

TEACHERS' STRATEGIES IN TEACHING LISTENING SKILLS

THESIS

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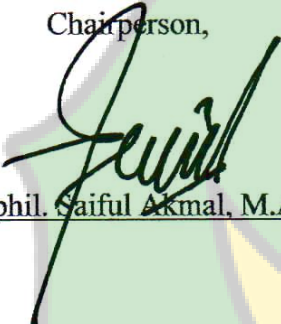
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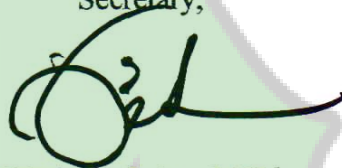
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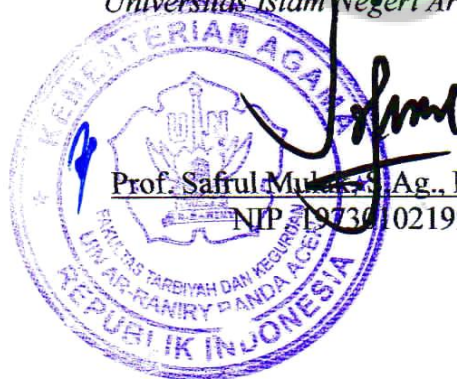

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ABSTRACT

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Listening is one of the crucial part of communication and a basis for second language learning. In learning process, teachers need strategies and techniques in teaching so that learning becomes more effective. Especially now, with the emergence of various strategies and techniques that can be applied by teachers. Strategy is a plan or can be called the design of learning activities in providing material to students which is considered to facilitate the teaching process, while technique is a path, and media used by teachers to deliver teaching materials that have been selected for students. The purpose of this study is to discover the teachers' strategies and techniques in teaching Listening skills. The data collection process was carried out by doing in-depth interview with 2 teachers at MAN 4 Aceh Besar. Purposive sampling was used in this research to fulfilled specific criteria, such as participants who already have experienced in teaching listening and permanent teacher at MAN 4 Aceh Besar. In analyzing the data, the researcher used data reduction such and written summarization. The results of this study indicate that the teachers used mostly bottom-up rather than top-down strategy in teaching listening skills. The techniques used by teachers are summarizing, answering question, filling in blanks, and dictation.

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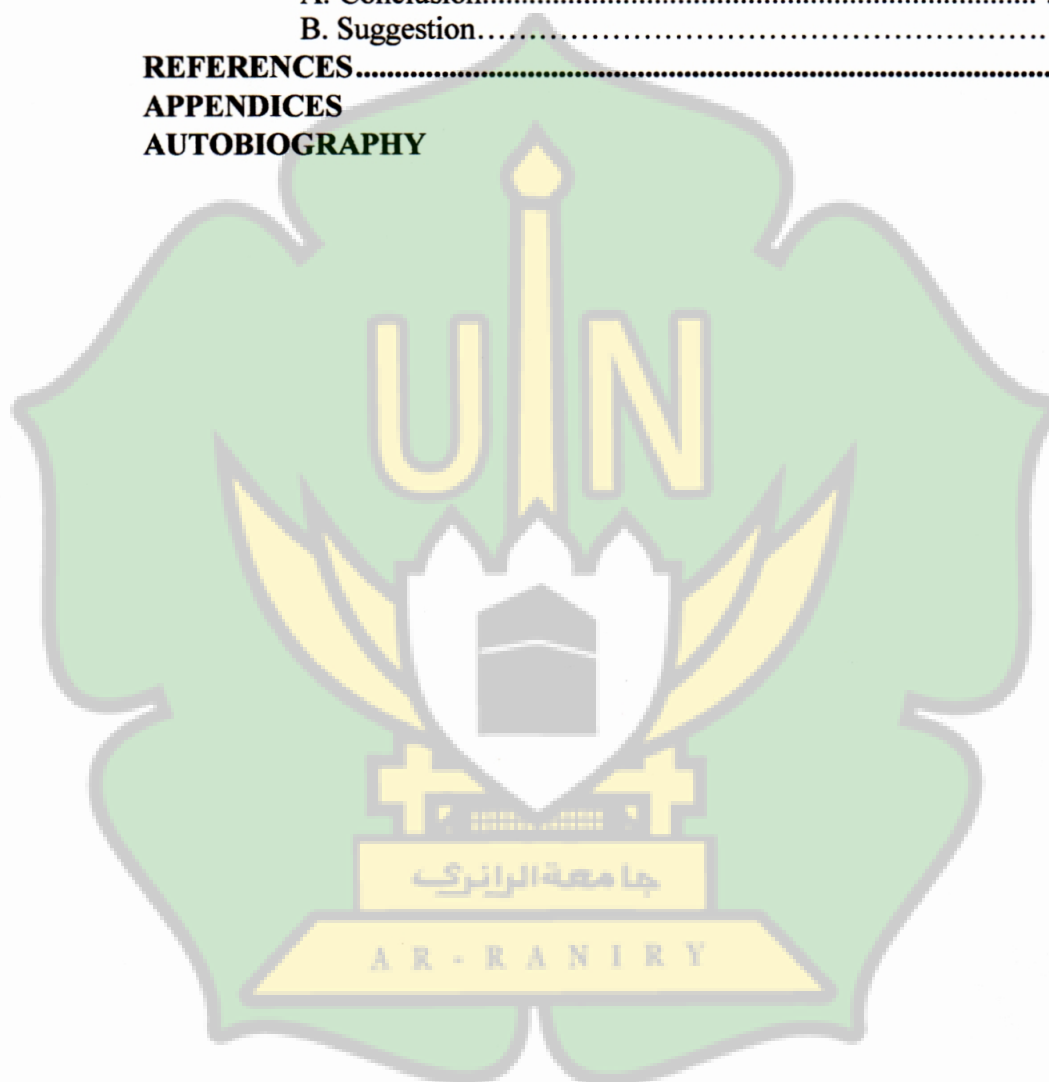
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CHAPTER I

INTRODUCTION

A. Background of the Study

Strategy is a very influential component in the world of education, one of which is in the process of learning English. This English learning strategy is one of the efforts to apply how the learning values that exist in each material can be learned, understood, and can be practiced by students in everyday life. Because the strategy is very important in learning activities to achieve the goals achieved.

In an effort to maximize learning, learning strategies focus on what teachers and students do and what they do not only giving and mastering theory but also paying attention to life skills for students. Learning strategies can be carried out by describing various activities, involving students directly; students are more active and responsive. Learning strategies can provide different learning experiences for students; students have life skills to solve problems in the school, home, and community environment. Appropriate learning strategies and support from the school environment, community, and family will create an effective learning atmosphere so that students are active and creative (Kirom, 2020).

It is well known that teaching English is a complex matter, especially when teaching listening skills because these skills involve understanding and knowledge of the process by which a message becomes meaningful information. In order for the message conveyed to become meaningful knowledge, it is important to understand

and understand it during the listening process. Furthermore, to be successful in listening classes, English learners must also have listening comprehension skills. Those with good listening skills will be able to participate in communication situations more successfully. However, many students struggle to understand the speaker's speech when they listen (Argisila et al., 2019).

Mendelsohn (1994) said that the skill of the four skills in English skills that occur most frequently is listening. The percentage shown is listening 40-50%, speaking 25-30%, reading 11-16%, and writing 9%. Even so, Bingol and Celik (2014) stated that students often experience difficulties in listening skills, such as understanding the meaning of unfamiliar vocabulary and speaker accents. These difficulties can be caused by the quality of the recorded material, the students' physical condition, unfamiliar topics, unfamiliar words, and the length and speed of listening.

Based on the statement above, every teacher must have encountered the aforementioned issues while teaching. Every teacher has an obligation to find a solution to these difficulties in an effort to eliminate them. Obviously, the teacher will employ various student-appropriate strategies to reduce students' difficulties with developing listening skills to reach learning objectives. Many teaching strategies have been introduced to English teachers. These techniques and strategies can help teachers in the teaching and learning process in the classroom. With so many existing techniques and strategies, a teacher must also learn to know and master these existing techniques and strategies because the existing techniques and

strategies will be applied in the classroom. Then, before using it, a teacher must be innovative in knowing what techniques and strategies are following the material to be taught by a teacher.

What beginners have learned about listening skills varies. Saraswaty (2018) research showed that many students fail to grasp it because of some learning difficulties in listening class; listening skills are still difficult to obtain, and learning listening skills are still unsatisfactory. Purwanto et al. (2021) conducted research which revealed that the listening barriers faced by students were accenting, lack of concentration, speed, lack of vocabulary, and unclear speaker secrets. In addition, to overcome these problems, these students use several strategies, mainly for the upper middle level using these strategies, such as reading, focusing, predicting, and finding keywords.

Since most of the previous studies have focused on students' problems in learning listening skills, this study attempts to fill in the gap in the literature by focusing on teachers' strategies and techniques in teaching listening skills. This study tries to find strategies and techniques used by the teacher in teaching listening skills.

B. Research Questions

Based on the explanation in the background, the researcher formulates research questions as follow:

1. What are the teachers' strategies in teachinglistening skills?
2. What are the teachers' techniques in teachinglistening skills?

C. Research Aims

The aim of this study is as follows:

1. To find out the teachers' strategies in teaching listening skills.
2. To find out the teachers' techniques in teaching listening skills.

D. Significance of the Study

This research is expected to contribute to the progress of learning English in terms of teaching methods. These findings can later become suggestions for teachers involved in learning English to evaluate their current understanding and teaching practice in teaching listening skills. In addition, it can promote more effective learning strategies and techniques so that English language learning can be achieved according to the targets in the curriculum. In addition, this research can also be used to enrich the literature on teacher techniques and strategies, as well as a reference for further research.

E. Research Terminologies

1. Teaching Strategy

Gerlach and Ely (1980) say that learning strategies are the chosen ways to deliver the subject matter in a particular learning environment, including the nature, scope, and sequence of activities that can provide a learning experience to students. Dick and Carey (1996) argue that learning strategies are not only limited to activity procedures but also include learning materials or packages.

In this research, teaching strategy consists of all components of the subject matter and procedures that used by teachers to help students achieve

particular learning objectives. Learning strategy can also be interpreted as a pattern of learning activities that are selected and used by the teacher contextually, according to the characteristics of students, school conditions, the surrounding environment, and the formulated learning objectives.

2. Teaching Technique

In simple terms, Gerlach and Ely (1980) define *technique* as a path, tool, or media used by teachers to direct students' activities toward the goals to be achieved. According to Anthony (1963), the technique is a strategy or tactic used by teachers to achieve maximum results when teaching certain parts of the lesson. Technique can be defined as the control of an organization that applies in teaching that is used to achieve an objective. The technique is defined as how a person applies and practices a method. In other words, the technique is a tool used by teachers to deliver teaching materials that have been selected for students. The technique chosen must be in accordance with the lesson used and in tune with the approach used.

3. Teaching Listening

Teaching listening is a process of giving lesson to students, in which the objective is making and helping students in comprehend listening (Brown, 2001). Teaching listening in this study refers to the teaching of English skills where listening is an essential part of communication and a basis for second language learning. According to Nunan (2003), listening is a process of decoding the sounds that are heard from the phonemes to the text completely.