

INTRODUCTION

There are four basic skills which need to be taught to students in ESL, namely: speaking, listening, reading, and writing. Listening is one of the receptive skills that have an important role in learning English. Listening involves identifying sounds that we hear and processing them into words or sentences. As Rost (2009) has cited that listening helps us to understand the world around us and it is the element which is necessary to build communication. People cannot understand the meaning or message behind someone's utterance if they don't actually listen to them. Listening is also a substantial skill which has an effect on the development of reading and writing abilities (Scarcella & Oxford, 1992). This implies that to have good listening skills is important in order to develop any other skills in EFL. However, having good listening skills is not very easy. This statement is supported by Vandergift (2003) who stated that listening is a complex process of interpretation which requires the listeners to suit what they hear with their prior knowledge. Therefore, many students encounter several problems while doing listening tasks.

From informal interview outside the observation, some students report that they have lacked good listening skills so listening activities make them anxious. Some students also listen but do not get the message of what they have heard. Meanwhile, in EFL, students have to do listening comprehension. According to Hamouda (2013), listening comprehension refers to interactive process in which the learners are involved in constructing the meaning. However, comprehending listening material is not easy for students due to problems that they might face. This is also supported by Nafisah (2019) who cited that students feel lost if they do not

understand the meaning of the material that they listen to, they lose their confidence, and students neglect next part while thinking about meaning.

Weak ability in listening skills could be the impact of lacking listening training as well. Students cannot only rely upon the listening practice in school or university. A lot of listening practice can enhance listening ability. On the other hand, if students do not get enough exposure to English listening practice, they will have low comprehension of the target language in listening. Therefore, the students will likely get low scores in listening. The lack of variation in using media for listening material can also be another listening problem. Usually, teachers use a cassettes recorder only, and sometimes the recorder has poor quality. This can lower students' motivation in listening. Moreover, students do the learning at home due to the Corona Virus outbreak at the moment. Learning virtually can give students more problems especially in listening class. By learning virtually, it means that students and teachers use devices at home and digital errors such as signal errors and application errors are the addition factors that cause problems as well.

However, on today's era, many kinds of media have been created. These various media can be used to facilitate students in listening practice. These media apparently can be used to help students improving their listening skills, thus they can cope with their difficulties. There is one popular platform called online media that can be used by students. Online media is a digital medium that provides, produces, or publishes opinion, photo, audio visual, graphic, song, music, video, and animation through the internet. Online media can be the tools for their learning strategies. Learning strategies are operations or steps used by learners to facilitate them to gain, storage, retrieve, and use information (O'Malley et al., 1985). Ghani

(2003) refers learning strategies to specific actions, behaviours, steps, or techniques that students use in order to develop their progress in L2. Therefore, online media as the authentic resources in this study such as English movies, podcasts, or songs can help to facilitate the learners in order to have more fun and effective learning strategies. In addition, many students have a very easy way to access these resources especially while learning virtually, they use internet more often. These resources, in fact, can motivate students better because through this media they can see their idol or role model, so it can entertain them more as they are learning. Students can also see the cultural background to enhance their knowledge through this online media.

Three previous studies have been found by the researcher to support this study. The first research is *The Impact of Podcast on EFL Students' Listening Comprehension* by Tryanti Abdulrahman, M. Rizky Widodo, and Nonny Basalama (2018). In this research, the researchers investigated the podcast's impact on high school students and explored students' perception of using podcasts in the classroom as well. The researchers used a quantitative method using a questionnaire survey. The conclusion in this research is students get a positive impact from using podcasts. This research shows that podcasts can improve students' listening comprehension. However, the success of podcast depends on the teachers' competence with the use of e-tool and the appropriate material that can guide the students to meet their objectives.

The second research is *The Influence of Listening English Song to Improve Listening skill in Listening Class* by Tri Listyaningsih (2017). In this research, the researcher analyzed whether English songs influences students' ability in listening

especially in listening class. The researcher used the qualitative method and interview procedure. The conclusion shows that English songs can apparently improve students' listening skills. Listening to English songs can add more vocabularies and improve English pronunciation.

The third research is Exploring the Impact of English Movies to Improve the Students' Listening Comprehension by Sam Hermansyah and Hasan (2020). In this study, the researchers evaluated whether they use or not English movies will enhance students' ability in listening and explored students' attitudes towards English movies in enhancing their listening skills. The researchers used a qualitative method and a pre-experimental framework. The conclusion of this research shows that the students are rated low before treatment, but they improve their listening ability after treatment (of English movie). The average pre-test score for students has been 7,95. Then, the T-test score (after the treatment) reveals the score is increasing to 7,98.

Subsequently, after looking up to the previous findings, the researcher is interested in conducting the study with the title "The Role of Online Media in Helping Learners Overcome Their Difficulties in Listening Comprehension". This study investigates the learners' problems in doing listening comprehension and the online media they use to help them to cope with their problems as well as develop their listening ability. This study hopefully confirms previous studies' findings and theories. This study can also be the preference for the teachers to acknowledge students' strategies to cope with their difficulties and improve their ability in doing listening comprehension.