Chapter One

Introduction

This chapter defines about a research description. There are some important points presented in this chapter. Besides, this chapter consists of the background of the study, statement of the problem, delimitation of the problem, research question, objective of the research, and significances of the research. In addition, the researcher explains the outline of the research in the last part of this chapter,

Background of the Research

Teaching listening skill for foreign language may not be easy. Vanderrift (2002) stated that second language (L2) listening comprehension is a complex process, and it is also crucial in the development of second language competence. In English class, students learn about speaking, reading, and writing skills, but in general, there are a few courses devoted to the subject of listening (Woottipong, 2014). Andrade (2006) asserted that for many reasons, teachers face problems in effectively teaching listening skills, include lack of innovative methodology, equipment and materials, teachers who lack strong skills in teaching listening comprehension and the lack of student motivation. Based on the teacher who teaches listening skills in the classroom, the teacher has challenges. The challenges come from teachers and facilities in the classroom, for example when teaching listening speakers that are used do not make clear sounds and make students difficult to hear. That will lead to a classy teaching and learning process.

The statement makes it a challenge for teachers in teaching listening skills to students. Listening is a complex process in which many things happen simultanously inside the mind. According to Fagan (2018) Listening is complex processes like understanding and interpreting

messages, affective processes like being motivated to pay attention, and behavioral processes like responding.

To have a better understanding of listening, teaching listening skill is crucial to be taught in the school. Selin (2016) asserted that teaching listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication. Besides, teaching listening skill is important to help the students understand more about the current topic discussed in the class. Therefore, teachers must have a strategy to teach listening skills and good ways to teaching listening skills. English teacher's needs to be well versed the way in teaching listening, in current approaches to the teaching of the aural/oral skills Richard (2002). Besides that, the strategy and way in teaching listening, to make teaching more understandable the teacher must also have techniques that the teachers uses to teach.

The strategy used can be based on the media that has been provided at school. Nor (2014) stated that the teacher attempts to use the appropriate technique to make the students understand more about their lesson and they can use with various techniques, such as the use of a tape recorder, answering questions, by watching video movie clips or CD-Rom. In addition, the teacher has a big impact on the performance of students in the classroom, and one of the responsibilities of the teacher is to create a pleasant environment on the classroom side through teaching methods. To help the teachers in teaching listening to students, teachers may use an interesting teaching method to present their teaching materials that also help them in creating a fun class (Abdul, 2016).

Based on the previous experience, the teacher also has challenges in teaching listening. These challenges can come from teachers, students, or facilities used to teach in class. Therefore teaching listening skills is difficult and makes challenges for teachers. According to Walker

(2014) listening skills is one of the difficult tasks that a teacher faces. In regards to one of the teahers who had a casual conversation with the researcher during the internship program, teaching listening appears to be quiet difficult for teachers. Also, teaching listening seemed to be difficult for teachers. The statements mentioned might be challenges which come up as the phenomena of the research in teaching listening skill. Therefore, regarding the researcher's observation in internship program when the teachers are teaching listening skills, the researcher finds challenges that teachers experience when teaching listening skills, and the researcher is interested in investigating the challenges employed by teachers in teaching listening skill at a private Islamic senior high school in Yogyakarta.

Statement of the Problem

This research aims to find out the challenges leads to the difficulties and problems that occur in stimulating in teaching listening skills. Hwaider (2017) said the listening skill seems to be difficult skill among all English skills. Based on interviews with the teachers, found that the most difficult speaking skills to teach. the teachers had difficulty controlling the classroom situation, and the teachers did not know about the different teaching methods in each skill. So the researchers conducted this study to find out the challenges of identifying the teacher who was teaching to listen at Private Islamic senior high school in Yogyakarta.

Limitation of the Problem

This study focuses on challenges in teaching listening skills. The purpose of this study was to find a finding about challenges in teaching listening skills experienced by teachers when teaching listening skills. The researcher only limit studies in the challenges faced by teachers in teaching listening skills.

Research Question

The problem of the study is formulated into "what are the challenges faced by teachers of a private Islamic senior high school in Yogyakarta in teaching listening skill?"

Objective of the Research

After knowing the research question mentioned above, the objective of the study is intended to find out the challenges of teaching listening skill at a private Islamic high school in Yogyakarta.

Significances of the Research

This research is expected to be useful for teachers, students, and other researchers who need the findings for the next research with the similar purpose.

For the teachers. This research can give benefits to teachers especially to English teachers who teach listening skill for their students. From this research, the English teachers can find out the information about the challenges in teaching listening skill so that they can adjust their teaching methodology to achieve the goals in teaching listening skill. Moreover, this research can be an evaluation for the teachers on how they should teach and introduce listening skill to the students.

Students. Students will find out the challenges in teaching listening skill regarding the research results. Besides, the students of this department are prospective teachers who can use

the challenges found in this research to determine the way they teach listening skills. Hence, in regards to the research results, pre-service teachers can implement the teaching listening skill methods in teaching and learning process.

For other researchers. By conducting this research, other researchers can know the challenges of teaching listening skill. Besides, the other researchers can adopt the research findings as the theoretical overview of further research on the same topic and might become recommendation of further research. Hence, conducting this research can also encourage other researchers to conduct the researchers related to the same area of this research.

Outline of the Research

This research is divided into five chapters. Chapter one is introduction which consists of background of the study, statement of the problem, delimitation of the problem, research question, purpose of the objective, and significances of the research. Besides, chapter two discusses about literature review related to difinition of listening skills, the benefit of listening skills, strategies to handle teaching listening skills, and challenges in teaching listening skills. Also, conceptual framework is discussed in this chapter. In chapter three, it discusses the research design, research participants, research setting, and data analysis. Chapter four discusses about the findings and discussion of the research. Thus, in the last chapter of this research, it presents the conclusion and the recommendation of the research.