

CHAPTER I

INTRODUCTION

A. Background of Study

Listening is a type of language skill that is very important in a language learning. Howatt and Dakin (1999) explain that listening is the capacity to recognize and comprehend what others are saying. In order to understand a speaker's message, pupils must be able to distinguish accents. Pronunciation, grammar and vocabulary. Everyone, must be able to master listening to understand a conversation (Querol, et.al, 2019).

Listening is an active process and aims to understand what is heard. As a listener processes not only what is heard, but connects with other information that is already known. When the listener finds the connection between what is heard and what is known before, it will make the listener understand what is heard (Nunan, 2003).

In the process of listening, the listener needs to understand the information that has been heard, this is the act of understanding the message orally (Rizvi, 2005). Based on the surah Al- A'raf verse 204 regarding listening:

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ

Should listen to the content or material to understand it, take lessons from what you hear and put them into practice sincerely. When doing activities or learning to listening, must be listen as well as possible. So that

the core or message conveyed can be taken or understood. In doing listening, students often find difficulty in understanding the content or message they are listening to or it could be about the lessons that can be taken in the lesson. Therefore, the lecturer must choose the appropriate listening principles, activities and materials in order to help make it easier for students to understand the content or material being taught and also to improve students' listening skills

Universities are places that will produce future leaders, so they are considered to be able to influence the development and progress of the State. Alumni of a university are expected to be able to respond to problems that occur in the community or the surrounding environment and can provide solutions to these problems. Student academic excellence is the main agenda for every educational institution. (Rizal & La ode, 2019). In the development of the times, it takes a trend of teaching that emphasizes what is called a communicative approach (Putra, 2018). Will make learners and educators will be more diverse.

In the university-level curriculum, students learn all English skills separately. One of the English language skills is listening. Listening is a basic language skill that develops faster than other skills such as speaking and often has a considerable impact on the development and emergence of listening and writing skills (Scarella & Oxford, 1992). This is because language learners before responding orally or in writing, must receive linguistic input by listening (Manxouri, et.al, 2016).

The function of listening is an important skill and through listening to get linguistic information, without listening it cannot produce language (Brown, 2001). Listening can help learners to acquire vocabulary, pronunciation and understanding of messages conveyed through audio or sounds that are listened to (Renukadevi, 2014) In the university level curriculum, students learn all English skills separately. One of the English language skills is listening. Listening is a basic language skill that develops faster than other skills such as speaking and often has a considerable impact on the development and emergence of listening and writing skills (Scarella & Oxford, 1992). This is because language learners before responding orally or in writing, must receive linguistic input by listening (Manxouri, et.al, 2016).

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Listening activities are an important part of developing language learning and communication (Al-azzemy & Al-jamal, 2019). If learners want to communicate with native speakers, they must learn to understand in the actual language to understand what is said by native speakers. Listening is a very important thing that must be considered by teachers and learners to achieve communication goals.

Teaching listening at the university level English department is different from teaching in junior high and high school. The application of appropriate methods and techniques by lecturers will affect the results or proficiency of students. Such as providing appropriate listening material, a good classroom atmosphere, appropriate teaching methods and practice will help students improve listening skills. Teaching listening is not easy, not only related to the language laboratory as a medium but understanding information from the speaker.

Lecturers have a very important role for student proficiency. Lecturers need to master English well and also master listening skills so that they can be used effectively. In addition, lecturers must also be able to choose listening principles, types of listening activities and appropriate materials so that the learning process is effective.

However, if the teacher or lecturer does not apply listening principles, activities and materials accordingly, it will cause the learning process to be less effective. For example, students cannot develop listening skills effectively, students lack focus when in the learning process. So, a teacher or lecturer must be able to choose or apply listening principles, activities and materials in the classroom.

In connection with teaching listening, teachers need to provide some teaching materials. However, in some cases listening skills are considered a difficult skill to learn. For example, students are not used to listening to voices in English or native speakers. With conditions like this, students are

not with the material provided by the teacher, because they are not motivated in learning English. Another reason for providing teaching materials is the difficulty of teachers finding listening materials, so teachers make their own materials (Jumantul, 2018).

To achieve learning objectives, activities that can develop students' English language skills are needed (Yasmin, 2017). In other words, lecturers must be creative in the learning process. Lecturers must also have a lot of preparation, such as material, quality and interaction between students and lecturers. Lecturers play a very important role in transferring knowledge to students. Due to the lecturer as a strategic and dominant factor that determines the success of students (Sidi, 2001).

Based on the background above, it explains the importance of a teacher or lecturer paying attention to several things to be able to teach listening well and effectively. In this study, researchers will tell the experience of listening course lecturers in teaching listening. Researchers are interested in examining the listening principles applied, what types of listening activities are used and what types of listening materials are used by listening course lecturers at UIN Antasari Banjarmasin.

B. Definition of Key Term

1. Listening Skill

Listening skills are skills that contribute to a person's ability to receive information accurately when communicating with others.

Developing good listening habits can help to understand information correctly, interpret messages accurately, and optimize conversations and communications to be more efficient.

2. Listening Principles

Listening principles refer to the guidelines that govern the process of effective listening. These listening principles provide an overview for developing the skills and attitudes needed to be an effective listener.

3. Types of Listening

Types of listening can be seen from the different ways an individual can engage and respond to verbal and nonverbal messages communicated by others. Knowing the types of listening will enable students to develop the skills of being an effective listener.

4. Types of Listening Material

Types of listening materials refer to the various sources or media used in communicating and receiving verbal and nonverbal messages. Understanding the types of listening materials will help individuals to identify appropriate listening contexts. Listening materials are divided into authentic and non-authentic.

C. Research Question

Based on the background of the study the researcher has mentioned above, the formulation of the problem of the study are as follow:

1. What principles of listening applied by the English education department lecturer?
2. What types of listening activities applied by the lecturer of English education department?
3. What types of materials taught to the students in listening class by the lecturer?

D. Objective of Study

Based on the research questions, it is conducted:

1. To investigate what principles of listening applied by the English education department lecturer.
2. To know what types of listening activities applied by the lecturer of English education department.
3. To describe what types of materials taught to the students in listening class by the lecturer.

E. Significance of Study

The researcher hopes that this research has several benefits as follow:

1. Theoretically

This research is expected to contribute to English teaching and learning. That is by choosing the right principles, activities and materials in teaching listening. With that it will make the learning process effective.

2. Practically

Hopefully the lecturers or teachers will have a variety in teaching listening by using the right principles, activities and materials. On the other hand, teachers can make the class more active and interesting during the English language learning process or listening course.