

## CHAPTER I

### INTRODUCTION

This chapter deals with the research context, the research focus, the research objective, the significances of study, the scope and limitation, and the definition of key terms. Those items described completely as follows:

#### **A. Research Context**

The receptive spoken language skill is called listening<sup>1</sup>. In IAIN Madura there is a Center of Language Development that provide language test that called English Profeciency Test (EPT). The main purpose of developing the English Proficiency Test here is to prepare students to get SKPI (certificate of companion diploma). Beside that it is usually used by English Teaching Learning Program students to test their ability in English. A lot of English Teaching and Learning Program students in the sixth semester who already taken this test for their final exam of TOEFL subject said that the listening section of this test is difficult because they don't understand what the speaker is talking about. If the participants know what things they have to do when taking the test or have certain ways to be able to pass this test, they will be easier to pass the test. So that is why having a method or strategy that can be used by participants who want to take the test become important.

---

<sup>1</sup> Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008) p.2.

Listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. The researcher examine this view of listening in some detail before considering a complementary view of listening – listening as acquisition. This latter view of listening considers how listening can provide input that triggers the further development of second-language proficiency.<sup>2</sup>

In the previous study, Fouad Abdalhamid conducted study about “Listening Comprehension Strategies of Arabic-Speaking ESL Learners”.<sup>3</sup> This study is focus on identify the listening strategies of advanced and intermediate second language learners in English and to compare the listening strategy of both groups of research participants, while the researcher study is focus on strategies that used by the students in Listening section of English Proficiency Test. Another related study to this research is Geby Wira Pratiwi conducted study about “English Listening Strategies Used by EFL Undergraduate Students: A Survey Study at One Public University in Jambi”.<sup>4</sup> the focus of this research is to explore the listening strategies that EFL undergraduate students used at one public

---

<sup>2</sup> Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice*, (New York: Cambridge University Press, 2008), p.3.

<sup>3</sup> Read Thesis written by Fouad Abdalhamid (2012) “Listening Comprehension Strategies of Arabic-Speaking ESL Learners”.

<sup>4</sup> Read Thesis written by Geby Wira Pratiwi (2015) “*English Listening Strategies Used by EFL Undergraduate Students: A Survey Study at One Public University in Jambi*”.

university in Jambi, while the researcher study is focus on strategies that used by the students in Listening section of English Proficiency Test.

Considering the previous research above, so the researcher conducted a study and the title is “A Study on The Participants Strategies in Answering the Listening Section of English Proficiency Test at Center of Language Development of IAIN Madura.”

## **B. Research Focuses**

Research focus are the educational issues, controversies, or concerns that guide the need for conducting a study<sup>5</sup>. From research context above the researcher will defined some research problem.

1. What are the participants strategies in answering the Listening Section of English Proficiency Test at Center of Language Development of IAIN Madura?
2. What are the participants Suggestion to the English Proficiency Test management At Center of Language Development of IAIN Madura?

## **C. Research Objectives**

According to John W. Creswell research objective consists of identifying the major intent or objective for a study and narrowing it into specific research questions or hypotheses. The purpose statement contains the

---

<sup>5</sup>John W Creswell, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Boston: Pearson), p. 59.

major focus of the study, the participants in n the study, and the location or site of the inquiry.<sup>6</sup> Based on research focus above, the research will be conducted:

1. To know the participants strategies in Listening Section Of English Proficiency Test At Center of Language Development of IAIN Madura.
2. To know the participants Suggestion to the English Proficiency Test management At Center of Language Development of IAIN Madura.

#### **D. Significant of Study**

Significance of study is a part that explain about the advantage or the importance of research.<sup>7</sup> In this research has two significance such as the theoretical significance and practical significance. Theoretical significance of study for researcher and other people.

##### **1. Theoretical**

This study of research is expected to provide information about English Proficiency Test at Center of Language Development of IAIN Madura. It also expected to be useful reference for the next researcher who want to make a research with similar research problem.

##### **2. Practical**

###### **a. The Researcher**

The result of this study is to answer the question which are the basic problem of conducting this research and it also can improve the reasercher knowledge about Listening.

---

<sup>6</sup> Ibid, p. 9

<sup>7</sup>Pedoman Karya Tulis Ilmiah, (Pamekasan: STAIN Press, 2015), p.11

## **b. The Participants of English Proficiency Test**

Hopefully, by implementing the best strategy in Listening section Of English Proficiency Test, can make the participants easier and effectively in answering the question in Listening section of English Proficiency Test.

## **E. Scope and Limitation of Study**

In this section, the researcher will discuss about the definition of scope and limitation. Scope is range of that a subject organized.<sup>8</sup> While limitation are potential weakness or problems with the study identified by the researcher.<sup>9</sup>

In this research, the scope focuses on the Sixth Semester Students of English Teaching Learning Program students of IAIN Madura year 2016 who have passed in taking English Proficiency Test and already take the test more than once while limitation of this research refers to the strategy that used by Students in Answering the Listening section of English Proficiency Test.

## **F. Definition of Key terms**

To avoid misunderstanding for the readers in classify the key term in this research study, the researcher provides the definition of some terms that used as keyword such as;

---

<sup>8</sup> Oxford Learners Pocket Dictionary, ( New York : Oxford University Press, 2008), p. 383

<sup>9</sup> Creswell, *Educational Research*, p.199

### **1. Strategy**

Strategy is a plan or method to achieve a purpose which have been plan.

### **2. Listening**

Listening is the process of receiving, constructing meaning from, and responding to spoken and or nonverbal messages.

### **3. English Proficiency Test**

English Proficiency Test is a kind of test to measures a learner's level of English.

### **4. Center of Language Development of IAIN Madura**

A place for language services related to the development, service and training in programs related to language education and training. The aim is to improve the ability and language skills of lecturers and students in the context of developing academic and professional activities.

