learnt young and without benefit of instruction. To get to read and write, however, one is usually taught; this is one step, perhaps the most important step, in the process of education.

English becomes compulsory subject in junior and senior high school. Based on the experience and observations of the writer as a teacher, learning English in junior high school from materials, methods and teaching practices are generally still fixated on textbooks written material that is textual. Teachers generally teach and ask students to memorize vocabulary by reading and writing with an emphasis on the rules of English grammar. Teachers are very rare to teach, encourage and exemplify a way that appeals to the students. Of course it is the most important part so that the students can use and apply English to communicate in spoken and written everyday.

According to the writer, learning English should be a collective consciousness that students can not be called to master English if the student has not been able to use the English for the purposes of daily communication, although

obtaining a high score in the semester exams and national examination. Grammar has an important function in English; therefore, the teaching of grammar should be an element of the mastery of English language skills orally and in writing, not just the limiting factor that makes students afraid and not interested to study English. Grammar should be taught in order to facilitate mastery of listening, speaking, reading and writing.

Strategies and methods of teacher center in learning English have to be revitalized. Strategies and methods of learning should be moved towards the students center and encourage the students' self learning English, not just to do exercises and examination. It also encourages students to learn by practice continuously and use English in real life. In this case, according to the writer, a teacher must improve her/his ability and implement strategies and exploratory learning methods, based on real problems, authentic and natural. Authentic means of learning resources is an authentic source, namely the use of available media a lot and can be easily accessed by student. Natural means putting the ability of oral (listening and pronounce correctly) as human nature in the language, main capital of students to study the ability of writing (reading and writing) and scientific nature in the language.

Revitalization Strategy and learning methods should produce junior and high school students who skillfully use English in daily communication, not teach students to learn about the English language at present. Students only understand less English grammar, but feel weak skills in using the English language.

Based on the statements above, in the context finding out solutions, difficulties, and negative impacts are had by early students of Junior High School in learning English. Next, the writer also needs to formulate as well as models and

methods of teaching English language that are oriented to realize of the student's ability to understand and use it orally, to make the students easy to study reading and writing skills. Then the writer needs to do a study with title Teachers' and Students' Perceptions on Learning Listening and Speaking: The Case of Teaching English in Seventh Graders of *SMP Negeri 11 Jayapura*.

## **1.2 The Reason for Choosing the Topic**

English becomes an important role, because it is most widely that is used in international communication. It is also used as a medium of the most published science and technology of international literatures. Although it has an important role in our life, but English is not a mandatory language in Indonesia. In formal education, it is taught early at seventh grade students of Junior High School. As a formal education, English is also taught as a compulsory subject for three years at Junior High School students and three years at senior high school students.

Learning English in Junior High School for seventh grade at this time which covers the four skills at the same time has resulted two difficulties. First, students become passive and don't focus on learning because they must study of four skills at the same time, second, students are bored easily and do not focus because they get difficulties between pronunciation and writing. Learning English is different from learning Indonesian and local languages that are used in daily communication.

The seventh graders' difficulties in learning English should be found the rational answers, objective and systematic by the teacher. Based on its function, learning English which includes four skills (listening, speaking, reading and writing) can be separated into two categories, namely:

- a. Listening and speaking. They function that people can be categorized understand and use English orally;
- b. Reading and writing are as knowledge characteristic. They function that people can be categorized understand and can use English in an academic, so people who do not understand and can use English orally, would be very difficult to learn and write in English.

Two functions above will produce rationality that people who already understand and can use English orally, would be very easy to learn and write in English. Hence, the seventh grader of Junior High School who firstly become to know and learn English in formal education, need to obtain a teaching listening and speaking skills in prior, so that after the students understand and use English orally, then students will be easier and interested in learning reading and writing.

This rationality is the main argument to determine that the writer needs to do a scientific research systematically and objectively about point of views teachers and students towards teaching English by using listening and speaking at seventh grader of Junior High School, case study of seventh graders of *SMP Negeri 11 Jayapura*.

### **1.3 Statement of the problems**

In conducting the study, the statements of the problem can be formulated as follows:

1. How are listening and speaking in learning English at the seventh graders of SMP Negeri 11 Jayapura?
2. How are the perceptions on teachers towards learning listening and speaking at the seventh graders of SMP Negeri 11 Jayapura?

3. How are the perceptions on students towards learning listening and speaking at the seventh graders of SMP Negeri 11 Jayapura?
4. How are the solutions required in learning listening and speaking so that students can master English orally?

#### **1.4 Objectives of the Study**

This study has some objectives. They can be stated as follow:

1. To describe the learning English using listening and speaking in seventh graders of SMP Negeri 11 Jayapura;
2. To explain the perceptions on teachers towards learning English using listening and speaking in seventh graders state of SMP Negeri 11 Jayapura;
3. To explain the perceptions on students towards learning English using listening and speaking in seventh graders state of SMP Negeri 11 Jayapura;
4. To describe the solutions are required in learning English so that students can master English orally.

#### **1.5 Significances of the Study**

This study conducts to formulate development models and methods of teaching listening and speaking skills as attempts to answer the seventh grade students' difficulties in Junior High School while they are studying which covers four skills at the same time, as well as accelerate the students can understand and use English orally. The benefits of this research consist of theoretical, practical and pedagogical significance. Those significances can be explained as follows:

### **1.5.1 Theoretical Significance**

This study is useful to develop a model and method of learning English in rational, systematic and gradual that based on needs. In the perspective of developing of English learning theory, this study is useful to build a new paradigm that focuses on listening and speaking skills in learning English, after that students can understand and use oral English language, and the next step, student can be easily and interested to learn reading and writing in English.

### **1.5.2 Practical Significance**

Practically, this study has contribution to the students, the teachers, the institutions and other researchers.

- a. For the students, it helps seventh graders of Junior High School who early to know and study English in formal education, it can be quicker to understand and use English orally, because they just focus on listening and speaking. Furthermore, they will be easier to learn reading and writing.
- b. For the teachers, it helps teachers who teach seventh graders of junior high school who early to know and study English in formal education, can be eager and realistic in teaching English orally, so they can focus on teaching listening and speaking.
- c. For the institutions, it helps the Government (central and local), as well as the head master, to redesign the curriculum, syllabus and lesson plan on English language learning students are taught in gradually. First, the early learning is listening and speaking skills, Second, learning reading and writing are as knowledge characteristic when students have understood and used the English orally.

### **1.5.3 Pedagogical Significance**

This study is progressive, as an important contribution in establishing the paradigm that learning English is a fun activity such as learning the language used for daily communication, because it is done through a realistic and gradual method, First, the earlier step is learning listening and speaking, as well as the second, the next step is learning reading and writing as when students have understood and used the English orally.

### **1.6 Scope of the Study**

Essentially, this study is part of the scientific process stages that have a medium-term goal to generate a proven concept of learning that seventh grader Junior High School who early to know and learn English in formal education. It can be quicker to understand and use English orally because in the early stages of learning English they just focus on listening and speaking. Furthermore, when the students can understand and use the English orally, the next step is delivering to learn reading and writing as knowledge characteristic.

However, the writer also limits the scope of the study due to time, energy and money, this study is the first step which aimed to determine perceptions of teachers and students towards learning English using listening and speaking in the seventh grader of *SMP Negeri 11 Jayapura*.

### **1.7 Definition of Key Terms**

In this study the writer will use some general terms in order to avoid the ambiguity and misunderstanding between the writer and the readers. They are:

- a. Perception is the opinion given by an individual (in this study, they are teachers and students as respondents) regarding the learning process listening and speaking skills involving role according to their knowledge and experience.
- b. Listening and speaking skills are English material learning that is unity of four skills (listening, speaking, reading and writing skill). It is a compulsory subject of seventh grader at Junior High School including seventh grader of *SMP Negeri 11 Jayapura*.
- c. Seventh graders of *SMP Negeri 11 Jayapura* is the first level of the three levels of student learning formally at State Junior High School in Jayapura City of Papua Province. Each level of learning lasts one year and is divided into two semesters.

### **1.8 Outline of The Thesis**

A brief description about the whole of the thesis can be seen from the outline of the thesis organization as follows:

Chapter I presents the introduction to the thesis. It sets the background, statement of the problems objectives of the study, significances of the study, scope of the study, definition of key terms, and outline of the thesis.

Chapter II is a part of review of related literature which essentially includes theory, scientific concept and expert opinion that related with the problems. The important points described in this chapter are previous studies, theoretical foundation and theoretical framework.

Chapter III is the part that contains the essence of the research method. Important matter described in this chapter is the research design, the population and sample, the instruments of the data collection, and the step of the data analysis.

Chapter IV is the part that contains and describes result and discussion. This chapter is a part of the main study, it explains a process of study, findings, discussion and the result of study. it also contains sub chapter about the overview of SMP Negeri 11 Jayapura, teacher's and students' perception in learning listening and speaking and its implications, and is ended with the concept of improvement of learning listening and speaking. This chapter becomes a basic for writer to make conclusions and suggestions.

Chapter V gives conclusion and suggestions.