

CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of the important devices of communication in any kinds of human being life activities. By language, people can to extend any expression such as idea, experience, feeling, thought, and many others. English become an important language in the world. The different growth of a language makes it the most popular among the other international languages. Nowadays, there are no part of the world affairs know nothing about English.

For Indonesia, English is a foreign language. In this position, it does not have social function as wide as a second language. That is a problem why English little difficult to mastered by Indonesian learners. To be master in English, many aspects should be developed by learners. One of them is listening.

Listening is the ability to identify and understanding what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin, 1974. Assisted by Malkawi (2010, p. 771). As Harris and Palmer said, an able listener is capable of doing these four things simultaneously.

Further, listening is a process of activities of hearing speech symbols by full attention, understanding, appreciation, and interpretation to acquire communication meaning that is delivered by the speaker through his speech (Richard and Renandy, 2002) assisted by Amallinda (2013, p. 1).

Allah the Almighty said in the Holy Koran Surah Al-‘Isra’ verse 36:

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَئِكَ كَانَ
عَنْهُ مَسْئُولًا

As Allah said in Surah Al-‘Isra’ verse 36 above, each person will be asked responsibility toward what they heard, it indicates that also in learning listening, learner must understand what they heard to get the point of what they heard, even when people hearing they should more pay attention and more focus to have understood what they heard.

Although listening is one of the difficult aspects to master, but by using appropriate strategies in learning, it will be easier. As Oxford stated that “learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford, 1990. Assisted by Rusnadi). Some effective and appropriate strategies are needed by the student in order to succeed in learning English as a second or foreign language, also in listening. To improve their listening skill, they also need to apply those strategies constantly.

Furthermore, Oxford (1990) has developed a more comprehensive system of language learning strategies which are the basis of the Strategy Inventory for Language Learning (SILL). She has classified learning strategies into two main categories; direct and indirect strategies. Direct Strategies are language-learning strategies that directly involve target language. They are divided into three groups: memory strategies (these strategies relate to how students remember the target language concept without necessarily involving deep understanding), cognitive strategies (the mental strategies which relate to how students think about their learning), and compensation strategies (these strategies help learners to overcome knowledge gaps to continue the communication). Each group processes the language differently for different purposes. Conversely, indirect strategies are used to support and manage language learning without directly involving the target language. There are three groups of indirect strategies: meta-cognitive strategies (these strategies help learners to manage their own learning), affective strategies (these strategies help learners to gain better control over their emotions, motivations, and attitudes toward language learning), and social strategies (they lead to increase interaction with the target language).

According to Oxford (1990), these types of learning strategies used by different learners vary due to different factors, such as the degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality/ethnicity, general learning style, personality traits, motivation level, and purpose for learning

the language. Therefore, understanding and awareness of learners' strategies are essential in second or foreign language learning and teaching.

There are many learning strategies that learners used, it can be grouped generally into two parts, namely direct strategies and indirect strategies. Along with the times, the students are demanded to be more creative in learning due to language development especially English increases and spreads rapidly. For instance, we can find social media, technology, scientific resources use English. In addition, using English people around the world can interact direct and indirectly to native speakers of English.

To improve their progress in learning English, students apply direct strategies that are language-learning strategies that directly involve target language and Indirect strategies that are used to support and manage language learning without directly involving the target language.

English Department has listening courses. The objective of these courses has three times. It starts from third semester as the basic listening, fourth semester is intermediate listening, and fifth semester is advance listening. During these courses, the writer believes that the students use their learning strategies to face the course. The students who are aware what strategies used in learning and they are why uses it will be different to the other.

By the case above, the writer really interested to find out whether there is any correlation between language learning strategies that used by students and their

listening comprehension ability. The writer assumed that the learning strategies have affects students listening comprehension.

In line with the statement, the writer would like to design his research proposal under the title “CORRELATION BETWEEN LEARNING STRATEGIES AND STUDENTS’ LISTENING COMPREHENSION ABILITY ON THE FOURTH SEMESTER OF ENGLISH DEPARTMENT IAIN ANTASARI BANJARMASIN.”

B. Problems Statement

Referring to the title and the background of study, here are two questions which absolutely focus on the problems of this research:

1. What kind of strategies used mostly by the students in Listening course on the fourth semester of English Department IAIN Antasari Banjarmasin.
2. How is the listening skills’ ability of the fourth semester in English Department of IAIN Antasari academic year 2014/2015
3. Is there any correlation between learning strategies used by the students on the fourth semester of English Department IAIN Antasari Banjarmasin and their listening comprehension ability.

C. Objective of Study

Based on the statement of the problems above, the objectives of the research aim:

1. To find out the common strategies used by the students in Listening course on the fourth semester of English Department IAIN Antasari Banjarmasin.

2. To find out How is the listening skills' ability of the fourth semester in English Department of IAIN Antasari academic year 2014/2015
3. To find out the correlation between learning strategies and students listening comprehension ability.

D. Significance of Research

The researcher intendsthat this research would give contribution as follows:

1. Encouraging the students to use the appropriate strategies in learning.
2. Motivating the students to increasing their comprehension in language learning.
3. Sharing the field research experience to the next researcher especially to whom wants to continue and develop the similar research.

E. Limitation of Study

In this research, the writer limits the problem only about the students of English Department at fourth semester of IAIN Antasari Banjarmasin academic years 2014/2015, who join Listening class.

F. Definition of Key Terms

In orderthe misinterpretation does not occur when exploring the content of this research, the writer needs necessary to explain severalkey terms:

1. Correlation is another measure of relationship between two variables (Sudijono, 2011, p.179). In this research especially to know the correlation between learning strategies and students' listening comprehension ability.

2. Influence is the thing that can make a result. The capacity to have an effect on the character, development, or behavior of someone or something, or the effect itself.
3. Listening skill is student ability in understanding the language using their response. It means the ability to hear anything or any word or phrase relating to activity associated with learning to hear how has three essential elements of hearing, understanding, and judging.
4. Learning Strategies, as Oxford stated that “learning strategies are specific action taken by the learner to make the learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford, 1990). Its means that the learning strategies are the learners’ way to face the problem in learning.
5. Fourth Semester of English Department IAIN Antasari Banjarmasin, it means English Department Students who are studying at fourth semester of IAIN Antasari Banjarmasin academic year 2014/2015.