

Chapter One

Introduction

This chapter contains information regarding the background of the study explaining general information from the chosen topic and the reason this study was significant to be conducted. The statement of the problem explains several problems related to the topic while the delimitation of the problem limits the problems of this study. Afterwards, the research questions, objectives of the research, the significance of the study, and organization of the chapter are also presented in this chapter.

Background of the Research

Around the end of 2019, the world was shocked by the presence of a new virus which is believed to be deadly and spread rapidly namely Coronavirus Disease or Covid-19. The Coronavirus spreads through respiratory droplets from coughing or sneezing (Ren et al., 2020). This virus has been spreading throughout the world, including Indonesia. The virus has been taking a large number of victims in Indonesia; thus, the government has implemented rules to minimize the spread of this virus. Hadiwardoyo (2020) noted that one of the government's policies to reduce the spread of the Coronavirus is the enactment of social (physical) distancing for the people of Indonesia starting in March 2020.

Furthermore, this pandemic has given a big impact on Indonesia including the education system. The government and the Ministry of Education and Culture issued new regulations related to the education system which should be carried out online during the time of Covid-19 pandemic. All schools starting from

elementary to university have been closed since March 2020 until this day while the teaching and learning process changed from face-to-face meetings to online ones. As stated by Kuntarto (2017), online learning is a type of learning that can bring teachers and students together to interact with the help of the internet.

The number of subjects required to be studied in online meetings resulted in students facing various difficulties in each subject. One of the subjects that are considered difficult for students is English. According to Budiasningrum (2017), there are numerous students who have studied the language for more than 4- four years yet not showing satisfactory results (p. 52). Moreover, in learning a foreign language, students should understand the four language skills namely reading, listening, speaking, and writing. Out of the four skills, listening skills are considered to be challenging to learn and be comprehended by students. Indrasari (2019) also pointed out that listening skill is a significant skill in English yet is difficult to tackle for both students and teachers.

Currently, all learning process is done online including the listening comprehension class. Based on experience, when taking listening lessons in online classes, the researcher faced several difficulties. These problems intrigued the researcher to investigate students' difficulties along with their strategies in solving said problems when listening comprehension.

Statement of the Problem

There are four important skills that students should learn and comprehend in learning a language, namely reading, listening, speaking, and writing. Out of the four skills, listening is one of the most challenging skill for students. Indrasari (2019) also inferred listening skill to be a crucial skill in English yet is difficult for students and teachers.

In 2020 to 2021, almost every learning day has been carried out online due to the Covid-19 pandemic. Hence, there are several difficulties faced by students regarding the online learning or online classes, including difficulty in practicing listening skills and forming discussion group. During the current pandemic, all students are required to continue learning through online classes for all subjects resulting in students getting assignments from different subjects every day. Moreover, one subject may have several types of assignments. According to Oktawirawan (2020), the number of tasks with a short time given by the teacher to students makes students confused in completing their assignments. Hence, students do not have time to practice their listening skills because they will be more concerned to do their assignments that have to be collected with the time determined by their teacher. Therefore, students will experience difficulties on a listening comprehension test.

Furthermore, difficulty in forming discussion groups is also one of the difficulties faced by students in online listening comprehension classes. Sometimes, when conducting listening comprehension classes online, the teacher will ask students to form a discussion group as students' activity and develop their

criticality, knowledge, and comprehension. Febri (2013) stated that group discussions support students to exchange opinions with others in order to increase their achievement and learning outcomes. However, for online classes, this activity may come off as difficult to be done by students because they are far away from each other which may result in communication not running smoothly.

With the problems faced by students in listening comprehension class, students will definitely use learning strategies to solve their problems. According to Ho (2006), listening strategy is a method used to achieve the goal of understanding listening to spoken input (p. 25). There are three strategies for students to learn listening comprehension, they are metacognitive strategies, cognitive strategies, and social strategies (Gilakjani & Ahmadi, 2011, p. 980).

According to Gilakjani and Ahmadi (2011), metacognitive strategy focuses on how students organize what they learn; cognitive strategy is a strategy that focuses more on students' understanding and observation and social strategy is a strategy used by students to collaborate with others to improve their understanding. These strategies are likely used during offline learning. Moreover, in this current pandemic situation, those strategies can also be used by students when they face problems in online listening comprehension classes.

This research focused on the processes of English listening class in the time of Covid-19 pandemic, difficulties faced by students in listening comprehension during online classes, and students' strategies to solve the problems they faced when participating listening comprehension class online. Apparently, in the time of Covid-19 pandemic, the teaching and learning system

has become online-based which means all school subjects are shared online. The new paradigm can create a large number of problems in the teaching and learning process of English listening comprehension; regarding the challenges and strategies to overcome them. These issues intrigued the researcher to do an investigation in a study entitled “The Issues in Learning English Listening Comprehension during the Covid-19 Pandemic Time”.

Delimitation of the Problem

Based on the statement of the problem, this research focused on the processes of English listening comprehension class in the Covid-19 pandemic time along with students’ difficulties and strategies in listening comprehension through online classes in one of the private universities in Yogyakarta.

Research Question

Based on the delimitation of this research, the research questions of this study are:

1. How are the processes of English listening comprehension class in the time of Covid-19 pandemic?
2. What are the difficulties faced by students in listening comprehension through online classes?
3. What are the learning strategies implemented by students in listening comprehension through online classes?

The Objective of the Research

The objective of this research is to find out the processes of English listening comprehension class in the covid-19 pandemic, the difficulties faced by students in online listening comprehension classes, and the learning strategies implemented by students in online listening comprehension class.

Significances of the Research

This research is expected to provide benefits for students, teachers, institution, and other researchers.

For Students. The results of this study are expected to provide beneficial information to students regarding kind of problems they may face in listening comprehension classes, specifically in an online learning system. When the students possess high motivation, they are implied to better understand the challenges they faced when participating in listening comprehension class during the time of Covid-19 pandemic. Based on the research result, students can also choose suitable listening comprehension strategies according to their abilities.

For Teachers. The results of this study can help teachers to find suitable and more interesting ways to teach listening comprehension in pandemic time to support students who may face challenges in listening comprehension.

For Institution. The results of this study implied the institution to be more helpful in providing facilities and infrastructure for students who study online at home to learn better in the current time of Covid-19.

For Other Researchers. By reading this study, other researchers can find out about the learning process, the difficulties faced by students, and the strategies used by students in participating listening comprehension class during the Covid-19 pandemic. Therefore, the results of this study can be a reference and consideration for other researchers who use the same topic as this study. This study can also encourage other researchers to investigate the same theme in different places or setting.

Organization of the Research

This research is divided into five chapters. Chapter one is an introduction that presents the topic of this research. Chapter one consists of background of the research, statement of the problem, delimitation of the problem, research questions, objectives of the research, significances of the research, and organization of the research.

Chapter two is literature review. Literature review explains significant aspects related to this research regarding English learning in the time of Covid-19 pandemic; English listening comprehension; and difficulties in online listening comprehension classes, such as students' motivation, students' lack of listening comprehension practice, teaching methods, students' lack of interaction with teachers and other students, students' lack of concentration in listening, students' lack of stamina, and connection instability. Moreover, this chapter also explains students' strategy in online listening comprehension classes, such as metacognitive, cognitive, and socio-affective strategies.

Chapter three is research methodology which consists of research design; research setting with two sub-chapters namely place and time; research participants; research instruments; data collection methods; and data analysis which consists of four stages namely open coding, analytical coding, axial coding, and selective coding.

Chapter four is research findings and discussion. This chapter consists of the findings and discussion based on the research question. There are three core parts of the findings. The first is the process of listening comprehension during the Covid-19 pandemic time, the second is the difficulties faced by students in participating listening comprehension online classes during the Covid-19 pandemic time, the last one is the strategy used by students in listening comprehension during the pandemic time.

Last but not least, chapter five shows a conclusion and recommendation of this study. The researcher concludes everything contained in this study, and provides suggestions and recommendations for people who want to develop this research using the same theme to find better result or findings.