

Chapter 1: Introduction

Background of Study

There are four skill in English language learning that language learners have to be mastered which are speaking, writing, listening, and reading. These four skills have their own aspect that language learners have to deal with. Besides the difficulties level of these four skills are different each other. In this case, the fact show that listening was one of those skills which difficult to be mastered by students. According to Buck (2019), numerous difficulties which can be confronted in listening tasks such topics, fast speech rate, and unfamiliar accents. This means that those kind of things are the problems which mostly sutudents faced in comprehending listening material. Therefore, teachers have to used an appropriate strategy of learning in order to help the students to mastery the listening skill.

Furthermore, English department students have to follow three subjects of listening class in order to graduate from bachelor program (listening for general communication, listening for professional context and listening for academic purposes). Accordingly, students comprehension level in English Department is different each other, particularly in listening subject. However, during the learning process, the researcher has spotted that there were many students got a problem in listening subject. The students were desperately struggling in doing their listening test. However, the phenomenon shows that these three listening courses are not

enough to guarantee their listening skill. It is proven by some of their TOEFL score that still not fulfill the standard minimum score. It is proved by all the students answer in interview session which basically given by them who already passed the TOEFL test. Accordingly, based on the result of interview session, most of researcher friends are difficult to catch what the speaker said. It is frequently caused of unfamiliar accent. It is happened when the speaker use the other accent. While the students have getting used to American.

In this case, Ur (1984) as, cited in Erawati (2013) stated that 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. Appropriate strategies means the creativity of teachers itself in order to make students motivated and think that listening subject is easy to do.

Moreover, there is a subject in listening class that require the students to do a TOEFL test (listening for academic purposes), Which specifically for listening session. Through the learning process, the students are expected to be able to do the TOEFL test of the requirement for students to graduate from bachelor program. It is called listening for academic purposes. The students have to enroll this listening subject in semester four. This subject requires the students

to learn about the material of listening TOEFL test in sixteen meeting.

Henceforth, in order to evaluate the students' learning progress, the students are asked to do listening TOEFL test at the end of the meeting. In English Department, the fact shows that most of students are having such a big deal in listening session of TOEFL. Additionally, related to this thing, the researcher will gather the data from Language Learning Center. The researcher has found that among fifty students who did a TOEFL test, there are only ten students who passed it.

Regarding this issue the percentage only reaches about 20%. The researcher discovered that those ten students even came from different class. Besides, they have passed the test after giving try for five times. In contrast, the rest of forty students were failed the test. In this case, the percentage is about 80%. In fact, these students came from different class. Accordingly, they have tried six times to do the TOEFL test. However, they still could not pass the test. By considering the number of students who failed the test, it could be concluded that most of them got a serious problem in listening class. In this case, there are a lot of factors that caused these kind of problems. Firstly, the problem that usually show up is related to the accent that being used by the speaker. Most of students feel difficult to catch their words, especially when the speaker use a British accent.

Generally, the students are considering this accent as their biggest problem in listening subject, particularly in TOEFL listening section. They are occasionally find themselves trap in a confusion or even misunderstand. Secondly, the students are usually complain about the quality of the tool or the sound system

that being used in listening section. It is quite difficult for students to get the point of what the speaker says, because the tool sounds too noisy or even unclear. Accordingly, this problem is surely distract their ears and the level of their comprehending itself. Thirdly, the topic that being discussed in TOEFL listening section are often sound unfamiliar.

Apart from this thing, the researcher wants to focus the investigation towards the students' perception. Thus, the researcher is decided to do a research entitled "students perception on the effect of teacher Strategies in listening for academic purposes toward the achievement of students' TOEFL scores"

Research Question

Based on the basic consideration above, the research question of this research is "what are the students perceptions on the effect of teacher's strategies used in listening for academic purposes toward the achievement of students TOEFL scores?".

Aims of Study

The aim of this research is "to know of students' perception on, the effect of teacher strategies in listening for academic purposes toward the achievement of students TOEFL scores".

Significance of Research

The result of this research hopefully can help the students to solve their problem when they follow TOEFL test particularly in listening section. For the lecturer expected to give more knowledge in learning listening strategy especially in listening for academic purposes. And For the future research can refer to the result of this study to know students perception on lecturer strategies in teaching listening.

Delimitation of Study

According to the explanation above, most of students got a serious problem in listening class, particularly when they were in listening section of TOEFL test. Accordingly, this study focuses on the three parts of listening section on TOEFL test. According to Dang (2016), there are three parts of in listening section that will be tested, namely part A (short dialogues), part B (longer dialogues), and part C (lecture or talks). Eventually, the researcher will completely discuss these three parts of listening section.