

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English use as a global and universal language for communication has made it a significant language in our day and age. Since this language has been in place, a lot of people have had to learn and become proficient in English for any kind of significant necessity, not simply everyday conversation. Furthermore, proficiency in English is required in order to apply for jobs. According to Dutta (2020), English is crucial in a variety of fields, including engineering, medicine, and education.

Listening is one of the four key abilities that must be acquired during the English language learning process. Because listening allows one to comprehend what others are saying, it is more crucial than any other ability that must be mastered. In actuality, humans cannot speak until they have learned to listen. According to Wallace, mastering this talent is crucial for helping people understand and obtain insight, knowledge, and information as well as for helping them succeed in interpersonal communication (cited in Kurniawati, 2019). Due to the fact that people learn most of their language from hearing others around them, humans cannot speak before they have heard. Speaking and listening are two abilities that are intimately tied to one another and function in tandem in everyday circumstances (Sadiku, 2015).

But not everyone has the same capacity to listen. This is due to a number of factors, including background, race or customs, education received, nurturing environment, and is closely linked to agents that influence everyday learning. According to Pollard, listening is more difficult than reading because children recognize written words more easily than spoken words (Kurniawati, 2019). This is another element that affects one's capacity to acquire listening comprehension.

Teachers are one of the key players in education who help students learn and succeed. In the classroom, teachers have a significant impact on student learning. According to V. Strugar (1999), one of the teacher's responsibilities in the classroom is to help students with their work and spark their interest (Murati, 2015). Many sources have noted that one of the problems teachers will face when teaching listening is that students ignore the material because they have no knowledge of auditory sounds. This is because listening is an important yet challenging skill to learn. One of the problems in learning to listen, according to Goh (1999), is that children tend to easily forget what they hear (Yılmaz & Yavuz, 2015). In addition, he also underlines the difficulty with focus and the initial loss of listening.

Also, the researcher had dealt with students' listening skills before. Taking care of vocabulary deficiencies first. The second factor was that kids' low vocabulary affected their understanding of the correct pronunciation of every word they heard. The second problem, then, has to do with the students' anxiety over answering the teacher's questions with understanding. Some students were worried that their classmates would make fun of them or tease them if they gave a wrong answer to a question. In addition, a number of students failed to pay attention throughout the listening lesson, which hindered their ability to comprehend the material. Teaching in light of the diversity and issues that had been brought up earlier. Additionally, several students were not paying attention during the listening lesson, which prevented them from understanding what they were learning. It is possible to summarize the issues and diversity that have previously been discussed by saying that teachers, as crucial agents in the classroom, must apply and employ the appropriate teaching method when instructing listening.

Teaching strategies were a series of actions that teachers designed in order to accomplish specific objectives (Pupuh & Sobri, 2009), as referenced in (Barlian, 2013). Since the learning process is the main activity at school, used strategies effectively was crucial. Therefore, it is necessary to used these kinds of strategies. Due to the wide range of skills and backgrounds among the students, the content presented cannot be accepted at all, so the existence of this method was expected to positively affected the students (Sanjani, 2021). Additionally, the materials and teaching that the teachers provided would received all of the students attention.

1.2 Identification of the problem

Based on the background in the previous section, the researcher identified the problem, 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 Research Question

1. What are the teachers' strategies in teaching listening at SMPN 3 Bintan?
2. How do the teachers implement the strategies in teaching listening at SMPN 3 Bintan?

1.4 Research Objectives

1. To find out the teachers' strategies in teaching listening at SMPN 3 Bintan.
2. To described the implementation of the strategies that teachers use in teaching listening at SMPN 3 Bintan

1.5 Scope and Limitation of the Research

This study mainly looks into the methods used by teachers for teaching listening. So, the goal of this study was to ascertain the methods that instructors at SMPN 3 Bintan made used of to teach listening. In addition, the researcher was interested in learning how the teacher applies the strategy. The reason for choosing SMPN 3 Bintan as the object of research was first because the researcher carried out PLP at SMPN 3 Bintan. Secondly, this school is regarded as having excellent student morals. Several students at this school had made significant contributions to both the academic and extracurricular domains. Third, there were strategies used by teachers to managed and improved student abilities. These things made researchers interested in conducting research in this school.

1.6 Significance of the Research

The researcher believes that the results of this study will have theoretically and practically:

Theoretically

The findings of this study were anticipated to furnished English teachers with insights and understanding regarding instructional tactics, especially with regarded to teaching listening.

Practically

a. For a student

This study can helped known how important listening was for receiving more information. Also, increased their awariness of the factors that influence their difficulties and study hard to improved their listening practiced their listening to became a good listener.

b. For a Teacher

This study can be used to understand what students though when they learned to listen and helped the teacher found out another alternative for teaching listening. Then the teachers with more awareness about material evaluation and selection.

c. For researcher

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

1.7 Definition of Key Term

1. Teaching Strategy

Teaching strategy defined as a set of ways or techniques that teacher used during teaching process.

2. Listening Strategy

Listening strategy was a set of methods or techniques that were used while teaching or learning listening.

3. Listening Comprehension

Listening comprehension was the multiple process involved in understanding and making sense of spoken language.

