

## **Chapter I: Introduction**

This chapter attempts to introduce a brief outline of an analysis teachers' strategy in teaching listening skill, which is distributed into several points such as basic consideration, problem statement, the research objective, the research delimitation, and the research significances.

### **Basic Consideration**

It is widely acknowledged that there are four major basic skill of English which need to be learn and mastered by learner when it comes to learning the language. Listening is a component of language consists of pronunciation, vocabulary, and grammar. Just as the other three skills of English, listening skill also plays a very significant role in the process of language learning indeed and has, therefore, to be mastered by its learners. In favor of this notion, Harmer (2001, p. 98) stated that listening assists students in obtaining some pieces of information about not only grammar and vocabulary, but also pronunciation, intonation, pitch and stress from the speaker, which in turn will facilitate them to be a better listener. Moreover, Vandergrift (1999) stated that listening lies in the heart of language learning, but it is least understood and least researched. Because, the very first stage which commonly dealt with by learners throughout the process of both acquiring and learning a language is listening.

As has previously mentioned, listening is still indicated quite tough to be understood and has minor breakthrough. It is due to little attention to which this skill is attracted in terms of both theory and practice compared to those of other three language skills, i.e. speaking, reading, and writing. Nonetheless, listening skill cannot be demeaned under any circumstances. Because when students have a problem with listening, they are not able to get the context understanding of what the speakers are saying. Yet unless otherwise they have a problem with it, they are obviously capable of getting the information as to what the speakers are saying about.

However, based on the researcher's personal experience, a considerable number of students are not yet able to grasp and understand what the speakers are saying indeed. Several researches have already investigated the problem of students in listening. One of researchers S. Sumibatul Ummab SM in her thesis revealed that unclear pronunciation, vocabulary, native speaker, students' concentration during listening, and the problem of laziness as well as uninteresting are among the most impediment factors for learners in learning listening.

In English Department, listening itself is a compulsory subject in that department and is needed to be studied by the learners. It is an interrelated course, which divided into several parts, they are listening for general communication, listening for professional context and listening for academic purposes. In this research, the researcher is, however, narrowed the focus on listening for general

communication. The researchers, who based her interview on several students in English Department, stated that listening is the hardest skill to be mastered. They further clarified that listening demanded them to be inevitably devoted their attention to it. Besides, it is also normally requiring a tranquil situation because even a very little noise, listening will be somehow hard to do. However, as we may well have known, listening is not about being tranquil when someone else is speaking.

Listening is a process of receiving information and constructing the meaning form. According to Ur (1984) as cited in Erawati (2013) there are several problems found by the students during listening comprehension. First, students sometimes do not understand the certain English sounds. Second, do not know how to cope with redundancy and “noise”. Third, cannot predict the language meaning because they are not familiar with the pattern of words. Fourth, do not understand the colloquial vocabulary. Fifth, cannot set their own listening pace. Sixth, have difficulties in understanding another accent and the last have lack ability of how to use environment 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 line with the previous explanation, to make students easy to understand and interested in listening subject, teacher have to used appropriate strategies. Appropriate strategies mean the creativity of teachers itself in order to make students motivated and think that listening subject is easy to do.

Listening strategy is a strategy that can be used to teaching listening. Silberman (2005) in Muzrial p.3. In this case, teaching listening is important in language learning. Teacher needs to encourage students' participation by making experience in interesting and motivating activity. Moreover, teaching listening need collaboration among creative teachers, active students, and good strategy or method and the teacher guide the students to get information from the listening term itself. Teachers carry a big responsibility in their classrooms. They have a big impact on their students either positive or negative and it is the teacher's responsibility to create friendly and supportive atmosphere in learning process. If teachers are aware the importance of learning strategies, they can provide a good map for their students. Based on J. Richard (2008) theory, the strategy that can develop students' ability in listening skill that is bottom-up and top-down strategy. Moreover, this theory will be used by the researcher as the main theory to analyze teachers' strategy in teaching and learning process of listening.

As previously mentioned listening skill is necessary in language learning but the EFL or ESL students and teachers are confronting some problems in the process of listening skill. From this situation there is a great interest for the researcher in knowing and deeply investigate the teachers' strategy that are used in teaching listening particularly in listening for general communication.

## **Problem Statement**

With the previous consideration, the problem statement of this research as follows: what are the teachers' strategies in teaching listening?

## **Aims of Research**

Regarding the problem statement of this research, the aims of this research is to investigate the strategy used by teachers' in teaching listening.

## **Significance of Research**

1. For teachers, this research can be used by teachers as a reference in order to develop the appropriate strategies in teaching listening.
2. For the other researcher, the result of this research is expected to be an additional reference to the other researcher who wants to investigate teachers' strategy in teaching listening.

## **Scope of the Study**

In conducting this research, the scope of the study is teachers' strategies in teaching listening specifically listening for general communication in English Department. This researcher focus on the strategies according to J. Richard (2008) theory, those are bottom-up and top-down strategies.