CHAPTER I
INTRODUCTION

This research focused on listening strategies used by students. Listening strategies were created by previous researchers to help students understand the material in the listening course. This research used qualitative methodology for collecting data.

1.1. Background of the study

Listening is the essential part of English. Latha (2018) in page 1 stated that listening is important because it supports to learn English language. In the other hand, people have to listen to hear the information from other people that have spoken. Brown (2006) in page 4 analyzed that listening is a quick process that involves human cognition as a limited processor of information. This statement shows that people must learn to listen carefully for getting information in real time. According to Tyagi (2013) in page 2, there are five stages of listening process: hearing, understanding, remembering, evaluating, and responding.

Some students (or maybe all of the students) feel that listening is difficult. Based from the researcher's personal experience, listening is difficult because of unfamiliar vocabularies from the recordings. This experience has been supported by some studies from Bloomfield et al. (2010) who explained that listener, passage, and testing condition characteristics affected listening perception, and also Bingol et al. (2014) who described five problems that student may experience in the listening class: (1) quality of the recorded materials; (2) cultural differences; (3) accent; (4) unfamiliar vocabulary and (5) length and speed of listening. Other expert like Assaf (2015) stated that students' with no interest in listening class also affects their achievements in that class. Actually, the study about listening comprehension difficulties is still being investigated by some researchers.

There are some listening strategies used by previous researchers: metacognitive strategy, cognitive strategy, and socio-affective strategy. Vandergrift (1999) defined metacognitive strategy as a process of planning to what the listeners will listen. Cognitive strategy, as stated by Goh (1998), is a listening process to put the new

information to our memory. Vandergrift (1999) explained that socio-affective strategy is a listening process through socialization. Brown (1994) in page 327 modified micro and macro skills of listening comprehension from Richards (1983). Oxford (1990) in Kumaravadivelu's book entitled "Beyond Methods: Macrostrategies for Language Teaching" (Kumaravadivelu, 2003) stated direct and indirect strategies, which consist of memory, cognitive, compensation, metacognitive, affective, and social strategies. This study uses Oxford's approach as theoretical basis. Hopefully, this study helps the lecturers to find the listening strategy used by students in the class.

1.2. Research Questions
Which listening strategies are used by students in the listening courses?

1.3. Research Objectives
The study aims lecturers to find the listening strategy used by students to get a good score in listening courses.

1.4. Theoretical framework
- Listening strategy is a manner or skill that students use to improve their listening comprehension capacity (Wang & Zhang, 2021).
- Each person has different learning strategies (include listening) (Nitta, 2006).

1.5. The Significance of the Study
This study aims to implement the suitable listening strategy for students who are joining Intermediate and Advanced Listening courses

1.6. Scope and Limitation of the Study
The scope of this research is analyzing listening strategies. This research focuses on listening strategy that students usually use in the Intermediate and Advanced

Listening course in one of private universities in Surabaya. The participants of this research are 2022 batch and older batches students enrolled in Intermediate and Advanced Listening course on 2023.

1.7. Definition of Key Terms

(1) Listening: an active process that invites mind and body working together (Borisoff & Purdy, 1997).

(2) Listening strategy: listeners' ways to comprehend a spoken text (Bao & Guan, 2019).

(3) Students: people who are studying at a school or college.

(4) Intermediate and Advanced Listening: the name of the course in the English Department of one of private universities in Surabaya

1.8. Organization of the Thesis

Chapter 1 is focused on the introduction which consists of background of the study, research questions, research objectives, theoretical framework, significance of the study, scope and limitation of the study, the definition of key terms, and organization of the thesis.

Chapter 2 is focused on the reviewed literature about this study. The related literature consists of the definition of listening, problems that occur in listening courses, listening strategies, description about Intermediate and Advanced Listening Course, designing a questionnaire, and previous studies.

Chapter 3 is focused on research methodology which consists of research design, site and contexts, participants, instruments, data sources, data collection procedure, and data analysis procedure. Chapter 4 is focused on data analysis and findings and also discussion, and chapter 5 is focused on conclusion and suggestion.