

# CHAPTER I

## INTRODUCTION

There are six parts in this chapter. They are context of the study, problem of the study, objectives of the study, significance of the study, scope and limitation of the study and definition of key terms.

### **A. Background of the Research**

English as a foreign language in Indonesia necessitates the use of English native speaker's utterances as models of pronunciation and as standard of understanding messages in various contexts, be they academic or social. Due to the used of this language as an international and universal language for world communication, many people have to learn and master English neither just for daily communication or any important kinds of need. In this globalization era, learning language has to be more popular around the world, especially in Europe and Asia. Language is used to create a meaningful communication. Communication is the main function of Language (Nurhayati, 2020). Not only that, English is also needed to master if someone wants to apply for a job. English has an important role in many aspects, including medicine, engineering and education (Dutta, 2020).

On the way to learning English there are four important skills that should be learned and mastered; one of them is listening. Listening is an activity to put the information the people have heard. Therefore, it helps them develop other skills of English, like speaking, writing, and reading

skill. Listening more important than the other skill that has to be mastered, this is because from listening people can understand someone's utterance. Wallace stated that to make humans get understanding and insight, knowledge, information and gain success in communicating with others, the most important skill than should master is listening (cited in Kurniawati, 2019).

In fact humans cannot talk before listening, because they generally get a vocabulary from what they hear from people around them. Listening and speaking are two skills that are highly interrelated and work simultaneously in real life situations (Sadiku, 2015). This is the fact and evidence of the importance of listening skill before another skill. This can be interpreted that a person cannot speak or express an opinion without listening and understanding someone's utterance first.

However, In Indonesia itself, study on listening are practiced from elementary school up to university with different levels according to education level they attend. It is obvious that the higher level of education they are in, the more difficult the material of listening they will have. Then it is agreed that on study English listening, students face some challenges especially for EFL students (Nurhayati, 2020). Since a person's ability to listen is not the same. This is caused by several things such as background, ethnicity, education taken, a supportive environment, and also inseparable from agents who influence daily learning. Pollard states that listening is more difficult than reading because students even recognize the written

word more easily than they recognize the spoken word (Kurniawati, 2019). This is also one of the factors that affects someone's ability in learning listening comprehension.

In the world of education, one of the influential agents in educating students and guiding them to success is a teacher. Teachers play a very important role in the learning process of students in the classroom. V. Strugar has mentioned that one of the teachers' roles in education is to help students to work and encourage students' interest (Murati, 2015). Due to the fact that listening is an essential and difficult skill to master, many causes have mentioned that one of the problems that teachers would face when teaching listening is students ignoring the materials because they have no understanding with the sound of listening. However, In the classroom, various negative emotions are experienced in the process of teaching and learning which is often stimulated by several factors such as how students perceive themselves, their teachers, the classroom atmosphere, and the subject (Efklides & Volet, 2005). One of the most commonplace negative emotions that should be avoided in the classroom is known to be boredom (Daschmann, 2013). Another possible cause of boredom class are not very meaningful activities, teachers are not popular with few students, monotonous classroom environment, lack of deep engagement class assignments as well as students' general tendency to get bored easily.

To overcome the causes, teachers must have teaching and learning strategies or methods that can attract students' interest. Aunurrahman

(2009:9) that in the teaching and learning process, a teacher must have a strategy, which aims to ensure that students can learn effectively and efficiently, so that you can achieve your goals expected. One step to support this strategy is the teacher must have and master presentation techniques or what is usually called teaching methods. A teacher who has strategy and creativity in teaching will be able to do it arouse students' interest in learning. Because if a teacher has creativity, then the teacher is able to create a learning atmosphere fun so that students who feel bored in the learning process will be excited again.

To conduct a study, the researcher chooses one of the senior high school in Tulungagung. SMA Negeri 1 Karangrejo is one of the most schools in Tulungagung is using Freedom Curriculum as its guidance in teaching and learning process. English is taught one a week with duration about 90 minutes and minimum of the score in this school for English subject is 70. According to curriculum of SMA/MA in which Syllabus Freedom Curriculum the standard competence of teaching listening is the students understand meaning of the simple text monologue essay fluently and accurately in narrative, descriptive, recount, report, hortatory exposition, analytical exposition and identify the meaning of functional text. So that, listening ability is very crucial to be mastered by the students. In improving the students listening comprehension needs an appropriate strategy to solve their problems. Learning strategy is very helpful for the teacher in helping student improvement in learning.

Based on the statement above, the purpose of this research is to find out the strategies that teachers used in teaching listening comprehension. Thus, the researcher conducts a study under the title “Teachers’ Strategies in Teaching Listening Comprehension Towards the First Graders at SMA Negeri 1 Karangrejo”.

### **B. Statement of Research Problem**

Based on the theoretical background of the research, the problem research can be formulated as follows:

1. What are the teachers’ strategies in teaching listening comprehension at the First Graders in SMA Negeri 1 Karangrejo?
2. How do the teachers implement the strategies in teaching listening comprehension at the First Graders in SMA Negeri 1 Karangrejo?

### **C. Objectives of the Research**

1. To find out the teachers’ strategies in teaching listening comprehension at the First Graders in SMA Negeri 1 Karangrejo;
2. To describe the implementation of the strategies that teachers use in teaching listening comprehension at the First Graders in SMA Negeri 1 Karangrejo.

#### **D. Significance of the Research**

The researcher expects the finding of this research can contribute theoretically and practically for:

1. For students

This research is expected to contribute to students which can be used as a reference in improving English language skills.

2. For the teacher

The result of this research is expected to provide information and knowledge about strategies in teaching, especially in teaching listening comprehension for English teachers. Furthermore, the researcher expected that this finding could be a feedback or evaluation for the learning process.

3. For schools / educational institutions

To contributing to an improved in the development of learning to read in senior high school, especially in SMA Negeri 1 Karangerejo.

4. For other researchers

The result of this research is expected to be an additional reference for further studies that deal with listening comprehension or teaching strategy in listening comprehension.

#### **E. Scope and Limitation of the Research**

The main focus of this research is to investigate teachers' strategy in teaching listening comprehension. Therefore, the objective of this research

is to find out what are the strategies used by teachers in teaching listening comprehension at SMA Negeri 1 Karangrejo.

The reason for choosing SMA Negeri 1 Karangrejo for the object of the research is the first because the school is known as a school with a good student value. Many students from this school have created a lot of achievements in academic or non-academic fields. Moreover, the background of the students in this school is a heterogeneous society. Teaching heterogeneous students is not easy and teaching listening comprehension is not easy. There is a strategy that teachers use to manage and enhance the students' skill. The strategies used in teaching listening comprehension at the First Graders in SMA Negeri 1 Karangrejo especially to the teaching dialogue which using Bottom Up, Top Down and Planning and Evaluate Strategies. So, those things that make the researcher interested in dealing with the research in this school.

## **F. Definition of Key Terms**

### **1. Teaching Strategy**

Teaching strategy defined as a set of ways or techniques that teacher use during teaching process. Using a strategy in the learning process, the teacher can optimize their creativity to prepare the materials for teaching and also apply different ways of teaching to adjust to students' needs.

## 2. Listening Strategy

Listening strategy is a set of methods or techniques that are used while teaching or learning listening comprehension. Where this listening strategies are techniques that teachers to teach the students use consciously to increase their effectiveness during the listening process. It shows that the use of strategy in teaching listening is an important point, in order to get the best goal in the learning process.

## 3. Listening Comprehension

Listening comprehension is the multiple process involved in understanding and making sense of spoken language. Listening comprehension has an important role in the language learning process