

# CHAPTER I

## INTRODUCTION

This study attempts to investigate teacher's strategies and student's responses in teaching listening comprehension. This chapter presents the background of the research, statement of the problems, the objectives of the study, significance of the study, scope of the study, and clarification of main terms, thesis organization, and summary of the study.

### 1.1 Background of The Study

Listening is a very important language skill in human communication or foreign language classroom through which students receive and interact with the target language (Vandergrift and Goh, 2012; Etman and Zaida, 2009; Brown, 2001; and Nunan, 1999). In other words, listening competence is universally 'larger' than speaking competence. That is why, students need listening practice more in order to cope with real communication in the real world.

To facilitate learners with a good listening comprehension, English teachers need to apply suitable strategies in teaching listening. As Vandergrift and Goh (2012: 4) believe "every language teachers needs to have a clear understanding of the processes involved in listening and in particular how strategies can be used to manage comprehension efforts". Teaching listening strategies, as Sanjaya (2008 in Nurmelly, 2012: 2) defines as a plan that consists of sequence of activities in order to

reach specific teaching and learning goal. Additionally, Taba (1966: 45) defines that teaching strategies are consists of two distinct modes, the generic and the unique. The generic can be describes as the technique of teaching and the second as personal judgment, or the art of teaching. It means that an English teacher (who is responsible to handle a classroom listening activities) has to have the ability to manage listening process and has to be smart to use strategies in teaching listening comprehension in order to help learners develop their listening competence.

There are still many debates of which strategies are best in teaching listening comprehension. Before discussing more about strategies in teaching listening comprehension, there is an interesting illustration from Anderson (2005: 762) who claims that “what researchers and teachers must keep in mind is that there are no good or bad strategies but there is only good or bad application of strategies.” This may be implied that the difference is in how the strategies are executed and orchestrated.

Commonly, listening teaching strategies can be carried out in three stages, namely pre-listening, while-listening and post-listening (Wilson, 2008: 60-110). Within these three stages, there are two processes (Wong, 2005:26), those are teaching and learning of listening by focusing on identifying single words, phrases and sentences which called bottom-up processes, and the other by focusing on the main ideas or meaning, called top-down processes. Additionally, the two processes can be used together, which is called interactive strategy (Shelton, 2004 as cited in Lisha, 2007: 5).

In this respect, there are previous studies in similar issue. First, Jiang (2009: 93) conducts the study investigating the strategy in teaching listening comprehension in Qingdao University, China. The study indicates that potential obstacles the students encounter in listening class. Then, among the many strategies the teacher chooses the prediction strategy and describes it in three stages: pre-listening, while-listening, and post-listening, which effects are tested and proved efficient. Second, Yekta et. al. (2013: 108) conducts a study investigating the impact of teaching strategies on Iranian EFL are teenage learners' listening comprehension ability. In their study, there two groups treat by two different strategies. The results of data analysis reveal that teaching strategies help students improve their listening comprehension ability.

However, most of schools in Indonesia, according to many English teachers, considered listening comprehension as the most difficult language skill to teach than other skills (Kurita, 2012: 30). They feel that they have difficulties in finding suitable listening materials for junior high school students, in applying suitable strategies that can make students joyful and successful to listen to the material given, and in preparing the equipment needed in teaching listening in the classroom, etc. In this sense, Harmer (2007: 143-135) also says that “the teachers will face problems to find listening materials in different genres (text types) in student real life. In the meantime, the teachers should give their students authentic English as soon and as often as the teacher can.”

Some of the difficulties in comprehending authentic oral material, for students are that they feel difficult in understanding the messages, especially those spoken by

the natives. They feel frustrated because they think the speaker speaks too fast or swallowed his words (Fields, 2008: 27), they cannot always have words repeated (Underwood, 1989 cited in Osada, 2004: 62) and the environment, the conditions which may affect listening performance including the temperature of the room, background noise or defective equipment which affects the clarity of a recording (Wilson, 2008: 12).

In School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan Sekolah Menengah Pertama-KTSP SMP*), it is expected that the students of Junior high school are able to develop their English in four language skills, listening, speaking, reading and writing. The main objective of listening comprehension practice in junior high school level is to make the students learn to function successfully in real life situations. In detail, the purpose of listening activity is to make the students able to do instructions and to gain information from different kinds of listening texts or genres (monolog: speech, report, instruction, poems, songs, and dialog: debate, discussion, movie, etc.). Particularly, according to the competency standard and basic competency of school based curriculum, the students is expected to be able to complete the information and respond to transactional, interpersonal, functional text and monolog text (Emilia, 2010). To reach the goals, the teacher should consider several aspects, such as planning and applying suitable strategies in listening activity in the classroom.

Unfortunately, listening comprehension is not included in final examination for junior high school and in its graduate competency standard 2012 (*standar Kelulusan Siswa*) as well. This may assume that listening is not important, that is

resulted in teacher's tendency in excluding listening among four language skills to be taught.

Finally, based on the reasons explained above, this study is conducted to find out the portrait of teachers' strategies in teaching listening comprehension at one junior high school in Bandung. This is aimed at answering the assumption saying that many teachers, sometimes, pass listening activity in order to focus on other skills.

## **1.2 Statement of the Problems**

This study explores strategies used by one English teacher in teaching listening at one junior high school in Bandung. Noticeably, this research is aimed at answering the following questions.

1. How does the teacher teach listening?
2. What strategies are frequently used in teaching listening?
3. Why are the strategies used in teaching listening?

## **1.3 The Objective of the study**

As indicated in the statement of problems, the purpose of this study is aimed at:

1. Finding out how does the teacher teach listening
2. Finding out what strategies are frequently used in teaching listening.

3. Finding out why the strategies are frequently used in teaching listening.

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

It is expected that the result of this study will be useful for those who participate in the teaching English as a foreign language. Those are the teachers of English, the education officers and the school stake holders who hold and facilitate any kinds of teachers training, the writer of this study, and the other researchers who are interested in conducting the same field of the study. It is also expected that this research contributes to the development of teaching English generally and specifically for teachers' strategies development in the future.

#### **1.5 Scope of the Study**

This study attempts to investigate teacher's strategies in teaching listening for a junior high school in Bandung. It observes the preparation, actions and evaluation of strategies used by a teacher in the classroom, frequently-used teaching listening strategies, and reasons in applying them in classroom listening comprehension.

#### **1.6 Clarification of Main Terms**

1. **Teacher** in this study means a person who teaches listening at one junior high school in Bandung.

2. **Listening** in this study means one of the language skills considered as the most difficult language skill among three other skills not only for the teacher but also for the students.
3. **Strategies** in this study mean what the teacher does in teaching listening comprehension in the classroom.
4. **Teaching Listening comprehension** is the process of understanding speech in first or second language (Richards and Schmidt, 2002: 324). The active process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages (International Listening Association or ILA, 1995 cited in Pearson et. al., 2011: 111). In this research, it refers to that stated by ILA.
5. **Teaching listening strategy** is a plan that consists of sequence of activities in order to aim specific teaching listening goal (Kemp, 1995). In this research, it refers to teacher plans and actions in sequential activities in order to reach the teaching listening goal.

### **1.7 Thesis organization**

This thesis is organized into five chapters. The current chapter I is general introduction. Chapter II is theoretical foundation. It describes the theory of teaching listening. Chapter III is research methodology. It describes the research methodology which comprises of research design, data collection and data analysis method. Chapter IV is finding and discussion. Lastly, chapter V is the conclusion and recommendation.

### **1.8. Closing Remark.**

This chapter has presented the introduction of the study, which includes the background of the study, the objective of the study, significant of the study, scope of the study, clarification of main terms, and thesis organization. The following chapter will present theoretical foundations becoming the frame of the study.

