

CHAPTER 1 INTRODUCTION

1.1 Background of the Problem

Listening skill is one of four basics of English language skills beside speaking, reading, and writing. Listening is a skill that must be learned by language learners because listening is an important skill that develops faster than speaking and influences the development of writing and reading skills in learning a language. Thus, listening is considered to be a skill that is very essential to be learned and mastered by language learners. According to Nation & Newton (2008:39) listening is seen as a passive process by the students receive information sent by a speaker. Meanwhile, Vandergrift (2003:425) stated that listening is a complex active process of interpretation which listeners attempt to fit what they hear with their prior knowledge. It means that listening is not an easy skill to be learned by EFL learners.

Listening skill assists students in obtaining some information not only about vocabulary and grammar, but also intonation, pronunciation, tone and stress of the speaker. The ability to listen well and effectively can contribute to the success of language learners. Nor (2015:41) stated that students can produce language such as speaking and writing by listening and using the vocabulary they learn. It means that listening skill is very important for learners especially students who can get insights in teaching and learning process, so students must be able to master in

listening skill and have good understanding of all aspects of listening such as receiving, understanding, remembering, evaluating, and responding.

Listening comprehension defined as ability to comprehend spoken language especially English in high level. Rost and Hamouda in Gilakjani & Sabouri (2016:124) said that listening comprehension as an interactive process in which students are involved in constructing meaning. Listening comprehension is challenging for both lecturers and learners, so students must use appropriate strategies to overcome the problems in listening comprehension. It means that there must be support by lecturer's strategies in teaching listening comprehension.

Listening comprehension is the most forgotten skill in second language learning, because listening was paid the least attention of the four language skills. It seems that, for a long time, the skill of listening did not receive adequate acknowledgement as a skill in its own right, but rather was long regarded as a passive skill, an ability that would develop without assistance (Osada, 2004:53).

The ability of listening in English is a skill that is not easily mastered by all students who are not native speaker of that language. Hamouda in Rhidwan (2019:15) stated that comprehending speech is a very difficult activity for students. Based on the researcher's experience, there are several problems found by the students during listening comprehension. The students faced several problems, such as

pronunciation, the speaker's speaking speed, and the speaker's accent. Bingol et al., (2014:27) stated that limited and foreign vocabulary is also challenge and has a big influence on students understanding. Unfamiliar vocabulary also causes the problem, because many words have multiple meaning, so students will become confused, for example if students do not know the meaning of words.

However, Saraswaty (2018:141) indicated that the most common listening problem is the listener quickly forgets what the speaker said, and the biggest difficulty in listening to students is forgetting the meaning of words. On the other hand, class conditions can also affect students while listening to the audio. For example, the audio is sometimes hard to follow because it is a little fast, so if the speaker speaks quickly the students will find it more difficult to understand each word because the students less understanding of pronunciation.

In addition, Yagang (1994:250) stated that environmental noise is a serious problem in listening comprehension, because the noisy class conditions also greatly affect the concentration of students. Therefore, students cannot catch or forget what the speaker in the audio is talking about. Other problems also come from within internally, such as lack of motivation in listening comprehension and the students never learning listening independently. It means that students must also make their own efforts to overcome the problems in listening comprehension.

Listening strategies are very important for students to develop good abilities in listening skill, but are rarely given attention in listening class. Listening comprehension strategies are considered as the most important strategies of all for language learners, especially for beginning level learners (Vandergrift, 1997:388). According to Chamot in Wahyuni et al., (2022:163) listening strategies are included in language learning strategies, seen as techniques, procedures, or activities that are deliberately carried out by students to enhance learning, processing, and producing memories of schematic and linguistic knowledge. Listening strategies instruction is crucial for students to develop good listening skill.

Besides that, O'Malley et al., (1990:420) listening strategies are the specific thoughts and behaviors that individuals use to help them comprehend, learn, or retain new information. Listening strategies as well as linguistic knowledge are necessary to successful listening comprehension. Strategy can be thought of as the way in which the students approaches and manage a task. Meanwhile, not only by using the appropriate strategies, but also students must do their own efforts to learn listening so that the problems in listening can be faced easily.

As students who need to be equipped with good in listening skill ability in order to learn the target of language, this research is essential to help students become familiar with listening strategies in listening class.

Moreover, it can help lecturers to design relevant materials with certain listening strategies that can be used.

Based on the explanation mentioned above, the researcher will conduct this research with the titled “*An Analysis of Learners’ Strategies in Listening Comprehension of High Ability Students at the Second Semester of English Education Study Program in Muhammadiyah Kotabumi University Academic Year 2022/2023*”.

1.2 Focus of the Problem

Based on the background of the problems above, the researcher focuses on analysis of listening comprehension strategies employed by high ability students at the second semester students in intermediate listening class of Muhammadiyah Kotabumi University Academic Year 2022/2023.

1.3 Formulation of the Problem

Based on the focus of the problems above, the researcher formulates the problem on the research as follows:

1. What are the strategies used by high ability students in listening comprehension at the second semester of English Education Study Program in Muhammadiyah Kotabumi University Academic Year 2022/2023?”

2. What are the most used strategies by high ability students in listening comprehension at the second semester of English Education Study Program in Muhammadiyah Kotabumi University Academic Year 2022/2023?

1.4 Objectives of the Research

To describe the strategies and to know the most common used strategies by high ability students in listening comprehension at the second semester of English Education Study Program of Muhammadiyah Kotabumi University Academic Year 2022/2023.

1.5 Usage of the Research

Based on the objective of the research above, this study is expected to be useful both theoretically and practically:

1. Theoretically

The results of this research are expected to support the existing theories about strategies on students' listening comprehension.

2. Practically

- a. For Lecturers

The result of this research hoped can give information to the lecturers about students' strategies in listening comprehension.

b. For University Students

This research is hoped to give more information in order to enrich language comprehension of English learners, especially in listening process and it can be reference for English students to vary the listening strategies.

c. Next Researchers

The researcher hoped that this research can be useful for next researchers as additional references in similar topic of the research about learners' listening comprehension strategies used by students.