

CHAPTER I

INTRODUCTION

A. Research Background

Listening is the ability to identify and understand what others are saying. This involves understanding the speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Darancik, 2018). Learning listening helped us to improve our speaking skills considerably. People need to hear various types of English repeatedly and continuously if they want to communicate properly, meaningfully, and naturally. It means that without hearing people cannot acquire language because listening provides language input.

Listening is one of the skills in language and it is the key to all effective communication. In a communication listening take 40-50%, speaking 25-30%, reading 11-16%, and writing 9% spend the time, clearly looked that listening takes the biggest part, even than speaking, it means that listening is the most important and significant things in construct a communication (Saputra, 2018).

Teaching listening needs more attention to develop students' language. In some cases of the language classroom, listening is considered to be the most difficult language skill for students because it needs more attention and concentration to comprehend the material that included understanding dialogue and monologue text. In addition, Utami (2020:184) suggested that teachers should conduct an appropriate and suitable strategy for developing and enhancing students' listening skills and motivate them as well, so that they had achieve the goals in listening comprehension. Shi (2017) declared three major types of strategies are distinguished by the information processing model; cognitive strategies, metacognitive strategies, and social/affective strategies.

Furthermore, there are three previous studies that have conducted research on teacher strategies in teaching listening comprehension. The

research mentioned is research conducted by (Hasanah, 2020; Mutia, 2020; Yaqin, 2013). A research conducted by Hasanah (2020) showed the results, there were only two strategies that applied by the teacher in teaching listening comprehension those are Metacognitive Strategies and Cognitive Strategies. A research conducted by Mutia (2020) showed the results, There are two teacher strategies in teaching, namely pre-listening and questioning strategies. While the third research which was carried out by Yaqin (2013) showed the results, teachers used mostly bottom up process activities in the listening class. The problems faced by the participants were the limited available listening materials and the low level of students' basic English proficiency. To overcome those problems, teachers made their own listening materials and emphasized on the teaching of vocabulary as pre listening activities.

Finally, based on the explanation above, the researcher in this study are interest in knowing the strategies of English teachers and to find out the problems faced by teachers and how they overcome them in teaching listening comprehension to English Teachers of SMA Kadesi Tunang. The thing that most underlies the researcher in order to choose an English teacher is none other than because they are the ones who actually know and are familiar with strategies in teaching listening comprehension. This research is very important to do because this research were find out the teacher's strategies in teaching and what problems teachers face and how they overcome them. This research is actually qualitative in nature because each data obtained through interviews and analyzed using thematic analysis.

B. Research Questions

Based on the background of the Research above, the researcher formulates the problem as follow:

1. What are the teacher's strategies in teaching listening to students of SMA Kadesi Tunang?

2. What are the problems found by the English teacher in teaching listening and how they overcome the problems?

C. Research Purposes

Based on the researcher problem, the researcher objective is as follow:

1. To find out the teacher's strategies in teaching listening to students of SMA Kadesi Tunang.
2. To find out the problems found by the English teacher in teaching listening and how they overcome the problems.

D. Significances of Research

The present research would benefit toward the following aspects:

1. Theoretical Benefits

The Researcher hopes in the future this research can be a reference for other researchers who want to research teachers' strategies in teaching listening comprehension.

2. Practical Benefits

- a. To the Teachers

This research is expected that the strategies can be used by the English teacher in guiding the student to improve their listening comprehension.

- b. To the Students

The researcher hopes this research is useful for students to increase their curiosity about the strategies used for better understanding in the underlying process of listening and also the strategies used can improve their ability in listening comprehension..

- c. To the Other Researcher

As the application of knowledge received in lectures in the form of theory which is mainly related to English. As a prospective teacher, learn to apply appropriate learning to deliver teaching materials in

accordance with the conditions that student want in the learning process to be carried out.

E. Scopes of Research

Having obvious a limitation in this study requires the formulation of the limitation of the study. The scope of the research here is research variable and terminology.

1. Research Variable

In a research study a variable refers to the person, place, object, or phenomenon that we are trying to measure in a specific, systematic and directed way. Abiodun-Oyebanji (2017) assested that research variable is the name given to the variance that we wanted to describe and is very important in the context of research because of the way this researcher uses or handles it in the research process and can determine the nature and direction of the research. Variable in this research is single variable and it is the teacher strategies in teaching listening comprehension and what problem found by the English teachers in teaching listening and how they overcome the problems in SMA Kadesi Tunang, more specifically this study is only limited to describing the strategies used in teaching listening comprehension.

2. Terminology

The following definitions are provided to ensure uniformity and understanding of these terms throughout the study:

a. Teacher

A teacher (also called a school teacher or, in some contexts, an educator) is a person who helps students to acquire knowledge, competence or virtue. Informally the role of teacher may be taken on by anyone (e.g. when showing a colleague how to perform a specific task).

b. Strategy

Strategy as to specific methods of approaching a problem or task, or planned designs for controlling and manipulating certain information.

c. Listening

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood.

d. Comprehension

Comprehension is the ability to Understanding a psychological process related to an abstract or physical object, such as a person, situation, or message whereby one is able to use concepts to model that object. Understanding is a relation between the knower and an object of understanding.