

## **Chapter I: 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**

Listening as a foreign language is an essential part of English. It seems like other skills like speaking, reading and writing, listening is very important because it is the most commonly used skill in everyday life. Even, Gilakjani and Ahmadi (2011) explained that listening plays a significant role in the lives of people. Learning listening will allow us to greatly improve the ability to communicate. People need to regularly and consistently hear different forms of English if they want to communicate properly and meaningfully. It means that, people cannot learn language without hearing because listening provides language input. Similarly, Hien (2015) states listening as foreign language learning is important since it presents the language input. As an input skill, listening plays the important roles in students' language development. Furthermore, listening has the potential to develop students's pronunciation, words stress, and syntax acquisitions. It also contributes for language expertise and proficiency.

In learning English, of all the skills that must be mastered, it is very important to understand listening. Underwood (1989,p.1) states that listening is an activity of paying attention and trying to get meaning from something heard. This is a complex process that allows the brain to construct meaning from sounds that are heard and understand language.

Moreover, Samian & Dastjerdi (2012) 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 speaker, related to the number of speakers, speech rate and the types of accent. The second is the listener, for the listener include the rule 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 instructional media that can help the listeners in listening activity.

In SMAN 1 Telaga biru, especially at class XI Ips3 the researcher found that the students in that class have got the difficulties in listening comprehension. It proved when the researcher taught in that class. When the researcher gave them test, the researcher saw that most of them fail in doing the test because they cannot answered questions correctly and properly. Beside, the Indicators from the syllabus of curriculum of 2013 is expected the students are able to listen and comprehend English listening, but in the fact, students as the beginner in learning listening get some difficulties to listen English language from native speaker. For instance, they could not identified the key words, inferring meaning using real knowledge and etc. However, it is just a partly things that make the students difficult in listening comprehension. This difficulties rightly must be known and sought trough proper research. Therefore , it is very important to find out the factors that make students difficulties in listening comprehension.

Related to this research, there was a prior study which is quite similar to this research. The research was conducted by Hamouda (2013) who analyze investigation of listening comprehension problems encountered by Saudi students in the EL listening classroom. The results of the study showed that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners. Moreover, Ahsaniah (2012) conducted the research at MAN Negara in Bali. Her result of research reported that the students were lack of vocabulary, so they had difficulty to understand the recording in listening section. The result of the research shown that students' difficulties in learning listening at the eleventh grade of MAN academic year 2011/2012 are the students had difficulty to discriminate voiced and voiceless, and they were also lack of vocabulary. Thus, they had difficulty to understand short dialogue by answering multiple choice items. The students did not understand the grammar that used in the text and they had common mistakes in spelling in filling in the blank question.

From this reality, the researcher assumed that it is 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 "Students' Difficulties in Listening Comprehension(A Study at SMAN 1 Telaga biru)" will be 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 in SMAN 1 Telaga Biru.

### **The definition of the terms**

In order to avoid misunderstanding about this research, researcher takes the definition of several terms; and these terms are defined as follows:

a. Listening

Listening, according to Wood (1994:1), is the activity of paying attention to and trying to get meaning from something we hear. Based on this definition the researcher concludes that listening is students' activity in paying attention to and trying to get meaning from the cassettes that is heard by students.

b. Comprehension

Comprehension is power to understand or exercise to improve one's understanding (Oxford, 199:81). In this case, the researcher concludes that comprehension is students' ability to understand the cassettes.

c. Difficulty

Difficulty is something that is hard to understand in facing listening comprehension (Oxford, 1995:116). In doing this research, difficulty is students' difficulty in understanding listening test in the cassette.

### **Research question**

Based on the background of the study, the problem of the study is “ what factor caused students' difficulties in listening comprehension?”

### **Objective of study**

Based on the research question, the objective of this research were to find out the factor caused students' difficulties in listening comprehension.

**The scope of study**

To give brief limitation of this study, researcher explored more about the factors caused by students' difficulties in listening comprehension. 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 study**

A successful study will guarantee a highly significant concerning of theoretical and practical contribution. There were :

**Theoretical significance**

The findings of this research were theoretically important for the students to understand problem in learning listening. Moreover, it was also crucial to the school for knowing the variance difficulties in learning listening in their school.

**Practical significance**

For the teacher

In practicing, the result of this study is expected to be used for finding the solution of many difficulties that the students face in teaching listening which will be found by the researcher

For the student

The result of this research will give some positive influences to the students in the listening class were the teachers will solve their difficulties, so the listening class will be handled well.

For the Further Researcher

This research will give some benefits for the next researcher who wants to research about some strategies to teach listening. This research bring the next researcher to find the

best strategy by seeing the difficulties in teaching and learning listening and they choose appropriate strategy that is used in listening.