

# CHAPTER I

## INTRODUCTION

This chapter was consisted of background of the study, problem of the study, objective of study, significance of study, scope and limitation of the study, operational definition, and frame of discussion.

### **A. Background of The Study**

Listening is an essential skill which develops faster than speaking and often affects the development of reading and writing abilities in learning a new language. In curriculum 2004, listening comes as first skill. Then, it is followed by speaking, reading, and writing. Listening has become an important part of many second or foreign languages (L2) program. Based on Morley states "Listening is the most frequently used language skill".<sup>1</sup>

Based on the Douglass Brown stated that the important of listening in language learning can hardly be overestimated.<sup>2</sup> Listening competence is universally "larger" than speaking competence. Listening is very difficult to comprehend all things that have been said or to hear something approximating to real messages, purposes, ideas, and so forth as the speaker said. This explanation is supported by Heaton who said that human brain has limited capacity for the reception of information and were no such feature built into the languages it would be often impossible to absorb information at the speed in which it is conveyed through ordinary speech.<sup>3</sup>

As noted by Mendelsohn: "the teaching listening has long been somewhat neglected and poorly taught aspect of English in many EFL program." listening is now respected as

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<sup>1</sup> Morley in Abbas Pourhossein, *Study of Factors Affecting EFL Learners' English Listening Comprehension and The Strategies for Improvement*", Journal, Vol.2, No.5, p.977-988, September 2011.

<sup>2</sup> H. Douglass Broun, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, California: Longman, 2000, P. 247

<sup>3</sup> Heaton, J.B, *Writing English Languages Test*, England; Longman, 1997, p.57

much more important in EFL classroom.<sup>4</sup> EFL English language has limited listening comprehension. Listening levels of students are different from each other, because listening is affected by crucial factors. The most important factors that should be emphasized are: the significance of listening, the study of listening teaching theory, the listening strategies, and use of the most advanced listening teaching strategies. English must be taught as a tool for communication. It is now widely accepted that students' listening ability must be at the core of teaching practice, and it is the area in which teachers need to concentrate their own efforts to improve their teaching strategies.

There are various kinds of listening strategies that may influence students' level of motivation and achievement. However, the Lecturer should be developed own variety strategies on teach. Especially, the strategies on listening skill, the teacher have been applied more than one strategy on their teaching. It is for solving the problem of listening in the classroom. According to the Lee, Choi, and Hong in the research by Kyung-Ae Jin about The effect of teaching listening strategies in the EFL classroom provided six strategies that the present study attempts to treat. Those are listening for the main idea, listening for details, listening for specific information, listening for numerical information, listening with inferences, and listening for cause and effect.<sup>5</sup> Another statement comes from Koichi Nihei, he states: "classification of strategies divide into five kinds: *Listening for the gist (main idea); listening for specific information; listening to predict; listening to make inferences; using non-verbal cues.*"<sup>6</sup>

The Lectures at IAIN Palangka Raya use several listening strategies. For helping the Lecturer evaluation, so the writer interested to conduct the study at students of English education of State Islamic Institute of Palangka Raya who had been taken listening course

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<sup>4</sup> D.J. Mendelsohn, *Learning to Listening: A Strategy-based Approach for The Second Language Learner*, San Diego: Dominie Press, 1994, p.9.

<sup>5</sup> Kyung-Ae Jin, *The effect of teaching listening strategies in the EFL classroom*. Language Research 38 (3), 2002, 987-999.

<sup>6</sup> Koichi Nihei, *How to Teach Listening*, Fukushima Prefecture: Japan, 2002, p.17

before. The writer investigated the students' preference on teaching strategies of listening that student pleasure. Because of that, the problems were observed and researched to know the specific problems, especially about preference on EFL listening teaching strategies on the students that have taken Listening course before. Based on the research before, the writer interested to find out the students' preference on teaching strategies that happened on teaching listening process at IAIN Palangka Raya and the writer was conducted to the study with the title: The Students' Preference toward EFL Listening Teaching Strategies at English Education Program in State Islamic Institute of Palangka Raya.

### **B. Problem of The Study**

Based on the background of the study above, the problem of the study was: What is the students' preference toward EFL listening teaching strategies at English Education Program in State Islamic Institute of Palangka Raya?

### **C. Objective of The Study**

The objective of the study was to find out the students' preference toward EFL listening teaching strategies at English Education Program in State Islamic Institute of Palangka Raya.

### **D. Significance of The Study**

The significance of the study as Monitoring Evaluation of Lecturer's Quality. It is important for Lecture to understand the preferred listening teaching strategies so that they may accommodate to students' need in getting information new as well as sustaining them.

### **E. Scope and Limitation of The Study**

This study belonged to survey research. It took place at IAIN Palangka Raya, specifically English Department Students. The study was conducts at English subjects who

have taken the listening course, begin from the Fourth Semester to the Eighth Semester at IAIN Palangka Raya.

The scope and limitation were made in order to the study more focus, effective and not go away from the topic. The study was conducted limit only to find out the students' preference toward EFL listening teaching strategies.

## **F. Operational Definition**

The operational definitions of key terms of this study are:

1. Listening strategies are effective techniques used by language students in order to process and understand input materials, while learning styles are the general approaches that students use in acquiring a new language or in learning any other subject.<sup>7</sup> Listening Teaching Strategies are techniques that teachers used in teaching, for covering the difficulties of English listening, to understand about the objective of listening material, and how learn to be variety. The listening strategies include listening for the main idea, listening for details, listening for specific information, listening to predict, listening to make inference, and using non-verbal cues.
2. Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. Cognitive psychology defines comprehension as information processing.<sup>8</sup>
3. Preference is something that is liked or wanted more than another thing: something that is preferred. Student's preference have been emphasised in some research.<sup>9</sup> Preference

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<sup>7</sup> A.U, Chamot, *Issues in language learning strategy research and teaching*, Electronic Journal of Foreign Language Teaching, 2004, 1(1), 14-26.

<sup>8</sup> Abbas P.G, Mohammad . R.A, *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*, ACADEMY PUBLISHER: Finland, 2011, Journal of Language Teaching and Research, Vol. 2, No. 5, p. 977-988.

<sup>9</sup> J, Reid, *The Learning Style Preference of ESL Students*, TESOL Quarterly, 1987, 87-103.

like perception or opinion people to something, but perception not like preference. Because, if preference is absolutely perception, but perception is not sure it is a preference. In this study, students' preference toward EFL listening teaching strategies used.

## **G. Frame of Discussion**

To make this research to be systematic, so in this research need framework of the discussion. It is as follow:

Chapter I : Introduction consists of background of the study, problem of the study, objective of the study, significance of the study, Scope and limitation of the study, operational definition, and frame of discussion.

Chapter II : Review of Related Literature consists of The Related Studies, Listening in Teaching English as Foreign Language (EFL), Listening Comprehension, Listening Processes, Principles for Teaching Listening Skills, Stages of Teaching Listening, and Types of Listening Strategy.

Chapter III : Research Methodology consist of Research Type, Research Design, Place and time of the study, Population and sample, Research Instrument, Data collection procedure, and Data analysis.

Chapter IV : Research Finding and Discussion

Chapter V : Closing