

CHAPTER I

INTRODUCTION

This chapter present (1) background, (2) problems of the study, (3) objectives of the study and (4) significance of the study.

1.1 Background

Nowadays, English is an international language used in many countries in the world. Furthermore, Harmer argues English is worldwide language spoken throughout all parts of life such as in the arts, sciences, human sciences, travel, and the social sciences (as cited in Astrid, 2011, p. 176). As an international language, many people use English almost in every aspects in human life. By using English, everyone can talk each other even though they come from different country. Therefore, they are need to be learnt of English because most of people in the world use it to communicate and absorb knowledge, technology and society life, including Indonesia.

In Indonesia, English is used as the foreign language. Furthermore, Komaria states Indonesian gives English a place as the first foreign language among other foreign languages used in Indonesia such as German, Arabic, or Japanese (as cited in Abrar, Mukminin, Habibi, Asyafi, Makmur, and Marzulina, 2018, p. 129). English becomes a foreign language that often use and studied in the field of science. People believe that by mastering English, especially being able to speak English fluently, they would have more chance in getting better jobs and for students learn of English well, they will be able to study everywhere.

In English, there are four language skills that must be learned. They are reading, writing, speaking, and listening. Among the four language skills in English, listening plays an important role in people's life. Bingol, Celik, Yildiz, and Mart (2014) state "students spend 50% of the time operational in a foreign language is dedicated to listening (p.1). It means that listening is very high influence in our daily communication. In listening, students can acquire foreign language. Hamouda states no one can deny the important of listening skill in foreign language learning because the key to acquire a language is to receive language input (as cited in Astini, 2017, p. 20).

Listening is the first language mode that children acquire. By listening, the students were supposed to be able to comprehend what is being spoken. In addition, Ranukadevi (2014) explains "listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of message conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when learner listening" (p.60). Listening comprehension is an active process of constructing meaning which is done by applying knowledge to the sound that be hear. Related to this, Buck (2001) states "listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how that process works" (p.1). In listening comprehension, not only hearing what others say correctly but also students must construct the meaning of utterance and give appropriate response. People listen more than they speak, read, and write.

There are many problems that students face in listening comprehension. Malkawi argues there are problems that senior high school students usually face in listening comprehension. They are: 1) Speech speed; 2) limited knowledge of vocabulary and structure of sentences; 3) limited knowledge of topic in question (as cited in Afriani, 2017, p. 112). In addition, Abrar, Mukminin, Habibi, Asyraf, Makmur, and Marzulina, (2018) and Mukminin, Muazza, Hustama, and Sari (2015) state the problems in learning English such as teacher's competence, students lack of English foundation background, students' lack of confidence, inappropriate curriculum, unmotivated, encourage and gained learning strategy, not practice speaking English with English native speakers, and class environment (as cited in Marzulina, Pitaloka, Holandyah, Erlina, and Lestari, 2018, p. 53). It is the reasons why they do not listen effectively, because each learner has an individuals differences.

Individuals Differences (IDs) is individuals who believe that their own behaviour or characteristics determines the outcome. Dörnyei (2005) states "refer to dimensions of enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree" (p.4). In this case, it can be say that it is the difference character of each person where everyone has a uniqueness of its own. It has been long observed that there is a particularly wide variation among language learners in terms of their ultimate success in mastering an L2 and therefore the study of IDs, especially that of language aptitude and language learning motivation.

Individuals who listen to the same sound often end up with different mental models or understanding of the sound will have different views about the sound. Yan (2012) states “sometimes students only focus on translating the words rather than to listen and try to understand by themselves (learners’ autonomy) and many students try to give up as long as they are unable to understand the teachers” (p.18). It means, the learners’ have an individual differences. Some learners try to understand by themselves (learners’ autonomy). Learners’ autonomy is an overwhelming issue that is determining effects on language learning, specially listening comprehension

The concept of Learners’ Autonomy in the field foreign language learning is first defined by Henri Holec, the “father” of Learner Autonomy. Holec (1981) states “learners’ autonomy is the ability to take charge of one’s own learning” (p.22). He also notes learning autonomy play a key role in raising learning outcome. This ability is not inborn but must be acquired either by natural or as most often happens by formal learning. In addition, Dickinson (1995) “autonomy in learning is essentially a matter of attitude to learning, an autonomous learner is one who has undertaken the responsibility for his/her own learning” (p.4). Learners need to be able to be aware of their own learning style and to use these to their advantage. Moreover, Yagcioglu (2015) states “if the learners are not aware of their responsibilities, they can never be successful in learning new things” (p. 428).

Learners must be able to realize their own learning style and use this to their advantage. Autonomy can be encouraged by giving the learners tools for

success in their further study. These tools include helping the learners to understand their real goals and to develop skills to enable them to find the answer and information they need. Meanwhile, this phenomenon was perceived by most students in junior and senior high school in Indonesia, particularly in MAN 2 Palembang.

It is proved by the informal interview with some students at MAN 2 Palembang. The students said that English was a difficult subject, especially listening section. Listening becomes difficult for them because they did not know what the speakers say, they can not comprehend the listening well, they often lose their concentration while they are listening to the speakers, and they also can not control the speed of listening delivery, cultural differences, and unfamiliar vocabulary. The students themselves affect the content, activities, material, and the speed of learning. Put differently, the students are the responsibility and activity of learning at its heart. (See Appendix A).

Learners find the way to autonomy when teacher aids them to focus on the learning process. When students get autonomous in their learning they may become more effective learners and carry on their learning outside the classroom, transferring learning strategies from one specific subject to others. However, they will have a better chance to attain these ideal attitudes if the teacher aims his/her teaching at preparing student to be autonomous.

This situation was supported by research study which was conducted by Safari & Tabatabei (2016) who examined 106 English learners in Iranian EFL learner. The result indicated that there was a positive relationship between

autonomy and listening comprehension. Faramarzi, Elekaei and tarbrizhy (2016) who examined 114 male and female learners learning English as a foreign language, and the result showed that there was a positive relationship between high autonomy level and high listening comprehension. Arcoc (2008) who examined 57 learners of Trakya University entitle “The Impact of Learner’ Autonomy on the Success of Listening Comprehension”. The result show there was no significant relationship between autonomous learning and listening comprehension ability.

Based on the preliminary and the result of some previous related study, it is important to conduct this study to reveal the inconsistency of the roles of autonomy in listening comprehension. As a result, I am interested in conducting the entitled: “The Correlation between Learners’ Autonomy and Listening Comprehension of Eleventh Grade Students of MAN 2 Palembang”.

1.2 Problems of the Study

The problems of the study are formulated in the following questions:

1. Was there any significant correlation between learners’ autonomy and listening comprehension of the eleventh-grade students of MAN 2 Palembang?
2. Did learners’ autonomy significantly influence listening comprehension of the eleventh-grade students of MAN 2 Palembang?

1.3 Objectives of the Study

Based on the problems mention above, the objectives of the study are:

1. To find out if there was significant correlation between learners' autonomy and listening comprehension of the eleventh grade students of MAN 2 Palembang.
2. To find out whether learners' autonomy significantly influenced listening comprehension of the eleventh grade students of MAN 2 Palembang.

1.4 Significance of the Study

The study focus on the correlation between autonomy and listening comprehension. The result of the study is expected to have benefit for:

1. To the teacher of English

I hope the result of this study can help the teachers to facilitate the learners gain autonomy in their own learning.

2. To the students

I hope the result of this study to be useful to get information and positive contribution to the English foreign language learners especially the eleventh grade students of MAN 2 Palembang. The students are expected to gain new information from listening and can increase their autonomy to achieve higher scores in listening comprehension.

3. To the other researchers

The result of the study will be expected to give more information or knowledge as a source for further research, especially in research learners' autonomy and listening comprehension.

4. For me

This study gives the valuable experience for me and enlarge my knowledge about autonomy, and I can apply this in my life.