

CHAPTER I

INTRODUCTION

A. Background of the Study

Listening skill is one of the four basis language skills in English beside reading, writing, and speaking. Listening ability is needed by the students for facing both local and national tests of English tested in written form, so that listening should be learned earlier since kindergarten until the higher education level. Listening is the activity of paying attention to the speaker and trying to get meaning from something heard (Underwood (1989:1)). In receiving something, the listeners will hear language produced by other people first, and he or she is going to respond what they mean and their goals. The language learners will be successful if they master the language they learn to the point of using it in communication. That idea is supported by Littlewood (1981: 1) who states learners do not only need the ability to understand the linguistic forms but also the ability to use the language in actual use.

Listening is often considered as the most difficult skill. The learner cannot get the listening achievement which is the most important aspect in listening comprehension, especially in English. This is the duty of the teacher to solve the problem. They have to show the way how to comprehend listening so the learners can understand the listening material given. Listening is a skill in a language that is applied to English lesson especially for English education students. It is important as the preparation of learning foreign language especially English language. The students have to answer the question related to the listening materials.

Listening skill are important for learning since they enable the students to get insight and get information, also to obtain success in communicate with others. Existence within and outside the school or other place give many listening opportunities, but some students had fail to capture them because they let their mind going wander or they may only focus on what they want to

say rather than listen to what speaker saying. Listening is a communication skill that consuct the students to understand, translate, and assess what they heard. Have a good ability to listen can improve personal interaction like reducing problems, fostering understanding, and increasing cooperation.

When people are not listen carefully or became unfocused on the speaker or thinking about other things while listening it is wrong, because listening is a planned way to listen and respond to others and pay attention to the speaker. There are three elements stand up listening: comprehending, retaining, and responding language learning depends on listening. Listening supply the aural input that serves as the basis for language accession and eneables learners to interact in spoken communication. Good language instructors or teacher will show students how they can modify their listening behavior to cope with variety of situations, listening purpose, and types of input. The instructor help the students to develop their listening strategies and match the suitable strategies each listening situation.

Listening strategies are techniques or action that used by the students or listener to comprehend and recall of listening input. The strategies of listening can be classified by how the students or listener processes the input the listener taps into background of the topic, contextt or situation, type of text, and language background information that they heard to interpret, and anticipate what will appear next.

The researchers reviewed the strategies used by the students to cope with the problem in listening comprehension. And then identified the learners' listening comprehension problems that faced in class, then classified the strategies that used by the student to cope with the problem. This paper is intended to increase the students listening comprehension in the class. It is hoped that the findings of this review paper provide good views for the teaching and learning of listening comprehension for both teachers and learners especially at Universitas Muhammadiyah Surakarta because the researcher will held the research at Universitas Muhammadiyah Surakarta.

Universitas Muhammadiyah Surakarta (UMS) is one of 164 Universities shaded by Muhammadiyah foundation (PTM) in Indonesia and one of the 1890 private Higher Educational institutions (PTS) in Indonesia. educational business organization is decided to create a university that promotes ‘Scientific and Islamic Discourse’ to build an islamic culture that will embed in the students, the knowledge and skills are based on islamic values. Universitas Muhammadiyah Surakarta currently has 11 faculties, 44 diploma to Doctoral Studies program, 2 double Degree program international, 8 International class program, and 4 twinning program professional program, has 23,357 diploma students and strata 1 and 4,211 graduate students. In this study the researcher only focus on the listening difficulties and the strategies used by the students of Department of English Education at Universitas Muhammadiyah Surakarta on the second semester in comprehend the listening learning process.

Based on the observation, Department of English Education has three language laboratories that are used to listening learning process but the facilities on the labs is less maintained. The researcher found that some facilities like headphone does not function well but the process of the study is running well. The selected of the strategies by the student is the key to cope with the problem faced in class. Therefore, investigating the problem and the student’s strategies in learning process of listening is important to investigate, it will add the knowledge to the lecturer to understand the actual problem that faced by the students in learning listening in the class and for the student it will add more knowledge about the strategies used to comprehend the listening study in class.

The present study is intended to describe the problems in listening comprehension and the strategies used by students in learning listening at University students'. The title of this study is **“STRATEGIES APPLIED BY STUDENTS TO COPE WITH THE PROBLEMS IN LISTENING CLASS: A CASE STUDY IN DEPARTMENT OF ENGLISH**

EDUCATION OF UNIVERSITAS MUHAMMADIYAH SURAKARTA IN 2017 ACADEMIC YEAR”

B. Problem Statement

The problems of this research are:

1. How is the teaching learning process of listening class conducted in Department of English Education of Universitas Muhammadiyah Surakarta?
2. What is the problem faced by students in listening comprehension?
3. What are the strategies applied by the students to solve the problem in listening comprehension?

C. Scope of the Study

1. Subject

The subject of this research is four (4) listening students at Universitas Muhammadiyah Surakarta who studied in second semester and the teaching listening learning process conducted in Department of English Education in Universitas Muhammadiyah Surakarta.

2. Object

The object of this research is the teaching listening learning process conducted in Department of English Education, the problem faced by the students in listening comprehension and the strategies used to cope with the problems by four second semester of listening students at Universitas Muhammadiyah Surakarta 2017 academic year.

D. Objectives of the Study

Dealing with the problem statement, the objectives of the study are to describe:

1. The teaching learning process in listening class of Department of English Education of Universitas Muhammadiyah Surakarta.
2. The problems faced by students in listening comprehension.
3. The strategies applied by the students to solve the problem in listening comprehension.

E. Benefit of the Study

1. Theoretical Benefit

a. Language Teacher

The result of this research is very useful for language teacher because it provides some information about the strategy of learning listening and the teachers can use the strategy to suggest the students that can be used by the students to cope with difficulties. The writer hopes that after reading this paper, the teacher can develop their teaching technique especially to understand the difficulties faced by the students in listening learning process.

b. Language Learner

The result of this research can be very useful for both of teacher and students or learners. After reading this research, the learner will get knowledge about strategies that can be used in listening learning process in class.

c. Other Researcher

This research can be useful for other researcher who wants to conduct a research that is related to the same theme; Learning strategies in English learning in other place.

2. Practical Benefit

a. Language Learner

Learning English has generally functioned as developing the English communication process. The result of the strategy can be used by the students to cope with obstacles in listening learning process and it can be reference for English students in order to cope with difficulties to practice listening learning process.

b. Other Researcher

The researcher will get clear information description of the implementation of listening learning strategies used by the students and apply these techniques in daily classroom activity. Then, for everyone who

reads this paper, it can help him to understand how to learn the English language to be easier.

F. Research Paper Organization

The organization of this research is arranged as follow:

Chapter I is Introduction that consist of background of study, problem statement, limitation of the study, objectives of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory, which consists of previous study and theoretical review.

Chapter III is research method. Discuss: type of the research, setting of the research, object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion that consist of listening learning process, difficulties faced by students in listening study and the techniques used by students to cope with difficulties.

Chapter V is conclusion and suggestions.