

## CHAPTER I

### INTRODUCTION

This chapter starts with the background of the study in which reasons for choosing the topic and significance of the research are included. The chapter also includes research questions and aim of the study. Besides, some concepts containing research design employed in the study are presented in relation to data analysis. The last, organization of paper will be explained in the end of this chapter.

#### 1. Background of the Study

It is widely believed that listening as one of four basic skills in English, plays an important role in language learning. It requires the language learners to receive and to understand incoming information or input (Rost, 2002). Therefore, without understanding inputs, the learners cannot learn anything (Nunan, in Richards and Renandya, 2002). Moreover, Vandergrift (1999) states that listening lies at the heart of language learning, but it is least understood and least researched.

As mentioned above, listening is least understood and least researched, which means that it attracts little attention in both theory and practice compared to other three language skills (i.e., reading, writing, and speaking). Furthermore, Richards and Renandya (2002) argue that the listening skills had been abandoned in language teaching for many years since the teaching method emphasized on productive skills (i.e. speaking and writing) and there was an assumption that listening skills can be acquired through exposure but not really taught. However,

recently an active interest in the role of listening comprehension is being developed due to a development of powerful theories in listening comprehension and inclusions of developed listening courses in many ESL programs (Richards, 2008). Hence, the teaching of listening comprehension has attracted a greater level of interest in recent years than it did in the past.

A good listening comprehension seems to develop easily for first language listening, but it requires more effort in listening to second or foreign language. Consequently, students who learn English as second or foreign language might find difficulties in listening comprehension. According to Ur (1984), there are several problems found by the students during listening comprehension. The students sometimes: (1) do not understand the certain English sounds, (2) do not know how to cope with the redundancy and “noise”, (3) cannot predict the language meaning because they are not familiar with the pattern of words, (4) do not understand the colloquial vocabulary, (5) cannot set their own listening pace, (6) have difficulties in understanding another accent, (7) have lack ability of how to use environmental clues to get the meaning. Moreover, it was found that the students are poorly equipped with strategies and activities to help them improve their listening comprehension (Nurrahman, 2009).

In other research, Mendelsohn (1995) also found that teachers often expect students to develop their listening skill by *osmosis* (absorption) and without help. In the osmosis approach, it is believed that if students listen to the target language all day, they will improve their listening comprehension. However, that method is proven to be ineffective since the students also find

difficulties in comprehending the spoken language that they had already been given by the teacher. This finding indicates that teachers need to be equipped by strategies in teaching listening comprehension in order to help the students to cope with the difficulties in learning English listening.

In line with the previous explanation that listening comprehension is necessary in language learning but the EFL or ESL students and teachers are confronting some problems in the process of listening comprehension, there is a great interest for researcher to investigate what strategies that are used in teaching listening comprehension especially in English Department where the listening comprehension as a course is being taught.

## **2. Statements of Problems**

This study essentially tried to figure out the strategies used in teaching listening comprehension. Hence, this study merely focused on these following questions.

1. What strategies do the teachers use in teaching listening comprehension?
2. What are the students' responses toward the strategies used by the teachers?

### **3. Objectives of the Study**

According to the question formulated above, the objectives of this study are as follow.

1. To investigate the strategies that is used by teacher in teaching listening comprehension in class.
2. To find out the students responses toward the strategies used.

### **4. Significances of the Study**

This study is intended to be valuable for:

1. The teachers in guiding the students to improve their listening comprehension's skill
2. The students in improving their awareness of strategies used for better understanding in the processes underlying in listening
3. Other researchers who investigate the teaching strategies in English Language teaching and Learning especially in listening comprehension.

### **5. Scope and Limitation of the Study**

This study attempts to investigate the college lecturers who teach English listening comprehension at particular listening lesson to first semester students of English Department in Public University. More specifically, this study is only limited to describe the strategies used in teaching listening comprehension and the students' responses toward the strategies used.

## **6. Methodology**

### **6.1 Research Design**

This study employed descriptive design in particular. Best and Khan (1989) cites in Suherman (2011) state that descriptive method is the method that describes, records, analyzes and interprets conditions that exist in certain group. Therefore, the objective of descriptive research was to understand participants from their points of view (McMillan, 2001). In other words, the researcher did not control the selection or manipulate the independent variable and had no control over what had already happened to the participant (Gay, 2003). In addition, this study also utilized both elements of quantitative and qualitative method within the same study since it involved data collection and data analysis using those methods.

### **6.2 Site and Participants**

This study took place at English department in one of State Universities in Bandung. The participants of this study were three college lecturers and English Department students that took listening lesson as one of their subjects. The students involved in this study were first semester English Department students. There were six different classes with total 107 students who participate in this study. They were labeled as A1, A2, B1, B2, C1 and C2 class.



### **6.3 Data Collection Procedure**

The data of this research are collected by using the following methods.

#### **a. Observation**

In this study, the data collected from several meetings that conduct in the classroom through observation. The observation in this study was conducted to determine behaviours that present in classroom including what the teacher said and done, also what the students' responses toward teaching and learning listening process. In relation to this study, Ary, Jacobs and Sorensen (2010, p.216) states that "observation notes focus on determining the extent to which a particular behavior(s) is present and the researcher identifies the behavior of interest and devises in a systematic procedure for identifying, categorizing, and recording the behavior in either a natural or a contrived situation".

#### **b. Interviews**

In this study, the interviews were conducted to the teachers. It was conducted individually at place and time that had been compromised. It was done to obtain more data in listening lesson that could not be found in observation. Moreover, it was carried out to dig out and to confirm what actually happened in the classroom. Fraenkel and Wallen (2009) assert that interview aims at gaining more informations that relate to the issue and at finding out what the respondents think or feel about something.

#### **c. Questionnaire**

List of a research or survey questions were given to respondents (the first semester English Department students) who attended Listening Lesson. It was

designed to extract specific information on students' responses toward teachers' strategy in teaching listening. Gay (1987) states that questionnaire has several advantages such as it requires less time and it permits data collection from large sample.

## **7. Organization of the Paper**

This study will be organized as follows:

### **Chapter I Introduction**

This chapter provides background of study, statements of the problem, the purpose of research, the scope of study, research methodology, population and sample, clarification of the key terms, and organization of the paper.

### **Chapter II Theoretical Foundation**

This chapter explains related theories and literature. It consists of several parts as following: 1) Definition of Strategy, 2) Definition of Listening Comprehension, and 3) Strategies used in Teaching Listening Comprehension that are included direct strategies (covering bottom-up, and top-down) and indirect strategies (metacognitive strategies).

### **Chapter III Methodology**

This chapter will discuss the methodology in conducting the research. It contains the method and design of the research, site and participants where the research conducted, data collection and data analysis that describe how the data would be presented and analyzed in the next chapter.

#### **Chapter IV Finding and Discussion**

This chapter endows the results of the conducted research in order to answer the research question. Furthermore, this chapter presents the discussion of research's findings in relation with theoretical foundation.

#### **Chapter V Conclusion and Suggestion**

This chapter contains conclusion of this study and suggestion for the students, teacher, curriculum maker, and the further researchers.

