

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer presents : 1) Background of the Study, 2) Focus and Sub Focus of the Study, 3) Formulation of the Problem, 4) Objective of the Study and 5) Significance of the Study.

#### **1.1 Background of the Study**

Lecturers play an important role in giving motivation to learn and adopting effective ways of teaching English as a foreign language to students who are non-native English speakers when performing their function as students at higher education institutions. As is well known, English is a world language that is spoken practically everywhere in the world. Teaching English as a foreign language needs the employment of specific and effective ways to assist students in understanding English.

Johnson (2013) defined Teaching English as a Foreign Language (TEFL) as the dissemination of linguistic knowledge in nations where English is not the official language. TEFL classes are typically offered in public schools or private institutions in the student's home country. It is possible that EFL lecturers are non- native English speakers. Additionally, English is taught as a foreign language to students in countries that do not have native English speakers. EFL is frequently studied to pass exams as a necessary component of a student's education or to advance in a professional career when working for an organization or firm with an

international focus. A plan for teaching English is necessary for lecturers. Effective strategies include setting targets and selecting actions to carry out instructional objectives. The strategy outlines how the objectives will be accomplished.

Miswar (2020) pointed out that EFL lecturers must have a strategy implemented when teaching English. In general, strategy involves creating goals and deciding on actions to attain instructional objectives. The strategy indicates how the targets (objectives) will be accomplished. Additionally, according to Allen in Miswar (2020), strategies are means for conveying information in class, online, or through other media. In class, we might choose from a variety of instructional strategies.

Teaching strategies are the principles and methods used to teach. The teaching strategies that utilized are heavily influenced by the knowledge or skills being taught, as well as student's learning style, aptitude, talents, and excitement. Teaching strategies are ways used to help students acquire the desired subject knowledge and set goals that can be reached in the future (Armstrong, 2013). The teaching strategy highlights several learning methods accessible to enable them to establish acceptable strategies for dealing with selected target group.

A teaching strategy, according to Sarode (2018, p. 58) is a general plan for a lesson that includes the desired student behavior structure in

relation to the purpose of instruction and an outline of the planned method that needs to implement a strategy.

Besides that, Teaching strategies are methods that lecturers employ for a certain lesson and its specific goals. It should be noted that strategies that perform well with one set of materials could not work well in another context (Hayati, Afriani, & Akbarjono, 2021). As a result, lecturers employ a variety of teaching techniques as well as certain practices, actions, behaviors, or thoughts to enhance learning and its results. This will contribute to be more effective for teaching and long-lasting learning.

The learning objectives required by lecturers are typically not met properly during the process of learning English, as a result of low student accomplishment. In fact, various variables influence this process, including lecturers who continue to struggle with selecting appropriate methods and strategies to utilize and students who struggle with learning English because they do not grasp any foreign languages in their surroundings in society.

However, the most significant issue that lecturers encounter that each student is not the same because they are differ in terms of knowledge, abilities, and learning styles. Lecturers face additional challenges while teaching English to youth, which is more difficult than teaching English to adults because they have distinct properties (Hayati et al, 2021).

The process of teaching and learning English as a foreign language in higher education or University is not always easy, especially for students who lack of enthusiasm for certain aspects of the subject that they have to learn. Teaching languages will involve an extensive variety of different aspects. As we know that English has four basic skills. There are listening, speaking, reading and writing. One of the most important skill in learning English is Listening.

Listening is an essential part of communication process. The three language components including grammar, vocabulary, and pronunciation are among the four essential skills in English that are also necessary while communicating. Listening, according to Ramadhana (2023), is the process of comprehending what is being heard. Listeners must not only comprehend but also process critically what the speaker says.

According to Nunan in Ramadhana (2023), listening is an intentional and proactive process that helps us make sense of what we hear. In the age of abundant digital information, listening is crucial. When someone listens to the news on YouTube, for instance, they probably not comprehend what the news is about if their listening comprehension is still poor.

However, certain students are unable to fully understand or even comprehend the words or sentences spoken in English by the person to

whom they are speaking. This suggests that students listening skills are still inadequate and their vocabulary is still poor.

It is not always easy to teach listening comprehension at the university level. To instruct students, lecturers have to come up with strategies that enable them to engage students in developing listening comprehension. Richards in Ramadhana (2023) stated that there are two strategy in teaching listening; first, Bottom-Up Processing. It means that listener's ability in understanding word, sound, clauses, sentences, is the factor that makes them understand the message convey through an audio. Second, Top-Down Processing. It refers to background knowledge that listeners have used to analyze meanings that contained from an audio.

The English Education study program at PGRI University of Palembang has implemented various policies in an effort to improve the quality of graduates, particularly students' listening competency. One of the policies is Listening Comprehension 3, which has now been changed into Critical Listening. The goal of this strategy is to increase students' listening skills, which are relatively low. It is intended that themodification will improve the quality of alumni from English Education Study Program.

There are many types of listening. One of them is Critical listening (CL). According to Kline in Ramadhana (2023), Critical Listening is a sort of listening exercise that entails employing strong arguments that may be accepted by reasoned thought to identify errors or weaknesses in the

words of the speaker in addition to their good and accurate elements. Just as fundamental as reading critically is to listen critically. Critical listening is a professional listening activity that determines authenticity, truth, strengths, and shortcomings.

Additionally, considering listening as one of the skills that will be evaluated on the TOEFL test, students have to practice English listening as one of the subjects in their college. For language learning, listening is the most crucial skill. Even though listening comprehension is the most often utilized language skill in daily life, it has long been undervalued and inadequately taught in many EFL colleges. Due to the difficulty of implementing complete classroom listening lessons.

The same thing also occurred for the third-semester students attending CL subject at English Education Study Program, PGRI University of Palembang. Since there are pronunciation or sound similarities in listening, it can be challenging for them to understand. In order to help them listen to the sound and receive clear information, lecturers must employ appropriate strategies because teaching listening is quite challenging. Based on the problem above, the writer conducted the research entitled: ***“Exploring EFL Lecturer’s Strategies and Challenges in Teaching Critical Listening for the Third-Semester Students of English Education Study Program at PGRI University of Palembang.”***

## **1.2 Focus and Sub Focus of the Study**

This research focusses on teaching strategies and teaching challenges of EFL Lecturer in teaching CL subject for the Third-semester students of English Education Study Program at PGRI University of Palembang. Sub focus of this research is to identify kinds of strategies used by EFL lecturer in teaching CL, describe the implementation of teaching strategies used in teaching CL, challenges in teaching CL and figure out how to deal with those challenges in teaching CL. This research was conducted to EFL lecturer who taught CL at English Education Study Program, PGRI University of Palembang.

## **1.3 Formulation of the Problem**

The formulation of the problem for this study, as follow :

- 1) What are strategies used by EFL lecturer in teaching Critical Listening ?
- 2) How does EFL Lecturer implement strategies in teaching Critical Listening ?
- 3) What are challenges in teaching Critical Listening ?
- 4) How does EFL Lecturer deal with challenges in teaching Critical Listening ?

## **1.4 Objective of the Study**

The main objectives of this study are to identify kinds of strategies used by EFL lecturer in teaching CL, describe the implementation of strategies used in teaching CL, explain challenges in teaching CL and figure out how to deal with those challenges in teaching CL for the third-semester students of English Education Study Program at PGRI University of Palembang.

### **1.5 Significance of the Study**

The significances of this study, as follow :

- 1) Provide knowledge for the writer and readers about kinds of strategies used by EFL Lecturer in teaching CL.
- 2) Provide experience for the writer and readers about the implementation of strategies used by EFL Lecturer in teaching CL.
- 3) Provide some information and monitoring for other EFL Lecturers about challenges that might be found in teaching CL.
- 4) Provide some ideas in order to deal with challenges in teaching CL.