

Chapter I: Introduction

This chapter is a general description of how this study is going to be. It describes briefly about the background for raising the issue, the research question, the aim of study, the scope of study and the significance of study.

Background of Study

Listening has become a crucial a part of communication for a very long time. Every human being was firstly learning how to listen and pay attention to the sounds means in order to understand the meaning before they learn how to speak. Listening could be claimed as the very first skill received by human being. In opinion of Rost (2011), listening is one of the crucial components of spoken language processing. There is no spoken language without listening. He also adds that listening is receptive skill and it is receiving the transfer of images, impressions, thoughts, beliefs, attitudes, and emotions from the speaker. It is supported by Underwood (1993), "listening is the activity of paying attention to and trying to get meaning from something we hear". Moreover, this means that listening is the basic skill that supports speaking skill where listening is the process of transferring and understanding information from the speaker to the listener.

According to Feyten (1991) claimed that more than 45% of communicating time is spent on listening; this percentage strongly shows that how important this listening skill is, where in fact, listening is not the easiest skill among the four skills such as speaking, reading and writing. Without leaving aside the consideration that all of those skills have different factor that affect the students' comprehension and their difficulty. However listening takes more time and more understanding.

According to Yagang (1994) stated that "four problems in listening are the message, speaker, listener, and the physical setting and it caused by the speech rate, vocabulary, and pronunciation". This shows that there are some problems that can make the students difficult

in mastering English. According to Fadlieha (2011) state that, "there is some reasons that makes students difficult in mastering English: first, English is a foreign language for the students. The second is students did not know the benefits of learning English. The third there are many subjects that must be mastered by the student". Based on the explanation above, it can be concluded that English is difficult to be mastered by the students. In other side, Listening is the foundation of all human communication, listening comprehension is more than just hearing what is said, but also the ability to understand the meaning conveyed by the speaker. When students tell stories, for example, good listening comprehension allows them to be able to understand and remember and discuss and even retell in their own words.

Listening comprehensions, is a whole but that is a passive activity. This is a complex, active process in which a listener must distinguish between sound, understand vocabulary as well as grammatical structure, interpret stress and intonation, and maintain and deduce what meaning is heard from the text, and can interpret it directly especially from the words contained in the text they are listening to. All of this can involve a lot of mental activity on the part of the listener. Where listening is a hard work, and it is worth getting more analysis and support. Comprehending listening is important and a separate component of language learning and is only a focus after significant debate about its validity.

Unfortunately, most of the students have difficulties in listening skill. Students in listening subject spend much time to pay attention and to understand to what they are listening to. According to 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". It shows that in listening Subject, students are not only required to listen but also they have to understand what the speakers are saying. According to Samian & Dastjerdi (2012) also said that "listening is difficult to learn. In a second language or foreign language, it is the first step

to make an effort to listen as well". Therefore, to solve this difficulties the students need to practice their listening skill such as listening to English words and accent by the native speaker. In this case, the students have challenges in practicing their listening and overcome their anxiety and afraid to write down the words or sentence that they heard. Based on the case above student difficulties may come from several factors. According to Brown & Yule (1983) "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 including the role of the 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 knowledge" as cited in Samian & Dastjerdi (2012, p. 362). The last factor is support; it is about visual aids and instructional media that can help the listeners in a listening activity furthermore, Higgins (1995) "found that, three factors which can affect the difficulties in listening comprehension, such as speech rate, vocabulary, and pronunciation" as cited in Hamouda (2013, p. 2). All of these components will take as indicators of this research.

Based on the explanation above, the researcher did observation in English education study program in second semester. In the case on June 20, 2017, my preliminary study was based on intensive course in class B students in the second semester of the English Department, researchers found that most students listened to an unsatisfactory score, three students got B- four students got C +, seven students got B +, five students got B, and one student got A score. Next, the researcher also got some information from the students by interviewing them. There were students who need to warm up before class starts, students also need cheerful lecturers, and students did not like the flat method in a learning process because it could make them bored (need a different method). Some factors also came from the students itself such as lack vocabulary and pronunciation; actually, the pronunciation of

the speaker was clear but some students got into trouble when they listened. For example, they lack concentration, lack understanding of concepts and lack of practice. However, that was only a part of things that could make students difficult in listening skills. Therefore, in this study, researchers wanted to know other factors that influence difficulties in listening skills in depth.

In English Education Study Program, in order to learning listening skill is divided into several parts, there are listening for general communication, listening for a professional context and listening for academic purposes . In this study, researchers narrowed the focus on listening for general communication. Based on the description, the researcher was interested to conduct the research with the title “The Analysis of Students’ Difficulties in Listening for general communication” (This research will be conducted at the second-semester student of English Department)

Research Question

Based on the background of the study, the research focused to answer the questions:

1. What were the difficulties faced by the student in learning listening for general communication?”
2. What were the most crucial factors in students’ difficulties in listening for general communication subject?

Aim of Study

The aim of this research was to find out listening difficulties and the most crucial factors in students’ difficulties faced by the students in listening for general communication subject?

Scope of Study

To provide a brief limitation of this research, researchers explored more about the analysis of students' difficulties in listening (this research conducted in the Second-semester students of the English department). Higgins (1995) "found that there factors which can affect the difficulties in listening comprehension, such as speech rate, vocabulary, and pronunciation" as cited in Hamouda (2013, P. 2). All of these components were taken as indicators.

Significances of Study

1. For Lecturers: Through this research, lecturers will be able to recognize difficulties in listening to subjects and get solutions on how students can better listen to English, researchers, provide solutions for English language lecturers in improving students' listening skills, especially in dealing with student difficulties in listening skills.
2. For Students: Through this study, students will be able to recognize and analyze their difficulties in listening to lessons; students can get a pleasant situation in listening activities and the results of this study are expected to improve students' listening skills.
3. For the Department of English: Can use the results of this study as a comparative study. Through this research is a solution for the Department of English so that they can inform the Department of English students to overcome difficulties in listening skills.