

## **CHAPTER I**

### **INTRODUCTION**

This chapter elaborates Research Background, Research Question, Research Purpose, Research significance, the framework of thinking, and Previous Study.

#### **A. Background of study**

This study intends to investigate students' perceptions of the implementation of pre-listening activities in a listening classroom. This study is essential to be explored; remembering listening skills is one of the four English skills that should be mastered by learners in learning the English language. English Education Department (EED) students, who are supposed to be future English teachers, should keep effective communication while teaching the language to the students in the future.

Listening skill is a skill that must be mastered by English Education Department (EED) students in some listening classes they take. However, they found difficulties while learning in listening classes. The students in one of the listening classes which is provided by the English Education Department said that they had some difficulties with listening. One of the difficulties was the difficulty in catching the message and the idea of the speakers. (Munro and Derwing 1989 cited in Bingol et al 2014) claimed a significant comprehension reduction resulted from too many genres of accented speech. Therefore, the speaker's accent and speed of speaking too fast were problems for the students while they are trying to catch the main idea and message. An unfamiliar accent and speaker's speed is a combination that was considered too fast and confuses students.

To help the students overcome their problems, the teachers should make sure the teaching-learning process is well-organized. The listening process can be further divided into three stages; they are pre-listening activity, while listening activity, post-listening activity, those stages have been proved to be helpful in promoting students' listening skills, Du (2019). Those three stages should be

applied by the teachers while learning English Language, especially listening. The first is pre-listening stage. In this section, the teacher prepare students' readiness to listen. The second is a while-listening stage, in this section student start to listen and doing the task. The last is post-listening stage, in this section the student should explore more about a whole listening text and the teacher guides them.

Among those there stages, the researcher focuses on pre-listening stage. It is because pre-listening activity is good for students and has an important role in listening section. Gilakjani & Ahmadi (2011), pre listening activity usually has two primary goals. The first is helping students' to active their prior knowledge and build up their expectations for the coming information. The second is to provide the necessary context for the specific listening tasks. Therefore, the student can put together more information about the cases or topics before listening a form of an audio, a video or speaker. It means that pre-listening activities is to prepare student with their prior-knowledge. By doing pre-listening activities students can predict or imagine the content or what the speakers are going to say.

A limited observation carried out in state university in Bandung. The researcher discussed with some EFL learners who were studying at state university in Bandung, five learners gave their responses regarding the problems they faced in listening activities, the problems include speakers who speak with unclear pronunciation and too fast, and lack vocabulary mastery. Meanwhile pre-listening activities had been deployed by lectures to assist their teaching activity. Interpreting listening is one of the courses that applies pre-listening activities. It showed that students' perceptions toward the implementation of pre-listening activities were variously. The current study is conduct to find out the pre-listening activities implemented in the class and to describe what are the students' perceptions of the pre-listening activities implemented in listening class.

Several research have been conducted dealing with the use of pre-listening activities. First, research by Barjesteh & Ghaseminia (2019), his study was to find out the effect of using Pre-listening tasks on EFL learners' listening comprehension ability. Second, the research by Zohrabi et al (2015), his study was to investigate the effect of Pre-listening activities on Iranian EFL learners' comprehension of

authentic English movies. Third, Chalak & Biria (2019) in their research focus on the investigate Iranian EFL students' listening comprehension performance by using two types of pre-listening activities; bottom-up and top-down. This present research is different from the previous research activities. Their research focused on investigating learners' comprehension by using pre-listening activities. Meanwhile, the current research is focuses on the students' perception to the implementation of pre-listening activity.

#### **B. Research Question**

Based on the explanation in the research background. Research questions can be formulated as follows:

1. What are the pre-listening activities implemented in listening class?
2. What are the students' perceptions of the pre-listening activities implemented in listening class?

#### **C. Research Purposes**

Regarding the research problem above, this study aims to:

1. To find out the pre-listening activities implemented in listening class.
2. To describe students' perceptions of the pre-listening activities implemented in listening class.

#### **D. Research Significances**

There are some significances of this research result. This research is expected to be useful for several parties as follows:

##### **1. Lecturers**

For the lectures while teaching in listening classes, the result of the research might help them to find out how is the students' perception of the pre-listening activities which are used. This research can contribute to gaining information and fixing every single problem on student barriers in listening classes. Furthermore,

the lecturers could be inspired to prepare more well-organized activities in listening classes.

## **2. Students**

For the students, this result of the research might help them to find awareness toward the implementation of pre-listening activities. The students, may be mindful and evaluate technic of teaching which are carried out by the lecturer in listening classes. Furthermore, the pre-listening activities help them to set up themselves before listening to a whole text.

## **3. The Future Researcher**

This research is expected to inspire them to conduct research about students' perceptions. This research can also be a reference of research about pre-listening activities that are implemented in listening classes.

## **E. Conceptual Framework**

### **1. Strategies for teaching listening**

According to Renukadevi (2014), listening strategies are techniques or activities that directly contribute to remember of listening input. In the current days, listening strategies are needed to facilitate learners to achieve their prior-knowledge. According to Brantmeiter (2003) pre-listening activities and strategies can be broadly classified as Bottom-up strategies and Top-down strategies. (Richard 2008 in Sulistyowati, 2019) states that Bottom-up processing refers to the use of the incoming input as the basis for understanding the message. This strategy encourage comprehension of pieces of information with the learners focusing their attention on individual parts of the passage (Berne 1995 as cited by Allen 2011).

Whereas, Top-down processing refers to the use of background knowledge in understanding the meaning of message, (Richard 2008 as cited in Sulistyowati 2019). This strategy encourage comprehension of the passage as a whole, supporting the learner to collect the main ideas and purposes the passage, (Berne 1995 in Allen, (2011). In other words, both of the strategies in listening are obviously needed by the students. It could be concluded that Bottom-up processing

refers to comprehension begins with the students must hear some sound of words and sentence. At the same time, Top-down processing refers to the students need to use their prior-knowledge to determine meaning. Therefore, the pre-listening activities and strategies that describe the Bottom-up process and Top-down process are needed to preparing themselves to listen.

## 2. **Pre-listening activities**

Pre-Listening is the preparation stage for listening. The most important thing is that students could introduce them about what they are going to listen to. The pre-listening stage is to provide sufficient context to match what would be available in real life and to create motivation. Djaborova (2020) argues that they aim to deal with these issues which are generating interest, building self-confidence and facilitating comprehension. This can be realized by helping learners become mindful of the purpose of the upcoming listening input. In this study, pre-listening activities are all activities that students had done before the main activity. The students can ask questions and discuss text topics. Underwood (1989) states it would not be fair to students to draw them straight into the listening without introducing the topic or the type of activity they are going to work on, as cited in Samad & Patak, (2018). In the real life there are not many situations when people are supposed to listen without having no idea about what they are going to hear. So, this pre-listening is useful for students to become a success and more confident.

## 3. **Student's perceptions**

Pamungkas & Adi (2020) perception is people's judgment about something around them, each people have an individual perception of the thing. It could be concluded that perception is the reaction to something. In other words, perception is a people's action in the form of a judge or answer of something or a situation. Therefore, in listening classes students' perception can be defined as a reaction of responding which is produced by students. In this case, the students' perceptions as their actions of judgments as they answer to the implementation of pre-listening activities in listening class.

## **F. Previous Study**

There are some research related to this present research, as follows:

First, a study was conducted by Zohrabi & Sabouri (2015) this study investigates the effect of pre-listening activities on Iranian EFL learners' comprehension of authentic English films in order to elucidate the importance of listening as a core skill. Based on this objective, two groups of sixty intermediate EFL students from a language institute were randomly assigned. A proficiency test (consisting of two subtests, listening comprehension and listening perception) was administered as a pre-test to assess the potential differences between the learners at the start of the study. After the instruction session, both groups were given a post-test. The analysis of quantitative data and comparison of the mean post-test scores of the two groups revealed that the post-test performance of the learners exposed to pre-listening activities was superior. In addition, the analysis of feedback revealed a positive influence of pre-listening activities on the listening comprehension of authentic English films by EFL students.

Second, a study conducted by Barjesteh & Ghaseminia (2019) The purpose of this study was to investigate the effects of pre-listening tasks on the listening comprehension of Iranian English as a foreign language (EFL) learners. To conduct the research, 63 female EFL university students were selected to participate in three task-based activities: podcast, video, and topic preparation. First, they were homogenised using the Cambridge preliminary English test (PET), and then they were divided into three groups of 21 students each. The first group was randomly designated a podcast, the second group was nominated for a video-based presentation, and the third group was invited to speak on the subject. An instructor-created test of listening comprehension was used to evaluate students' listening abilities. Each group was given a jigsaw puzzle and a fill-in-the-gap task to evaluate the effectiveness of instruction. Following data collection, one-way ANOVA and multiple regression analyses were performed to determine the facilitative task. According to the results, podcast-based tasks significantly improve students' listening performance.

Third, a study conducted by Chalak & Biria (2019) This study examined the effects of bottom-up and top-down pre-listening activities on the listening comprehension performance of Iranian elementary EFL learners. Using the TOEFL (PBT), 90 elementary students were chosen for this study. They were randomly divided into two experimental groups and one control group, each of which contained 30 students. After administering the pre-test, two experimental groups received vocabulary preparation and content-related support as their treatment. The students in the control group participated in interim activities. At the conclusion of the investigation, the post-test was administered to all participants in order to assess any potential treatment effects. The results revealed significant differences between the pre-test and post-test scores of the students. The data analyses confirmed the significant impact of pre-listening support on the listening comprehension performance of Iranian elementary EFL students.

However, the current study is different from previous studies. While, previous studies mainly discuss about the effect of the use pre-listening activities to investigate students' listening comprehension ability. The current study used qualitative technique to find out the implementation of pre listening activities that used by the lecture and to converges students' perception of the implementation of pre-listening activities in listening class in English Education Department of one of the university in Bandung. Furthermore, this study wants to know that the implementation of pre-listening activities has an important role in the process of learning English language.