

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Listening comprehension, hereafter LC has important role in second language acquisition as stated by Brown (1998) and Gebre & Tadesse (2015). It provides learners with opportunity to receive comprehensible input. Besides that, Gebre and Tadesse (2015) stated that the importance of listening comprehension in language teaching has been widely recognized since the comprehension approach and the natural approach at the beginning of the 1980's.

The importance of listening strategy is to improve students listening comprehension in learning foreign language effectively. However, each students has different types and strategies in learning LC. Thus, teacher has a role to facilitate the students in solving their learning problem and can assist the students to understand the teacher's accents and speed of speaking delivery (Moradi, 2012). Furthermore, the students should tackle their LC difficulties through notes, and understanding visual aids (e.g. presentation slides on textbooks). As a result, the students are able to use LC effectively (e.g. listening to academic lectures) because they tend to encounter obstacles while performing LC (O'Malley & Chamot, 1990; Oxford, 1996; Swan, 2011).

However, in previous study listening comprehension has been considered as a passive activity and did not get any attention to this skill (Mobaraki, Nia,

Sharaf. 2018). It was primarily used to test students' ability in listen to oral discourses. Moreover on Asian EFL context, particularly in Indonesia, it found that for EFL students, listening is the most difficult skill. These students might lack directions on how to listen. They are not equipped with appropriate strategies to independently develop their listening comprehension. Leaving students to self-study, without equipping them with self-directed learning skills, therefore can explain the unexpected low levels of listening proficiency (Nguyen, 2013; Vu & Shah, 2016). Thus, there is a need to provide the students with tools that will facilitate the development of their listening skills.

Although there have been various studies on listening comprehension, a little attention has been addressed to investigate students' experiences towards listening comprehension which they got in the classroom. Therefore, to fill this gap, this study aims at investigating the students' experiences towards students' studying in listening comprehension on EFL context in one of University in Tasikmalaya, West Java.

## **B. Formulation of the Problem**

In particular, a question is addressed in this study is "What are the students' experiences toward listening comprehension in listening classroom?"

## **C. Operational Definitions**

To avoid misunderstanding about the terms set out in this study, here are the operational definitions related to this study:

1. Listening : The process of understanding speech in a first or  
Comprehension second language.
2. Indonesian : EFL students' experiences from Indonesia who  
EFL learners learn English or the other languages country as a  
experiences Foreign Language in their home country.

#### **D. Aims of the Research**

This research aims to know what the students experiences about listening comprehension in listening classroom based on their experienced. This research also purpose to explore their listening skill be better in EFL classroom.

#### **E. Uses of the Research**

##### **1. Theoretical Use**

Theoretically, this research will expand on how EFL students experiences can help themselves to explore how their studying on listening comprehension which involve students' and their teacher in the classroom.

##### **2. Empirical Use**

On this research, it will provide empirical understanding about how students' experiences being a reflection for their learning on listening comprehension in listening class.

##### **3. Practical Use**

The present research can provide the readers, particularly the students as EFL learners to use their opportunity to find the well strategies in learning listening comprehension on listening classroom.

