

CHAPTER I

INTRODUCTION

A. Research Background

Gender is a Social and cultural norms create the binary of male and female. Additionally, there are several important roles that gender plays in the learning process that are influenced by various factors. It has been shown that gender differences between male and female can affect learning outcomes, particularly in listening classes, such as student learning skills, psychological aspects, and student attitudes. Because gender is a socio-cultural and psychological dimension of male and female, learning styles are also influenced by gender. Male tend to prefer abstract conceptualization modes of learning, while female tend to prefer more concrete methods. Students' ability to absorb information can be affected by various factors. When it comes to this situation, the focus is on listening abilities.

Allah said in the Al-Quran surah Al-Hujurat: verse 13 :

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ
إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Through this verse, we can gain an understanding of the similarities and differences between male and female, both in terms of worship (the spiritual

dimension) and in terms of social activities (professional career issues). The verse also thoroughly refutes the idea that there are distinctions between male and female like biological, physical, emotional, and intellectual development differences that allow one of them inferior to the other.

Listening is an important element of learning English; listening abilities are linked to speaking since we may convey what we have heard after listening (Saviral, 2017). Students are required to pay attention during the activity of listening comprehension, and they must also have the capacity to comprehend what has been stated in the form of vocabulary, grammatical structures and the capability to understand the meaning that has been communicated it means by (Taheri & Taki, 2020). When learning a foreign language, listening is an essential component. In addition, listening is linked to other skills, such as speaking, because when we have conversations with other people, there are recipients, and messages must be conveyed effectively (Namaziandost et al., 2020).

The term "strategy" was employed in ancient greece to refer to generalship or the art of war. In a planned campaign, this word refers to the control of ship soldiers or flying forces (Chang et al., 2007). Based on the description above, Etymologically, it has been shown that strategy means a technique followed to approach or have certain goals or has been planned to master certain information. Additionally, we must understand that tactical strategy refers to student activities, plans, or approaches. Putting aside

generalizations, we can state that strategy corresponds to the level of learning and that the learner's choice of tactics is influenced by the strategy chosen.

Listening strategies are methods or activities that assist people in comprehending and remembering what they hear. Listening methods are classified based on how the listener processes information. Several studies have discussed learning strategies to overcome difficulties in mastering effective and ineffective students' listening skills by using the three phases of listening comprehension and, first of all, applying them more frequently, namely those containing perceptual processing, decoding and utilization (O'Malley & colleagues, 1986).

According to Allah, in Surah Al-A'raf verse 204 of the Al-Quran, he said:

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ

Allah calls for complete and total devotion to the Al-Quran throughout this verse. Ideally, listen to the Al-Quran during recitation or even better while reading its content to comprehend, learn lessons from and put into practice the full consequences of what is being said.

Although gender differences have a substantial impact on the outcome of listening skills, strategies for listening are still important (Vandergift, 1992). According to this theory, listeners employ various listening strategies depending on the nature and demands of auditory input. Listeners employ a range of techniques known as encoding and decoding processes to enhance their ability to

cope with listening section, ultimately resulting in improved comprehension. In terms of listening strategy preferences by different groups of students, there is research which shows that Iraqi EFL students use strategies at a moderate level, with metacognitive strategies being used the most intensively and compensatory strategies being used the least (Abid et. al., 2010).

The gender disparities in listening strategies highlighted above have not been extensively studied. Researchers are interested in learning more about classroom listening strategies, particularly the cognitive, metacognitive, and socio-affective techniques male students utilize, and the researcher is interested in identifying the difference between males and females in their listening strategies. This study was carried out by researchers at Antasari State Islamic University (UIN) Banjarmasin, with participants being students majoring in English in the second semester, where listening classes are still available in semester two, as a result of the fact that, as stated by researchers, the topic of gender in strategies listening is infrequent and exciting to know about gender differences in learning.

B. Research Questions

From the background above, the problems are formulated as follows:

1. How are male students use listening strategies at English Department in UIN Antasari Banjarmasin?
2. How are female students use listening strategies at English Department in UIN Antasari Banjarmasin?

3. What are the difference between male and female students use listening strategies at English Department in UIN Antasari Banjarmasin?

C. Objectives of Study

Based on the background above, the aims of this study are formulated as follows:

1. To know how are listening strategies use by male students at English Department in UIN Antasari Banjarmasin.
2. To know how are listening strategies use by female students at English Department in UIN Antasari Banjarmasin.
3. To identify the differences between male and females students' use listening strategies at English Department in UIN Antasari Banjarmasin.

D. Significance of Study

The researcher expect that this research will benefit to the following :

1. Theoretically, the research results can provide useful information for future descriptive research with the same problem.
2. Practically the results of this study can be used as information for English teachers and students to evaluate their methods or strategies in teaching and learning, teachers can make learning in listening strategies to maximize students' abilities.

E. Definition of Key Terms

To avoid misinterpretation and misunderstanding to this research, the researchers provided the key term to understand as follows:

1. Listening Strategies

Listening strategies it refers to the second-semester student of the English Education Department of Antasari State Islamic University to the significant difference in the use of learning strategies (Cognitive Strategies, Metacognitive Strategies and Socio-Affective Strategies) by male and female students in listening strategies.

2. Gender Diffirencess

It refers to analyzing gender differences between male and female students in listening strategies of the English Education Department of Antasari State Islamic University.