

CHAPTER I

INTRODUCTION

This chapter presents as follow: (1) The background of the research, (2) Limitation of research, (3) Research question, (4) The purpose of the study, (5) Significance of the research, (6) Definition of key terms.

1.1 Background of the Research

Listening is one of the most important aspect of communication and learning language. Listening is the ability to understand and interpret messages conveyed by other people through hearing. This involves the ability to focus on sounds or speech, understand the meaning of the words spoken, and interpret the message conveyed. As stated by Sharma (2011), listening is a communication technique that listeners need to understand, interpret, and evaluate what they hear. In learning a second language, it is very important to learn or possess listening skills to facilitate students understanding of English spoken by native speakers and non-native speakers. This is in line with Morley (2001) and Rost (2001), as cited in Sawitr (2020), who states that listening is the most important skill in language learning because it can be used in everyday life and develops faster than other language skills, which shows that it can facilitate the development of other language skills. Yurko and Styfanyshyn (2020) stated the benefits of listening skills in language learning, namely successful communication, greater productivity, comfort in a foreign environment, familiarity with accents and dialects, awareness of intensive and extensive listening. By having this listening ability, it will be easier for someone to understand and interpret messages in the communication process or from the conversations they hear.

Without these listening abilities or skills, if students do not practice their listening skills then these students will not be able to understand what the speaker is saying, they will experience difficulties in communicating and learning English. This is in line with what Harmer (1993) stated that communication occurs when the listener can respond to the speaker after the listener understands the message conveyed. The challenges that EFL learners face in listening courses are varied and very complex. These challenges can arise from various factors. According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), they analyzed several problems that may arise during and before listening; some of these problems include (1) quality of recorded material, (2) cultural differences, (3) accent, (4) lack of vocabulary, (5) length and speed of listening.

Therefore, to overcome students' difficulties in listening comprehension, students need to apply learning strategies, especially listening strategies. A listening strategy is a method used by learners to acquire listening skills. Language learning styles and strategies are important factors that help determine how and how well students learn a second or foreign language. (Oxford, 2003). There are three types of listening strategies, namely metacognitive strategies, cognitive strategies, and socio-affective strategies (Vandergrift, 1997). The use of strategies in listening is very important to achieve optimal listening comprehension. By implementing this strategy, students can carry out listening activities in a better and more structured way, increase comprehension, and manage their learning in the right way.

At Jambi University, currently in the English study program, listening and speaking courses are combined into one. And currently, there are 4 courses in each semester related to listening classes, namely Listening and Speaking for General

Purposes, Listening and Speaking for Academic Purposes, Listening and Speaking for Professionals, and finally, Advanced Listening and Speaking. Each of these courses has its own objectives, which are basically to prepare students who are expected to be able to master these listening and speaking skills. However, the focus of this research will only be on listening skills because the purpose of this research is to identify challenges faced by students in the Advanced listening and Speaking course and describes the listening strategies used by students.

Based on the preliminary study stage that the researcher carried out, there were several listening challenges faced by students majoring in English education in semester 4 at Jambi University. First, when the lecturer uses the audio or video tool in class, the student says it is difficult to catch the key point in listening, and after repeating it several times, they understand what the speaker is talking about. Second, it is still the same as using audio or video, namely that the speaker is too fast, making it difficult for students to understand what is being said. And the last one is the lack of vocabulary that hinders learning in class.

Therefore, researcher want to examine what challenges are faced by students who take the Advanced for listening class and what listening strategies they use to overcome these difficulties. So the findings of this study are expected to increase students' awareness of learning strategies that can assist them in learning to listen. More specifically, the results of this research will be useful for students of the English Language Study Program, especially those who will take Advanced Listening and Speaking courses, so that they can apply these strategies in their listening classes. In addition, this research can assist lecturers in creating material by considering the listening strategies used by students.

1.2 Limitation of the Research

This research only focuses on listening in Advanced Listening and Speaking courses. In addition, this research focuses on listening challenges and comprehension strategies used by 6th-semester students who have completed Advanced Listening and speaking courses in the English Education Department at Jambi University.

1.3 Research Questions

Related with the previous explanations above, the research problem of this research was.

1. What are the listening challenges faced by students in the Advanced Listening and Speaking courses at one of the universities in Jambi?
2. What listening comprehension strategies do English students use to overcome problems faced by students in the Advanced Listening and Speaking courses at a university in Jambi?

1.4 The Purpose of the Study

The purpose of this research is to identify the challenges faced by students in advanced listening and speaking courses and describe the listening comprehension strategies used by students in advanced listening and speaking courses at one of the universities in Jambi.

1.5 Significance of the Research

The results of this study are expected to provide useful results that can be used by several people.

The first is an English student. This research is expected to help students find the right strategy for overcoming the challenges they face so that they can apply those strategies and become better listeners in the listening class.

The second is for lecturers who teach about listening. Lecturers can understand

the difficulties faced by their students and also get an understanding of the strategies applied by their students so that lecturers can develop their teaching strategies or develop teaching materials in the listening-learning process.

The last one is for the future research. This research is expected to provide benefits for further researchers so that the results of this study can be used as a reference and can be developed to be more perfect.

1.6 Definition of Key Terms

According to Sharma (2011), listening is a communication technique that listeners need to understand, interpret, and evaluate what they hear. It can be said that listening is a skills that must be owned by someone to identify and understand what other people are saying by paying attention to what the speaker is saying.

According to Collins Dictionary (2008), challenge is something new and difficult that requires great effort and determination. Therefore, the challenge in this research refers to the difficulties faced by students in the Advanced Listening and Speaking course.

As stated by Bao (2017), listening strategies are decisions made by listeners along with the specific methods and behaviors they employ to help them listen effectively and comprehensively. In this study, a listening comprehension strategy refers to a method or way of learning used by learners to gain a better understanding of listening comprehension in the Advanced Listening and Speaking course.