

THE CORRELATIONS AMONG SELF- EFFICACY, LEARNING STRATEGIES, AND LISTENING COMPREHENSION OF THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF UIN RADEN FATAH PALEMBANG

A THESIS

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CHAPTER I

INTRODUCTION

This chapter presents background, problems of the study, objectives of the study, and significance of the study.

1.1 Background

In learning a language, listening is one of the four language skills that should be learned by students to comprehend and understand information which is presented orally. According to Nunan (1997), listening is “The Cinderella skill” in learning second language and foreign language, where listening has an important role among other skills in second language. In line with this, Harmer (1998, p.53), points out that many people acquire language by hearing them first. Moreover, in learning activities, most teachers prefer to expose their students to the spoken form first because it helps them to acquire language subconsciously. In other words, exposure to spoken English is vital for ESL/EFL students who need to hear the language spoken in meaningful contexts in order to acquire it as well. Therefore, listening skill becomes an important skill in language learning.

Listening is vital not only in language learning, but also an important part of the communication process. It becomes the essence of the interaction capability to understand what others are saying in communication where communication mostly dominated by the activity of listening. People spend most of their time in listening and much of what they learn is acquired by means of listening. According to Feyten (1991), of the total time people spend on communication, 45% is on listening, 30% on speaking, 16% on reading, and 9% on writing.

Although most of people spend much their time in listening activities, in fact, listening skill has been neglected. Mendelson (1994) claims that teaching listening comprehension has long been somewhat neglected and poorly taught in many EFL programs. In addition, according to Wacker and Hawkins (1995), listening training is not required at most universities. It also happens in language

teaching in Indonesia. As a result, most of students got low achievement in listening skill.

Furthermore, according to Educational Testing Service (2014), result of ITP TOEFL Test shows that the average score for listening comprehension section in Indonesia is 49 where the minimal score is 31 and the maximal score is 68. It means that listening Comprehension in Indonesia is still low. It is supported that listening comprehension appeared to be the most difficult skill (Wang, Kim, Bong, & Ahn, 2013). There are factors that can cause students' difficulty in listening, such as they feel unable to understand the target language used because of native speakers speed of speech, slangs, weak form, stress, and others. As a result, the learners prefer not to practice listening, as they feel that it is helpless to improve their listening. In line with this, Chao (2013) found out in his study in Taiwan that most of the subjects (62%) did not reach the passing score of intermediate level. Moreover, Prasetyo (2014, p.94) found that listening is also neglected by teachers of English in Indonesia; therefore, students cannot get good input in learning listening skill. Also, Sawir (2005, p.567) explains that most of English teachers do not focus on conversational skills, listening and speaking. Consequently, listening is rarely taught at school.

Related to facts previously described that students' listening comprehension still low and listening was neglected in language learning, good learners should have confidence in performing given learning tasks. Students with higher academic self- efficacy earn higher grades, set higher goals for themselves, and show greater effort and persistence in their work. It is supported that the beliefs people hold about their capability to succeed in their attempts are vital factors in their success or failures in these attempts (Bandura, 1986; Pajares, 2002). Self- efficacy provides the foundation for motivation in all areas of life and influence language learning and achievement. Moreover, (Clark, 1989) states that confident individuals listen to message content better than individuals who have lack confidence. People with less confidence tend to be better listeners for the emotional meaning of the spoken message.

In addition, Bandura (1997) defines self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. Self-efficacy, broadly defined as the belief in one's ability to carry out specific tasks successfully, is crucial to the development of effective listening skills, and that listening strategy instruction has the potential to improve self-efficacy. The degree of control over the process of listening that learners can gain through listening strategy instruction is an important factor in this process. This situation is supported by Rahimi and Abedi (2014, p.1455) who explain that self-efficacy beliefs are related to learners' attributions or the explanations individuals provide, consciously or sub-consciously, about how well they have done a task. Niehaus, Rudassil, and Adelson (2012, p.129) in their study, they found that academic self-efficacy is an important contributor of positive academic outcomes for Latino students.

Besides having high self- efficacy, good learners have to use learning strategies to improve their listening comprehension. White (2016, p.9) states that language learners need to apply strategies for coping with what they missed or misunderstood in listening skill. Moreover, Richards (2008) argues that successful listening can also be looked at in terms of the strategies the listeners use when listening. Strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. In line with this, Tsai (2013, p.90) discovered that a significant difference between the two groups' report of their use of the strategies in certain areas. He also revealed that proficient students used appropriate strategies. Learning strategies help the students have positive perception of task of learning listening comprehension.

According to Oxford (1990), strategies are the specific behaviors or thoughts learners use to enhance their language learning. Learning strategies are defined as specific actions, behaviors, steps, or techniques, such as seeking out conversation partners, or giving oneself encouragement to do difficult language task, it is used by students to enhance their own learning. Ghoneim (2013, p.100),

explains that learning achievement strategies influence students' listening. In addition, Kassem (2015, p. 153), emphasizes that learning strategies and self-efficacy have contribution in listening proficiency.

Based on the informal interview with the undergraduate EFL students of UIN Raden Fatah Palembang who have taken all the listening courses, it revealed that some of the students were satisfied with their current listening comprehension, but some were not. This is due to different lecturers teaching them in each semester. Students were seldom trained in various of learning strategies. Even though they sometimes found listening as a challenging activity, they liked the listening courses and are eager to improve themselves. Furthermore, based on data of students' listening score from English Education Study Program of UIN Raden Fatah, most of sixth semester students still got low score in listening comprehension.

Some researchers have previously explored those related variables; listening comprehension, learning strategies and self- efficacy. In terms of listening comprehension and learning strategies, Tsai (2013, p.83) found that there was a significant correlation between learning strategies and listening comprehension. Furthermore, Bidabadi and Yamat (2011, p. 26) revealed that there was significant positive correlation between the learning strategies and students' listening proficiency. Moreover, Gilakjani and Ahmadi (2011, p. 977) explain that there was a great significant correlation between listening comprehension and learning strategies, where learning strategies influence students' listening comprehension. Rahimi and Abedi (2014, p. 1454) discovered that there is a positive and significant relationship between self- efficacy and students' listening comprehension. A higher self- efficacy can influence students' listening comprehension.

Based on previous reasons, the writer would conduct research entitled "The Correlation among Self- Efficacy, Learning Strategies, and Listening Comprehension of the Sixth semester students of English Education Study Program of UIN Raden Fatah Palembang."

1.2 Problems of the Study

Based on previous background, the research problems are formulated in the following questions:

1. Was there any significant correlation between self- efficacy of sixth semester students of English Education Study Program of UIN Raden Fatah and their listening comprehension?
2. Was there any significant correlation between learning strategies of sixth semester students of English Education Study Program of UIN Raden Fatah and their listening comprehension?
3. Was there any significant correlation between the predictor variables (self- efficacy and learning strategies) and criterion variable (listening comprehension of sixth semester students of English Education Study Program of UIN Raden Fatah) ?
4. How much did self- efficacy and learning strategies contribute to listening comprehension of the sixth semester students of English Education Study Program of UIN Raden Fatah?

1.3 Objectives of the Study

In accordance with the problems above, the objectives of this study are to find out:

1. whether or not there was a significant correlation between self- efficacy of sixth semester students of English Education Study Program of UIN Raden Fatah and their listening comprehension.
2. whether or not there was a significant correlation between learning strategies of sixth semester students of English Education Study Program of UIN Raden Fatah and their listening comprehension.
3. Whether or not there was significant correlation between the predictor variables (self- efficacy and learning strategies) and criterion variable (listening comprehension of sixth semester students of English Education Study Program of UIN Raden Fatah).

4. how much self- efficacy and learning strategies of sixth semester students of English Education Study Program of UIN Raden Fatah contribute to their listening comprehension.

1.4 Significance of the Study

This study would hopefully be beneficial for the following:

1. English teacher

Theoretically, this study has fundamental points for English lecturers because it presents valuable information in recognizing student's self-efficacy and learning strategies as factors that influence student's listening comprehension achievement, therefore teacher could motivate their students related to achieve good listening comprehension achievement.

2. students

This study is expected to give students valuable information how to recognize their listening problems related self- efficacy and learning strategies. By recognizing problems in listening comprehension achievement, students are expected to be accustomed their self- efficacy and learning strategies to be better in listening comprehension achievement.

3. other writers

This study is expected to be used as an additional source. Especially, it would be beneficial for those who conduct a study on students' listening skill.

4. the writer herself

This study has given her knowledge and experience in conducting an educational research.

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