

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

There are four competencies in English, namely: speaking, writing, listening and reading. These skills divided by Harmer into receptive and productive language skills.<sup>1</sup> Speaking and writing are included in productive language skills. Meanwhile, listening and reading are included in receptive language skills. This research will only focus on listening skills as one of the English receptive language skills and considered as a fundamental language for English as a foreign language learners (EFLs) in Indonesia setting.

Listening is a basic skill that can be a good knowledge for establish a good communication and a starting point to teach and learn English as a foreign language.<sup>2</sup> Listening is commonly used to acquire message and information from interlocutors by hearing and comprehending what other speakers said. Students

---

<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 4th Ed (UK: Pearson Education Ltd., 2007), 265.

<sup>2</sup> Hartatya Novika, Muhammad Arbain, and Yudha Aprizani, "Three Hidden Problems Faced by Second Year University", *Intensive Journal*, Vol. 3, No. 1, (April, 2020), 2.

need to build up their listening skills because if they do not understand the message appropriately, the gist of information cannot be understood completely.

To improve students' listening skills means students need to improve their comprehension skill in listening. By having a good skill in English listening comprehension, students will have an effective communication skills which in turn they will be able to participate in English class discussions, English debates, conversation with native speakers and gain more knowledge.

Moreover, there are some factors that can affect students' listening comprehension. Teachers and students must be aware of these factors so that they can use effective strategy to improve students listening comprehension. Nguyen explains that there are three main factors affecting foreign language learners' listening comprehension. The first is linguistic factors including word stress, intonation, language features, vocabulary, and grammar knowledge. The second is cognitive factors including background knowledge, working memory, and memorization of target language. The third is affective factors

including anxiety caused by learning environment or language testing conditions and it makes students feel frustrated, not feel confident, cannot concentrate, and cannot listen well.<sup>3</sup>

Based on the interview with English teacher, Ms. Sally (pseudonym), and classroom observation for a half month at MAN 2 Kabupaten Serang, researcher identified that most of the students have difficulties in listening lesson. Firstly, students' anxiety and lack of motivation that makes them stressed and feel not confident to answer the listening task. Secondly, students encounter difficulty when they find unfamiliar words or phrases. Thirdly, students cannot catch the meaning or the context from the listening task if the audio only played once or too fast. Fourthly, students often lose their concentration and miss the next part of speech when encounter unknown words. Fifthly, most students lack of exposure to listen to English dialogues both at home and school environment. This problem occurred because in the classroom, listening lessons receive less attention than other English lessons. Thus, students become unfamiliar with English

---

<sup>3</sup> Minh Trang Nguyen, "Understanding Listening Comprehension Processing and Challenges Encountered: Research Perspectives", *International Journal of English Language and Literature Studies*, Vol. 9, No. 2, (2020), 69–70.

listening activities. It makes them anxious and not feels confident when they have to do listening tasks. Therefore, a proper strategy should be applied so that listening lessons can be maximized even though students do not get many opportunities in class.

Basically, to overcome the prior problems, the proper strategies need to be provided to students in order to facilitate them to be better listeners and language students. O'Malley and Chamot state that "socio-affective strategies are useful strategies to employ by listeners in order to cooperate with their peers, to lower their anxiety, and to solve their potential problem".<sup>4</sup> The purpose of this strategy is to help students to deal with difficulty in listening by establishing level of empathy and cooperation between students and teachers, as well as to help students to regulate their emotions and motivation toward learning.<sup>5</sup> In socio-affective strategies, students use to collaborate with others and asking for clarification to teachers to verify their understanding and to do a positive self-talk to

---

<sup>4</sup> J. Michael O'Malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition*, (Cambridge: Cambridge University Press, 1990), 45.

<sup>5</sup> Niswatul Hanifah, "The Listening Strategies of The Senior High School Students: An Overview", *RETAIN*, Vol. 8, No. 2, (2020), 175.

regulate emotions and reduce their anxiety. The effects of socio-affective strategy training on listening have been studied. The results showed that students who received socio-affective strategy training had significantly higher scores on a post-test than those who did not receive such training.<sup>6</sup>

Based on the previous interview and observation, socio-affective strategies have been used implicitly by the eleventh grade students of MAN 2 Kab. Serang. In the process of learning listening in the class, the students often asked to the teacher for clarification whenever they faced difficulty during listening, asked the teacher to play the audio twice or more if they missed some parts in the listening and sharing experience with peers about their feeling and experience during the listening lesson. The teacher also played the role in using these strategies by giving them safe place to make mistakes in order to lower their anxiousness and nervousness. Therefore, the researcher assumes if there is a relationship between students' perception on socio-affective listening strategies and students' listening comprehension or not. However, this assumption

---

<sup>6</sup> Mohd Sahandri Gani Hamzah, Katrin Shamshiri, and Nooreen Noordin, "Effects of Socio-Affective Strategy Training on Listening Comprehension", *European Journal of Social Sciences*, Vol. 11, No. 4, (2009), 690.

should be tested scientifically through correlation study. Therefore, the researcher believes that this study deserves to observe deeper and more comprehensively.

In conclusion, the researcher is interested in investigating **“The Relationship between Socio-Affective Listening Strategies and Students’ Listening Comprehension”**.

## **B. Identification of the Problem**

Based on background of the study, the students’ problem in listening comprehension can be identified as follow:

1. Students’ anxiety and lack of motivation that make them stressed and feel not confident to answer the listening task.
2. Students encounter difficulty when they find unfamiliar words.
3. Students cannot catch the meaning or the context from the listening task if the audio only played once or too fast.
4. Students often lose their concentration and miss the next part of speech when encounter unknown words.
5. Students lack of exposure to listen to English dialogues both at home and school environment.

### **C. Scopes and Limitations of Research**

Based on the background of the study, the researcher intends to analysis students' listening comprehension and their listening strategies by examining the relationship between them with descriptive quantitative method. Thus, the main focus of this study is examining the relationship between socio-affective listening strategies and students' listening comprehension at eleventh grade of MAN 2 Kab. Serang in Academic Year 2022/2023.

### **D. Statement of the Problem**

Having discussed in background of study and identification of problem, the research statement of problem is:

1. How is students' perception on socio-affective listening strategies of the eleventh grade of MAN 2 Kab. Serang?
2. How is students' listening comprehension at the eleventh grade of MAN 2 Kab. Serang?
3. How is the relationship between socio-affective listening strategies and students' listening comprehension at the eleventh grade of MAN 2 Kab. Serang?

### **E. Objectives of Research**

Based on the statement of the study above, the objectives of the research are:

1. To find out students' perception on socio-affective listening strategies at the eleventh grade of MAN 2 Kab. Serang.
2. To determine students' listening comprehension at the eleventh grade of MAN 2 Kab. Serang.
3. To examine whether any significant relationship between socio-affective listening strategies and students' listening comprehension at the eleventh grade of MAN 2 Kab. Serang.

### **F. Significance of Research**

This study has two significances namely: theoretically and practically. On one hand, theoretically, this study will add the treasure of knowledge related to listening strategies and other factors which influence students' listening comprehension. On the other hand, Practically this study will provide some benefits for some parties such as: Teacher, it is hoped that this can motivate and support other teachers to create new things or ideas in the teaching and learning process so that



learning activities are not monotonous. Students are expected to be able to develop their listening comprehension by using the socio-affective listening strategies. Other researcher, this study can be used as a reference for those who want to conduct research on the English teaching-learning process.

### **G. Previous Study**

Based on the browsing result on Google Scholars and Online Journal System, the researcher found three previous studies related to this study that has some similarities and differences to the present study. First research was entitled *The Relationship between Students' Listening Strategies and Their Listening Achievement at The Eleventh Grade at SMA Negeri 5 Barru* by Nursyafni Ayu Sidiq. The finding from this research has revealed that students' listening achievement is greatly enhanced when they employ effective listening strategies. Associated with students' achievement in using three different listening strategies (metacognitive strategies, cognitive strategies, and socio-affective strategies), socio-affective strategies is the most used by students and have a strong correlation with students' listening achievement, following by

metacognitive strategies that have significant correlation with students' listening achievement, and cognitive strategies that have high correlation with students' listening achievement. Thus, it reveals that there was a significant correlation between listening strategies and students' listening achievement.<sup>7</sup>

Second research was done by Aulia Putri and Desi Surlitasari Dewi entitled *The Correlation between Listening Strategies Used By 4<sup>th</sup> Semester Students of UNRIKA and Their Listening Comprehension*. According to the findings, students who are frequently used listening strategies do not always better in listening comprehension and vice versa. During listening test, students' listening comprehension is not determined by the factor of their use of listening strategies. In short, the result showed that there was no significant correlation between listening strategies and students' listening comprehension.<sup>8</sup>

---

<sup>7</sup> Nursyafni Ayu Sidiq, "The Relationship between Students' Listening Strategies and Their Listening Achievement at The Elevent Grade at SMA Negeri 5 Barru" (Bachelor's Thesis, Muhammadiyah University of Makassar, 2021).

<sup>8</sup> Aulia Putri and Desi Surlitasari Dewi, "The Correlation between Listening Strategies Used By 4th Semester Students of UNRIKA and Their Listening Comprehension", *ANGLO-SAXON*, Vol. 10, No. 1 (2019), 67–74.

Third, "*Effect of Socio-Affective Strategy Training on Listening Comprehension*". The author of this research is by Mohd Sahandri Gani Hamzah, Katrin Shamshiri, and Nooreen Noordin. This research finding showed that socio-affective strategy training is effective to lowering students' anxiety, encouraging oneself, and taking students' emotional temperature. Using socio-affective strategy training can make an advantage for students in improving students' listening comprehension as it can lead to better comprehension, test familiarity, risk taking, self-confidence, peer learning, more interaction and consequently better results in listening tests.<sup>9</sup>

From the three previous researches above, the similarity of this research analyzed the same topic which is talking about the relationship between listening strategies and listening comprehension. However from those previous studies, unfortunately there is no a single study who has conducted by other researchers which concern to investigate the relationship between socio-affective listening strategies and students' listening comprehension. Therefore, the researcher wants to

---

<sup>9</sup> Hamzah, Shamshiri, and Noordin, "Effects of Socio-Affective Strategy Training on Listening Comprehension", 690-697.

conduct this study in order to measure the relationship between the two variables.

## **H. Organization of Research**

Systematically, it will illuminate five chapters of this paper.

Chapter I Introduction chapter. This chapter discusses the introduction, which explains the following cases; background of study, identification of problem, formulation of problem, objective of study, previous study, and organization of discussion.

Chapter II Theoretical Foundation. This chapter discusses the theoretical framework of reference theory as a basis for thinking and research.

Chapter III Method of the Research. This chapter discusses how to conduct research which includes; research method, place and time of research, population and sample, data collection, and data analysis technique.

Chapter IV Discussion. This chapter explains the description of data and data analysis.

Chapter V Closing. This chapter discusses the conclusion and suggestion.

