

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Listening is the ability to recognize and understand what others are saying. This includes understanding the speaker's accent or pronunciation, grammar, and vocabulary and mastering their meaning (Howatt and Dakin 1974). Learning to listen will help us greatly improve our speaking skills. If people want to communicate correctly, meaningfully, and naturally, they need to hear different types of English over and over again. This means that people without hearing cannot acquire speech because hearing provides language input. Teaching listening requires more attention to develop students' speech. In some language teaching cases, listening is considered the most difficult language skill for students to master because it requires more attention and focus to understand the material, including comprehension of dialogue and monologue texts. Furthermore, according to Heaton (1984:64), teachers should employ appropriate and appropriate strategies to develop and improve students' listening skills and motivate them to achieve listening comprehension goals.

We know that the purpose of every language skill (listening, reading, speaking, writing) is to communicate effectively through language. Listening is a very important skill because it is the most widely used skill in everyday life. Learning to listen helps students identify vocabulary, moral values, and even unfamiliar words.

The goal of listening is to gauge pupils' listening abilities. According to Field, the practice of measuring listening is well-established and simple to use, even though it may not necessarily result in improved hearing. It also means that teachers may more easily assess students' listening abilities and do not have to wonder if this is the best method for helping students acquire this skill.

According to Harmer (in Liao, 2009: 12), "one skill cannot be developed without the other, speech cannot be spoken without listening in conversation, and people rarely write without reading". Before listening, learners must have a lot of ideas about what they are about to hear, followed by the correct pronunciation so that the listener can understand the meaning. Wolvin and Carolyn (1988) proposed five different listening styles. First, discriminatory listening helps listeners distinguish fact from opinion. Second, extensive listening makes it easier to understand spoken input. Third, critical listening allows listeners to analyze incoming information before accepting or rejecting it. Fourth, therapeutic listening is a sounding board without criticism. After all, appreciative listening helps listeners enjoy input and get an emotional impression. All variants of hearing suggest that hearing is an active rather than a passive process.

Wolvin and Coakley (1996) define the process of listening as the perception of verbal input through attention to information. It involves the active participation of individuals. Listening involves senders, messages, and receivers. It is the mental process of receiving, paying attention to structure, meaning, and responding to verbal or non-verbal information. An suitable technique is required to address the issues with

improving the kids' listening abilities. The teacher can greatly benefit from using learning strategies to aid pupils in improving their learning.

In MTS Tanjungpinang, English teachers found many problems in the process of learning to listen, so teachers had to adopt various strategies to make students understand while learning to listen. They are often confused or do not understand what they are hearing. Even high-scoring students still lack vocabulary on average. Therefore, researchers are interested in understanding the strategies of English teachers in teaching listening skills.

1.2 Identification of the Problem

Based on the background in the previous section, the researcher identifies the problems, such as:

1. The students were not interested to learn listening
2. The students rarely practiced listening
3. The students had less motivation to listen to English
4. The students lack vocabulary knowledge

1.3 Limitation of the Problem

Based on the identification of the problem above, there are four problems that the researcher found in the school. In this research, the researcher focuses on English teachers' strategies in teaching listening skill in MTS Tanjungpinang.

1.4 Research Question

Based on the limitation above, the problem can be formulated what are English teachers' strategies in teaching listening skill in MTS Tanjungpinang?

1.5 Purpose of the Research

The purpose of the study was to find out English teachers' strategies in teaching listening skill to students in MTS TanjungPinang.

1.6 Benefits of the Study

1.6.1 Theoretical Benefit

To prove what teachers' strategies in teaching listening to students in MTS Tanjungpinang. This research is expected to improve knowledge either for the readers. So it can be used as a reference toward English lessons especially speaking skills in school. The researcher also hopes that this research will give a contribution to the development of education.

1.6.2 Practical Benefit

a. For the Student

This study can help know how important listening is for receiving more information. Also, increase their awareness of the factors that influence their difficulties and study hard to improve their listening practice their listening to become a good listener.

b. For the Teacher

This study can be used to understand what students think when they learn to listen and help the teacher find out another alternative for teaching listening. Then, the teacher could handle the students easily and achieve the goals of learning more efficiently. It is also hoped this finding about students' skills provides English teachers with more awareness about material evaluation and selection.

c. For the other Researchers

The research intends to bring significance reference to another researcher who has a similar topic.

1.7 Definition of key Terms

In this research, there are some key terms as follows:

- English teacher

An English teacher is someone who teaches foreign languages, especially English.

- Teaching Listening Skill

Teaching Listening Skills is to show or guide students to understand listening skills and respond to expressions.

- listening Skill

Listening Skill is the skill to receive or understand the message conveyed by the interlocutor.

