

## **CHAPTER I**

### **INTRODUCTION**

Chapter one as an introduction covers the description of the research background. It consists of Background of the study, identification of the problem, research questions, research objectives, and scope of the study.

#### **1.1 Rationale**

In learning English there are four skills that students have to acquired, namely listening, speaking, reading, and writing. The basic fundamental skill is listening. As cited from Eliza, Mukhaiyar, Zaim, & Refnaldi (2019), one of the most significant and meaning-based human behaviors is listening. According to Susiani, Farizawati, Dauyah, & Riska (2020), effective communication starts with listening, which is a fundamental language ability. In addition to everyday life, listening is crucial in educational contexts. When we are in an unfamiliar listening situation, like listening to a language we don't speak well, we only realize what amazing listening skills we possess. When language learners are able to receive and understand messages effectively, they can learn word stress, pronunciation, vocabulary, and message comprehension through communication.

Students who are learning English as a foreign language must practice their listening skills extensively both inside and outside of the classroom. Thus, the listening skill is this research's focus. As a result, listening becomes an essential learning skill. Furthermore, listening is a proactive ability. Students must be able to distinguish between sounds, comprehend vocabulary and grammatical structures, as well as evaluate intonation and stress during the listening process. Additionally, students must understand the meaning of the words and the purpose of the sentences during a conversation based on what they hear.

Accomplishing learning goals requires learning strategies. According to Kasma (2019), learning strategies are used in the classroom to pinpoint the processes, behaviors, and acts that could assist students in meeting their language

learning objectives. In addition, Djabborova (2020) asserts that proficient teachers can modify and shape their students' listening behaviors by providing them with variety of strategies and approaches to fit each listening scenario that arises. On the other hand, for students to overcome the challenge of listening lessons, they need to acquire suitable language learning strategies that concentrate solely on improving their listening skills. Learners' approaches and methods for handling tasks might be conceptualized as their strategies. The three primary categories of listening activities that the researcher identified were pre-listening, while-listening, and post-listening activities. Every sort of listening exercise included information about its background, degree of difficulty, and applicability for classroom use. Teachers are supposed to know how to help students learn languages better by understanding and exposing them to various listening scenarios.

This demonstrates clearly that teachers must promote and expose students to the usage of learning strategies in order to evaluate and validate their potential and progress. This will help students strengthen their areas of difficulty in language acquisition on their own with appropriate guidance from teachers. In summary, this clarifies why it is important for students to acquire strategies in an instructed classroom as they will undoubtedly contribute to the development and reinforcement of their listening skills. As a result, this study highlights the instructional classroom teaching and learning strategies that EFL learners at Universitas Kuningan utilize to improve their listening skills.

There is previous research that can support this research. First, this research was conducted by Barkiah, Habibah, Ikhsan, Zainuri, Cahya, Nur, Saputra, Eko, Saper, Noor, Handrianto, Ciptro (2022). The findings indicate that although the strategies CLT and TBLT are utilized by both the upper and middle classes, their applications are different.

Second, this research was conducted by Vishnupriya & Dr. Bharathi (2022) The results showed that the treatment group's listening skills changed visibly as a result of the new strategies that were applied to them. It was thus shown that giving students creative exercises to hone their listening skill had a major positive impact on them.

Third, this research was conducted by Ginting, Situmorang, & Boangmanalu (2019) The study's findings indicated that students who felt listening was not interesting were having the most difficulty with it in class. To address this, English lecturers employed note-taking, summarizing, and paying attention techniques, among other techniques. In order to encourage students to engage in listening practice, teachers also improve the creative media for listening.

The previous studies align with the current study, which focuses on teaching listening strategies. Studies from Barkiah, et al (2022), Vishnupriya & Dr. Bharathi (2022), and Ginting, Situmorang, & Boangmanalu (2019) discuss the same topic which is teaching listening strategies applied in university level and Junior High School level, they covered that using several teaching listening strategies such as CLT, TBLT, creative exercises, note-taking, summarizing, and paying attention techniques had a major positive impact on the students. Moreover, the focus of this study is on the strategies employed by lecturers to teach and learn in listening classes that applied in university level, as well as the students' point of view toward these strategies.

## **1.2 Research Question**

This research is guided through the following major questions:

1. What teaching strategies are commonly employed at listening class?
2. What learning strategies are used by students in improving their listening skill?
3. What is students' point of view toward teaching strategies in listening class?

## **1.3 Research Objectives**

Based on the problem above, the problem of this research was:

1. To explore the teaching strategies that are commonly employed at listening class.
2. To examine the learning strategies used by students to improve their listening skill.
3. To identify students' point of view toward perceiving various teaching strategies in listening class.

#### **1.4 Scope of the Research**

In order to find out the teaching and learning strategies in listening class, the researcher focus on listening strategies used by the lecturers and students in Universitas Kuningan.

#### **1.5 Significant of the research**

This research expects to be able to give contributions from theoretical and practical points of view. These two points of view are as follows:

##### **3.3.1 Theoretically**

This research aims to enrich the literature on teaching strategies especially in listening teaching strategies.

##### **3.3.2 Practically**

This research can help teacher, lecturer, and students or EFL learners to choose the most effective teaching-learning strategies by matching it with how students perceive it. The outcome of the research will also be beneficial for the next researcher who are interested in doing relevant research, this research can be a source of information for another researcher and it will give inspiration to other researchers who are interested in listening skill.