

# CHAPTER I

## INTRODUCTION

This chapter consists of the background of the study, the research problem, the study's purpose, the study's significance, the study, the scope of the study, and the terminology of terms. The explanation of each part is presented below.

### **1. 1 Background of the Study**

#### **Importance of learning FLSP**

In foreign language classes for specific purposes, it must be emphasized that the basic principle is collective interaction. According to Dvorka & Zymovets (2021), a foreign language course for specific purposes through interactive activities, such as discussion, debate, dialogue, role-playing, and improvisation will help students achieve communicative goals. With learning methods that can make students feel comfortable with what they are learning, students will unconsciously get the knowledge they need according to their major. With certain goals that are expected to be achieved, the learning methods applied in foreign language learning activities for certain purposes can meet students' needs and satisfy their interests (Bolsunovskaya et al., 2015). With the aim of helping students prepare themselves for their future work and also to help them improve their fluency in communicating both in class and in daily activities, using the foreign language method for specific purposes is the choice used. Bolsunovskaya et al. (2015) noted that foreign languages for specific purposes can be targeted according to the needs of specific groups of learners and also prioritize disciplines where project-based learning can be carried out in-depth.

University of Muhammadiyah Malang especially has a program that all of the students should undergo learning English lessons, namely FLSP. Foreign Language for Specific Purposes (FLSP) is learning and teaching English as a different language from the primary language; utilizing English in a particular space or field is the goal of this learning (Isani, 2013). In this lesson, students are grouped into various fields they are good at and learn every little detail in English that refers

to things they will encounter in the future tied to the field they are good at. Richards and Schmidt (2010) describe in their research that FLSP is an English learning course designed to achieve targets and contains knowledge customized of the unique needs of certain groups of learners. With a design that has been neatly organized and focused on a particular skill, it is hoped that students can master the material given well. As per the researcher's experience, FLSP is one of the compulsory courses in the first two semesters of lectures. In the class of FLSP, students will be given basic English materials such as reading, writing, listening, and speaking to strengthen students English skills. When EFL learners study English, they must explore knowledge well. Therefore, the FLSP class at the University of Muhammadiyah Malang uses active, communicative, and flexible learning activities to make it easier for students to participate in learning activities (Raunaq et al., 2021).

Studying FLSP at the University of Muhammadiyah Malang has made it as comfortable as possible for students taking classes. However, any problem can occur in it. Mudlikah (2019) states that FLSP learning activities must be improved to meet students' needs due to the limited time. With only two hours per week and many students taking lessons in class, many students do not have the opportunity to learn more deeply. This is due to activities outside the learning process, such as participating in organizations, competitions, and seminars organized by the campus or other parties. Of course, this problem will prevent students from effectively learning FLSP. Furthermore, the Covid-19 pandemic made the other problem worse.

Due to the current global pandemic, many countries have the same problem in education, including Indonesia. Dhawan (2020) in his research results, stated that this outbreak would occur globally and result in damage to the face-to-face learning environment. Many universities and schools have temporarily closed due to the increasingly widespread Covid-19. The institutions cannot carry out face-to-face learning causing new obstacles for all parties involved. With minimal conditions for meeting each other face to face, the learning process must also change its strategy to carry out the predetermined learning objectives still. Through online learning, media is a solution to overcome the problems caused by this pandemic.

However, learning with online media, of course, also has its problems. In a country like India, the cause is a challenge with a massive number of educational institutions and diverse groups of learners (Dubey & Pandey, 2020). With quite a lot of ethnic and cultural diversity and a high population worldwide, Indonesia also has a similar problem to India. Each region in Indonesia has differences in human resources and different levels of welfare. With such differences, it is challenging to generalize the best online learning strategy.

Mastery of the English language at this time is something that is highly demanded by a student who is pursuing a high-level education. In learning English, students have four essential components: reading, listening, writing, and speaking. Renukadevi (2014) said that listening is a skill that should be underlined because of its essential role in communication, especially for English Foreign Language (EFL) students. Students will be more fluent in communicating using English if they have good listening skills. Therefore, listening skills cannot be far from EFL learners. Rost (1991), as cited in Ristanti & Maria (2016) said that other language skills could be improved by having good listening skills. Therefore, learning listening skills must be done so that students can improve other language skills. On the other hand, Wolvin (2010) also said that listening has the highest ratio in use to communicate in daily human life. With details of more than 40% usage, 35% in speaking, 16% in reading, and the smallest are writing with a ratio of only 9%. This shows the importance of listening skills to live a social life.

Despite the vital role of English in dealing with the world, it seems that learning English is a particular adversity for students in countries that do not use English as their first language. This is evidenced by the number of EFL students who need help learning and applying English. Zhang (2009), as cited in Shen & Chiu (2019), stated that difficulties in learning English include shyness, lack of confidence, fear of making mistakes, and worrying about receiving criticism caused by mistakes made when using English during class activities.

In listening learning activities, there are several hardships experienced by most students. As Maresta (2018) state in their research that some of these problems are lack of vocabulary, lack of concentration, lack of memory, lack of

understanding of the structure, not understanding the speaker's native language, and also loss of confidence. This results in students having difficulty in learning listening activities. Hamouda (2013), adds that the factors that make students difficulty in listening activities are separated into several parts. This includes factors from the text being listened to, activities and assignments being given, and internal factors from the methodologies of teachers and students. Regarding factors related to the text being listened to, the speaker's speed also causes difficulties for students. Situmorang et al. (2022) states that native English speakers have a much faster speed than non-native speakers. Therefore, the message conveyed by native speakers is more difficult for EFL students to understand. As another factor, students need more vocabulary, which makes it easier for them to receive and interpret information in listening activities in class. According to Azmi, Celik, Yildiz, and Tugrul (2014) as cited in Saraswaty (2018) says students will find it easier to understand listening text if they know the words in it. Students' interest and motivation will also increase. However, what happens is the opposite if students do not recognize the words contained in the listening text they are listening to. Vocabulary here also has a significant role in learning listening activities.

Due to the various problems and obstacles faced by students in FLSP Listening online learning, Nurdiawati (2019) emphasized that the role of students and lecturers is crucial to cope with these problems. The lecturers should design materials and assignments that make students interested. Emphasizing material with things relevant to everyday life will make students interested and enjoy learning listening skills. Furthermore, students should practice more to listen. Listening skills can be practiced with various sources such as films, music, news, radio, and content on social media that uses English. With the current pandemic, students have more time to study independently with the abovementioned learning resources. The autonomy possessed by students is also influential and becomes the key to success for themselves in the future. Therefore, students must involve themselves to practice outside the FLSP listening class to practice by themselves so that they can get used to the speed of speaking by native speakers. On the other hand, students can also develop their vocabulary and grammar better (Giang, 2018). Primary School Education Department students of the University of Muhammadiyah

Malang are selected as the research setting because researchers want to know what problems are in that department when studying FLSP Listening. After conducting initial interviews with several students, the researcher found several problems that could be solved. These problems include students needing help understanding the contents of the listening media played, students not being able to hear it because it is too fast, and having problems with themselves because they lack vocabulary. Among the four main skills in English, good listening will be the main highlight in this research because it can help students in improving other skills. As said by Darti & Asmawati (2017) Learners who speak English as a Foreign Language (EFL) need to listen to English every day if they want to communicate well. In this paper, the researcher also uses a different subject from other researchers, namely using students from the elementary school teacher education study program. Researchers chose this subject because they have an important task in educating students which starts from an early age. By being able to master English, it is hoped that they will be able to educate children from an early age to use English well

## **1. 2 Statement of the Problems**

To address the problems stated in the research background, the researcher formulates the following research questions:

1. What problems do the PGSD students face in online learning of FLSP listening at the University of Muhammadiyah Malang?
2. How do the PGSD students solve their problems in online learning of FLSP listening at the University of Muhammadiyah Malang?

## **1. 3 Purposes of the Study**

This research has two aims as follow:

1. To find out what problems do the PGSD students face in online learning of FLSP listening at the University of Muhammadiyah Malang.

2. To find out how do the PGSD students solve their problems in online learning of FLSP listening at the University of Muhammadiyah Malang

#### **1. 4 Significance of the Study**

Theoretically, this research was conducted in order to gain knowledge about the listening problems faced by students and how to overcome their problems in the FLSP listening class. Practically, it is hoped that this research can contribute to further research as a reference. English language lecturers who want to get some solutions in online learning, can use this research findings as one of their references. In addition, this research finding can enrich this institution's research papers about foreign languages.

#### **1. 5 Scope and Limitation**

In this research, the researcher focused on identifying the various problems faced by PGSD students and solutions to problems during online learning in the FLSP Listening class at the University of Muhammadiyah Malang. Researchers have decided to pay attention more on the listening skills aspect, even though there are four skill elements in learning English. Researchers avoid misunderstandings in interpreting the problems in this research, therefore researchers will limit participants. They are several third and fifth semesters of Primary School Teacher Education Department students of the University of Muhammadiyah Malang. Furthermore, the method used in this research is descriptive qualitative which focuses on exploring the types of listening problems that students encounter and also how they reconcile with the problems they face. The differences between the results of previous research and this research will focus on the differences in the subjects used in the research.

#### **1. 6 Definition of the Key Terms**

##### ***Foreign Languages for Specific Purposes***

A learning concept that is focused at a high level and also leads into various majors is what is called FLSP (Nurpahmi, 2016). In this paper, Foreign Language for Specific Purposes were a program provided by the Language Center (LC UMM) to strengthen the English foundation of all new students at the University of Muhammadiyah Malang.

### ***Listening***

Listening is a process of hearing what the narrator is saying (receptive orientation); then structuring and processing information and meaning (constructive orientation); reacting and negotiating meaning with the narrator (collaborative orientation); then generating meaning through creativity and empathy (transformative orientation)" (Rost, 2002). In this study, listening is an activity to get information that is heard from the narrator.

### ***Online learning***

Online learning is the use of technology and electronic media to support, deliver, and improve learning by involving communication between teachers and students by utilizing online media (Howlett, 2009). With this technology, it is no longer necessary to gather in one place but can carry out learning activities anywhere as long as there is technology that supports it. (In this research, online learning is a learning activity that involves teachers and students through the latest technology as a support).

