

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher will discuss the background information and reasoning divided into six sections. These include the research background, research problem, research objective, scope and limitation, research significance, and the definition of key terms.

### 1.1 Background of Study

According to Morley (2001: 70), listening skill is the first skill in language acquisition, which learners acquire long before they can produce the language (speaking). Therefore, comprehension of language items both vocabulary and grammar must be contextually introduced. Dealing with this, she states that listening comprehension, which focuses on teaching listening in every phase of learning is something very crucial in second language acquisition. While Denes and Pindon (1963: 1 as quoted by Morley, 2001: 70) argue that listening comprehension gives a foundation for oral language development in a speech chain of listening and speaking.

Linse (2005) also considers the teaching of listening skills as foundational to the development of other language skills. We should, however, be aware that any kind of listening comprehension activity needs to be well-guided with clear aims. To this end, Ur (1996) argues that a listening purpose should be provided in the definition of a pre-set task. The definition of a purpose (a defined goal, as in the “wake up” example) enables the listener to listen selectively for significant information. Providing the students with some idea of what they are going to hear and what they are asked to do with it helps them succeed in the task and raises motivation and interest. The fact that learners are active during the listening, rather than waiting until the end to do something, keeps the learners busy and helps prevent boredom.

According to Rost (2002), listening is a complex process of interpretation in which listeners match what they hear with what they already know. Meanwhile, Nordquist (2012) has defined listening as “the active process of receiving and responding to spoken (and sometimes unspoken) messages”. This statement is also supported by Jafari and Hashim (2015) in Gilakjani and Sabouri (2016), who have written that listening is a channel for comprehensible input and that more than 50 percent of the time learners spend in learning a

foreign language is devoted to listening. In daily life, listening is used for opening windows to the world. Rost (2009) has said that listening helps us to understand the world around us and that it is one of the necessary elements in creating successful communications. Many say that knowledge of foreign languages means speaking and listening, in that case, language (Richard & Renandya, 2002).

Dealing with listening, teachers should be able to strive to improve student's skills in English if students master and understand English (Rorimpandey 2019:44).

As a result, teachers must be well-versed in a wide range of interesting approaches, methods, techniques, and media for use in the classroom. As a result, it is hoped that the goal of teaching listening will be met. Many say that knowledge of foreign languages means speaking and listening, in that case, language (Richard & Renandya, 2002).

Listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall of the voice, and from this material, we create significance according to Rivers (Hasyuni, 2006:8)

Listening skills could be improved by using songs for them to be able to use English properly, as well as change the pattern of their studying instead of the student's hobbies and interests that really can add to their knowledge or enjoy even as studying. Using songs in the classroom is an excellent way to bring listening activities to life. To make the listening activities more effective, a couple of steps that have been used successfully can be added to the process (Lengkoan, 2017:219).

Teaching language is hard work and sometimes frustrating (Wright et al. 2008: 2) and Ersoz (2008:1) admits that. Anderson and Krathwohl (2001: 274) generally define skill as follows: Abilities and skills refer to organized modes of operation and generalized techniques for dealing with materials and problems.. the abilities and skill objectives emphasize the mental processes of organizing and reorganizing material to achieve a particular purpose. Therefore it is needed technique to make teaching listening more effective.

## **1.2 Research Question**

After considering the fact and the reality in the background of the study then the problems are raising here are:

1. What techniques do the English Teacher use to improve students' listening skills?
2. How are the techniques implemented to improve students' listening skills in the classroom?
3. What are the obstacles faced by English teachers in implementing techniques for listening skills?

## **1.3 The purpose of the study**

Based on the problem, the purposes are :

1. To investigate the techniques the English teachers applies to improve students' English listening ability.
2. To know how to technique implement to improve students' ability to listen in class.
3. To find out the obstacles of teachers in applying improving their listening skills.

## **1.4 Significant of Study**

Which are reaching to accomplish in this investigation is anticipated to contribute there are :

1. Information around the successful strategy in instructing tuning in within the exertion of moving forward tuning in the expertise of the tenth-grade students.
2. Enlarge and improve the writer's information of the English instruction Division and may be a candidate for English teacher.
3. Enlarge the data for anybody who needs to do an investigation around such an issue which is closely related to the protest of this research.

## **1.5 Scope of Study**

This study was to find out the technique for teaching listening. This research is focused on English teacher at MAN 4 Banjar. This only limit issues about listening music, listen and repeat and how to overcome obstacle technique teaching in class.

## **1.6 Definition Key of Term**

### **1.6 1 Technique**

The technique is a logical and rational procedure for designing a series of components that relate to one another with the intention of functioning as a unit to achieve a predetermined goal (L. James Havery, 2017).

The technique is a conceptual structure composed of interconnected functions that work as an organic whole to achieve the desired result (John Mc Manam, 2017).

The technique is a collection of various ideas obtained from lessons/studies that are deliberately created aimed at facilitating all human affairs. A technique is a tip, trick, or invention that is used to complete and perfect a direct goal. In the teaching and learning process, the technique can be interpreted as the way a person implements a specific method. The technique must be consistent with the method.

### **1.6 2 Listening**

Listening is a process of decoding the sounds that are heard from the phonemes to the text completely Nunan (2003, p. 26).

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