

# CHAPTER I

## INTRODUCTION

This chapter presents an overview of the study. It consists of the background, research questions, research purposes, research significances, research scope and, conceptual framework, and previous studies.

### **A. Background**

Listening has historically been regarded as a challenging skill for many foreign language students. Compared to other skills, listening appears to be difficult to acquire. This is supported by some opinion from the expert, firstly, Schmidt (2016), who contends that listening is one of the most difficult skills to learn. Buck (2001) identified a variety of difficulties that may be encountered in auditory tasks, including unknown vocabulary, unfamiliar topics, rapid speech rates, and unfamiliar accents. Previous study on listening revealed that there are a number of factors that contribute to students' difficulties with listening comprehension. They were the environment, poor recording, unfamiliar topics, speaker's accent, speaker's speed of speech, ungrammatical sentences, protracted listening, concentration and focus, unknown words, and an uninteresting topic (Wahidah, 2018).

Futhermore, listening is a skill that has traditionally been taught via a wide variety of mediums and approaches. Autonomous listening activity is one of the approaches to teaching English used by teachers. This strategy involves the use of a variety of listening sources as the medium. Autonomous listening activity provides students with a way to hone their listening talents and develop the capacity to listen on their own, which is a crucial life skill. When students engage in autonomous listening activity, they take charge of their own listening session. When designing a learning environment for students to improve their listening abilities, Lee and Cha (2017) argued that effective listening tools and approaches centred on the desires and talents of students are of crucial importance. Teachers now have access to a wider variety of

authentic learning resources utilizing audiovisual materials such as video, television programmes, and online learnings, due to the widespread availability of the internet. (Mayora, 2017).

Each student achieves unique levels of academic growth as a result of their use of the several types of learning resources. The purpose of this is for the researcher to have an idea of how students feel about the weekly individual listening activity and how it contributes to an increase in students' listening comprehension in Interpretive Listening Courses. Students' need to conduct their own listening align with the goals of promoting autonomous listening activity as a means to practice listening skills. Learners engage in autonomous listening activity when they take charge of their own listening session. A high level of listening comprehension is essential in any academic setting. Students in higher education need to develop their listening skills in order to participate effectively in a variety of classroom and extracurricular activities, including lectures, tutorials, small group work, and group projects, as well as social interactions (Picard and Velautham, 2016).

Several studies are relevant to this research. In 2018, Sacko raised topic related to autonomous listening focused on the use for TOEFL preparation. The objective of this study was to provide autonomous listening learning resources for the purpose of TOEFL preparation, specifically designed for learners at the independent language learning center (ILLC) within the language development center at UNY. These materials were intended to aid in the enhancement of their listening abilities. Handayani and Savitri (2020) explore the listening log as an autonomous listening activity medium for carrying out English learning activities outside of the classroom, as well as students' impressions of it. According to the studies mentioned above, the research focus differs from the topic stated by the researcher. This study examines students' perceptions of autonomous listening activity activities for students in second semester listening courses, as well as the influence of these activities in their Interpretive listening courses.

This qualitative study's objective is to determine how students' improvement in listening courses increase as a result of participating in a weekly autonomous listening activity that utilizes a number of various types of listening sources. Additionally, the findings of this study will be used to determine how students' perceptions of this activity to support their Interpretive Listening Courses.

## **B. Research Questions**

This research is intended to answer these two following questions:

1. How are the students' perception towards autonomous listening activity in interpretive listening course?
2. How are the students' improvement in listening course supported by their autonomous listening activity?

## **C. Research Purpose**

From the research question above, this study aims to obtain these two following purposes:

1. To describe students' perception towards autonomous listening activity in interpretive listening course.
2. To describe students' improvement in listening course supported by their autonomous listening activity.

## **D. Research Significances**

The significance of research anticipates that the results of this study will be theoretically significant and have practical applications. Theoretically, the results of this study could assist researchers in gathering information about the autonomous listening activities of students and how these activities contribute to their interpretive listening course.

Practically, this study is anticipated to provide a significant contribution to:

1. English Foreign Language teacher: The results of this study can assist lecturers and teachers in better comprehending how students' perceptions

of autonomous listening activity encourage interpretive English listening course. Additionally, it can assess the efficacy of autonomous student listening activities.

2. College students: The findings of this research can assist students in determining which listening sources are most frequently utilized to include in their autonomous listening activity activities. As a consequence, students will be better able to enhance their interpretive listening course.

### **E. Research Scope**

This study examines the autonomous listening activity activities of students in University context. This research aims to determine students' listening improvement through the use of various listening sources that are weekly used in Interpretive Listening classes. This investigation was conducted with students in the second semester of the English education at UIN Sunan Gunung Djati Bandung.

### **F. Conceptual Framework**

Listening is one of the most important abilities in the process of learning, and it is one of the most important techniques for those who are learning a language. This ability provides us with the ability to view things from a variety of angles. According to Ozturk and Teken (2020), listening is one of the receptive abilities that helps develop relationships with people of other cultures, strengthens our vision, and offers meaningful output (speaking). Listening, as Riddell (2003) pointed out, is one of the activities that most students find to be the most challenging. Therefore, getting exposed to the target language is an essential part of the language acquisition process in order to experience a true and natural usage of the target language. In addition, Yildirim (2007) explains that listening is the shortest and most common technique of communicating, understanding the feelings and thoughts of other people, and comprehending the events that are taking place around us. It is also the most effective way of receiving knowledge.

Listening, according to more modern theories, is viewed as a dynamic, interpretive process in which meaning is constructed in real time as people talk to one another. The process of interpretation, rather than passively receiving meaning as it is intended (Lynch and Mendelsohn, 2002: 194), shapes meanings and constructs them for the listener.

In order to create a learning experience that will help students enhance their listening skills, it is crucial to use listening tools and approaches that are suited to the students' interests and abilities. Supporting students while they engage in an activity is a great way to help them learn. This aid serves as a stop along the way that helps students cross over to the other side (Nation & Newton, 2009). In this section, the teacher employs the active learning strategy of having students listen independently. Learners engage in autonomous listening activity when they take charge of their own listening session.

Autonomous listening activity is one of the functional strategies to enhance listening fluency since the items that are being listened to are both simple and entertaining. The autonomous listening activity gives teachers the opportunity to encourage students to listen with joy, which is beneficial to everyone involved. These resources need to be straightforward and easily accessible, and they should include a wide range of topics that are relevant to the interests of the learners.

Teachers employ weekly autonomous listening activity activities as a learning resource in the context of teaching listening, and they mostly use online listening as a delivery medium for these activities. The students receive these resources in a new format each and every week. According to Rost (2002), some of the forms of media that can be accessed and listened to online include videocasts and podcasts, as well as movies, radio, songs, commercial television, and public broadcasts, among other things.

In EFL classes, student perception has an important role. Perception is crucial in educational practice and study, according to Johnson (quoted in Lewis, 2011) This can serve as an indicator of the learning environment's effectiveness. The impression of the learning environment is crucial for developing and evaluating education according to Turner and Meyer (quoted in Wallace et al., 2016). In addition, it gives a range of assumptions drawn by many students, is a reliable measure, and is more effective than alternatives in judging the quality of an evaluation. Perception enables students to perceive learning as a natural part of their everyday lives and classroom experiences. It can entice a variety of potential social situations.

Consequently, the learner's perceptions and needs play a more significant part in decision making than they would in a typical teacher environment (Macfarlane & Smaldino, 1997). In addition, students will adjust to peer interactions that are indirectly but significantly conditioned by the teacher. The sense of nature will be only descriptive data of the learning environment.

### **G. Previous Studies**

According to previous research, there are a number of studies that discuss autonomous listening activities. The majority of their research concentrates on media used in autonomous listening activity activities. Handayani and Savitri (2020) investigated how students use listening logs to conduct autonomous learning activities outside of class and to describe their perceptions of these activities. The study's findings indicate that listening logs are enjoyable and thrilling outdoor activities. Students can become more aware of what they need for their own learning process, acquire new knowledge and vocabulary, and improve their listening skills by keeping listening logs. However, some students view listening logs as a tedious extracurricular activity.

Similarly, Ying Yang (2020) has studied the autonomous listening practice in outside classroom. This research employs a design using an unstructured

and semi-structured self-directed English listening program that extends outside the confines of the classroom, within a university setting in Taiwan. The objective of this study was to investigate the autonomous learning processes and views of Mandarin-speaking English as a Foreign Language (EFL) learners towards the program. The results indicate that participants employed different strategies at different stages of the autonomous learning process, including goal setting, material selection, method development, and outcome evaluation. The development of strategies and self-regulation skills was influenced by a combination of individual and environmental influences.

Moreover, the subject “Extensive Listening For EFL Students' Listening Comprehension” was raised by Santi (2018). This study describes the extensive listening instruction provided to English Department students at Muhammadiyah University of Malang. This paper focuses on the challenges encountered and the strategies implemented by students during the learning process. This investigation centred on extensive listening, comparable to autonomous listening activity. Extensive listening is the autonomous listening activity of large quantities of listening materials and resources for enjoyment, and it can be implemented in and outside of the classroom (Chang, Millett, & Renandya, 2019; Waring, 2008).