

CHAPTER I

INTRODUCTION

In this chapter the researcher explains about research context, research focus, research objective, significance of study, definition of keyterm, and previous study.

A. Research Context

English is a very important language to be learned by students because English is a universal language that is widely used in various countries in the world. In learning English, students must master 4 basic skills in English, namely speaking, reading, writing and listening. One of the basic skills that must be mastered by students is listening. Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, grammar and vocabulay, and grasping the meaning.¹ According to Purdy listening is the process of receiving, making meaning from, and answering to spoken and/or nonverbal messages.² In learning listening, students must be able to process what they hear, then try to give meaning. Therefore, listening ability is strongly influenced by vocabulary mastery, pronunciation and also the meaning of words or sentences.

¹ Ary Irjayanti Herman, "A Study of Students' Problems in Listening Comprehension", *Jurnal Akademika* 18, no.2 (2021): 42.

²Abbas Porhosein Gilakjani, Narjes Banou Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review", *English Language Teaching* 9, no.6 (2016): 124.

Listening is important because listening helps students lay the foundations of speaking and writing. Through listening, students can acquire decent pronunciation and learn many useful words, phrases, and sentences.³ So the students can have many vocabularies for it. The students can learn more from listening. They are can write something which suitable of their listen, after that they can speak the text which they are write. So, the students must be mastered the listening skill so that it will can easy to you to mastered the other skills.

Listening skill is needed in the class to be easier for students to communicate with each other, hearing the lecture explanation, do some assignment, and even to make it easier to do the TOEFL test. As we know that, TOEFL test is very important to students to continue their education to postgraduate program. And also, the TOEFL test is important to students to get good job in a company. In TOEFL test, you must have good listening comprehension to be easier to answer because in TOEFL test there are many listening comprehension test.

Listening comprehension is regarded theoretically as an active process in which individual concentrate on selected aspects of aural input, from meaning from passages, and associate what they hear with existing knowledge.⁴ Listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how that process

³ Tri Listiyarningsih, "The Influence of Listening English Song to Improve Listining Skill in Listening Class," *Academica : Journal of Multidisciplinary Studies* 1, no. 1 (June 2017): 36.

⁴ Ary Irjayanti Herman, "A Study of Students' Problems in Listening Comprehension", *Jurnal Akademika* 18, no.2 (2021): 42.

works.⁵ Comprehension is needed in listening, it is mean a process that want to measure about how the meaning will be understanding.⁶ Listening comprehension is difficult for most students to understand because English is not their mother tongue, lack of memorization of vocabulary, native speakers use different accents and many different vocabularies but they look the same when listened to.

Students' difficulties in listening comprehension divided into three categories, that are students' difficulties related to the listening material, the listener, and the physical setting. The first on listening material, they were complex grammatical structures, difficult to understand every single words of incoming speech, difficult to interpret the meaning of long spoken text, unfamiliar topic, and new vocabularies. The second is the students also found difficulties related to the listener. It means that they found difficulties in listening comprehension because of themselves. They were anxiety, difficult to infer the meaning of unknown words, unable to concentrate, unclear pronunciation, hard to remember, lose focus and sleepy. The third is students found difficulties in listening comprehension is coming from the physical setting. They were poor quality of tapes and disks, poor equipment, lack of pauses, inability to get repeated, noises, variety of accents and speed of delivery.⁷

⁵ Gary Buck, *Assessing Listening*, (UK: Cambridge University Press, 2001): 1.

⁶ Lini Diora, Rusdi Noor Rosa, An Analysis of Students' Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Department FBS UNP", *Journal of English Language Teaching* 9, no.1 (March 2020): 88.

⁷ Ibid. 96

In listening class of English Department of IAIN Madura, almost all of the students have same difficulties in listening comprehension. When students are given time to do listening assignments given by lectures, many students are not able to complete them very well. Many mistake in the answers made by students when the lecturer asked to do listening assignments. Most of them experienced the same problems that are the lack of vocabulary memorization, native speaker speaking speed, unclear English vocabulary, poor quality of recording, noisy atmosphere and others. So, many students difficult to understand the speaker's speak in listening comprehension activities.

Since students' difficulties in listening comprehension can have main effects in English foreign language, it is important to know the students' difficulties. Therefore, the researcher wants to investigate what are the difficulties faced by the students in learning listening comprehension.

B. Research Focus

Research problem are the educational issues, controversies, or concerns that guide the need for conducting a study.⁸ Based on research context as described above, this research is focused on the formulation of the problem as follow:

1. What are the difficulties faced by the students in listening comprehension at the third semester English department of IAIN Madura?

⁸ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012): 59

2. What are the ways that students do for minimize the difficulties in listening comprehension at the third semester English department of IAIN Madura?

C. Research Objective

John W. Creswell state in his book that a purpose the major intent or objective of the study used to address the problem.⁹ Research objective includes information about central phenomenon which is explored in research. It aims to find out the solving of these problems. Based on the research objective above, the writer can determine the research objective below:

1. To describe the difficulties faced by the students in listening comprehension at the third semester English department of IAIN Madura.
2. To know the students ways for minimize the difficulties in listening comprehension at the third semester English department of IAIN Madura.

D. Significance of Study

Significance of study is describing the usefulness or urgency of the research, either scientific use (theoretical) as well as social use.¹⁰ So significance of study explain the benefit of research, especially the benefit

⁹ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012): 60

¹⁰ *Pedoman Karya Tulis Ilmiah* (Pamekasan: Institut Agama Islam Negeri Madura, 2020): 19.

for education, teachers, students, and researcher. The researcher show two kinds of significant of study as follows:

1. Theoretical Significant

This research hopefully expect to add insight and knowledge about anything that are related with students' difficulties in listening comprehension. Listening comprehension is one of English skill which is difficult to be mastered by some students.

2. Practical Significant

a. For Lecture

The lecture must be relize that their students are very difficult in listening comprehension. So they must be a good lecture to help their students' difficulties in the class. One way to become a good lecture is be able to give some tips and strategies to students to make it easier in listening comprehension.

b. For the students

Because of the difficulties in listening comprehension faced by students, so the students must be improve their listening by practice their listening comprehension everyday in order to they are become better listener.

c. For the Researcher

The result of this research could become reference for future researcher, and also the research can fulfill the research focus that has been made.

E. Definition of Key term

Definition of key terms or operational definitions are required to avoid differences in meaning or lack of clarity of meaning.¹¹ In this research the researcher used some definitions to avoid misunderstanding for the reader, they are:

1. Students' difficulties : some of difficulties faced by students in learning.
2. Listening comprehension : process of receiving a native speaker says and understand the meaning.

F. Previous Study

There were many researchers that investigate listening problems. Firstly, the research related to students' difficulties in listening comprehension was conducted by Lini Diora and Rusdi Noor Rosa in their research entitled "*An Analysis Of Students' Difficulties In Listening Comprehension: A Descriptive Study At English Language And Literature Department FBS UNP*". This research give informations that students difficulties in listening comprehension are divided into three categories that are listening material, the physical setting, and the listener. In listening material, the students difficult to understand every single words of speech, difficult to interpret the meaning of long spoken text, new vocabularies and unfamiliar topics. Then, from students' difficulties related to physical setting, the students poor quality of tapes or disks, poor equipment, lack of pauses inability to get noises, repeated, accents of native speaker, and speed

¹¹ *Pedoman Karya Tulis Ilmiah* (Pamekasan: Institut Agama Islam Negeri Madura, 2020): 19.

of delivery. Also, from listener were anxiety, difficult to infer the meaning of unknown words, unable to concentrate, lose focus, sleepy, unclear pronunciation, and hard to remember. And the researchers also found the factors that caused the students' difficulties in listening comprehension are depend on others, shame to ask lecturer about the material, having emotional disturbances, the lecturer explains the material too fast, lack of reward and reinforcement and unfocused. This previous research use qualitative research to collecting the data.¹² The differences with my research that is Lini Diora and Rusdi Noor Rosa's research is the use of theory on the research. While, the similarities of Lini Diora and Rusdi Noor Rosa's research with my research is the object of research and using qualitative research method to collecting the data.

Secondly, Alek Andika and Alya Indah Sari in their research entitled "*The Analysis Of Learning Listening Difficulties Toward English Education Study Program Students At University Of Ma'arif Nahdlatul Ulama Kebumen In The Academic Year 2019/2020*". In this research give some information that there are fifth problems faced by students' difficulties in doing listening exercise. (1) speaker spoke fastly. So the students miss to catch the message of the conversation or listening activity. (2) lack vocabulary mistery. In listening comprehension, the students will be find new vocabularies. Because of the students lack of vocabulary mistery, so the students difficult to understand the meaning and can not catch the

¹² Lini Diora, Rusdi Noor Rosa, An Analysis of Students' Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Department FBS UNP", *Journal of English Language Teaching* 9, no.1 (March 2020): 97.

content maximaly. (3) Students less concentration. (4) unclearly audio speaker. (5) less time to learn listening. Those are students' difficulties in listening comprehension by Alek Andika and Alya Indah Sari. This previous research use qualitative research to collecting the data¹³ Based on this previous study, the researcher found the differences of Alek Andika and Alya Indah Sari's reserach with my research that the previous study research is the use of theories on the research. While, the similiarities with my research is the object of research and using qualitative research method to collecting the data.

¹³ Alek Andika, Alya Indah Sari, "The Analysis Of Learning Listening Difficulties Toward English Education Study Program Students At University Of Ma'arif Nahdlatul Ulama Kebumen In The Academic Year 2019/2020", *English Education and Literature Journal* 1, no.1 (2021): 12.