CHAPTER I

INTRODUCTION

1.1 Background of the study

Language has an important position on in people's life as human beings. It is used by humans to do conversation and interact with other people in their lives. Language is a mandatory thing that need to be exist in this world. Every people in this part of world speak in different languages. According to Rao (2019), there is one language that has become a universal language; it has been used in most of major fields all around the world and it also helps to achieve the needs of people who speaks different languages from all around the world. That universal language is English.

Many countries use English as their first, second, and even foreign language. In this era now, English is the most important language that needs to be learned, especially by millennials people or students. Zein, S et.al., (2020) states that Indonesian ministry of Education programs English as a compulsory subject that should be studied at schools and even higher education. It is because the Indonesian government has realized how important English is to form this millennials generation to become next leader to advance our country (Rokhman, F et.al., 2014).

There are four skills that need to be mastered in order able to master English, such as reading, writing, listening, and speaking. According to Brown (2007: pp. 35-38), in acquiring a language there are two aspects that need to be understood. The first aspect is comprehension (listening and reading) and the second is production (speaking and writing). Comprehension and production both can be equated with competence and performance. It means a learner should understand the language first and then produce. In other words, if a learner has an ability to listen or read in English then he or she can speak and write in English. Rost (2001) states that listening is not just a skill but it is an important means in obtaining EFL. It is the real-time channel through which humans process speech because listening is often used in daily life. It is also as a connection to the three other skills or facilitates the development of other skills. Hadijah and Shalawati (2016) states that listening is important to study from the other three skills because it is regarded as the hardest skill to learn for English learners although some of them have studied it for a long time. Having good listening ability is also the key to be able to do a successful communication (Hadijah and Shalawati, 2016). Listening is a primary skill that needs to be mastered and acquired for interacting using English. The importance of critical listening in learning listening is to train students to be the best problem solvers, make informed decisions, and receive a long-term education (Surayatika, 2017). Richard and Lockhart (1994) also state that in practices of listening comprehension, learners should not only comprehend the utterances of speakers, but should also comprehended the visual aspect. Sometimes, learners can also face some problems when they listen to a language outside of from their first language.

In order to tackle that problem and improve listening comprehension, it is important for teachers to assist learners by giving various types of listening activities or materials that can hone their listening ability, such as listening to sound and visual aspects, identify,evaluate, and react to meaning of the content. Another strategy that can help to achieve it is by doing extensive listening. Learners are expected to do self-directing listening, not only depending on their teachers. This activity can be conducted because it can be matched depending on the students' time and get useful listening practice (Renandya and Farrell 56). In this extensive learning, learners are allowed to seek valid materials from the internet because from research by Embi and Latiff (2004), listening skill can be improved by the help of technology. At this era now, technology is already very sophisticated because this 21th century era is considered as the technology era and human education has begun to spread. There is also research and development that is undergoing in the modern technology to make education easier (Budhwar, 2017). Thus, it means there are a lot of e-learning tools that can be used to learn EFL.

This study focuses on the 2nd semester students after the researcher seeing that they receive inter curricula activity from the department and one of them is listening in the first semester. Basically, they go to the DLL (digital language laboratory) room and do the worksheets that are given by the instructor there. This activity is done once a week and the material given is still easy as they are still in the first semester. According to the WM's university curriculum, in the 2nd semester, students are going to have listening subject as their course and it is one of the compulsory courses that they need to take in order to graduate. In this listening course, students are not only studying listening in the class with the lecturer but they should also do self-directed learning (inter curricula activity) by doing assignments and study on their own. Based on the researcher's experience, in the 2nd semester, both the listening course at class and the inter curricula activity are getting more difficult. That is why in order to cope with that, students are required to do independent learning to improve their listening skill on their own from home. The second reason is the 2nd semester of English Department students are students from millennials generation which means they live in era where many sophisticated technologies have invented. They are usually more familiar with technologies know how to use it, and also spend a lot of time on their gadgets. Hence, these students definitely know e- learning platforms or tools that can be used to practice their listening that suits their criteria and ability.

Studies on the platforms used for listening comprehension have been done by other experts. First, Read and Hulme (2015) found that many students use mobile apps in the form of social media like Facebook to do audio news trainer by linking the materials and also interact with other students, which can also increase their motivation to study. It is necessary for the students to learn about this platform, in this case mobile apps (social media) because it is considered to be the tool that can motivate the students and help the students in developing. It is important to know because audio news trainer in Facebook can be the possibilities to prolong the practice of listening comprehension, make the students active in learning, social interaction, and provide easy access to content. Second, Fitria (2021)found that Joox and Spotify (music application), YouTube, podcasts, and website can be used to practice and improve listening skill because those platforms are not only

functioning as an entertainment need but also as a place where the users can gain their knowledge and enhance their English skills (listening, speaking, reading, and writing). Third, Surayatika (2017: p.41) found that using websites, such as Skype, MSN Messenger, Google Talk, and YouTube could be the good or positive aid in helpingthe students to improve their listening comprehension. E-learning platform in the form of website can be necessary because it also can be a good assistance for students toimprove listening comprehension and accomplish their listening practice faster. Websites already include materials that can be accessed flexibly and provide interaction between students-students and students-teachers too. It is important to know about Skype, MSN Messenger, Google Talk, and YouTube because those applications can be used for learning English, especially listening. They are easy and effective to use also have millions of users and many non-English speakers also use it to improve not just their listening but also speaking skills. Last, Quynh, P.N.N & Phuong, T.T (2021) found that students are not satisfied when using Moodle for learning listening because of the technical issues which prepared by the school, however they still agreed that Moodle is a good platform to learn listening because it can increase their initiative in learning, easy to understand the materials, and the facilities / features (ex: self-assessment, quiz functionalities, and test-taking procedures).

The above-mentioned studies were conducted on two types of e-learning platform or tools only, such as social media and website. The same study but adding one more type of e-learning platform, which is software based (LMS) thus far has not been done. As mentioned before, developing listening comprehension requires "extensive listening" or "extensive practice". Students also need to study independently not only from their teachers. Now, since the pandemic happened, most educational institution changes from face-to-face learning into online learning and then people are starting to use e-learning platforms to do their education stuffs. The students are required to be able to adapt to the new learning situation and using new technology for learning. Distance learning can make the students have difficulties in learning, including doing the listening practice. Their listening comprehension will not be able to develop and improve if they do not know anything about e-learning platforms that are suitable with their interest for learning listening and can encourage them to learn independently at home. That is the reason why the students should know about e-learning platforms, hence they can choose the right one or suitable for them and can motivate them to develop their listening comprehension even though they are doing distance or online learning. That statement is supported by Nuraeni (2014), as she stated that students often have low motivation or not interested in studying English because the influenced of the learning media that usually not suitable or compatible with their interest. That is why the study should be conducted because choosing the right platform can give a hugeimpact in the students' learning achievement especially listening. If they are not choosing the right one, these students will lose their enthusiasm in doing their task to learn listening by their own. Therefore, the purpose of the present study is to find out about e-learning platforms or tools that are mostly use by the students to do self-directed listening throughout their learning from home period.

1.2 The Problems

The research issue, in accordance with the discussion above, would be as follows:

1. What platforms are used to learn listening comprehension by 2nd semester English department students?
2. Why do they choose that platform to learn listening comprehension independently?

1.3 The Objectives

1. The aim of this research is to describe the platforms or tools used to learn listening comprehension independently by 2nd semester English department students
2. The aim of this research is to describe the reasons why they choose that platform

1.4 Theoretical Framework

Listening is a process that also implicates spoken language with the aid of our specific prior awareness andthe sense in which we are listening, we are usually accompanied, which according to Schmitt (2010) in his applied linguistic book, which is basedon Lynch and Mendelsohn statement. It is important to understand that listening is not only a single process but a bunch of interconnected processes. These processes are recognition of the speaker's words, awareness of intonation patterns indicating knowledge emphasis, and analysis of the speaker's words' relevance to the current topic, and et cetera. Listening comprehension means that students should be motivated to focus on active listening and is regarded as a multifaceted active process which is affected by a multitude of factors including differentiating sounds, recognizing vocabulary and grammatical structure, understanding stress and intonation and relating it to the given context (Afshar and Hamzavi, 2014: p.243). Bri et al., (2009) stated that an e-learning platform is "a hardware and software environment designed to automate and manage academic educational activities,". E-learning platforms are developed to enable and help the process of e-learning to go well and easier. Once these platforms arecreated, courses can be run as many times, in as many places, and for asmany students and it can lower the overall cost. It cuts down on learningtime by putting training in tiny pieces which is easy to be digest or to be understand right away at the learner's fingertips (Chitra and Raj, 2018).

1.5 Scope and Limitation of the Study

Based on the problem above, the researcher limits this problem focusing on the platforms that are used to learn listening comprehension independently.
The subjects are 2nd semester students from English Department batch 2019 of a private university at Surabaya.

1.6 Significance of the study

1. **Practical Significance**

    a. For Students
- This study is expected to help the students in finding the right technological approach and make them easier to do independent learning by practice listening on their own, in order to improve their oral aural competences by using e-learning platforms that are already available.

    b. For Teachers
- This study will be beneficial for English teachers and lecturers as it shows how much percentage of e-learning platforms that are used based on the types and students as the users.

- This study is expected to give WM lecturers in English department and other English teachers from universities or schools input about platforms that they can use to teach online classes especially when teaching listening to be more creative by changing the learning media when teaching online or even offline listening class help the students improve their listening comprehension.

2. **Theoretical Significance**

This research gives suggestion about e-learning platforms that are appropriate and suitable to learn and develop listening comprehension.

1.7 Definition of Key-terms

a. Platform. A place of any hardware or software that is utilized to host an application or service.

b. - Listening comprehension. Afshar and Hamzavi (2014: p.243) state"listening comprehension is regarded as a multifaceted active process which is affected by a multitude of factors including differentiating sounds, recognizing vocabulary and grammatical structure, understanding stress and intonation and relating it to the given context".

- Listening comprehension is described as "understanding the speaker's message in the voice," according to Calce (2001: p.88).

- "Listening comprehension in an active and conscious process in which listenerconstructs meaning by using cues from contextual information and existing knowledge, while relying upon multiple strategic resourcesto fulfill the task requirement" (O'Malley and Chamot, 1989: p.420).