

Chapter 1

Introduction

This chapter presents the introduction of the study which consists of several points that support this study. The first is background of study why this study needs to be conducted. The second is research question which shows the specific study that will be conducted. The third is the objective of the study which describes the purpose of the study. The fourth is the scope of the study which describes delimitation of the study. The last is the significance of the study which describes the benefits of the study.

Background of Study

In learning and teaching English process, there are four skills in English, include of speaking, reading, writing and listening. Listening is one of the skills that very important for students. The students who can master listening skill, will help them to receive a lot of information of what the speaker says. It is supported by Schwartz (2004, p. 2) “Expressed that adults use half of their communications activities for listening, while 90% of students receive information at schools from listening by teachers and from others”.

In fact, most of the students have difficulties in listening skill. They think that listening subject spend much time, because they should pay attention for understanding what students are listening about. Flowerdew (2010, p. 1) stated that, listening is the most difficult skill to obtain from the four skills in language

such as speaking, reading and writing, because in listening the students should absorb the meaning of the words and sentences deeply. Therefore, in listening subject, students are not only required to listen, but also they have to understand what the speakers are saying.

In the other hand, Samian & Dastjerdi (2012) also said that listening is difficult to learn. In second language or foreign language, it is the first step to make an effort to listen as well. Therefore, they need to practice listening skill to listen English words and accent by native speaker. In this case, the students have challenges in practicing their listening because of anxiety and afraid to write down the words or sentence what they heard. It is supported by Brown & Yule (1983, as cited in Samian & Dastjerdi, 2012, p.362) they found four factors can affect the difficulty of listening skill. The first is the speakers, related to the number of speakers, speech rate and the types of accent. The second is the listener, for the listener include the role of listener the level of response and the interest in the subject. The third is content, in the content consists of vocabulary, grammar, information structure, and background knowledge. And the last factor is support; it is about visual aids and instructional media that can help the listeners in listening activity. Furthermore, Higgins (1995) as cited in Hamouda (2013, p.2) found that three factors which can effect the difficulties in listening comprehension, such as : speech rate, vocabulary, and pronunciation. All of these components will take as indicators of this research.

In English Department Letters and Culture Faculty at State University of Gorontalo, students have learnt about listening subject since they were in the first semester. Based on the information obtained from the English student, they have learnt about listening one as the subject in second semester, most of the students got the difficulties in listening subject. Based on the explanation paragraph before many factors including the limited can make students' difficulties in listening and also there are level of students limitation of vocabulary and pronunciation from tape recorder. In vocabulary, there are some students are lack of vocabulary and pronunciation, actually the speakers pronounce is clear but some students get any trouble while listening. For instance they have less concentration, they less understanding about the concept and they less of practice. However, it is just a partly things that make the student difficult in listening skill. Therefore, in this research, the researcher wants to find out other factors that affect the difficulties in listening skill deeply.

Based on the description, the researcher is interested to conduct the research with the title is "*Factors Caused of Students' Difficulties in Listening for General Communication (The Research conducted in at English Department Students of Second Semester)*".

Research Question

Based on the basic consideration above, the research question of this research is “what are the factors caused of students’ difficulties in listening for general communication?”

Objective of Study

Based on research question above, the objective of this research is to find out the factors that caused of the students’ difficulties in listening for general communication.

The Scope of Study

To give brief limitation of this study, researcher will explore more about the factors caused of students’ difficulties in listening for general communication. Higgins (1995) as cited in Hamouda (2013, p.2) found that three factors which can effect the difficulties in listening comprehension, such as : speech rate, vocabulary, and pronunciation. All of these components will be taking as indicators of this research.

Significance of Research

The significance of this research is giving contribution in teaching listening process, especially for lecturer, students and the researcher. The significance is helping the lecturer to solve the students to recognise to improve their listening subject in the classroom. In addition, it helps the students to study hard in their

low ability special in listening skill. The last of significance for the researcher is expecting the result of this research will be useful for English students' in solving problem in listening subject, and how to solve their problem in listening. Thus, they can improve their listening skills and also measure their skill in listening too.