

CHAPTER 1

INTRODUCTION

This chapter presents and discusses background of the research, problem of the research, focus of the research, purpose of the research, significance of the research, assumption of the research, scope of the research, and definition of key terms

1.1 The Background of the Research

The Minister of Education and Culture of the Republic of Indonesia has instructed schools to implement online learning since March 17, 2020 for areas affected by the COVID-19 virus (Mendikbud, 2020b). This online learning applies because of the increasing spread of the virus. This policy requires students to learn from home and the same applies to teachers who teach from their homes. This is a new challenge for students and teachers to carry out online learning. According to Cao et al (2020) this policy has an impact on the world of education: especially the development of student learning. In this case, teaching English in online learning is a challenge for the teacher; where the teacher must play an active role in online learning.

Learning English is one of the most important lessons in life today. Learning English as a foreign language has become a necessity. Therefore, English is a

language that must be learned to face a new revolution in the world of education as shown by government policies that implement online learning. In learning English, there are four aspects of basic skills, namely listening and reading skills which include receptive skills, then speaking and writing skills which are productive skills. The four language skills are related to one another; For example, when talking, they will listen to what he said and what the other person said. Walker (2014) states that teaching listening skills is one of the most difficult tasks facing a teacher. In fact, more than 50 percent of the time students spend learning foreign English is spent listening (Nunan, 1998).

English is a universal language; the main language of instruction in the world and even a number of countries have made English their official language. Isam & Nawaf (2017) stated that, Indonesia is one of the countries that uses English as a foreign language. The point is, English is not widely used in Indonesian society but is a compulsory subject in schools and is considered very important compared to other subjects in the education system in Indonesia (Yusny, 2013 p. 81). EFL students in Indonesia need a deeper effort to understand and respond to the English words they have just heard. Students need more time to understand the meaning of these words, especially if they do not master the language (Utomo, Endang and Sulistyowati, 2019, p. 27). The limitations in memorizing vocabulary are the main difficulties in learning listening comprehension (Utomo, Endang and Sulistyowati, 2019, p. 27).

Teaching is the active awareness of teachers to teach language not only at the level of rule definition, but they must encourage students to communicate spontaneously and meaningfully, which must be possessed by students with the appropriate language competence (Brown, 2007). Nunan (2002) stated that listening as a language skill is important not only as a receptive skill but also for the development of oral language skills. In listening, students get information not only on grammar and vocabulary but also pronunciation, rhythm, intonation, tone and stress so that speaking skills can also be developed.

According to Aryana & Apsari (2018, p. 104) who have conducted research, the result is that teachers have internal and external factors that make it difficult to teach listening skills. Internal factors came from him who felt that teaching listening skills was difficult, there were no books on specific material for teaching listening from the school, as well as difficulties in selecting appropriate media, methods and techniques for students. Based on the aspects mentioned above, it can be a problem in the learning process; especially learning that requires online absence of face to face.

Online learning is defined as learning that is carried out as distance learning assisted by electronic devices such as smartphones, tablets, laptops and computers that require an internet connection (Gonzalez & Louise, 2018). The difficulty faced by teachers when learning online is that the internet network is not always stable, teachers must be required to be more creative because students are easily bored in online learning (Anugrahana, 2020, p. 286).

Synchronous and asynchronous is a online learning ways. Synchronous learning refers to a learning in which a group of participants is engaged in learning at the same time. For example *Google Meet, Zoom, Whatsapp group, telegram*. So the teacher interact with the students in real time. On the other hand, asynchronous learning refers to the opposite. The teachers and the students are not engaged in the learning process at the same time. There is no real-time interaction with other people. For example *E-mail, Google form, Google classroom, etc*

Listening skills at the junior high school level are included in the beginner level (Utomo, Endang and Sulistyowati, 2019, p. 27). The listening activity starts from listening word for word (word level), at the initial stage, after that understanding the sentence and being able to understand its meaning (Yavuza, et al., 2015, p. 931). Each level has a different exercise, at the word level students need a repetitive type of exercise where they do what they hear, ask what they hear, ask what they hear and decide if they hear the same or different words. Facilitating students written text they can read and listen to text and see how to pronounce the words of a native speaker.

Based on the research problem, this study is to explore and analyze what material is suitable for junior high school students by identifying the difficulties faced by English teachers. Based on the research problem, the researcher will conduct interviews and observation with English teachers that teach at eighth grade students. Eighth grade students at SMP Muhammadiyah 01 Jember have unsatisfactory scores in learning listening comprehension (*see appendix 6*). So, the researcher thought that the eighth grade students was suitable to use in this study. This study the teacher using Whatsapp group for online teaching and learning

process, which whatsapp is one of synchronous. Synchronous Therefore, researchers are motivated in conducting an analysis of teachers difficulties while teaching listening comprehension in online classes to eight grade students of SMP Muhammadiyah 01 Jember.

1.2 The Problem of The Research

Based on the research background of the study above, the writer poses a research problem: "What are the difficulties faced by teacher in teaching listening comprehension in online learning at eighth grade students of SMP Muhammadiyah 01 Jember?"

1.3 Focus of The Research

This research is focused to analyze the teacher difficulties in teaching listening comprehension in online learning at eighth grade students of SMP Muhammadiyah 01 Jember.

1.4 The Purpose of The Research

The purpose of this study is to find out the difficulties of teacher in teaching listening in online learning at eighth grade students of SMP Muhammadiyah 01 Jember.

1.5 The Benefit of The Research

1. Theoretical Benefits

- a. The results of this study are expected to contribute to general knowledge about what difficulties teachers have in teaching listening.
- b. The results of the research can be used as a reference for those who wish to conduct research in the English teaching and learning process.

2. Practical Benefits

The results of this research will be useful for the students and the teachers. Teachers identify difficulties in teaching listening so that teachers are aware of the media and methods used.

1.6 Assumption of The Research

In this study, it is assumed that the difficulty of teachers in teaching listening in online learning is due to ineffective learning methods, and lack of vocabulary mastery and lack of readiness in online learning - internet connection, cellphone, and signals.

1.7 The scope of The Research

This research discusses the analysis of teacher difficulties in teaching listening in online class of Eighth Grade Students at SMP Muhammadiyah 1 Jember, 2020/2021 Academic Year.

1.8 Operational definitions

Some of the words used in this study became key words. In addition, to better understand and avoid misinterpretation of the terms used in this study, namely:

1. Teacher's difficulties in teaching listening.

Teaching listening is one of active process of receiving and responding to spoken where is the teacher as the speaker and students as the listener in process direct learning listening. It is not uncommon for teachers to find various difficulties in teaching listening, such as difficulties in determining the right method and technique. Because of these difficulties, teachers must be more innovative and creative in teaching listening.

2. Online learning

During the Covid19 pandemic, students are required to learn from their homes, therefore the role of online learning is very important. Due to government regulations teachers and students cannot do face-to-face learning in class but can still learn from online learning using technological media; smartphone, laptop, internet and etc.