

CHAPTER 1

INTRODUCTION

A. BACKGROUND OF THE PROBLEM

In learning English there are several skills should be taught by the teachers which are reading, writing, listening and speaking. One of the skills in learning English is listening but, in Indonesia listening skill is often overlooked compared to others like speaking, reading and writing. In teaching English in schools teachers tend to prioritize the teaching of speaking, reading and writing skills. Nowadays listening skill is included in national examination for the level of Senior High School. The teachers do not have reasons to ignore and skip teaching listening, for they can vary their teaching tasks, material, activities, and technique.

The teacher has an important role to achieve learning goals. Elfi (2016:146) states that Listening is very important in language learning because it provides input for learners and it has also the main role to develop learners' language knowledge. Therefore, they must know characteristic of students and how they teach their students.

Listening skill is the most crucial part to communicate with other people. Listening is an active, purposeful process of making sense of what people hear (Nunan, 2003). Every day people listen to different things. How they respond when they hear and what they do when they hear depends on their own goals. Listening is the key to all effective communication. Listening gives important contribution for learning to

communicate. The ability to speak well is an important component in communication, but the ability to good listening is also an important component in communicating. In the community there is an assumption that a person's success in communication is determined by his ability to speak. They are focused on a belief that someone who learned a language especially a foreign language can be seen or measured by his ability to speak, write and read, which can be directly observed. Hence, listening skill is not prioritized by the teachers.

Students and teachers need communication during learning process. Therefore it becomes difficult for students in their environment and finds it difficult to have good listening skill. When students cannot hear the teachers well, then they will not respond properly. According to Anderson and Lynch (1998), successful listening can be defined as understanding what speaker means and applying what listener know to what they hear. So, the listener has an important role in listening process.

The teacher has a very important role in teaching listening. However, teaching listening is not easy for the teachers. So the teachers must understand their difficulties in teaching listening. In teaching listening skill each teachers has a different style from one class to another class and the difficulties faced by teachers also vary. In learning English, teaching listening skills often have difficulties, so curriculum goals are not achieved. Every teacher must know the difficulty in teaching listening skill. So they can achieve the goal of learning to fix their difficulties. In general, the teacher has difficulty when explaining to the students about

the steps in listening. The researcher tries to interview several teachers randomly. Based on the interview, it found that the teachers difficulties in teaching listening.

Based on the background above, the researcher is interested in conducting research about the English teacher difficulties in teaching listening comprehension at Vocational High school number 1 Batipuh.

B. IDENTIFICATION OF THE PROBLEM

Based on the background of the research, the general difficulties for teachers in teaching listening include first, lack of motivation and encouragement from the teachers in learning English. This makes students lazy to learn English as a foreign language. Some students find English lesson is difficult, especially in listening skill. Because, not all students have good vocabulary and do not master English vocabulary so they have difficulty when learning listening skill. Then, students lack of listening practice. Because not all of school has good facilities, such as the English language laboratories and other listening media. Next, lack of understanding in the material taught, students do not understand about the material, so it makes difficult for students to understand every sentence.

After that, place or environment students learning is not adequate like a school locate in a crowd place so that make students less concentrated in listening to the speech from the speaker. Last, too many students in the class, so that makes teachers difficult to control the class and makes the speaker not clearly heard.

C. FORMULATION OF THE PROBLEM

Based on the several problems above, the researcher focuses on the factor of teacher difficulties in teaching listening. Based on the focus of the research, the problem statement which can be formulated by researcher in this study:

1. What are the difficulties faced by the teachers in teaching listening at vocational high school number 1 Batipuh ?
2. What are the factors that cause the difficulties for the teachers in teaching listening at vocational high school number 1 Batipuh ?

D. SCOPE OF THE STUDY

In the formulation of the problem, scope of the study is follows:

1. To find the difficulties faced by teachers in teaching listening at vocational high school number 1 Batipuh.
2. To find the factors that cause the difficulties for the teachers in teaching listening at vocational high school number 1 Batipuh.

E. THE SIGNIFICANCE OF THE STUDY

1. The teachers.

This study expected to give clear description to the English teachers at Vocational high school number 1 Batipuh about the difficulties in teaching listening.

2. The researcher.

This study can give contribution for herself, valuable knowledge, and to give meaningful study experience for the researcher. Besides, this research conducted to fulfill the requirement for the researcher to get an undergraduate degree (S1) at English Education program at UPI “YPTK” Padang.

F. DEFINITION OF KEY TERMS

To avoid ambiguity and mistake in understanding about key terms used in this research, the definition of the key terms are as follow:

1. Listening is the ability to accurately receive and interpret messages in the communication process.
2. Teachers difficulties is a situation that causes trouble or difficulty especially faced by student teachers in teaching listening.

CHAPTER II

REVIEW OF RELATED LISTERATURE

A. Listening skill

Listening is one of skill should be taught by the teachers to make students become familiar with English accent. Some experts have explained about teaching listening in some ways. First, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. This point has been stated by Douglas (2000:7).

Second, according to Erisa in Lestari (2014:20), teaching listening is the process carrying out the students in processing messages as they come, processing what they heard without looking forward. Third, teaching listening is an active process of receiving and responding to spoken where is the teachers as the speaker and the student as the listener in process direct listening. It has been point by Aryana and Apsari (2018:101).

Based on the definitions above, it can be concluded that teaching listening means delivering some material by giving the understanding of language system. It also involves how we apply this knowledge of the language system to understand or convey meaning and how we apply particular skills to understand and convey meaning.

b. Principles of Teaching Listening

Teaching listening can be defined such an activity do by teachers using plays some recording and makes students to listen it carefully what speakers said during learning activities. This definition is related to some expert opinion about principles of teaching listening. First, Harmer (2007:135) claims that various principles of teaching listening, as follow:

1) Tape recorder as the tools as learning materials.

Before start learning activities, teachers should check the ability of the tools or tape recorder before use it. Make sure that the audio of the speaker can be heard around the class. But, another important feature is a tape counter is easy to see. It makes teachers easier to replay the recording for the second time and third times.

2) Preparation is necessary

Teachers and students need to be prepared before starting the class. Teachers need to listen the tape all the way through before the start the class. The tape will be prepared for any problems, noises, accents etc. And the audio will be easier to be copied for all of students.

Students need to be made ready to listen. It means that the students will need to look at the pictures, discuss the topic or read the question first. Give students several times to get ready before the audio play.

3) Once will not be enough

There are almost no occasion when teachers will play the audio recording only once. Students will want to hear it again to get what they missed in the first time. The first listening is often just to give students an idea or describe in general for students the content of the audio. Once students have listened to an audio two or three times and they will probably not want to hear it too many times more.

4) Draw out the meaning

The most important part of listening practice is to draw out the meaning, what is intended, what impression it makes on the students. Students should improve to respond to the content of listening not only the language.

5) Different listening stages demand different listening

Teachers need to set different tasks for different listening stages. It means that for first listening, the tasks need to be quite straightforward and general. That way, the student's general understanding and response can be successful. Later listening may focus on detail of information, language use, pronunciation etc.

6) Good teachers exploit listening text to the full

After an initial play of tape, the teachers can play it again for several kinds of study before using the subject matter, situation or tape script for a new activity. The listening then

becomes an important event in a teaching sequence rather than just an exercise by itself.

Second, Forest in Mai (2019:30) states seven principles in teaching listening, they are:

1) Using authentic materials

While teaching listening, teachers should use authentic texts and present it naturally with background noise or interruptions and different voice types and accents.

2) Including various types of text

Including various types of text like a conversations/ dialogues, jokes, lectures, news broadcasts, songs and it had better for teachers include it to make students get used to listening to different pieces of speech and avoid tediousness.

3) Using preliminary meaning based tasks for students

Teachers had better use preliminary meaning based tasks for students to do. For lower levels, some tasks may not be meaning-based but longer-term goal is to use language for communication.

4) Stating a specific purpose for listening task

The task should be designed to practice on or more sub-skills (skimming).

5) Introducing a listening task

Before asking the students to listen the materials, teachers need to introduce the listening task to make the students focus while listen it.

6) Pre-tech vocabulary

Teachers need to pre-tech only vocabulary that is compulsory for understanding the main idea of the text.

7) Timing

Teachers can let the students listen to the text more than once. Frequently the listeners will not catch all the meaning if the recording just played once.

From the theories above, it can be concluded that there are various principles of teaching listening, such as, checking the ability of tape recording, preparation before starting the class, how many times should teachers play the recording, drawing out the meaning, setting different task for different stages, exploit listening text to the full, using authentic materials, introducing listening tasks, pre-teach vocabulary. And those principles are very important for teachers to follow the principles for teaching listening successfully and methodically.

c. The Importance of Teaching Listening

In conducting communication practice, the teachers may emphasize the importance of listening because the student has to

develop a good listening skill. The importance of listening in language learning and teaching demand the language teachers to help their students become effective listeners. Maria in Veronica (2013:9), states for instance, the school establishes one day in a week to use English language, so the students will be familiar with listening process.

First, teaching listening is important as listening lessons are a tool for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within a body of communicative discourse. This point has been stated by Morley in Yildirim (2016:2099).

Then, Cheung (2010:20) states that the importance of teaching listening can be separate into several majors, as follows: First, Listening comprehension sets a foundation for the future acquisition of speaking. Second, Emphasis on oral comprehension training. Next, relaxation of the requirement for oral production in the initial phase of instruction. Then, fosters development of linguistic competence. Last, produces better results than those obtained through intensive oral practice.

Based on the definitions above it can be concluded that teaching listening is important because for various reasons, such as, listening is a tool for teaching elements of grammatical structure and allow new vocabulary items, a foundation for the future acquisition of speaking, Emphasis on oral comprehension

training, relaxation of the requirement for oral production in the initial phase of instruction, development of linguistic competence, produces better results than those obtained through intensive oral practice. Listening is very important in educational way.

B. Difficulties in Teaching Listening

As one of English skill, listening is the most difficult skill to be taught. Moreover, some teachers still get difficulties in teaching listening. Several sources explain the meaning of difficulties.

Difficulty is one of condition when someone is hard to do something, need struggling to get something and that's not easy. In teaching activities most of teachers felt difficult. Several experts classify the difficulties in teaching listening. The first, Ur (1996) claim that several difficulties in teaching listening. They are: 1) practical problem related to listening text, 2) practical problem related to listening tasks, and 3) problem related to ongoing listener response.

The second, Yukselci (2003) separate that the teachers difficulties in teaching listening, such as: 1) The difficulty of listening materials for students, 2) Dependence on ready-made materials, and 3) a need for richer repertoire of listening activities.

And the third, teachers difficulties in teaching listening are: 1) too many students (teaching in a large class). 2) the students ability to catch the direction from the teachers and to catch the

teaching listening was under the average. 3) Lack of the students' interest to learn English specifically listening was one of the teachers difficulties. 4) the lack of the tool in teaching. 5) Dividing the students into group, it was also the teachers difficult. This point has been explained by Aldama (2017).

In conclusion, there are several difficulties that the teachers faced in teaching listening, they are: teachers practical problem related to listening text and listening task, the problem to the listener response, problem on ready-made materials, a need for richer repertoire of listening activities, problem in managing class (teaching in large class and too many students), students ability the directions from teachers, lack of student interest in listening, lack of tool in teaching and divided students into several groups. Almost the difficulties that the researcher writes it caused by several factors that influence it.

C. Factors of Difficulties in Teaching Listening

Listening is a complex process that influenced by several factors. Factors caused the difficulties in teaching listening were explained by some experts. *First*, the language laboratory was not functioned well, the lack of students vocabulary to understand the direction from the teachers and to comprehend the teaching listening comprehension, the lack of learning media caused the lack of students interest in learning listening comprehension, and the students had the

different character. It made the teachers was difficult to divide them into group. This definition has been stated by Aldama (2017:43).

Second, According to Ariyana and Apsari (2018:100) teachers' difficulties divided into several factors, those are internal and external factors.

1) Internal factors which came from the respondent himself such as;

a) The difficulties in teaching

Listening is categorized difficult to teach. In Indonesia English is a foreign language, so the students in Indonesia use their mother tongue to interaction. As the result, students feel strange with the English words.

b) Preparing listening materials

The committee from the school did not provide module. As the results, teacher should find out material in others books or look at the internet.

c) Choosing method, technique, and strategy.

The reason of that is English as foreign language for students. Sometimes teacher faces difficulty to explain and discuss the material if method, technique, and strategy unsuitable for students. Therefore, teacher should be creative to choose method, technique and strategy for successful in teaching.

2) External factors it means the factors which came from the outside

a) Sound from environment activities like woodcutter machine, it can make teacher low concentration. Sounds from the environment can disturb teaching process

b) Module

Teacher felt difficulty with module which made the respondent difficult to prepare the materials. As specially in teaching listening that needs textbook which should completely CD or DVD audio.

c) Media problem as cable injector of sound system to laptop

Media problematic such as speaker injector cable to laptop which sometime error. It can disturb teaching process, because sound system is very important teaching listening.

d) Facility at school

Facility at school not complete like English laboratory not available at school. Teacher need too much time to prepare it.

e) Electric off

One of important thing in teaching listening is using electricity. Sometime during learning process the electric off and it makes the learning activity cannot continue.

f) The difference of listening materials in syllabus 2013 curriculum and National Examination materials.

In syllabus, listening material discussed about song but in National Examination discussed monologue and dialogue which looked very different.

Based on the theories above, it can be concluded that there are some factors of difficulties in teaching listening. Such as, internal and external factors. Internal factors are, teacher feel difficult in teaching listening, preparing listening materials, choosing method, technique and strategy. External factors are, sounds of environment, laboratory not function well, students' lack of vocabulary, students' have different character and difference of listening materials in syllabus and National Examination materials.

From the conclusions above, those factors' about student teachers' difficulties in teaching listening by some experts can be classified in the table below

Table 1
Factors of Difficulties in Teaching Listening by Some Experts

No	Experts	Factors of Difficulties in Teaching Listening
1.	Aldama	Language laboratory is not function well. Students' lack of vocabulary. Lack of students, interest in learning listening. Students' have different character.
2.	Ariyana and Apsari	Internal Factors: Feels difficult in teaching listening. Preparing listening materials. Choosing method, technique and strategy. External Factors: Sounds from environment activities. Module. Problem as cable injector of sound system. Electric off. The difference of listening materials in syllabus 2013 curriculum and National Examination materials.

D. Review of related study

This research has been conducted by Resti Adriani entitled "Teachers' Difficulties In Teaching Listening Comprehension (A

Study of English Teachers at SMPN 2 Batusangkar”. The result of this study showed that the researcher found several difficulties faced by English Teachers’ in teaching listening comprehension. In particular, the result of research can be elaborated as follows: 1) Students difficult to understand if teacher used native speaker recording, 2) Students lack of facility, 3) Environment can be cause for students to understand to materials, 4) Students less concentration, 5) Need more time for teaching listening, 6) Students need to hear the recording more than two times, 7) Lack of vocabulary, 8) Difficult to understand listening source, 9) Is not easy to copy what speaker said into paper.

The similarities between the researchers with this research are the both of conducted about teacher difficulties and teaching listening. The differences is Resti focused on Teacher difficulties, but the researcher focused on Students teacher who taking a practicum (field) experience in the school and the researcher also focused on factors why student teachers feel difficult in teaching listening during practice.

Second, the research conducted by Sema Yukselci entitled “Teachers’ Practices and Perceptions Regarding Listening Strategies, and Perceptions of Difficulties Likely to arise in English Listening Comprehension Lessons”. This research explain about difficulties faced by teacher in teaching listening, such as: 1) The difficulty of listening materials for students, 2) Dependence on ready-made materials, and 3) a need for richer repertoire of listening activities. The similarities between this research are the both of explained about

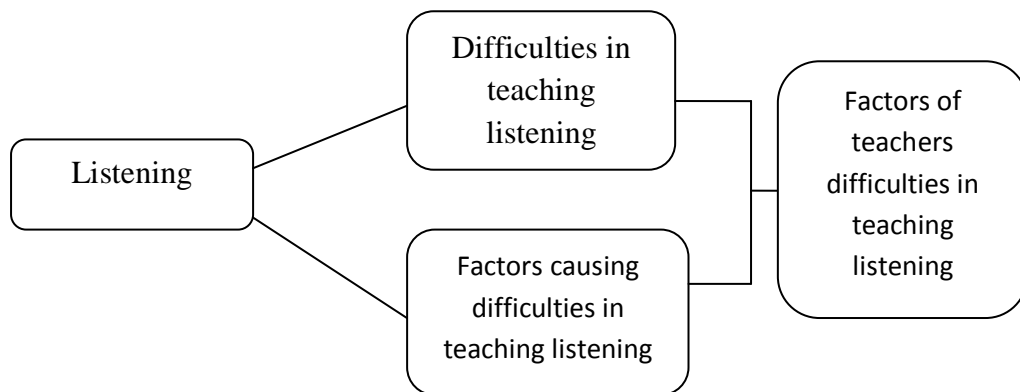
difficulties in teaching listening, but the differences is Sema focused on listening strategies into teaching listening, and the researcher just focus on the difficulties in teaching listening.

Third, the researcher conducted by Bella Aldama entitled “Analyzing Teachers’ Difficulties in Teaching Listening Comprehension towards the First Grade Students of MAN 3 Bone. This research explain about teachers difficulties in teaching listening comprehension and the factor cause the difficulties in teaching listening comprehension. . The result of this study showed that the researcher found several difficulties faced by English Teachers’ in teaching listening such as 1) teaching in large class, 2) the students ability to catch the teaching listening 3) the lack of the students interest to learn English comprehension in school. The factors caused the difficulties such as 1) the language laboratory was not used well , 2) the lack of the students vocabulary, 3) the lack of the learning media , 4) the lack of the tool in teaching listening comprehension. 5) student had different character.

E. Conceptual framework

Listening skill is the one of object activity in this study. Listening is the ability to accurately receive and interpret messages in the communication process. Listening is the key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood.

In this study, researcher will find factors of teachers difficulties in teaching listening. To find out problem of difficulties teachers in teaching listening and the factor cause difficulties in teaching listening skill.



CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used qualitative research. According to Gay, Mills and Airasian (2000:204) qualitative research is to provide understanding of social setting or activity from the perspective of the research participants. Qualitative research is a study which intends to understand the phenomenon based on a social or human problem. Then, the participants can perceive into the phenomenon that happening.

This research is a kind of qualitative research which the purpose is to understand the teacher difficulty in the listening. According to Fraenkel (2009:13) the researcher focuses on the experience of an activity or concept from participants' perspectives. In case, this research described the phenomenon of the English teachers, especially about teachers who teach English at Vocational high school number 1 Batipuh. In this research the researcher concerns to find out factors of teachers difficulties in teaching listening.

B. Research site and respondent

1. Research Setting

To get the data, this research conducted at vocational high school number 1 Batipuh. There are several departments that the teacher taught at vocational high school number one Batipuh,.

The researcher did the research in grade three, with two teachers. The researchers did some observation and then interview the teachers who teach listening.

2. Research Informant

According to Gay (2000:139), informant is chosen based on whom she or he judge to be thoughtful and who have information, perspective, and experiences related to the topic of research. Research informant should fulfill some criteria of informant. Moleong (2006: 90) state that there are five criteria in selecting the research informant: honest, reliable, speaking up, subject is not involved at certain group, and subjects have views about certain case that happening.

The respondents of study are Teachers of Vocational number 1 Batipuh. In this research, in order to find the informant; the researcher used purposive sampling technique. According to Gay (2000: 138), purposive sampling is a judgment sampling, when the researcher selects a sample based on his or her experience or knowledge of the group to be sampling. Purposive sampling is technique of sample to get source of data with certain consideration, such as the informants are supposed know more about what the researcher want to know is (Sugiyono: 52-52). The characteristics of the informants in this research: 1) teachers who teach in SMK N 1 Batipuh, 2) teachers who teach listening skill, 3) teacher who have difficulties in teaching listening.

C. Research Instrument

The key instrument of this research is the researcher herself, as the key instrument of this research. According to Sugiyono (2012: 168), the key instrument of qualitative research is the researcher herself. The researcher will use interview guide to help researcher in order to find the factors' of teachers' difficulties in teaching listening.

D. Technique of Collecting Data

The researcher collected data through instrumentations:

a. Observations

Observation maybe be regarded as the basis of everyday social life for most people, we are diligent observe of behavior and of the material surrounding. We watch, evaluate, draw conclusion, and make comments on interaction and relation (ciesieslka, Bostrom & ohlander,2018). Observation is an activity to get information that needed to answer the problem through five senses.

b. Interviews

Interviews are ways of listening to and gaining an understanding of people's stories. Interview question should be fairly short, clear and conversational in tone. The location in interview should be quiet (Bolderston,2012). Interview is process of communication to get information through questions between researchers with research subject.

E. Checking the Data Trustworthiness

In analyzing the data, the researcher used prolonged engagement of the data to find the clear information. Moleong (2006: 327) defines that prolonged engagement means the researcher stayed on the field until he got the saturation of data trustworthiness. After collecting the data from all respondent by using interview, the researcher confirm unclear data from the informants by using interview again.

F. Technique of Data Analysis

Technique of data analysis used by the researcher is Miles and Huberman model. According to Miles and Huberman (1994:10-11) analyzing the qualitative data needs three activities, as followed:

1. Reduction of the data

The reduction of the data is interpreted as the process of choice, interest focused, simplifications, abstractions and data transformation the exit from written note in the field. The reduction of the data is occurring during the interview happen. It means that when the data is collected, the phase of continuing of reduction is occurring. Such as first make conclusion, the researcher make conclusion from the data that the researcher get after observation and interview. Second, the researcher provides data obtained using coding.

In the data reduction, the researcher did some steps. First, making transcription of the interview and observation result where

the result of interview and observation arranged. Second, coding the transcription for each items related to factors teachers difficulties in teaching listening by using black color. Third, grouping the responses related to the research finding.

2. Data display

Data display is the set of information that is arranged possible to give possibility to take a conclusion and to take a treatment. In this step, the researcher analyzed the audio recording related to the factors of teachers' difficulties in teaching listening.

3. Verification and conclusion of the data

After reducing and display the data, the researcher made conclusion and verification of the data. This activity is aimed to conclude factors of teachers' difficulties in teaching listening. It can be done if the data has been constant. To get the constant data, the researcher verified the data gotten.

CHAPTER V

CONCLUSION AND SUGGESTION

From previous findings and discussions, in this chapter presented conclusion about teachers' difficulties in teaching listening skill and found the factors caused the difficulties in teaching listening comprehension and gave suggestions to the teacher.

A. Conclusion

Conclusion based on the data analysis, the conclusions are presented follow:

1. There were six difficulties teachers in teaching listening skill at Vocational high school number 1 Batipuh. Firstly, the lack of the student interest and motivation to learn listening skill was one of the teacher difficulties. Secondly, lack of the student vocabulary and the students not bring dictionary that makes teachers difficult in teaching listening skill. Thirdly, controlling students to focus in learning listening in the large class, because every student has different character. Fourth, the lack listening media and tools in the school in teaching listening skill was also their difficulty. Fifth, the sounds from the school environment very disturbing when teaching listening skill. It makes the sound from the native speaker cannot be heard clearly. Six, The difference of listening materials in syllabus 2013 curriculum and National Examination materials. The materials from curriculum

syllabus 2013 and it found that teachers felt difficult in matching material curriculum 2013 with national examination material

2. Based on the observation, the factor caused the difficulties in teaching listening skill were the lack of learning media and tools caused the lack of students' interest in learning listening skill, and the students had the different character. Lack of students' vocabulary to understand the material from the teachers and to comprehend the teaching listening skill. Knowing about the teachers' difficulties made the school easy to find better solution and made the teachers easy to teach listening skill by overcoming their difficulties. In addition, to overcome the teachers' difficulties were not only the teachers responsibility but also the school itself and the students themselves. The teachers must try harder to make the teaching listening skill is taught effectively. The school also has to provide the listening media to achieve learning goals.

B. Suggestion

1. For the teachers

It is better if the teachers teach listening skill by knowing the students interest to learn listening skill like teaching listening comprehension by use more varied teaching methods, for example by using a song of English. The students learn to listen the students also can enjoy the music of the song. In teaching listening skill in the class,

it is better to divide the students into two groups. It makes the teacher is easy to controlling the students who have different character.

2. For the students

Students must master more vocabulary in order to understand when their learning listening skill. Students must study hard and more practice to improve their listening in order to become a better listener.

3. For both of teachers and students

It is better if the language laboratory is functioned well. It helps the teachers to teach listening skill in the large class. The students are not difficult to hear the native speaker or the teacher due to language laboratory is effective media which creates the teaching listening skill effectively.

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