

CHAPTER 1

INTRODUCTION

This chapter is aimed to convince that listening strategies matters to ESP students. It is begun by introducing how important listening strategy is, and ended into how important we should be aware of listening strategies.

A. Background of the Study

Listening is one of learning strategies to learn language skills. According to Scarcella & Oxford, (1992) as cited by Rebbeca (2003) Learning strategies defined such as specifications, behaviors, steps, or techniques, such as looking for a partner conversation, or giving herself handling a difficulty language task, used by the students who need enhance their own learning. Same with Bentley & Bacon (1996) as cited by Jou (2010) they said that listening is an important part from oral input, for foreign language learning process and listener's contract as an active. However different with Graham (2006) as cited by (Bozorgian & Pillay, 2013), who states that with developing listening skills is way difficulty sense of passivity, lack of motivation and a less effective listener. Thus from above we get the conclusion that listening is very influential in language learning like Gestanti (2017) and Bentley & Bacon (1996) as cited by Jou (2010) said. Same with Feyten (1991) as cited by Jou (2010) who said that almost 45% people allot time to listening, 30% on speaking, 16% on reading, and only 9% people likes to writing.

There are many factors of listening comprehension and divided into 2 factors such as: linguistic factor and non-linguistic factor. A linguistic factor according to Yan (2006) as cited by Jou (2010) includes pronunciation, vocabulary, pattern drills the psychological and cultural factor are the factors of Linguistic. Different with Khamdani in Gestanti (2017) who said that when we hear something out, it requires the scope of understanding, paying attention, analyzing, evaluation the spoken message, and acting on what is heard and what is intended. Those are the Non Linguistic factor. Therefore, both factors have advantages and disadvantages, it depends on the listeners who can choose one of the factors.

Not everyone perceive that listening comprehension is easy. There are some people who are still difficult to perform listening comprehension of L2, somehow they must ask other people to repeat twice even more. However there are also some people who can perform listening comprehension easily. Bozorgian & Pillay (2013) who said that the students in Iran do not have access on listening materials with accompanying audiovisual technology in the classroom such as CDs, DVD or video. Thus both Linguistic and Non Linguistic is equally there are shortage and their respective advantages.

Actually, there has been some listening comprehension strategies. The first one is by Rubin (1994) as cited by Chen (2005), he mentioned about cognitive and metacognitive strategies but it is for several proficiency levels. Then in Murphy (1985) as cited by Chen (2005) explored types of strategies but for different proficiency levels. However, there is not yet specific listening

comprehension strategies for ESP mostly listening comprehension strategies are still EFL/ESL context. Research on the development of listening strategies is usually in EFL / ESL context according to Bozorgian & Pillay (2013); Rubin (1994); Murphy (2016); Khamdani in Gestanti (2017) and not much to discuss about ESP, so here researchers want to examine more deeply about the use of ESP in listening strategies.

Because there is no many studies which talk about ESP, therefore in this study the researcher discuss about ESP in Islamic Law Students at Islamic University of Indonesia. The reason why the researchers choose Islamic Law Students can apply to be an international lawyer.

B. Identification of the problem

The problems are identified theoretically & contextually. Theoretically, not all in the world it easy to Listening comprehension strategies, there are people who can not listening too easily like the others, somehow they must repeat twice even more. However there are some people who can very easily to understanding. Bozorgian & Pillay (2013), who said that the process of the skill listening in English language institutes in Iran emphasized despite a wide by the using accompanying audiovisual technology in the classroom such as CDs, DVD or video. Different with Ladas (1980) as cited by Murphy (2016), who stated that there is three reason the first is one of an effective technique for enhancing the comprehension and retention of information presented to listeners is by using note taking. The second is listening lead to improvement in students listening skills with do training and the last is on listening instruction at the earliest stage of

language learning an effective method for teaching a foreign or second language it must using an extensive emphasis to practice. Above is one example of linguistic factors and non-linguistics factors that we can use when listening comprehension strategies.

Contextually, listening strategies have been used mainly in the FIAI (Islamic Law Students), they have been using listening strategies in the classroom, in the class the students note taking what the lecturer says and also the students in the class are very active in asking questions. The reason why researchers took classes in the FIAI is that researchers want to research about ESP and researchers deliberately take classes outside the PBI because it includes ESL / EFL students, so the researchers chose to examine classes that have no relation with English for compulsory subjects and also still not many researchers discuss about ESP, so researchers want to discuss more about ESP.

C. Formulation of the problem

Based on the background above, the problem is formulation: What are the Listening Strategies employed by Islamic Law Students in UII?

D. Objective of the study

The objective of the study is to describe the Listening Strategies employed by Islamic Law Students in UII.

E. Significance

The significance of this research are:

1. For the Students

This research is able to increase their knowledge related to listening strategies in Islamic Law Students at FIAI teaching the material that have been getting from the teaching learning process.

2. For the Teacher

This research can help the teacher's job easily to facilitate students understanding the material using Listening Strategies comprehension.

3. For other Researcher

The researcher can apply the theory that have been read and can apply also can practice their knowledge directly.

4. For English Language Education Department

This research can be added as references in the library.