

CHAPTER I

INTRODUCTION

This chapter describes the background of the research, research questions, research purposes, research significances, research scope, research framework, and previous research.

A. Background

There are four basic language learning skills; listening, speaking, reading, and writing. These four potentials empower a person to adapt, compose, and use language in meaningful social conversations (Sharma, 2021). These four skills must be improved simultaneously in language learning, but the development is sometimes not balanced. Therefore, finding and applying practical ways to develop these four language skills is necessary. According to Nan (2018), exploring the close relationship and impact of the four language skills is very important to find an effective way to integrate them.

Listening is the process of receiving information, showing, and creating meaning for what they hear with participation and creativity (Gilakjani & Sabouri, 2016). Therefore, the listening activity can be a complex skill for students. It is in line with Nan (2018); for students, listening can be more complex than reading, and production is more complicated than understanding. The complex process of understanding what we hear involves using various attitudes and tools for effective learning by paying attention, understanding, remembering, and providing feedback.

In managing the class when the teaching and learning process runs effectively if all students are involved in class activities and achieve learning targets. According to Gultom and Saun (2016) that the purpose of classroom management is to provide facilities for various student learning activities in the social, emotional, and intellectual fields in the classroom. In classroom management, the most important is the role of the class manager or teacher. However, when EFL teachers try to get into the learning process, managing an efficient listening class and achieving the target is not without its challenges. It is

a challenge for EFL teachers to create a supportive learning process in the classroom. Alicia (2018) states that sometimes things don't go according to plan because the classroom is complex; there are so many things going on at once. Classroom management challenges can hamper the learning process in the classroom. Serliana et al. (2021) found that the most significant classroom management challenges were poor student attitudes and a lack of student motivation.

Therefore, teachers must use strategies to deal with classroom management challenges so that the learning process is what is expected. According to Ulfa et al. (2019), strategies can help teachers in a more conducive teaching and learning process. This condition gave rise to the idea of exploring teacher strategies to face classroom management challenges in English listening lessons at a senior high school in Bandung, Indonesia.

Based on the experience while carrying out teaching training at one senior high school in Bandung, Indonesia, see that various classroom management challenges are experienced by English teachers, especially in listening lessons, it is supported by Ginting et al. (2019) state that in the teaching and learning process, listening is not only a difficult skill to learn but also has challenges to teach. Students at the school argue that learning listening lessons are complex, with limited vocabulary and unfamiliar words, it is in line with Darti and Asmawati (2017), students' difficulty in understanding listening shows that listening skills are very difficult skills for students; inadequate vocabulary is one of the main problems faced by students in listening skills. Meanwhile, the challenges for teachers to teach, according to Utomo et al. (2019) state that there are several challenges with the practice of teaching listening are; a) students have difficulty understanding vocabulary, b) class facilities do not support listening activities, c) limited time allocation in listening activities. However, English teachers in schools argue that when teaching listening, they usually give handouts to students, pair activities to discuss, play games, and play English songs or videos with lyrics or subtitles to help students understand the language, this is in line with Nemtchinova (2013), in teaching listening, the teacher should provide a

listening learning video, then students can group or pair up to practice showing understanding or misunderstandings and, after that, look for answers to questions in the leaflets that have been provided.

Research relevant to current research has been conducted. The research by Ulfa et al. (2019) investigated classroom management strategies implemented by English teachers at the senior high school level. The research by Aryana and Apsari (2018) analyzed teachers' difficulties in teaching listening at Islamic senior high schools. The research by Islam (2019) focused on the challenges and solutions of English classroom management at tertiary-level colleges in Bangladesh through the case study of X college. Despite its relevance regarding teacher strategies in classroom management and classroom management challenges faced by teachers in English listening lessons, the gap in this research is teaching strategies to deal with classroom management challenges in English listening lessons at the senior high school level.

The current research focuses on the teacher's strategies to deal with classroom management challenges in English listening lessons at one senior high school in Bandung, Indonesia. It explores the challenges in classroom management faced by English teachers and the teacher's strategies to deal with difficulties in classroom management in teaching English listening lessons. This research is expected to provide solutions for the challenges and find the proper strategy for managing listening lessons.

B. Research Question

The main problems of this research are:

1. What are the challenges the teacher faces in managing English listening lessons?
2. What are the teacher's strategies to deal with classroom management challenges in English listening lessons?

C. Research Purpose

Based on the research question above, the primary purposes of this research are:

1. To find out the teacher's challenges in classroom management in English listening lessons.
2. To find out the teacher's strategies to deal with classroom management challenges in English listening lessons.

D. Research Significance

Theoretically, the results of this research can give significance to the teacher. This research provides information to English teachers, especially in dealing with classroom management challenges in English listening lessons. It also provides additional information and reference to further studies on related topics.

Practically, the results of this research can reflect the English teacher's classroom management. It can also make them more aware of their challenges when managing listening lessons. This awareness can lead them to find the proper teaching and classroom management strategies according to the student's needs and conditions to teach English listening lessons effectively.

E. Research Scope

This study is concerned with analyzing the classroom management challenges faced by teachers when teaching listening classes. Furthermore, this research is intended to explore teachers' strategies to deal with the challenges that teachers face. Therefore, it leads to a discussion of the subject, object, and location as the scope of the research. First, the subject of this research is an English teacher with twelve years of teaching experience. Second, the object of this research is the teacher's strategy for facing the challenges of classroom management in English listening lessons. Third, this research was conducted at one of the senior high schools in Bandung, Indonesia.

F. Research Framework

The teacher's strategy in classroom management is practical, comfortable, and fun to foster student discipline in terms of classroom management indicators (Afifah & Ifnuari, 2022). Using classroom management strategies will help teachers to achieve the objectives of the teaching and learning process effectively. According to Menon (2019), it the importance to implement effective teaching strategies as early as possible to succeed in the learning process. Ulfa et al. (2019) state that there are five strategies: arranging the classroom, building positive relationships with students, creating a positive classroom environment, preventing deviant behaviour, and dealing with student discipline situations.

Every teacher will be very close to the challenges of classroom management. According to Taha (2022), classrooms are never free from all kinds of problems, although some of them arise from time to time. Teachers managing the classroom face several challenges. These constraints are related to classroom facilities, and other challenges are related to students; among them are students' self-confidence and lack of vocabulary (Muluk et al., 2021). It dramatically affects the atmosphere of the class. Meanwhile, teaching concepts such as student backgrounds, interests, abilities, and the most appropriate teaching methods are challenges teachers must face from time to time (Isuku, 2018).

In the teaching process, especially listening lessons, the EFL teacher must involve strategies to manage classroom management challenges to run smoothly according to the learning target. According to Rozimela (2016), teachers must be able to find and use strategies to realize their teaching goals. Teacher strategies are needed to face classroom management challenges in teaching listening lessons. Diniatulhaq et al. (2020) stated three dominant aspects of classroom management strategies; curriculum and learning management, management behaviour, and management of the environment. Teaching listening is a challenge because the process of meaning construction takes place in the listener's mind, and there is no direct access to it. Therefore, it will require a lot of strategies and skills (Nemtchinova, 2013). Teachers should pay more attention to implementation,

visual discussion, writing what they hear (dictation), and writing a summary paragraph about listening (Siregar, 2017).

G. Previous Studies

Several studies have been conducted relevant to the current research. The research by Ulfa et al. (2019) investigated classroom management strategies implemented by English teachers at the senior high school level. This study used descriptive qualitative research. Two English teachers were the participants in this research, using an observation checklist and interview as the instrument. This study found that there are five strategies used by teachers in managing the class; 1) strategies for managing classrooms, 2) strategies for building positive relationships with students, 3) strategies for creating a positive classroom environment, 4) strategies for preventing bad behaviour and 5) strategies for dealing with student disciplinary situations. While this research is relevant in terms of method and instrument, it is different in terms of focus. The current research focuses on strategies to deal with classroom management challenges in English listening lessons.

Then, the research by Aryana and Apsari (2018) analyzed teachers' difficulties in teaching listening. In this research, a case study of qualitative research methods is applied. The subject of this research was one of the English teachers at MA Islahul Aqidah Cikalongwetan West Java, Indonesia. The instruments of this research are observation, interview, and questionnaire. This research showed that teachers' difficulties are divided into two factors; those are internal and external factors. Internal factors came from the respondent, such as the problems in teaching, preparing listening materials, and choosing a method, technique, and strategy. External factors are sounds from environmental activities such as logging machines, modules, media questions as injectors for sound system cables to laptops, English language laboratories, power outages, and differences in listening material in the 2013 syllabus and National Examination materials. While this research is relevant in terms of participant and method, it is different in terms of focus and instrument. The current research focuses on strategies to deal with

classroom management challenges in English listening lessons and uses observations in addition to interviews as the instruments.

The research by Soleimani and Razmjoo (2016) analyses classroom management challenges at private language institutes. This research is a basic qualitative. Semi-structure interviews were conducted to collect data. The population of this study is EFL teachers working at private language institutes in Shiraz. 30 EFL teachers volunteered to participate in this research. Results of the study revealed that EFL teachers mostly faced teaching related challenges, learners' off-task behaviors and some other problems with time and place of the classroom. To resolve these challenges, EFL teachers suggested different reactive strategies that vary depending on the contexts and the level of learners. The current research takes high school English teachers as the participants, uses observations and interviews as the instruments, and focuses on strategies to deal with classroom management challenges in English listening lessons.

Another research by Islam (2019) investigated the challenges and solutions of English classroom management at tertiary-level colleges in Bangladesh through the case study of X college. This research applied a mixed-method technique. This research collects data from the teachers and students through a questionnaire. This research found that teachers overlook the realities of classroom management, such as activities, teachers' control over students, appropriate opening and conclusion of the lesson, time management, keeping discipline, problem management, using suitable tools and methods, instruction, and nursing. While this research is relevant in terms of method, it is different in terms of participants, instrument, and focus. The current research takes high school English teachers as the participants, uses observations in addition to interviews as the instruments, and focuses on strategies to deal with classroom management challenges in English listening lessons.

Another research by Macias (2018), this research focuses on three broad areas: the first area is the specific characteristics of foreign language teaching which are more likely to impact classroom management in foreign language classes, the second area provides an overview of the classroom management

problems that are usually faced by foreign language teachers in their practice, and the third area focuses on various alternatives to reduce the negative impact of classroom management on foreign language classes. This research uses a qualitative methodology with a special emphasis on case studies, and involves the use of classroom observations, interviews, questionnaires, journals, and field notes. In addition, most of the research relied on the participation of foreign language students, student teachers, novice teachers, and teachers in positions of primarily English and, in some cases, Spanish as a foreign language. Most studies are also conducted from an ethical perspective where the researchers are university faculty, practicum supervisors, or outside teachers and "experts" investigating classroom management in contexts with which they relate. The current research takes high school English teachers as the participants, uses observations and interviews as the instruments, and focuses on classroom management challenges and the teacher's strategies to deal with these challenges in English listening lessons.

