

CHAPTER I

INTRODUCTION

1.1 Background Of Problem

Listening is considered as an important skill in learning English by mastering listening, it is expected to help learners to master other skills such as speaking, reading and writing.. Listening can be categorized as receptive skill. In this case receptive skills have an important role for students to achieve clear learning objectives (Sreena & Ilankumaran, 2018). It should also be noted how students are able to adapt to using the tool where the function of the tool is to assist their learning in English both in productive skills in speaking and writing, as well as in receptive skills where students learn by understanding material from listening and reading activities (Masduqi , 2016). It means meaning that beginners learning a language pick up new words from what they hear or hear. It is impossible for students to master English without listening, this is because being able to listen gives input to a second language, which plays an important role in language development. In this case the ability of students to receive can affect their ability to produce. In short, listening is an essential skill that should be mastered by the students particularly in learning english. It aims to increase students' input about information and etc. The result is that if students are able to listen well then the result is that they will have fairly good competency results in productive skills in terms of speaking and writing.

Through listening learning, students are able to master English. For this reason, students are expected to be able to master the Listening course, but they have problems in learning English (listening). For this reason, it is necessary to have an appropriate listening strategy for students. Judging from its function, listening is something that must be learned for students majoring in English Education at the university level.

The important aspect in education is teaching process. Teachers are expected to be able to provide explanations about knowledge and experience from teacher to student. English teachers must be able to understand what difficulties are experienced during the learning process, the difficulties experienced by teachers and students. Suhandani and Julia argued that teaching skills are educational abilities in managing learning Apling & Haryani, (2019). In terms of qualifications when learning, the main thing is that teachers must have competition standards for teaching, in other words educators must have basic competencies.

Basically the main component of English consists of four skills, namely listening, speaking, reading and writing. In this case listening has an important role in terms of

communication. Listening takes 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% of the total time in communicating Abbas Pourhossein Gilakjani & Ahmadi, (2011). Based on this statement, listening skill is the most important thing in communication. Therefore, English students must know and learn the listening strategies to be used as early as possible.

Listening plays an important role in the success of English language learning. The ability to listen well and effectively contributes to the success of the learners and teachers. To follow these steps in teaching listening is not easy for some English teachers. The results of many previous researches about the difficulties in teaching this listening skill has been showed that most teachers and students had negative attitudes towards listening to English. Taking advantages of teachers' attitudes and desires for teaching this skill, the researcher would like to review all steps in teaching this one with the hope of contributing, helping teachers in applying these steps, theories and having an insight about how to teach it more effectively. Doing this, some suggestions are also given in this paper. The researcher hopes to enhance the effectiveness of teaching listening and helps motivate students in studying English as well Tong Thi Hue (2019).

The challenges many EFL learners face in the listening process are varied and highly complex. The challenge may be in the form of limited vocabulary, structural components of the text, word recognition to the speaker's pronunciation. This seemingly unbearable aural task has left many non-strategic EFL learners feeling pressured and gradually losing motivation to continue learning English. Canpolat, M., Kuzu, S., Yıldırım, B., & Canpolat, S. (2015) showed that students used different strategies in several aspects such as cognitive, affective, and psychomotor based strategies to do active listening. Generally, some students use cognitive strategies such as paying attention to the other person's verbal delivery, taking notes, making associations and analogies, asking questions and looking for main ideas. In addition, students also use psychomotor-based strategies such as getting close to the board while activating the head and eyes, making eye contact, generating feedback, sitting up straight, paying attention to gestures, facial expressions, tone of voice, and emphasis in speaking.

According to Sabouri et al (2016) socio-affective strategies are techniques listeners use to cooperate with others, to check their understanding, and to reduce their fears. Affective strategies are very significant because the learning situation and social-psychological factors of students are very closely related to one another. There is a significant relationship between

low anxiety and high listening performance that is, the use of affective strategies facilitates and improves listening skills.

Along with increasing awareness of metacognitive listening strategies in English classrooms (Chen & Tseng, 2017), however, in several studies, it has focused more on teaching challenging listening. Meanwhile, in this context, the main focus of English subjects practiced by students in Indonesian secondary schools is on language structure, reading comprehension, and writing. Unfortunately, listening comprehension is neglected in English class. Therefore, this study aims to investigate teacher challenges in teaching listening comprehension, particularly in the Indonesian EFL context.

The students themselves were considered reliable participants in this study because they had learned more complex listening skills compared to grades one and two. Based on the results of the questionnaire research, it was found that students were asked to play the audio more than once, if they listened to unfamiliar or ambiguous vocabulary, they took notes and asked the teacher or friends for the vocabulary, both teachers and students. provide feedback on learning their listening skills, some of the media they use to practice their listening skills such as video, film, audio, and music. H.Qamariah, Rosdiana, & Julian(2022).

In learning to listen to English it is hoped that students' intellectual abilities can increase. It is often known that listening is something that is difficult for students to learn, while English learning media uses its original accent starting from videos, audio, films and songs. The problems range from words that have never been heard, pronunciation of words that are different from the text, to accents that are hard to understand. This makes it difficult to listen to the public, including English Foreign Language Student in UNUGIRI. Many students still cannot understand or even understand the words or sentences spoken in listening class. In general, they find it difficult to understand English expressions or sentences. This means that their listening skills in English are still lacking.

Learning to listen is not easy, but in general, most students ignore it, because they are unable to master it, so that there are deviations from the listening course and this is considered difficult for students. This is a fact that still happens from year to year in the world of education, especially students. The difficulties in learning Listening faced by students are of course influenced by many factors. Besides that, student learning styles are also very decisive in the success of learning. However, of the many problems faced by students in learning listening, there must be a right way or solution to solve these problems. For this reason, the problems faced by students in learning listening are of great concern to Listening Class Lecturers.

Many factors affect the inability of students in listening class, these students experience difficulties when listening to class such as: not understanding what is being said, the material is too fast to listen to so that the student forgets what is heard, does not understand the meaning of words because of limitations English vocabulary, lazy or no motivation to learn and others. It is these problems that make students afraid or lazy to take part in listening class activities. Even though the Listening Class course is very important to learn because it is one of the four main skills in English that PBI UNUGIRI students must learn.

As a result of these problems, many students cannot understand the questions given by educators, so this will hinder their English learning. Based on data obtained from PBI students semester 2, 4, 6. They do not yet have appropriate or appropriate learning methods. And they have difficulty pronouncing what is conveyed in audio (mp3). Therefore, listening must continue to be practiced and must be learned, because without listening we cannot communicate with other people. There are many methods that can be used to learn to listen, but finding the right one is what we need to learn to listen to.

Based on the phenomenon that occurred, researchers at the PBI UNUGIRI major felt challenged to find out the actual learning styles and problems faced by PBI UNUGIRI students in learning Listening class. This situation prompted the researcher to conduct research with the title " EXPLORING LISTENING STRATEGIES APPLIED BY EFL LEARNERS IN LISTENING CLASS " so that researchers know the real conditions of listening class learning which has been a major problem for students in mastering English skills, especially in English listening class.

Based on the problems above, it is hoped that the strategies that have been planned can help English Language Education (PBI) students in Listening lessons. With the aim of improving his English skills. Another similar study, of 30 EFL Sudanese university students, by Mahmoud and Ahmed (2020) also investigated listening difficulties. Having collected their data utilizing a questionnaire, Mahmoud and Ahmed found that students encountered listening difficulties with both understanding informal words and idiomatic expressions, and understanding listening texts which contained complicated grammatical structures. Students also found it challenging to comprehend a listening task the first time they heard it, and complained that they lacked concentration.

1.2 Formulation of Problem

1. What strategies the EFL students apply in listening class?

2. What are the obstacles and challenge faced by EFL students applying the strategies in listening class?

1.3 Purpose of The Research

1. To find out and analyst strategies apply by EFL student in listening class
2. To find out and to analyst obstacles and challenge faced by EFL student in applying the strategies in listening class

1.4 The Significance of The Research

1.4.1 Theoretically

This research valueable contribution about type of strategies applied by EFL learners in listening class and how them during listening activities

1.4.2 Practically

1. For the EFL learners

This research provides insight full information for EFL learners about strategies that work best for them in listening class. It also provides information about challenges and obstacles that they face.

2. For the lecturers

This research give information about type of strategies applied by EFL learners. So the lecturer can understand and choose material and topic that meet with there need and strategies.

3. For the next researchers

This research can make other researchers to conduct other studies in the same context

1.5 Limitation of Problem

Based on the identified problem the researcher would like to limit this research on the listening strategies applied by EFL student in listening class.

1.6 Definition of Key Terms

Some of the word that be come the key words in this research are EFL learners, strategies, and listening.

1.6.1 EFL (English Foregin Language Student)

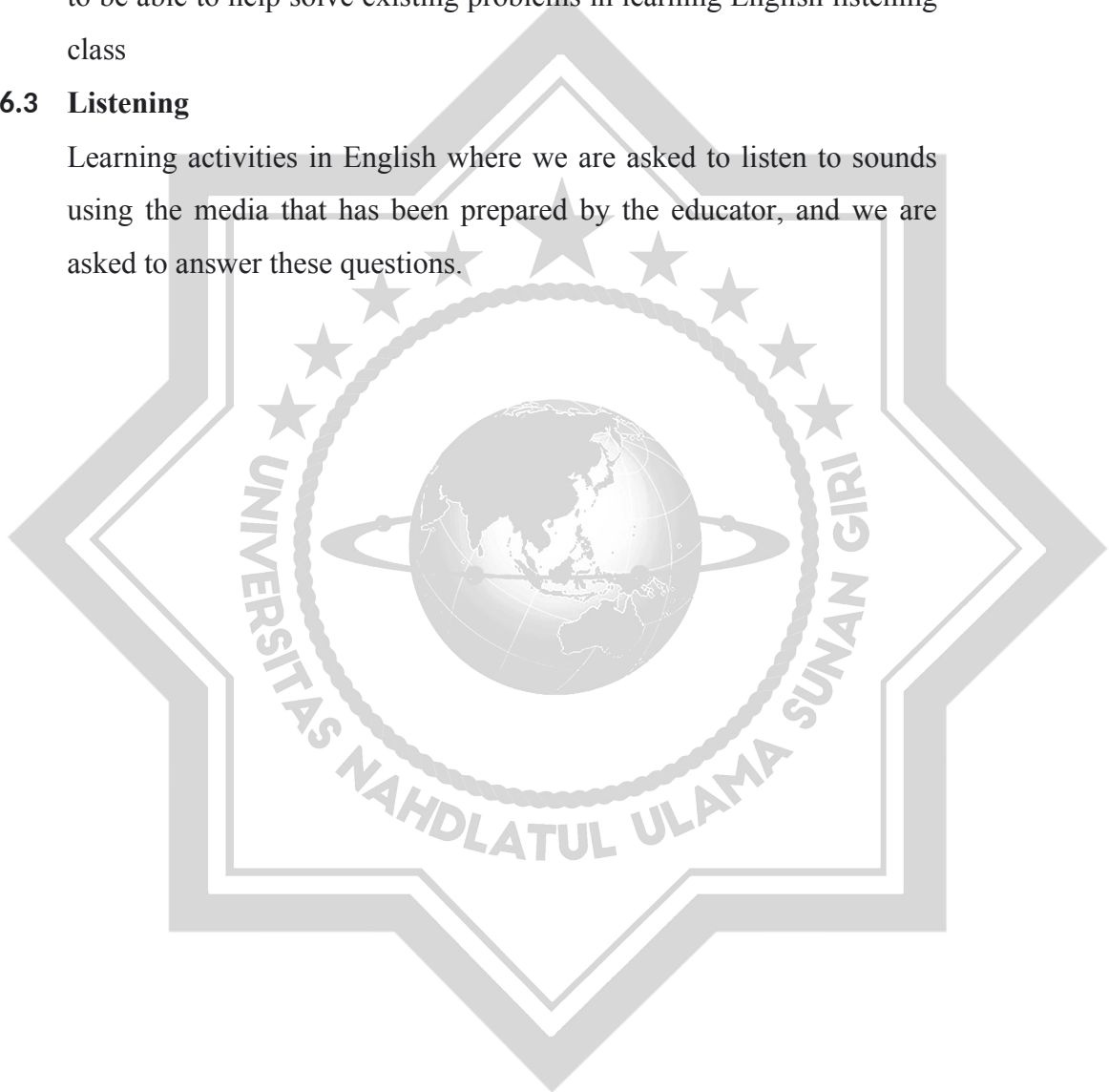
Students who study foreign languages, especially English with the aim of helping improve English learning skills.

1.6.2 Strategies

Planning that will be used to get the goals to be achieved, in this case to be able to help solve existing problems in learning English listening class

1.6.3 Listening

Learning activities in English where we are asked to listen to sounds using the media that has been prepared by the educator, and we are asked to answer these questions.



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