

CHAPTER I

INTRODUCTION

In this chapter, the researcher will present and discuss introduction concerning background of the study, research problem of the study, objective of the study, hypothesis of the study, significance of the study, scope and limitation of the study and the definition of key term.

A. Background of Study

In English education, there are some very important skills to develop. That are, reading, writing, speaking and one of them listening. Listening is one of the keys for us to learn languages. Before we know to speak specifically about language, we can imitate the language we want to say by imitating through what we hear. Learning to speak a language is very largely a task of learning to hear it. The existence of listening learning should be even better our listening skills. Listening is hearing to what someone say, and try to understand what is being said. In learning listening skills also have good listening skills.

It is supported by Debra L. Worthington and Margaret E. Fitch-Hauser in the book of *Listening Processes, Function, and Competency*. One reason we believe listening is a critical life competency is it fundamental to all other communication competencies-speaking, writing, and reading. Of these competencies, listening is the first communication skill we acquire and use. In fact, you began to listen before you were born.¹ Researcher have found that during the last trimester of a pregnancy, the fetus actively processes incoming auditory input.

¹Debra L. Worthington and Margareta E. Fitch-Hauser, *Listening Processes, Function, and Competency*, 1st ed. (U.S.A: Pearson, 2012), 3.

According to Dara Yusnida, Asnawi Muslem and Abdul Manan in the journal a by university student. Listening is one of the most important skills that must be developed in life, especially in the world of language education.² Listening is defined as “an active, purposeful process of making sense of what we hear” and is as such an action of paying attention to something and trying to understand what we hear.³ Listening is often confused with hearing. While hearing is biological process that can be scientifically explained, listening is neurological cognitive regarding the processing of auditory stimuli received by auditory system. Listening comes from word-listenl. Roland Barthes, a linguist, distinguishes between hearings and listening, stating, "Hearing is a physiological phenomenon; listening is a psychological act." Barthes also states that "whereas for centuries listening could be defined as an intentional act of audition...today it is granted the power (and virtually the function) of playing over unknown spaces" including unconscious forms.⁴

Listening is defined as “an active, purposeful process of making sense of what we hear” and is as such an action of paying attention to something and trying to understand what we hear. It is a goal-oriented activity and is more than merely hearing. Hearing is simply receiving sounds, which is the first stage of listening without paying particular attention. Ahuja and Ahuja give a comprehensive definition for listening by indicating all the components that the process of listening incorporates.⁵

²Dara Yusnida, AsnawiMuslem, and Abdul Manan, “A Study Of Teaching Listening,” *English Education Journal (EEJ)*, October 2017, 441.

³Edaso Mulu Genu, “Lectures’ And Students’ Perceptions Of The Effectiveness Of Teaching Listening Skills To English Foreign Language Students At Three Ethiopian Universities” (University Of South Africa, 2016), 20.

⁴Roland Barthes, *The Responsibility of Forms* (New York: New York and Wang, 1985), 45.

⁵Genu, “Lectures’ And Students’ Perceptionis Of The Effectiveness Of Teaching Listening Skills To English Foreign Language Students At Three Ethiopian Universities,” 20.

Most students in collage want to be able to understand what other people are saying to them in English, either face to face, on video YouTube, tv or on the radio, in theatres and cinemas or on tape, CDs or other record media. This is especially important since the way people is often significantly different from the way they write. Listening is good for students' pronunciation, too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech.⁶

Listening involves a number of basic processes, some hold on to linguistic competence, it also depends on previous knowledge that is not consequently of completely linguistic nature and some depending on psychological variables which is influence the mobilization of this competence and knowledge in the appropriate task situations. Harmer stated listening is a receptive skill in which people gain idea based on what they heard.⁷ From the definition above, it can be concluded that listening is an activity to paying attention to someone or something in order to understand someone saying.

Moreover, listening is also the most important part that must be developed in English education. Because before we want to have a conversation or want to talk, we need our hearing to communicate well and correctly. In the world of language education, listening is one of the skills that must be developed. With good hearing, the better our understanding of what we hear and understand it. Listening is one of four language learning skills such as speaking, reading and writing. Although we are students who majored in language sometimes we don't understand the learning model

⁶Jeremy Harmer, *How To Teach English* (England: Pearson Education Limited, 2007), 133.

⁷Arif Saricoban, "The Teaching of Listening," *The Internet TESL Journal*, 12, V (2015): 1.

that is right for us, especially language education and more precisely listening. Sometimes they don't understand that the learning model is very important to know.

Based on the definition above, listening can be concluded that Listening is an ability to listen, to understand and to respond to something that is heard. Listening can also be interpreted as a process for a person to learn to knowing and understand what his or her purpose are being heard. Listening is one of the most important skill to be developed in English education, since most of them before learning to speak they learn to listening first. Listening and hearing are among different abilities. Listening is a process of receives sounds without understanding and knowing it's the purpose.

Listening is also one of learning that is considered difficult by students. because they have to be really focused and careful in listening, so there is no mistake in understanding, answering and understanding a question or conversation that is what makes the problem in learning to listen. But we can use model or strategy to make our learning that can make you easy to understanding based on your characteristic. Because The purpose of a model is to illustrate complex, processes in such a way you have a clear understanding of how the process works.⁸ To know the kinds of model of listening, it will make you easier to understand about listening.

The HURIER model is one of the models contained in listening learning. HURIER model is recent models attempt to blend the three areas identified by Witkin. One of the models, Judy Brownell's HURIER model, includes elements of the cognitive and speech science perspectives.⁹ The HURIER model is one models that include of the cognitive and speech science perspective element. This model is believed to have a good effect in learning listening. Where in this learning model include two elements,

⁸Worthington and Fitch-Hauser, *Listening Processes, Function, and Competency*, 6.

⁹Judi Brownell, "Fostering Service Excellence through Listening," 2009.

that are cognitive and speech science, they do include in-dept analyses of two essential elements of listening: attention and memory. The model looks at six interrelated processes; Hearing, Understanding, Remembering, Interpreting, Evaluating and Responding.¹⁰

The factors of difficulty in learning listening by third semester; (1) The listener cannot control the speed at which people speak convey the message, and they feel the message conveyed has been lost before they could understand the content of the message. By the time they can understand one message, at the same time another message is lost. (2) Listener do not have the opportunity to ask the speaker to repeat or clarifying the message conveyed, for example when listening to the audio section, so listener should be able to understand it for what it is. (3) the limited vocabulary owned by listener, makes the listener cannot understand the contents of the text he hears can even make them become bored and frustrated. (4) The listener failure to recognize and listener misunderstand the contents of the message they received. (5) Error in interpreting the received message, so that the content of the message delivered is received or interpreted differently by listeners. (6) Not being able to concentrate because of various things, such as uninteresting the topics, physical fatigue, noisy environment. (7) Worries about the difference in the methods and materials taught by the teacher with the material heard via audio devices or native English speakers.

The Researcher want to measure that when we understand the model or strategy to teaching or learning of listening, we have to know or find the model on the right model. Based on the phenomena above, the researcher is interested to research how the right model or strategy to teaching and learning of listening. The researcher wants to

¹⁰Worthington and Fitch-Hauser, *Listening Processes, Function, and Competency*, 8.

know the effect about the HURIER model of listening skill. To make measure that the HURIER model make you easier to learn.

Dealing with the phenomenon, the researcher can conclude that many ways to make listening comprehension of student will be sure either in steps or strategy. It needs something that make student interesting in learning. In this thesis, the researcher will discuss about **The Effect of HURIER Model on Students Listening Skill at the Third Students of IAIN Madura.**

B. Research Problem

According to Creswell, that there are three points in defining the definition of research problem. In clearly, research problems are the educational issues, controversies, or involving the need for conducting a study.¹¹ The educational issues mean the problem which be found around of education such as school, classroom or student. While the concerning the need for study is related with the need of researcher. Because the researcher is from English education department, the research is suitable with the researcher.

Based on the research problem which has described above, the researcher states the problem of study into some question as follow:

1. Is there the effect of HURIER model on students listening skill at the third students of IAIN Madura?
2. How significances the effect of HURIER model on students listening skill at the third students of IAIN Madura?

C. Research Objectives

¹¹John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research Educational Research*, 4th ed. (Boston: Pearson, 2012), 59.

Research objective is the purpose or the goal of the problem. It is suitable with the statement of Creswell which asserts that research objective is an intent statement used in quantitative to get specific goals that the researcher wants to achieve in the study.¹² The goal of research problem is called by research objective. The researcher has identified objective clearly. It has relation with research objective.

So, the research objective has correlation with research problem. The research problem can be measured by research objective. In this case the researcher proposed the purpose below:

1. To find out there is the effect or not of HURIER model on students listening skill at the third students of IAIN Madura.
2. To know how significances the effect of HURIER model on students listening skill at the third students of IAIN Madura.

D. Assumptions

Assumption is a basic hunch or postulate about something related to the research problem which is the rightness has been received by researcher. Assumption is the basic assumption or postulate concerning a matter with research issues that the truth has been received by researchers.¹³ The existence of assumption is as a stimulus to the researcher to proof the truth about the study that conducted. The existence of assumption is as the basis of the issues investigated.

The assumption of this study is that the HURIER model have effect to the student listening skill. The researcher believes that the HURIER model have a good effect to the students' listening.

¹²Creswell, 111.

¹³ *Pedoman Penulisan Karya Ilmiah*, revision edition of 2020 (Pamekasan: State Islamic Institute of Madura, September 2020), 17.

E. Hypothesis

Hypothesis is the provisional or the prediction answer of the research problem. It is supported by the statement of Creswell that hypotheses are statement in quantitative research in which the researcher makes a prediction about the result of relationship among attributes or characteristics.¹⁴ There are two types of hypothesis, namely Null Hypothesis (Ho) and Alternative Hypothesis (Ha). Null hypothesis (Ho) is the statement that states there is no relationship between two variables (Independent and dependent variable). While, alternative hypothesis (Ha) explains the relationship between two variables (independent and dependent variable).

Based on the previous study which the researcher has found, there are two of the research hypotheses:

1. Null hypothesis (Ho): There is no the effect of HURIER model on students listening skill at the third students of IAIN Madura.
2. Alternative hypothesis (Ha): There is the effect of HURIER model on students listening skill at the third students of IAIN Madura.

F. Significance of Study

Based on theory of Creswell about significant of study, states that from the research problem, the researcher can assist the policy makers when she or he makes decisions, help teacher and school officials solve the problems, and provide researcher with a deeper understanding of educational issues.¹⁵ It means that researcher has to make readers understand clearly what the topic in the research and in the research should be given some advantages and benefit for the readers. In this part, the researcher

¹⁴Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research Educational Research*, 111.

¹⁵John W. Creswell, *Educational Research*, Forth Edition (Boston: Pearson, 2012), 59.

explains that this research gives advantages in education especially for students. The researcher will give significance theory well.

1. Theoretical significance

This research is very important to know about the effect of HURIER model in teaching listening at the third students of IAIN Madura.

Theoretically, the result of the study can enrich the language and educational development and be useful as other references in increasing student achievement.

2. Practical significance

- a. For Lecturer

The result of this research will be new news for them and help them to realize about the advantage of the HURIER model to teach the students in listening.

This research also helps the lecturer as the evaluation in teaching learning. It can be references for student who wants to get the previous study skill. The result of this study may be new information for them and as an input in teaching learning process to knowing the quality of their students listening.

- b. For Students

The researchers hope this study will give many advantages and much knowledge, besides make the students understood and know about the influences of the HURIER model to develop the student in listening skill.

G. Scope and Limitation

In this part scope and limitation, the researcher discusses the definition a both of them. Creswell states that scope is the area that researcher will observant, it can be specific purpose. While the limitation of research is the potentials weakness of problem

with the study identified by the researcher.¹⁶ Based on the definition of the scope and limitation, the researcher will give scope and limitation there are;

1. The scope refers to the problem of the study. It also explains about the area subject included. The scope of this study focuses on the HURIER model of student listening skill.
2. The limitation is boundary of variables researched, the population or research object and setting research. Also, this study is limited at the Third students listening of IAIN Madura, especially A and B classes.

H. Definition of Keyterms

The key term is a word that serves as a key, as the meaning of another word or sentence. This part is very important to research. Definition of the key term is needed to avoid the differences of understanding or unclearly meaning. It can help readers to lose misunderstanding about the meaning of the word in the research and give a clear explanation of the meaning of key terms that will be researched.

To make a clear explanation and to avoid misunderstanding of the readers, the researcher uses some definitions for the key term as follow are:

1. Listening is a process to getting sound, receiving and observing heard or hearing to what someone say, and try to understand what is being said.
2. HURIER model is one of model in listening learning. In the HURIER model, there are six interrelated processes; Hearing, Understanding, Remembering, Interpreting, Evaluating and Responding.

¹⁶ John, Creswell W, *Educational Research*, (Boston: Persin Education, 2012), 199.