

CHAPTER I

INTRODUCTION

This chapter highlights the points of introduction of this study which compiles the background issue, research gap, and also overviews the potential significances towards conducting this study.

A. Background

Teaching English is not that simple. As regarded by Goldenberg (2008) that teaching English is not an easy task for regular classroom teachers. Besides, teaching English in ESL country is different from teaching English in EFL country. Meanwhile, in Indonesia, English is known as a foreign language (EFL). As stated by Lauder (2010) that English is the first foreign language of Indonesia. Since English was known as a foreign language in Indonesia, so teaching English is to be a challenge for teachers to teach English.

On the other hand, in teaching English, the teacher supposed to teach the students listening skills with the other three skills but reality was different. Listening skill was neglected. So, the goal of curriculum was not achieving. According to Mendelson (1994) the teaching of listening comprehension had long been somewhat neglected and poorly taught aspect of English in many EFL programs. The teachers must know their challenges in teaching listening so they achieved the goal of learning by repairing their difficulties.

Although other studies have accentuated on listening skills as a focus of empirical investigations, such as the effective ways of teaching listening in

EFL classroom (Cahyono & Widiati, 2009), equipping learners with listening strategies in English language classes (Seferoğlu & Uzakgören, 2004), along with fostering metacognitive listening strategy awareness in the English classrooms (Chen & Tseng, 2017), nonetheless a few studies focus on teaching challenges on listening.

Meanwhile, in this context, the main focus of the English courses which the students in Indonesian High School practices are on language structures, reading comprehension, and writing. Unfortunately, listening comprehension is disregarded in the English class. For this reason, the present study aims at investigating the challenges of teachers in teaching listening comprehension, particularly in Indonesian EFL context.

B. Formulation of the Problem

Since the study aims to explore the challenges of teaching listening in EFL context, as a result the problem of this study is formulated as: “What are the challenges faced by the teachers during teaching English listening in the classroom?” By adopting this question, it is expected to discover teachers’ challenges while teaching English listening and to find better solutions for developing the teaching of the listening skill in the high schools.

C. Aims of the Research

This study aims to investigate what the challenges are faced by the teachers during teaching English listening in the classroom.

D. Significances of the Research

1. Theoretical Use:

Since the present study expands the challenges of the teacher during teaching English listening, this study will expand the pedagogic approach in problems and activities in Indonesian EFL classrooms listening comprehension.

2. Practical Use:

The study contributes in motivating the teachers to pay more attention on listening comprehension. To perceive the challenges faced by the teachers wherein to find out better solutions for developing the teaching of the listening skill in the high schools.

3. Empirical Use:

This study contributes to fill the gap of the previous study about problems in listening comprehension. In addition, this study also explore why listening skills being neglected in EFL classroom.