

## **Chapter I: Introduction**

### **Background of Study**

Listening is an essential part of English as a foreign language. It seems like the other skills such as writing, reading and speaking. Listening is very important skill because it is the most widely used in daily life. Learning listening will help us to improve speaking skill considerably. People need to hear various types of English repeatedly and continuously if they want to communicate properly, meaningful, and naturally. Hien (2015) stated listening as foreign language learning is paramount important since it provides the language input. As an input skill, listening plays a crucial role in students' language development.

Students can understand and response the language by listening. Listening is the way of people to communicate in order to understand on what speaker deliver in daily life, and also it is the most important elements in studying of foreign language. Harmer (2001,p.181) expresses that listening is receptive skill where people get the idea according to what they heard. Basically, listening has different meaning with hearing. Listening involves an active process which requires an analysis of sound. In contrast, hearing only perceives sounds in a passive way. Moreover, Rixon as cited in Fachmi (2014) stated that hearing is simply the recognition of sounds which do not need any conscious attention to do. It is clearly different with listening. Listening implies some conscious attentions to the message of what is said.

Teaching English at Senior High School in Indonesia is based on a system which is called curriculum. This curriculum is aimed to prepare the students in

mastering four language skills those are listening, speaking, reading and writing. According to Helen Kornblum, in teaching listening must present the appropriate and arranged procedure. Although a number of books teach news on listening, this procedure is flexible enough to be adapted to any news broadcast, even current news. This procedure can provide students with a very reinforcing real-life achievement. First, teacher explains the listening task to students. The students have list basic categories of news features on the chalkboard. Be sure that these include disasters, crimes, wars, and human interest stories. Second, teacher plays a news segment that includes video of the story being described. Then ask the students what basic category the story belongs to. Third, teacher suggests students to listen again. This time have them listen for when and where the news happened and who was involved. Fourth, teacher asks the students to suggest what the next development in the story will be. Fifth, teacher proceeds to a second news segment.

Further, Vandergrift (2012:4) stated that the students must be active in listening teaching process. They must give participation in listening process. It will help them to develop their ability in listening skill. The students will be more active if they enjoy and interested in listening teaching process. They also need to know about the topic that they will listen, so the teacher can do pre-listening. The teacher tells to the students about the topic of listening activity. It will help the students to find out the main idea of the listening text.

In other side, many students said that listening is difficult skill, because they rarely listened to English text or listening material and the effect is they did

not understand what the teacher said and what they listened by tape recorder in classroom. Learning listening is not easy to do by the students. There are some factors that make them difficult in learning English. First, most of the students lack of vocabulary. Second, most of students find unclear pronunciation of what speaker says. Third, the students do not have enough time to understand what the speaker says. Fourth, the students usually are bored in listening, because long spoken from the speaker. Fifth, the speaker speaks quickly. According to Underwood (1989), speed can make listening passage difficult. If the speakers speak too fast, the students may have serious problems to understand 1.2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension. Another factor that leads the students to be difficulty in listening is the facility of their school, which is not complete as they have language laboratory but it did not. Therefore, in teaching listening skill, the teacher must be creative to choose the technique and make the students are interested and enjoy in listening.

SMA Negeri 1 Batudaa Pantai was one of high schools that had those problem mentioned. This school would the research place based on the consideration that was has problem in learning listening, the students could not guess the meaning, actually the speakers pronounce was clear but students got any problem while listening. Moreover, they had less understanding about the concept. The researcher assumed that it was urgent to investigate the reasons of listening being the most difficult part for students in order to find out its solution. Therefore, a research under the title "*An Analysis of Students Difficulties in*

*Learning Listening (A Study at SMAN 1 BatudaaPantai*'' conducted. The reason for choosing the topic were; first, listening is one of crucial language skill that should be mastered by the students', in order to increase their ability in listening and understanding native speakers' talks. Second, listening can increase students', knowledge and experience, so it is helpful in teaching and learning process in the classroom. Third, finding out the students' problem and giving the information about the students' problems in learning listening comprehension in SMAN 1 BatudaaPantai.

Previously, In composing this research, it is important to look for some relevance research that gives insight that is needed. There are some researches that have relation with this research. First, the research entitled "*what problem do your learners have with listening comprehension*" by Lindsay Burford (2001) language school, UABC Tijuana Mexico. In her research shows the external result problem is about 62% amazed and 12% low related to internal listening problems. Second, the research entitled "*An Investigation of Listening Comprehension Problems Encountered by Saudi Students In The EL Listening Classroom*" by Dr. Arafat Hamouda (2013), in this research, at students Qassim University he finds that the encounter various kinds of listening problems in learning comprehension such as unfamiliar words, the length of the spoken text, speed rate, a variety of accents, lack of concentration and pronunciation.

Actually, the studies before have relation with this research, Lindsay Burford (2001) focuses on internal and external problems in listening comprehension and Dr. Arafat Hamouda (2013) finds that there are some

problems in listening comprehension such as unfamiliar words, the length of the spoken text, speed rate, a variety of accents, lack of concentration and pronunciation. And this research focused on analysis of students difficulties in learning listening and it did not use any media, method, and strategy to improve students listening comprehension.

### **Research Questions**

Based on the background and the problem of study above, the research question in this thesis is: What are the difficulties faced by students in learning listening at SMAN 1 BatudaaPantai ?

### **Objectives of Research**

The objectives of this study were to find out the difficulties that mostly faced by students in learning listening at SMAN 1 BatudaaPantai.

### **The Scope Of Study**

To give brief limitation of this study, researcher explored more about the factors caused by 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.

### **The Significances of Research**

The result of the study expected to give positive contribution for the students and the future researchers.

**Theoretically**

The study enriched the information about the problems commonly happen in teaching and learning, especially in learning listening for foreign language learner.

**Practically**

- a. Understanding students' learning difficulties may enable EFL teacher to help students develop an effective learning strategies and ultimately will improve their English listening abilities.
- b. It was useful for students; to inform students what is the problem they usually faced in listening.
- c. The result of this study was useful for those who are interested in this field.