



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

These days, in modern world, students have interested to the world where they dream can study to others countries or just traveling. Unfortunately, some of students can't learn English because of many things like, the methods, media, or even the teachers who taught English in school. Language teaching nowadays is not more considered as an ability to teach but as an ability to make learners learn. For this reason, learner centered education puts the learner at the center of classroom organization. There is a change in the view of language learning from a set of rules to be transmitted to learners from teachers to a process in which the learner takes more responsibility in learning. By doing this, the learner becomes autonomous in language learning. Autonomy is one of the bases on which learner –centeredness stands on because autonomy is a precondition for an effective learning (Benson, 2001). In fact, learners nowadays are expected to assume responsibility and take charge of their learning. As the result students find their own way to learn English. They study out from school systems or courses. So, students make their own way to learn English outside of educational system. They have responsibility for managing their own learning way, material, method, and practice and this is called Autonomous Learning.

Learners Autonomy is a condition where the learner is fully responsible for all decisions concerning his or her learning and the execution of those decisions. Learner autonomy is also in the core of research about language learning recently throughout the world. Life long learning is a capacity needed for the successful adaptation of language learners in such fast changing world, in the light of huge scientific and technological progress. Holec firstly pointed out the notion of learners autonomy, for which he stated autonomy is “an comprehension to take charge of one’s own learning” (Holec, 1981).

Learners also use autonomous learning to improve their skill, there are some sub-field in language learning. One of the most important sub-field of language learning is Listening. Listening comprehension is an essential skill for good language learner. It has received noticeable consideration in second language throughout 1990s. Listening is the ability to determine and comprehend what the speaker is talking about. Listening includes a complicated process that lets us make sense of spoken language by making use of a variety of sources such as phonetic, prosodic, lexical, syntactic, semantic, and pragmatic. Moreover, it is said that language learners bring their own unique characteristics (e.g., personal, academic, social/emotional or cognitive characteristics) to a learning environment (Lynch, 2010). One of these characteristics affecting language learning is learner autonomy.

The reason why autonomy is called for in the 21st century or modern era is because this approach learning is much more suitable for the requirements of a modern age. On account of growth of technology and information explosion, there are more learning materials. However, the quantity of sources compromises their quality in a significant way. Autonomous learning is seen as suitable alternative to traditional education. As a consequence, self-access center has been established in order to provide learning support and enable learners to make informed choices about their learning. In recent years, autonomous learning has no longer been associated with distance adult learning exclusively. The development of autonomy has now become an educational goal modern languages education, not only at college and university level, but also a life goal for language learners (Han, 2014).

Listening comprehension ability is also very important in foreign language studies. It is considered the most frequently used language skill in everyday life. In fact, some researchers believe that listening occurs twice as much as speaking, four times as much as reading, and five times as much as writing (Rivers, 1981). Listening comprehension is defined by (Vandergrift, 1999) as a complex and active process in which the listener must distinguish sounds, recognize vocabulary and grammatical structures, interpret stress and intonation, and clarify what was gathered in all of the above within the immediate as well as larger sociocultural context of the utterance.

Listening once was considered as a passive skill, but actually it is an active process in which selecting and interpreting of information from auditory traces take place (Rost, 2011). Listening has an important place in language learning due to this fact it is one of the four major skills in language acquisition. In addition to the fact that people get to understand spoken language by listening, it also improves three other skills and develops confidence.

English Department Students of Antasari State Islamic University who study in this university must take listening lesson, obviously because listening is the most important skill in language learning. The goal of this lesson is to make students understand English in a form of voice or speaking, in other word to make students understand listening comprehension.

Unfortunately for some students learn listening is not enough, if only in class. Therefore, they do learner autonomy to find their own way to learn speaking. Even though students take all responsibilities for all decisions. Teachers also take a part, they are required to develop comprehensions and knowledge of learner autonomy because teachers play a scaffolding role (Dickinson, 1995).

I believe many University students of UIN Antasari also do this learners autonomy, especially in English Department, because learning in the class do not enough for them. That is why they create their own learning outside of educational system, which are they chose what they want to learn, how they learn, how they

will test their comprehension, and what the motivation to do those. Obviously, these activities will increase their knowledge and comprehension about what they study and this related with Al - Qur'an, surah Al Ankaboot chapter 43:

وَتِلْكَ الْأَمْثُلُ نَضْرِبُهَا لِلنَّاسِ وَمَا يَعْقِلُهَا إِلَّا الْعُلَمَاءُ

For the students who feel they are learning less in class and hardly understand lessons, so they will do learning autonomy to increase their knowledge and understand what they did not understand. For example, there are students who are not satisfied learning listening on class, so they study alone at home by listen to the song and sing it after it finish, or students watching film without subtitle and try to understand the conversation in it.

Based on every explanation above, the problem statement is many students do learners autonomy on listening, that mean they study outside of educational system. Therefore, there are many aspects in the way of students learning autonomy and some aspects will be research in this thesis. In this research, the researcher will describe English department students' learning autonomy process of UIN Antasari in learning autonomy to improve listening comprehension.

For those reasons above, the researcher in interested to conduct a research entitled: **“English Department Students’ Learning Autonomy in Improving Listening Comprehension on Universitas Islam Negeri Antasari Banjarmasin”**

## **B. Research Questions**

Based on background of study above, the research question is:

1. How is the English students' learning autonomy in improving listening comprehension at Antasari State Islamic University?
2. What is students' perception about learning autonomy in improving listening comprehension at Antasari State Islamic University?

## **C. Objectives of Study**

Based on the research questions mention above, the researcher has the following objectives:

1. To know the English students' learning autonomy in improving listening comprehension on UIN Antasari.
2. To know English students' department perception about lerner autonomy in improving listening comprehension on UIN Antasari

## **D. Significance of Study**

The researcher hopes this research can give information to teachers and lecturers in UIN Antasari about how their English students improving their listening comprehension outside the classes. The researcher also hopes after the teacher and lecturer get this information and they will find out another way to teaching listening based on what student do outside class to improve their listening comprehension.

## **E. Definition of Key Terms**

The researcher has many theories that have relation about his research. The theories get from book, journal, e-book or internet. There are two definitions of this research, Learning English and Learner Autonomy.

### **1. Learning Autonomy**

Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with a student learning and the implementation of those decisions (Dickinson, 1995). Autonomy is the comprehension to take charge of one's own learning (Holec, 1981). Based on those theories, the researcher said that learning autonomy is a tool that students can make to help them improve their comprehension outside educational system.

### **2. English Students' Department**

The researcher took English students' department of Tarbiyah Faculty as subject of this research. There are second semester students from class A, B, C and D of batch 2019 that researcher already chose 15 of 125 students.

### **3. Listening Comprehension**

Listening is always considered as a receptive skill and the objective of the listening skill is mentioned as "to train the learners to understand and respond appropriately to the kind of language they are most likely to hear in normal use"



(Demirel, 2004. P. 52). In this case listening comprehension is students' listening ability to understand about material related with listening in the class.

