

## **Chapter I: Introduction**

This chapter provides a research background that relates to the reason for conducting research. This chapter attempts to present: basic consideration, research question, the objective of the research, the scope and limitation of the research, and the significance of the research.

### **Basic Consideration**

Listening is one of the most important language skills in communication. Through listening, people receive ideas from other people. Saricoban (1999) states that listening is the ability to understand what people speak. Besides, listening relates to someone's understanding of a speaker's accent or pronunciation, grammar, and vocabulary, and grasping meaning. This is supported by Brown (2001) who states that listening is the major component in language learning and teaching since the learners do more listening than speaking, writing, and reading in the classroom. In the other words, listening is essential in daily activities. Through listening, people can reach vocabulary, context, and understand the meaning.

Listening is the ability to receive and interpret accurately the communication process. The listening process involves five stages such as receiving, understanding, evaluating, remembering, and responding. Listeners must hear and identify the speech sounds so that they can understand and remember the message that is delivered by speakers. Further, listeners must recognize sounds, understand vocabulary, and know the grammatical structures, interpret stress and intention as well as the larger socio-cultural context of the utterance (Wipf, 1984).

According to Vandergrift (1999), interactive listening plays an important role in language learning particularly the strategy for receiving listening comprehension is very effective to the listener. Further, teaching listening effects on how teachers give strategies to their students in the classroom. To meet the requiring quality for teaching students, especially teaching listening skills in the classroom, assorted schools, colleges, and universities have tried to look for good strategies in teaching listening skills. In this area, it is the most complicated to teach students and this issue has developed into a good subject for teachers and those institutions to be concerned about.

Richards' journal (as cited in Anisa Septisari Ismail 2018,p.1) revealed that the process in teaching listening has two kinds of processes which are involved in understanding speaking course, including bottom-up and top-down processing. Bottom-up consists of sounds, clauses, words, text, sentences, and meaning analysis; while top-down processing refers to the use of background knowledge in understanding the meaning of a message. Teachers should know how to apply strategies that should be concerned with those aspects. In addition, the teacher should give feedback or respond is the last process in the listening.

Feedback is crucial to this communication process because without feedback the whole idea of effective communication will become passive and ineffective communication. Sometimes, the students have problems in learning the materials. There are some reasons why students have problems learning listening materials. Some students do not enjoy the teaching-learning activity, they have problems in catching the ideas of the listening materials, and they are getting bored in listening activity because the students just listen to the spoken text and answer the questions.

Learning in listening material is supported by two factors: the lack of teacher creativity in using the materials, and the lack of strategies used by the teacher. In the

same way, Halone, Cunconan, Coakley and Wolvin (1998) found that listening is recognized as a multidimensional construct that consists of complex (a) affective processes, such as being motivated to attend to others; (b) behavioral processes, such as responding with verbal and nonverbal feedback; and (c) cognitive processes, such as attending to, understanding, receiving, and interpreting content and relational messages.

Listening is a complex problem-solving skill and it is more than just the perception of the sounds. The teacher should make students' categories in giving information related to teachers' strategies in teaching listening to students in the class. The researcher supports this listening phenomenon based on the experience of most learners from Indonesian high school students who have English courses in their educational system which involving the strategies teachers used in the classroom. It happens then in university because teaching listening impacts on how teachers' strategies in the classroom.

According to Mendelson (1994), the teaching of listening comprehension had long been somewhat neglected and poorly taught aspects of English in many EFL programs. Therefore, this research intends to analyze students' perceptions of teaching listening.

The importance of teachers' strategies in the classroom is based on the abilities of the students themselves. According to Murphy (1991), in order to overcome difficult texts more effectively, the teachers must provide teaching strategies in learning in the classroom. Teachers must know the teaching strategies of listening comprehension. Teachers must be able to explain, make models, and regularly practice with students. Teachers are required to plan assignments, independently monitor students, and evaluate. Teachers are also expected to help them with listening comprehension.

Therefore, students can anticipate content, make conclusions, guess, and recognize texts in listening comprehension.

Additionally, teachers learning strategies can encourage students to interact with native speakers through listening comprehension. However, indirectly teachers' strategies are very important to expand the communicative context and increase student confidence.

### **Research Question**

How are students' perceptions about teachers' strategies in teaching listening?

### **Objective of Research**

Based on the research question presented earlier, the objective of this research aims to answer the research question about students' perceptions about teachers' strategies in teaching listening.

### **Scope of the Study**

This research is aimed to find out teacher strategies in teaching Listening for Professional Context Class. This research will be focused on the discussion also the perception of students about their teaching strategies in teaching listening. The object of this study will be focused on students in the third semester of the English Department. The first data are classified based on bottom-up and top-down processing which is related to the processing teaching during the class.

**Significance of the Study**

Hopefully, the result of the study will inspire not only teachers in Indonesia but also for those who are all around the world. For students who will become teachers in the English department in the future, this research is expected to become their reference to develop appropriate teachers' strategies to teach listening. The researcher hopes that the result of this study can be used by the teachers all over Indonesia. For teachers, this research is expected to identify problems in the schools and know how to overcome the problems. This study is aimed to research teachers' strategies in teaching listening in the class in the third semester in the English Department of the State University of Gorontalo. The researcher focuses to find out students' perceptions about the teachers' strategies in teaching listening in the classroom.