

## **Chapter I**

### **Introduction**

This chapter discusses the background to the study, the research questions, objectives of research, scope of research and the significance of research.

#### **1.1 Background to the Study**

Teaching listening is about teaching a listening skill of human. Then the teacher must provide a good way in teaching listening skill so that the listener or students can understand and get the point of listening skill. According to Liung Younbing (as cited in Badi, 2012) “the main purpose of teaching listening skill is to enhance this skill in helping students being skillful and proficient in second language.” Richards (2003:4) add that the process in teaching listening have two kinds of process which are involved in understanding speaking course, there are bottom-up and top-down processing. Bottom up consist of sounds, words, clauses, sentences, text and meaning analysis. While Top-down processing refers to the use of background knowledge in understanding the meaning of a message. It means that the teachers have an important role to help students in increasing their listening skill which includes two kind of process in teaching listening that has been explained before. In addition, teacher should be creative in applying strategies that should be covered those aspects.

According to Guo and Wills (2008, p.8-9) that there are three stages in teaching listening comprehension. Those are pre-listening activities, activities while-listening

and post-listening activities. In pre-listening activities, the teacher can decide the purpose of listening, set the background that students need, decide the bottom-up and top down of the text, and tell the students to guess the type of the text. This stage is meant to train the learners to predict text based on their knowledge such as language, topic, or background of knowledge. While listening activities, the teacher can determine what students need to understand, give motivation to students to listen well, give the question for students to catch students' attention. This stage is to help the students understand the texts. In post listening activities the teacher can ask students to discuss their assignment in groups or in pairs, ask students to be active in giving response about what they heard, ask students to make a summary of the listening text, and determine the appropriate strategies in teaching listening. This stage is to help the students connect what they have heard with their own ideas, experience and encourage interpretive and critical listening and reflective thinking. Thus, these three stages in listening comprehension will help students to understand easier about the material.

Unfortunately, based on the researcher experience as a student's of SMA N 1 Dulupi in 2011, the strategies used by the teacher in teaching listening skill could be concluded they are monotonous. The teacher just ask them listen to narrative text and then students will write the answer in fill in the blank test without check if students understand about the text or not. It is always do by teacher during listening class without try any strategies. In addition, SMA Negeri 1 Dulupi is one and only SMA in

Dulupi village (KEC. Dulupi, KAB. Boalemo, PROV. Gorontalo) that have one teacher of English subject. Most of the students of this school did not know English very well, they are unable to understand the meaning of English words.

Related to the matters above, the researcher is interested to investigate the strategies that teacher done in classroom while teaching listening. Also the researcher want to investigate how the strategies use by the teacher and how students' response regarding the strategies use by the teacher. Besides, after the reseacher observe in SMA Dulupi and have to analyze the theory, so the strategies is to detemine the sucess of learning. Therefore, the researcher want to observe the strategies that use by teacher and to find out the result of leraning. Based on the description above, the researcher would like to formulate the title "Indonesian EFL Teachers' Strategies in Teaching Listening". In addition, the researcher want to find out how the responses of students about the strategies use in teaching learning.

In addition, the study by Masanori Tokeshi that related with this research "Listening Comprehension processes and strategies of Japanese junior high school student in interactive setting." The purpose of this study was to investigate the nature of interactive listening and characteristics of listening comprehension processes for Japanese Junior High School students of English. The methodology employed was primary qualitative. The data collection was mainly based on simulated recall procedures and task observation. This study found the data indicated that bottom-up processing and top-down processing interacted with each other. The participants were

likely to pay attention to an individual known words. Moreover, the study by Aat Janatun Erawati, 2013 “Teachers’ Strategies in Teaching Listening comprehension.” In This study attempts to investigate the strategies used by teachers in teaching listening comprehension and to find out the students response toward the strategies used. The study took place at English Department in one of state Universities, where three lecturers and 107 of 1<sup>st</sup> semester students from 6 different classes were participated. The study employed descriptive method, where the data obtained through observation, questionnaires, and teachers interviews.

Compare to the first study, the researcher was to investigate the nature of interactive listening and characteristics of listening comprehension processes for Japanese Junior High School students of English. However, it used simulated recall procedures and task observation as the source of data while this recent study uses observation in collecting EFL teachers’ strategies in teaching listening. It is believed as the appropriate instrument in collecting the data since the participant will teach and use some strategies in teaching English listening.

Different to the first study, the second study was focus on teachers’ strategies in teaching listening comprehension and the students response toward the strategies used. The primary data were collected through observation and the secondary data were collected by questionnaires and interview. The participant of the second study are English Department, where three lecturers and 107 of 1<sup>st</sup> semester students from 6 different classes while in this study only focus of one Indonesian EFL teacher and 25

students of class XI IPA in SMA Negeri 1 Dulupi are participate on it. Moreover, questionnaires and interview were being used in collecting the secondary data in the second study. However, this study uses open ended questionnaire and interview's result in supporting the primary data since it is believed that questionnaire and interview refers to spontaneous answer by the participants. Semi-structured interview is necessary to develop the questions as the necessity of the study.

## **1.2 Research Question**

Based on the background above, the research question of this research will be

1. What are the strategies that EFLteacher uses in teaching listening?
2. How is the implementation of the strategies in the classroom?
3. What are the students' responses on the strategies?

## **1.3 Objective of Research**

This research is aim to invistigate

1. The EFL teachers' strategies use in teaching listening
2. The implementation of EFL teachers' strategies in teaching listening
3. The response of the students toward the strategies use by the teacher

## **1.4 Significance of Research**

A successful study will guarantee a highly significant concerning of theoretical and practical contribution. In terms of theoretical contribution, the result of this study can help the readers and observer to know the strategies in teaching listening that can

assist students' ability in listening comprehension. Furthermore on the practical contribution, the result of this study will become a reference for other English Department students to conduct their research that they will do which is related with the strategies use in teaching listening of EFL teacher. For example, further researcher may use some questions about "what are the difficulties that the teacher found in teaching listening? And what are the strategies that the teacher used to solve the problem?" So the further researcher could use this research as the reference to see the theory about teaching listening strategies, how the researcher analyze the data and described it. In addition, the further researcher could see the way the researcher write every part of the chapter in this research. For instance, the way the researcher write the background, the significance, the method, research finding, discussions, etc.

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

In conducting this research, the scope of the study is EFL teachers' strategies in teaching listening of XI IPA in SMA Negeri 1 Dulupi. This researcher focus on the three strategies according to Guo and Wills (2008), those are pre-listening activities, while listening activities and post listening activities.

The process of teaching listening skill is different from teaching the other skill because the nature of listening skill is abstract. Listening skill considered as the hidden skill because all what happen in listening skill lessons in the mind of students. For that reason, EFL teachers try to reduce listening skill abstractness by using

materials and design tasks to give students concrete view about this skill. Perfect organization and using effective teaching strategies and materials help teachers to teach in better way.