

# CHAPTER I

## INTRODUCTION

This chapter present the background of the study, problem of the research, objective of the research, hypothesis, significant of the research, scope of the research, and definition of the key term.

### **A. Background of the Research**

Language as a tool communication has an important role to speak to others. People will be able to express their thoughts and feelings by using language. Language can be applied in many aspects, such as us: education, society, politics, economics, and culture. One of the communication is through talking. But speaking is also closely related to listening, because what people listen to is what they will say.

Listening is an important part of the language learning process, because in the learning process listening must be extra focused. So that the delivery of the lessons in listening to English is not misinterpreted by students. If students focus on listening, students will increase their mastery of foreign languages. In learning to listen must speak with the process of speaking. The goal is in addition to improving the ability to listen to students can also improve speaking skills.

According to Stephen, Lucas (1998, 56) listening does not mean we do not hear, and they come to explain the process of hearing to be a physiological one arguing that: it involves the vibration of sound wave on our eardrums and the

firing of electro-chemical impulses from the inner ear to the central auditory system of the brain, but listening involves paying close attention to, and making sense of what we hear.

Kassem (2014, p. 154) defined listening comprehension is problematic for many FL learners. In line with Hamouda (2013) EFL learners have crucial problems in listening comprehension because Schools pay attention to grammar, reading, and vocabulary. Furthermore, Gilakjani and Sabouri (2016, p. 129) described that listening comprehension has been ignored in many English language programs. In line with Mahaleh (2014, p. 255) argued listening comprehension is the most forgotten skills in second language learning, because the listening was paid the least attention of the four language skills. Bidadabi and Yamat (2011, p. 26) indicate that listening is also not an easy skill because it requires listeners to make meaning from the oral input by drawing upon their background knowledge of the world. Listening has many aspects that it is difficult to deal with and understand so it requires a lot mental process, and all of these skills play an important role in the process of language learning and the improving more related language skills (Mian, 2014, p. 255).

Listening strategies refers to techniques, approaches or actions that students take in their listening process to help their listening comprehension (Ma, 2015, p. 38). Teaching listening strategies promotes listening comprehension, shapes students' self-control learning habit and improves independent learning ability. Listening strategies as well as linguistic knowledge are necessary to successful listening comprehension. O'Malley and Chamot's (1990) learning strategies were categorized as metacognitive, cognitive, and socio-affective strategies are

steps taken to contribute learners to acquire, store, retrieve, and use information. Strategies help students a lot by paving the way for comprehension process to be much easier. Thus, it makes learning not only enjoyable but also more effective (Ebadi, 2016, p. 12).

The strategies of listening comprehension must be used simultaneously (Gilakjani & Sabouri, 2016, p 129). Zhang (2012, p. 625) argue successful language learners include listening tended to use certain strategies. As a way to prevent forgetting almost 80% of the content of a listening material, it is recommended that learners take notes while listening (Brito, 2015, p. 2). Eslakonha and Amiri (2014, p.191) stated that researchers and educators have long believed that Listening strategies are essential for one to be a successful language learner.

Students sometimes encounter an unknown word which may cause them to stop and think about the meaning of that word and thus cause them to miss the next part of the speech. In relation, Malkawi (2010, p. 773) explained that there are three listening problem that senior high school students usually face in listening comprehension. 1) speech speed; 2) limited knowledge of vocabulary and structure of sentences; 3) limited knowledge of topic in question. The problems above happen because the students did not aware about strategy when they are learning listening.

In most classrooms, learners are unaware of the strategies underlying the learning tasks in which they are engaged (Amirian, 2013, p. 141). Listening strategy instruction should be given. Strategies are conscious steps or actions

by which learners can guide and evaluate their own comprehension and learning (Rost, 2002). Students who poor knowledge about listening strategies and use strategies uneffectively, they are going to fail in achieving listening comprehension. Without a real strategies listening cannot achieve easily. Furthermore, Gilakjani and Sabouri (2016, p. 129) suggested that teachers should encourage their students to develop listening strategies. Predicting, asking for clarification, and using non-verbal cues are some examples of these strategies that improve learners' listening comprehension ability.

Based on preliminary study, it is found that listening is the hardest among others skill to be acquired. Besides, this skill is not exist there are many difficulties such as the audio speed, different context in daily life, accent, meaningless of words and lack of strategies were factors made listening is complicated skill. In addition, based on the researcher observation about learning facilities, such lack of speaker in the class. Sometimes, teachers brought tape recorder to conduct listening lesson. Also, the quality of speaker was not good enough and the class was too large. Sometimes, the electricity did not support the listening process. The teachers also expressed that students have not yet know about strategies, and teacher also does not know how to use and apply the listening strategies.

Based on the explanation above, the researchers try to analyze the correlation between students' listening strategies and their listening at MA Al Fatah Badas.

## **B. The Problem of the Research**

Based on the background above, the problem of this research is “Is there any correlation between students’ listening strategies and listening comprehension at MA Al Fatah Badas.?”

## **C. The Objective of the Research**

Based on the research problem above, the objective of this research is “To find out the correlation between students’ listening strategies and listening comprehension at MA Al Fatah Badas.

## **D. Hypotheses**

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1.  $H_0$ : There is no significant correlation between listening strategies and listening comprehension.
2.  $H_a$ : There is a significant correlation between listening strategies and listening comprehension.

## **E. The Significant of the Research**

By the research study, the researcher wants to give contributions:

### **1. Theoretical Benefit**

The finding of the study is expected theoretically to be able to give some information in the development of language teaching and learning process.

Especially, understanding the students' listening strategies related to the students' listening comprehension.

## **2. Practical Benefit**

### **a. For students**

For the students, they can identify their difficulties of listening comprehension to ascertain what further learning strategies are necessary. Students need to be aware of the factors which contribute to their difficulties in listening. After listeners know something about their own problems, they will be able to improve their listening practices and become better listeners. When they know about their listening strategies, it helps them how to improve their ability effectively, especially in exploring their listening comprehension achievement.

### **b. For teacher**

Therefore, the study hopefully can be useful for teachers in teaching English especially listening subject, and teachers know the concept of listening strategies as linguistic factor. And teacher as material developer to make material relevant with the students' listening strategies.

### **c. For further researchers**

The result of this research can be a reference for another researcher in conducting further research about the correlation between students' listening strategies and their listening comprehension at different level of students.

## **F. The Scope of the Research**

As the topic suggest, this study is conducted to prove whether or not there is a significant systematic correlation between listening strategies and the comprehension in listening. Therefore this study is limited to analyze the correlation between listening strategies and listening comprehension.

## **G. Definition of the Key Term**

### **1. Listening**

Listening is an activity of paying attention to the speaker and subsequent attempt to understand what we hear.

### **2. Listening strategies**

Listening strategies include verbal on nonverbal feedback such as indication of understanding or non-understanding, requests for clarification and repetition, as well as social/affective strategies such as self-encouragement and metacognitive strategies

### **3. Listening comprehension.**

Refers to the ability of student to comprehend the audio of listening section that was described from student's listening comprehension ability.