

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) researcher problems, (3) researcher objective, and (4) significance of the study.

1.1 Background

Listening is the process of accepting and digesting a certain language sounds in the purpose of understanding the meaning of what is heard. According to Solak (2016), listening is an active and interactional process done by listeners to signal the meaning of spoken words heard. Roast (2011) defined that listening is an integration of competence which functions to interpret sounds about syntactic parsing, words linkage, and to connect what someone says to the social environment (discourse). After that, Wallace et al. (2004) stated that listening is an important ability which enables students to receive knowledge and information of a speaker says by good concentration. In conclusion, listening is the process of receiving and understanding voices heard.

Listening is a very beneficial ability to be mastered in learning a foreign language to understand spoken language. Ahmadi (2016) had discovered that learners have to upgrade their listening ability because this skill is very helpful for them to understand the spoken language in second language learning. Renukadevi (2014) stated that listening has a crucial position in learning foreign language. This is because listening can increase learners' receptive proficiency in orientation to improve their language understanding about sounds in the target language. Thus, listening is considered as useful skills to help learners understand the spoken language.

In the context of English teaching, listening is one of the most important skills to be infused to students. Kurniawati (2016) found that it is important to inculcate listening ability to EFL learners in teaching in order to make them become effective listeners. According to Poerwanti et al. (2016), English listening mastery is very necessary to be infused to students because it is the first language to be mastered by students before they can speak, read, and write. Therefore listening skills has to be given much attention. Also, Picard and Velautham (2016) assert that listening in English academic environment is a necessity in teaching to make students understand teachers' explanation. Hence, listening ability is a significant proficiency to be provided for students in teaching.

Listening ability has a good contribution to English speaking improvement. Pinem (2014) had encountered that someone's performance ability in understanding through listening skills can portray how much someone can react in speaking. Tamador and Snoubar (2017) had also discovered that listening skills obviously has a good impact on the progress of students speaking ability. This thing encourages the teachers to give attention during teaching. Tavit (2010) had shown that learners should not only increase their listening ability in learning English but also they should increase their speaking ability because these two skills are in an integration and listening is helpful for oral skills. Essentially, listening ability has significant contribution to increase speaking ability.

Because listening can help someone understand what is conveyed orally by other people. According to Ranukadevi (2014), listening has a major role in learning English as foreign language for someone's understandings in spoken language. In line with this, Tavit (2010) had encountered that speaking and

listening skills are in an unseparated integration because communication cannot be run well or information conveyed in spoken language cannot be understood without good listening ability. In the sense that, listening ability has a great influence to improve speaking performance.

However, there are still English teachers in Indonesia who experience problems in teaching listening. A study conducted at MA Islahul Aqidah Cikalongwetan West Java by Aryana and Apsari (2018) revealed that English teachers at that school encountered a lot of challenges in teaching listening to students, the challenges come from internal and external aspect even in listening classroom. Afterwards, Dwiwandono (2015) has invented that teaching listening is not an easy way because of various problems. Therefore, English teachers should figure out the nature of voice, speech rate, sound modification, redundancy, and so on. Pointedly, many of English teachers today still face obstacles in teaching listening.

This case is caused by students' listening difficulties such as faced by students in Palembang, South Sumatera. A study conducted at an English department in Palembang by Maresta et al. (2018) revealed that the fourth semester students still have obstacles in English listening. This is because they are still confused about vocabulary, unfamiliar words, slang expressions, and so on. Secondly, research conducted at another English department in Palembang by Sarawaty (2018) had discovered that students there still encounter many prohibitions in listening such listening time for learning, inappropriate strategies to practice, and students' problems to understand the materials given in course.

Pointedly, students' listening difficulties is a factor engendering teachers' problems in listening instruction.

In order to solve the problem, English teachers have to find great solutions to overcome it. According to Al-Nafisah (2019), the function of solutions in teaching listening is to refresh students in foreign language learning. Bao (2017) has found that teachers' efforts to solve problems in teaching listening are very useful to help students increase learning consciousness and develop students listening frequency. Additionally, Farrell (2013) stated that effective strategy used by teachers in teaching listening is a way of dealing with the problems encountered by teacher in English listening teaching. In brief, teachers' action to find good solutions in teaching speaking is very important to overcome it.

Based on the preliminary study conducted by the researcher at SMA Bina Nusa Betung through informal interviews with two English teachers, the interviews indicated that the English teachers surely have problems in teaching listening because it was hard for them to increase their students' listening ability so that they are difficult to make students understand about listening materials and as the result it gave the negative impact on the students' listening scores which were approximately under KKM. (A.R and S.M, Personal Communication, January 13rd, 2020).

In relation to this discussion, there had been a lot of previous studies conducted by researchers about problems in teaching listening, a couple of them are included in this part. The first was conducted by Siregar (2017) about teaching listening comprehension at English education program. The purpose of this research was to investigate how the classroom practice in teaching English at

English education study program of STKIP Tapanuli Selatan. The result of this study revealed that practice of listening was efficient for teaching listening pedagogy. The second was conducted by Alrawashdeh and Al-Zayed (2017) about difficulties faced by English teachers in listening comprehension. This study aimed to discover the difficulties faced by English teacher in teaching listening classroom and the teachers' attitude towards English listening comprehension. The research's result showed that there were some obstacles encountered by teachers in teaching listening comprehension and there were plentiful factors which affect teachers' attitude in listening comprehension. This means that many of experts have conducted researches about problems encountered by English teachers in teaching listening.

Consequently, this issue made the researcher interested to conduct a similar research about problems encountered by English the teacher in EFL teaching listening. Then, this research aimed at finding out the teacher's problems in teaching listening in EFL classroom at SMA Bina Nusa Betung. Subsequently, this study was conducted at SMA Bina Nusa Betung. Therefore, this research was entitled **"Teaching Listening: An Investigation of Teacher's Problems in EFL Classroom at SMA Bina Nusa Betung"**.

1.2 Research Problems

Based on the background, the research problem was formulated as the following question:

What were the teacher's problems in teaching listening in EFL classroom at SMA Bina Nusa Betung?

1.3 The Research Objectives

Based on the research problem above, the objective of this study was formulated as following:

To find out the teacher's problems in teaching listening in EFL classroom at SMA Bina Nusa Betung.

1.4 Significance of the Study

The results of this study are expected to provide useful distributions for some elements. The teacher will know the problems encountered in teaching listening in EFL classroom and they can think about the best strategies to overcome the problems in EFL listening class.

The second, students can understand the problems faced by English teacher in teaching listening to them and they can also know their teachers' strategies used by their teachers in teaching listening. Then, the students will think about how good their listening ability is so that they can figure out what strategies to use in order to increase their listening ability.

The next is for the researcher. This research is expected to give myself useful information about the problems faced by English teachers in teaching listening in EFL classroom. Then, in the future, the researcher has knowledge to find my own solutions to solve the problems in English teaching listening.

The last is this research also oriented to give information for other future researchers about problems and solution in teaching English listening. Hopefully, this research can be supplementary sources for their next researches.