CHAPTER 1

INTRODUCTION

This chapter provides an overview of the research. It covers the background of the study, research questions, research purposes, research significances, rationale, and previous studies related to the concerns of this research.

A.   Background

This research is intended to investigate EFL students' challenges and their strategies to cope with the challenges in comprehending authentic listening materials. According to *Collins Dictionary*, challenge is something which is hard and difficult. It is needed more effort and determination to understand or finish. ESL and EFL learners said that one of the most challenging skills is listening because it involved not only perception but also deliberation, cognition, and recollection (Guo and Wills, 2006 cited in Eliza et al., 2019). At the same time, listening becomes an important skill and element for language learning because the skill can help the learners to recall or retell the information that they have heard. In the context of English teaching and learning (ELT), listening is the process for the learners to understand the oral language, which means they should hear what the speaker said, divide and classify the sounds, and comprehend the message (Bowen, Madsen, and Hilferty, 1985 cited in Gilakjani & Sabouri, 2016). This process will lead the learners to listening comprehension.

Listening comprehension is various processes of understanding meaning, and it is one of the most important components of oral speech communication. It means that the listener(s) should understand about what they heard from the speaker (Brown and Yule, 1983 cited in Gilakjani & Sabouri, 2016). Good listening comprehension can be seen by the ability to understand the information quickly delivered by the speaker and to respond during the conversation. This comprehension is underpinned through several elements of speech quality: speech

dynamics, voice quality, gaze, and gesture behaviour (Lyberg-Åhlander et al., 2015).

In the teaching and learning process, there are various media and materials used. Authentic materials is one of the alternative materials that can be used in teaching and learning listening comprehension. Authentic materials can be oral or written, and it is consists of the real content produced by the real native speaker for the real audience in a real situation (Adam et al., 2010 cited in Chamba et al., 2019). This material is not something new in helping students in EFL classes. Authentic materials have been used by the teachers since the 1970s to support the CLT approach (Hedge, 2000 cited in Chamba et al., 2019). The use of authentic materials is to aid the learners to become familiar with the target language (Field, 1998 cited in Ahmadi, 2016).

Furthermore, authentic materials in the listening task enable the students to have a direct connection with the input of the content, which shows real communication with the native speaker (Breen,1985 cited in Ahmadi, 2016). Authentic listening materials are the audio or video recordings of a conversation generated by the native speakers of the language automatically (Richards and Schmitt, 2002 cited in Ahmadi, 2016). The example of authentic listening materials such as cartoons, radio news, songs, video of the speech, movies, etc. (Genhard, 1996 cited in Dewi, 2018).

In an English language classroom, the authentic situation happened when the students listen to the video or audio made and spoken by the native speaker. Authentic materials used an original language that cannot be only used in the classrooms, but in the same way, it could be used in real life (Jacobson et al., 2003 cited in Dewi, 2018). The authentic learning materials and activities are designed to emulate real-world situations (Herod, 2002 cited in Dewi, 2018). It also aims to engage them in "real life" conversation or listen to the real language from English native speakers in other different countries. The authentic situation also can be described by using authentic text. It is to reiterate the roles of the native speakers

plays to the authentic situation in the classroom (Porter & Roberts, 1981). To test students' listening comprehension, English teacher usually used the authentic listening materials, such as cartoons, radio news, songs, video of the speech, movies, conversation, etc. (Genhard, 1996 cited in Dewi, 2018). Those are materials as the media to deliver the content which is real, made, and speak by the native speaker. Furthermore, while or after gave the video or audio in authentic listening materials, the teacher also gave multiple-choice questions or 'wh' (what, where, who, when, why, and how) questions to know the student's comprehension of the content in the listening test (Porter & Roberts, 1981).

From the limited interview with the first semester of English education department students at UIN Sunan Gunung Djati Bandung, it was found that the students have challenges in comprehending listening materials when learning to and doing the task in listening class. Furthermore, they are also having challenges and difficulties especially when used authentic listening materials like songs, movies, news, video, etc. These challenges come from some factors such as poor ability in listening and the content of the listening activities.

There are several studies about listening comprehension problems and authentic materials. First, the research conducted by Eliza, Zaim, and Refnaldi (2019) analyzed students' linguistics difficulties in listening courses at English as a foreign language used a descriptive quantitative method. Second, the research by Dewi (2018) investigated the influence of using authentic materials on EFL students' in listening comprehension used a quantitative research method. Third, research conducted by Rajab & Nimehchisalem (2016) examined listening comprehension problems, and strategies among Kurdish EFL learners used a quantitative research method.

This research is different from the previous research above. It focuses on Indonesian EFL students' challenges in comprehending authentic listening materials and their strategies to cope with those challenges. In contrast, the previous research focused on linguistic difficulties in listening course and

listening comprehension problems used a quantitative method, investigated the influence of used authentic materials on EFL students' listening comprehension, and examined listening comprehension problems and strategies among Kurdish EFL learners. Therefore, the researcher conducts this research entitled **"EFL Students' Challenges in Comprehending Authentic Listening Materials."**

B.   Research Questions

From the description of the background above, this research is intended to answer and describe the three following questions:

1.   What are EFL students' challenges in comprehending authentic listening materials?

2.   What are EFL students' strategies to cope with their challenges in comprehending authentic listening materials?

C.   Research Purposes

From the research questions above, this research aimed at obtaining the three following objectives:

1.   To identify EFL students' challenges in comprehending authentic listening materials.

2.   To describe EFL students' strategies to cope with their challenges in comprehending authentic listening materials.

D.   Research Significances

This research has two important perspectives. Theoretically, this research is expected to become one source of information about kinds of listening comprehension challenges encountered by Indonesian EFL students when learn about listening's subject that uses authentic listening materials. Practically, this research gives benefits to:

1.   Teacher

This research expected can be the teacher or lecturer' foundation and consideration to help students to be easier to listen authentic listening materials as the media in learning listening. Furthermore, this research also expected can help teacher or lecturer to develop effective learning strategies and materials when teaching listening in the classroom to overcome students' problems and challenges in comprehending listening materials.

2. Future researcher

The result of this research proposes an understanding of EFL' students challenges that can be foundation for future researcher to analyze different context of listening comprehension or authentic listening materials and to develop the researcher's theory in listening comprehension aspects.

E.   Rationale

In developing listening comprehension, authentic materials is one of the alternative materials used by the teacher in listening class. Authentic materials are materials that are not purely designed for the teaching process. But, this made by the native speaker so that it can be used in teaching and learning listening comprehension (Dewi, 2018). According to Richards and Schmitt (2002) cited in Ahmadi (2016), authentic materials as the audio or video recordings of a conversation generated by the native speakers of the language automatically. At the same time, authentic listening or authentic audio-visual materials consist of television/radio commercials, quiz shows, video clips, music, cartoons, movies, radio, and dramas (Gebhard, 1996 cited in Chamba et al., 2019)

According to Bransford et al. (1990), Cronin (1993), Sternberg et al. (1993), Winn (1993), Young (1993), Lebow and Wager (1994), Duchastel (1997), Herrington and Herrington (1998), Gordon (1998), Oliver and Omari (1999) cited in Melanlioğlu (2013) who stated that there are some conditions and rules that can be used by the teacher to build a test of teaching and practising authentic materials. Those rules are authentic activities in the classroom should be relevant to the real world; the tasks and sub-tasks should be well-defined to make the

students understand well; the time should not be too limited; the teacher who gives the student tasks should be determined the duration of authentic activities and enable the students to use various sources to allow them to see or find out the authentic activity from different perspectives; this activity should push the students to cooperate with others; should show students' personal and social learning; should help students to interdisciplinary work, and should be assessed with references to daily life.

For EFL learners, listening comprehension is the first step towards fully understanding a foreign language. When doing listening practice using several media, EFL learners may have several challenges to understand the meaning or context of the material. Hamouda (2013) stated that the accent of the speaker, pronunciation, speed of speech, insufficient vocabulary, lack of concentration, anxiety, the different accent of speakers, and bad quality of recording were the major listening comprehension challenges in English language listening classroom. Afterwards, Rajab & Nimehchisalem (2016) proved that listening difficulties encountered EFL students are coming from two factors. Those factors are input problem which consists of speaker's accent, how words pronounced, text length and the speaker's speech speed; and also context problem which consists of unclear sounds resulting from a poor acoustic condition.

Challenges in listening comprehension is a crucial problem that should be fixed. Conrad (1985), O'Mallay and Chamot (1990), and Rost and Ross (1991) and Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) cited in Gilakjani and Sabouri (2016) classified that there are three types of strategies in listening comprehension, those are:

1. Cognitive strategies. It is to understand and gather input and short or long term memory for later use (Gilakjani & Sabouri, 2016). Summarize, produce, and understand a new language with many different means is the part of cognitive strategies (Sa'diyah, 2016).

2. Metacognitive strategies. It used planning, checking, assessing, and changing as the learners' strategies to manage their learning, and it is a management technique (Rubin, 1988 cited in Gilakjani & Sabouri, 2016). These strategies allow learners to the learning process by using functions such as centring, arranging, planning, and evaluating (Sa'diyah, 2016).

3. Socio-affective Strategies. It can be used by the listeners to collaborate with others, to decrease their apprehension, and to check their comprehension (Vandergrift, 2003; Abdalhamid, 2012; cited in Gilakjani & Sabouri, 2016). In a socio-affective strategy, learners should know how to reduce anxiety, feel confident during listening activities, and have high motivation in improving listening skills (Habte-Gabr, 2006 cited in Gilakjani & Sabouri, 2016).

Therefore, because of authentic materials used as an alternative media in the teaching and learning process of listening class, this research is conducted to analyze EFL students' challenges in comprehending authentic listening materials and knowing their strategies to cope with those problems.

F.   Previous research

There are several studies regarding listening comprehension problems and authentic materials. The results of these previous research are beneficial as the references for the deliberation in this present research.

First, the research by Eliza, Zaim, and Refnaldi (2019) analyzed students' linguistics difficulties in listening courses at English as a foreign language. This study purposed to investigate the students' problems in English Department of IAIN Bukittinggi, who had attended Listening 1, Listening 2, and Listening 3 courses in the academic year 2017/2018. The researchers focused on the linguistic features in which there were eight statements that the students should respond to. This study used a descriptive quantitative method trough questionnaire with a random sampling technique. There were 25 students as the total of respondents. Finally, the findings proved that there are 50% of the students who have problems

to answer each statement based on linguistic features. It means that most of the students found difficulties and challenges in the listening classes.

Second, the research by Dewi (2018) focused on investigating the influence of using authentic materials on EFL students' in listening comprehension. The researcher used a quantitative research method with a purposive sampling technique. The population of this research was taken from five parallel classes with 190 as the total of the students in the second years' students of Junior High School in Indonesia in the 2014/2015 academic year. The researcher divided the participants into an experimental and control group, which consist of 38 students in every group. The researcher used 20 total items of the multiple-choice test as the instrument for collecting data. The result of this research revealed that the use of authentic materials affects students' achievement in listening comprehension with (5.09) as the score of t-test, which was higher than t-table with (2.02). It is also showed that the level of significance is 0.05, and the degree of freedom (df) = 36, which means that the hypothesis alternative (ha) was accepted.

Third, the research by Rajab & Nimehchisalem (2016) examined listening comprehension problems and strategies among Kurdish EFL students; the relationship between the students' listening comprehension problems; and the strategies used by the students. It consists of input, context, process, affect, and task as the listening comprehension problems, then cognitive, meta-cognitive, and socio-affective strategies as the listening strategies. This research used a quantitative research method with a cross-sectional survey design. The researchers took the data through a survey and questionnaire that were taken and gave from 165 randomly selected undergraduates in Iraqi-Kurdistan universities. The findings proved that the learners have listening comprehension problems with the input and listening context. Furthermore, the major of the listening strategy used by the students is the Meta-cognitive strategy. The listening problems and strategy usage among the Kurdish EFL learners were significantly negative and negligible with the score r= -.186, p < .05.

This research is different from the previous research above. This present research focuses on Indonesian EFL students' listening challenges in comprehending authentic listening materials and their strategies to cope with those challenges. Furthermore, the methodology, the participants, and the place of this research are also different from the previous research.