CHAPTER I

INTRODUCTION

This chapter presents about research background, research problems, research objectives, scope and limitation, research significance, and definition of key term to avoid misunderstanding on certain terms.

1.1 RESEARCH BACKGROUND

Listening is a receptive skill that the learner should sense and attend, understand and interpret, remember, and respond the information that they hear as a process to learn. According to Steinberg (2007) in Pugazhenthi (2013), listening is a process that consists of four stages; sensing and attending, understanding and interpreting, remembering, and responding. Furthermore, listening focus on the meaning rather than language. Based on Cameron (2001) in Sevik (2012), Listening is the receptive use of language that makes sense of the speech as the goal and the focus is on the meaning rather than language. So, the learners could get the information through understand the meaning, not the language.

The importance of Listening skill is paying attention what they hear because the learners are easier to obtain the right information. Based on Hasan (2000) in Hamouda (2013), listening comprehension provides the right conditions for language acquisition and development of other language skills. For this reason, listening is a subject that has big support to develop another skill in the language learning acquisition because we can write correctly when we get information. Hamouda (2013) said that no one can deny the importance of listening skills in foreign language learning because the key to acquire a language
is to receive language input. It means that we should understand about the importance of listening skill because it is the key to acquire a language as language input. In addition, Iwankovitsch (2001) said that the importance of listening is easier to understand when we realize that we are poor listeners.

The issue of teaching listening skill which still happens today is that some students are not interested in listening class because they should understand what the information they hear. In classrooms, teachers seem to do test, not to teach listening and students seem to learn listening, not listening comprehension. Hamouda (2013). Szczepaniak, Habibullah, and Niaz (2013) also said that the problem of teaching listening comprehension instead of testing students has always been the crucial issue among language methodologists and real practitioners in the English language teaching in recent years. Moreover, the students of English Language Education Department are not interested in the listening class because they difficult to understand the module and less interesting methods used by the lecturers.

Furthermore, the lecturers should use the appropriate method because it influences the students in understanding the subject as well. Linse (2005) in Sevik (2012) considers that teaching of listening skills as foundational to develop other language skills. However, we should be aware that any kind of listening comprehension activity needs to be well guided by the clear aims. It needs an extra attention because every student has a different understanding in listening comprehension. So, we cannot push them to understand quickly. If the lecturer can choose the appropriate method, they can cover all students that have different
understanding and make them get the information clearly. On the other hand, the writer believes that every lecturer should have a clear understanding of the teaching and learning of the listening process. Vandergrift and Goh (2012) said that a possible reason is that many teachers are not sure how to teach listening in a principled manner. Sometimes, the listening lecturers focus on the material that makes less communication between lecturer and students. So, the lecturer cannot make the students understand clearly. Then, the importance of using interesting and various methods in the listening classroom is that the students interested and understand to learn listening without getting confuse about the module.

Therefore, the writer was interested in investigating the methods used in the listening classes at English Language Education Department of UMM because the lecturers use various ways to teach listening classes. For example, some lecturers used the same methods with different techniques and strategy to make the students understand and interested in listening.

Furthermore, the writer found the previous study that conducted by Hidayati (2015) which investigated the methods of teaching listening used by the researcher in Darul Mahdiah private school Songkhla-Thailand. It is found out that the Audio Lingual Method was used in listening subject. Moreover, the other previous study that conducted by Saricoban and Karakurt (2016) which investigated the methods of teaching listening used by the lecturers at a State University in Turkey, School of Foreign Languages, and Department of Basic English through Task-Based Learning in listening and speaking subject. In
conclusion, the lecturers can use Audio Lingual Method and Task-Based Learning for the teaching listening.

Although, there were some previous studies focus on the methods applied in listening classes, this research is deemed relevant because the students are not interested in listening class because they should understand what the information they hear. So, this study investigated the teaching listening class to know the teaching methods used by the lecturers of English Language Education Department of UMM.

1.2 RESEARCH PROBLEM

Considering the research background, the writer formulates the research problem as follows:

1. What are the teaching methods used by the lecturers in teaching listening II at English Language Education Department of UMM?
2. What are the appropriate methods for teaching listening II at English Language Education Department of UMM?

1.3 RESEARCH OBJECTIVES

Based on research problem, the objectives of the study are stated as follows:

1. To know the teaching methods used by the lecturers in teaching listening II at English Language Education Department of UMM.
2. To know the appropriate methods for teaching listening II at English Language Education Department of UMM.

1.4 RESEARCH SIGNIFICANCE

Theoretically, the findings of the study are expected to provide the important information concerning on the students’ need for learning English. So, people who are involved in the English learning process will know what the students need are. Practically, this study will be significant to give some contribution to:

- The lecturers: the lecturers know the listening methods in different classes used by the different lecturers. So, they can choose the appropriate methods to teach their students. Moreover, it is expected to help the lecturers improve their quality in teaching and learning process. It also can be used as an evaluation for further teaching and learning process.

- The next researcher: the result of this study is expected to be useful for the next researcher who wants to conduct research study about the teaching method used by the lecturers in teaching listening. Also, this study can be developed with the different subject, topic or location for the next researcher.
1.5 SCOPE AND LIMITATION

The scope of the study focuses on the teaching listening methods to know the kinds of teaching methods used by the lecturers. Then, the study is limited to the listening lecturers on the second semester at English Department, University of Muhammadiyah Malang 2016/2017 academic year.

1.6 DEFINITION OF KEY TERMS

To avoid misunderstanding and misinterpretation, the writer presents some terms used in the study, as follows:

1. The teaching method in this study includes a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students (Liu and Shi, 2007).

2. Teaching Listening is the foundation to develop the other language skills such as speaking, reading, and writing (Linse, 2005) in Sevik (2012).