

CHAPTER I

INTRODUCTION

A. The Background of the Study

When learning English, students should be proficient in four skills. They are simultaneously speaking, writing, reading, and listening. All of those abilities should be mastered by English learners, but that is not the case. Many English language learners do not possess a complete command of these abilities; for instance, some English speakers excel at speaking but struggle with listening. It implies that the various English language learners have varied capacities for language learning.

Listening is one of the topics examined in the study of language and the area of conversation analysis. There are many ways to increase your listening skills, and this is a talent that can be developed with practice. It takes effort to hear and react to verbal and sometimes silent cues.

Understanding the sounds that are heard is the act of listening. Not only does the listener need to comprehend what is being said, but they also need to digest it. Nunan (2003:24) describes listening as the active, deliberate process of understanding what we hear. Nunan added that when someone listens, they analyze what they hear and how it relates to other knowledge they already possess.

Nunan (2003, p. 26) asserts Understanding all of the sounds that are heard, from phonemes to text, is the act of listening. The ability to listen to comprehend what is being heard is referred to as listening competence. Learning how to listen

will enable students to reply to questions and statements. Additionally, the secret to any successful communication is listening.

Messages are readily misread, communication breaks down, and the message sender might quickly get disappointed or annoyed if they are not received well.

Listening is a language ability that is essential for all good communication. Listening accounts for 40-50 percent of communication time, speaking arrangements for 25-30 percent, read reports for 11-16 percent and writing reports for 9 percent. It is Listening for the most time, even more than speaking, implying that listening is the most important and significant aspect of communication (Gilakjani and Ahmadi, 2011).

Effective communication requires active listening. Listening refers to a person's capacity to hear, recognize, and comprehend what others say. Communication construction involves a lot of listening. Listening refers to a person's ability to hear, identify and understand what others are saying to Rost (2002) and Hamouda. Listeners engage in meaning formation during listening comprehension (2013). Sound discrimination, previous knowledge, grammatical structures, stress, intonation, and other linguistic or non linguistic cues may all be helpful to listeners.

Many students struggle with listening comprehension because they have trouble following the speaker's discourse. According to Hamouda's research, many factors several students' abilities understand what they are hearing. Most listening issues stem from issues with the listening materials, making students feel

more lost and preventing them from understanding what they are hearing. The fundamental language issue that learners perceive also causes significant difficulties with listening comprehension. The pupils would not understand the term and unable, and speakers used colloquial or slang in the dialogue.

According to Steinberg (2007) and Bingol, Celik, Yidliz, and Mart (2014), listening comprehension is the capacity to identify others using one's senses and auditory organs and assign meaning to the message in comprehending it. Listening comprehension is the process of understanding speech and its focus. The role of linguistic units like phonemes, words, and grammatical structures, as well as the part of the listener's anticipations, the situation and context, prior knowledge, and the subject, according to Richards, John Platt, and Platt (2000) and Gijakni and Ahmadi (2011).

According to Nunan, strategies are essential for two reasons, according to Oxford (1990:8), one of the top teachers and researchers in the field of language acquisition techniques (1999:172). The primary function of strategies is facilitating active, self-directed involvement, which is essential for developing communicative competence. Second, students who have developed excellent learning strategies are more effective and have more self-confidence.

According to (Vandergrift 1997:406), "asking students to assess the success of techniques utilized helps enhance strategy awareness." Discussions in groups or classes on students' approaches may also lead to meaningful reflection and assessment." Teachers can encourage students "to relate specific pathways leading to success; e.g., how someone predicted (inferred) the meaning of a given phrase

or how someone adjusted a certain method" during these conversations (Vandergrift 2002).

According to Harmer (2007), a strategy is an action the teacher employs to meet one or more of her teaching-learning objectives. The approach may also consider the overall course chosen for the instruction. To maintain the students' attention, the instructor should use various teaching techniques, including es, media, and diverse teaching philosophies.

The method of instruction employed by educators in the teaching-learning process is known as a teaching strategy. According to Dick & Carey (2003), a learning strategy is a group of instructional tools and methods that force students to acquire certain things.

According to Brown (2004), the primary purpose of teaching strategies is to make it simpler to use a range of teaching approaches and techniques. The secret is to design more interactive learning environments, integrate technology into the learning process where it makes sense, and use proper collaborative learning techniques. According to Aswan et al. (2010), a teaching strategy is a teacher's approach to accomplishing challenging goals throughout the teaching and learning process. To put it another way, teaching techniques are methods for instructing pupils. The instructor must implement a plan to balance the approach and application of the content utilized by the teachers.

There are not many studies on listening comprehension method even though they are essential for pupils to develop their listening abilities. The bulk of past research focused on strategies for listening comprehension. Many academics

regard listening comprehension technique as learning strategies since they provide the theoretical foundation for studying of second language/foreign language hearing comprehension approaches in the West.

The four basic categories of listening methods are cognitive, metacognitive, affective, and social strategies. All mental talents and processes associated with knowledge, such as utilizing language and sociocultural information to solve issues, are cognitive listening techniques (Von Eckardt, 1995).

Overall, research on listening strategy instruction shows that it often leads to positive results in improving comprehensibility. (1991, Ross & Rost).

In March 2021, the researcher interviewed the English teacher at SMP NEGERI 37 MEDAN to know about the problems and strategies in teaching listening comprehension of descriptive text in SMP NEGERI 37 MEDAN. The result of the interview with the English teacher at SMP NEGERI 37 MEDAN is described here.

Researcher : *Selamat Siang mam*
(Good afternoon mam).

Teacher : *Selamat Siang Nadilla!*
(Good afternoon Nadilla!)

Researcher : *Di sini dengan saya Nadilla Fatimah Nasution Mahasiswa Akhir dari Universitas Negeri Medan Jurusan Pendidikan Bahasa Inggris Ingin berwawancara dengan mam, lebih tepatnya dengam mam. Di sini saya ingin bertanya beberapa pertanyaan. Apa masalah yang di hadapi oleh mam ketika mengajar listening comprehension lebih tepatnya di kelas 7 smp negeri 37 medan?*

(Here with me Nadilla Fatimah Nasution students from Universitas Negeri Medan English Education major want to interview with mam. Here I want to ask an off question. What is the problem in teaching listening comprehension especially in seventh grade when you were teaching in the classroom at SMP Negeri 37 Medan?

Teacher : *Kelemahan atau permasalahannya adalah para siswanya lack of vocabullary kekurangan kosakata, mereka lemahnya di vocabullary karena kebanyakan dari siswa SMP NEGERI 37 MEDAN ketika di sekolah dasar khususnya sekolah dasar negeri tidak mempelajari bahasa inggris sebagai mata pelajaran utamanya.*

(The weakness or the problem is the student's lack of vocabulary, They weakness in vocabulary because most of the students at SMP NEGERI 37 MEDAN when in primary school especially Sekolah Dasar Negeri did not learn English as a priority subject.)

Researcher : *Apa faktor utama penyebab banyaknya siswa yang memiliki kemampuan mendengarkan yang kurang baik dalam pembelajaran deskriptif teks?*

(What is the main factor causing the lack of listening ability among students in the learning of descriptive text?)

Teacher : *Banyak siswa menghadapi kesulitan terutama terhadap kata-kata yang kurang familiar bagi siswa dan kurangnya kosa kata yang di miliki siswa.*

(Many students face difficulty, especially with the unfamiliar words and lack of vocabulary mastery that the students possess.)

Based on the preliminary data above, the researcher found that problems in the teaching-learning process in listening comprehension are a lack of vocabulary

and unfamiliar words. The problem sometimes comes from students who can not listen well, especially when they hear an unfamiliar word. They will be confused and can not make a relationship between the words, making the students not interested in learning listening comprehension. The teacher's problem is how they improve the student's mindset and capability to increase the student's motivation in listening comprehension. Listening is a vital ability in learning English, but many students are reluctant to acquire it because they believe it is complicated and unnecessary. Many students in junior high school show dissatisfied results in listening competence. They did not feel confident and fluent when listening in front of the class. They also miss pronounce and find it difficult to express their idea when listening. Based on researcher observation most of the student's listening ability in hearing the teacher's explanation is low.

Consequently, the research on teachers' strategies used in teaching listening comprehension of descriptive text is considered significant to know what kind of strategy the teachers use that affects such kind of type learning results as shown above.

To increase students' interest in studying English, instructors should also contextualize their lessons, connecting the material to the students' everyday activities. To avoid a monotonous lecture, English instructors must mix up the students' actions throughout the teaching and learning process (Fajriah, Gani & Samad, 2019,p,17).

Based on the research conducted in a previous study, the research was conducted by Ginting, Situmorang Boangmanalu (2019) with the title "Teacher's

Strategies in Teaching Listening". The researcher used the qualitative approach. This qualitative study aims to investigate an object from its natural condition, meaning that it is observed without any manipulation. The students and English teachers of Nurcahaya school will be described in their present state. There will be no changes made to the object by the researcher. Furthermore, the qualitative study design is the rationale by which the data will be gathered. In this analysis, the researcher collects data using three different types of instruments: observation, taking notes, and interview. The researcher would experiment in the classroom to observe the teachers' teaching methods, followed by an interview with the English teachers to inquire about their techniques for teaching listening comprehension.

B. The Problems of the Study

1. What are the teachers' strategies used in teaching listening comprehension of descriptive text at SMP NEGERI 37 MEDAN?
2. Why do the teachers do these strategies of descriptive text in teaching listening comprehension at SMP NEGERI 37 MEDAN?

C. The Objectives of Study

1. To investigate the teachers' strategies used in teaching listening comprehension of descriptive text at SMP NEGERI 37 MEDAN.
2. To find out why teachers used these strategies to teach listening comprehension of descriptive text at SMP NEGERI 37 MEDAN.

D. The Scope of Study

The scope of the study will be conducted in SMP NEGERI 37 MEDAN to know how the teaching strategies in teaching listening comprehension in descriptive text, especially on the topic of describing animals and people with two teachers and 50 students as the samples of this research.

E. The Significances of Study

1. Theoretically

- a. The result of this study can be used as an input in English learning, especially in teaching listening comprehension.
- b. For the Researcher, get some information from the strategies the teacher used in teaching listening comprehension as a reference.

2. Practically

- a. For the students especially, the finding of the research can be used as new references to learn English, especially in listening. They would be able to kinds of teacher teaching strategies and they can choose one of the strategies used by the teachers.
- b. Teachers may motivate students by including the appropriate tactics into the teaching and learning process to help them learn to listen effectively and appropriately.