

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the writer explains the background of the research, statement of the research difficulties, objectives of the research, significance of the research, scope and limitation, and definition of key terms.

### **1.1 Background of the Research**

Listening is an important element of learning English as a second language. Other abilities, such as writing, reading, and listening, appear to be neglected because they must be extra focus to comprehend the content of the text. Listening is a crucial ability because it is the one that is utilized the most in everyday life. Learning to listen will significantly increase our listening ability. If people want to communicate properly, meaningfully, and organically, they must hear diverse varieties of English regularly and continually. It indicates that people who do not hear will be unable to learn a language because listening offers language input. According to Rost in Hien (2015), listening is critical for foreign language learning since it gives language input. Listening is a skill that can be used as an input.

Djiwandono (2009:4) stated that the general and first problem in listening skill is the way in understanding information which only listen for a few minutes and then lost. Added to that is the form of orthography, which is not always the same as it pronouncing. For example, the written form is "made," but it is pronounced /meid/. Listening to the sound will be difficult if you do not know how to pronounce it and will be understood. According to Sumiarsih and Shirly (2011:3), one of the four English language skills is listening, which must be

mastered before language learners can master the other three. This is due to the fact that people cannot speak before they listen. Nonetheless, the fact is that many learners struggle with listening, particularly when dealing with natural conversational material. This is due to the fact that they must deal with a lot of difficult input, such as the speakers' expression, volume, and speed of speaking, the speakers' diction, and the culture background that is brought into the conversation. The competent standard in junior listening is to comprehend the meaning of a transactional conversation and a simple short interpersonal interaction with those in the surrounding environment. It means that the student should be able to understand the conversation in socialization with their friends at school, as well as what their friends talk about. As a result, the students must listen carefully during their conversation.

Furthermore, analyzing students' listening comprehension difficulties aided students in listening tests as well as TOEFL or IELTS. Many language learners, particularly those who had completed their degree, had difficulties with TOEFL listening. English students of the State Islamic University of IAIN Tulungagung, for example, were required to take the TOEFL test, which included listening comprehension, before receiving their degree. Meanwhile, they ran into a slew of issues while taking the listening comprehension test.

According to Hamouda (2013), in order to assist students in improving their listening ability, language teachers must understand students' listening difficulties in comprehending listening text and instruct effective listening strategies to assist students in solving their listening difficulties. Students, as subjects, play an important role in developing their listening skills, just as the teacher does. Students'

success in listening is dependent on their ability to identify and solve difficulties. It would be simple to find a solution if the students were aware of the issues influencing their listening. They will work hard to improve their listening skills.

Some researchers have conducted studies on the anxiety of students. According to Anadapong (2011), who conducted research at Bangkok University titled *A Study of English Listening Difficulties and Business Listening Proficiency*. The purpose of this study was to investigate the English listening problem and listening proficiency of thirty business students at Bangkok University. In this study, questionnaires, IELTS tests, and interviews were used as data collection tools. The study's findings revealed that the main cause of students' listening difficulties is the listening text. However, the most common causes of listening difficulties were a lack of practice with listening skills and a lack of exposure to a variety of listening materials.

In addition, Abidin (2013) conducted another study titled *English Listening Comprehension Difficulties of Chinese Students Learning English in Malaysia*. The data was collected using a qualitative method from three Chinese students taking English Listening Comprehension (ELC) at Malaysian University Science (USM). This is a research paper about the issues Chinese students face when learning ELC. Pre-listening, while listening, and post-listening were the three processes used to explore students' perspectives in response to the key question about Chinese students' challenges in their ELC self-learning process. The main issue that Chinese students experience, according to the current findings of this study, is a lack of prior understanding of English vocabulary, which limits their comprehension during the listening process. Furthermore, distinctions in foreign speakers' accents, as well as

Chinese students' short attention spans and learning habits, which were identified as ELC Learning difficulties, limit proper understanding of the listening information.

Based on the previous section, the researcher is expected to focus on analyzing students' difficulties and their strategies in listening with the title: *“DIFFICULTIES AND STRATEGIES IN LISTENING COMPREHENSION AMONG ENGLISH STUDENTS OF IAIN TULUNGAGUNG IN ACADEMIC YEAR 2018/2019”*.

## **1.2 Statement of the Research Problem**

Based on the research background, the primary objective of this research is to analyze students' difficulties of listening comprehension in the English Students Department. The following is how it was formulated:

1. What are all the learners' listening comprehension obstacles?
2. What are the learners' techniques for dealing with their listening issues related to each of the aspects?

## **1.3 Objectives of the Research**

The purpose of the research, as mentioned in the research problem definition above, is for the English Students Department at IAIN Tulungagung to establish what are the students' issues that affect their listening skills and the students' ways to minimize their difficulties.

## **1.4 Significance of the Research**

This research is expected to give contributions to:

### **1.4.1 The English teachers**

The findings of this study have the potential to provide substantial advantages to English teachers. In theory, English teachers can identify the types of difficulties that students have with their listening skills. In practice, the teacher can analyze the types of difficulties that students have with their listening skills. Furthermore, the teachers can learn what the teachers do to help students with their listening skills. Finally, the teacher can expand their knowledge or use more effective media to teach students about the listening process.

### **1.4.2 The students of intermediate level**

The findings of this study may also provide so many benefits to students. In theory, students should be able to identify the nature of their difficulties while listening. In practice, they can solve their difficulties with the help of the teacher and their own motivation. Finally, they can improve their English listening skills and gain confidence in learning listening skills.

### **1.4.3 The researchers**

The findings of this study can assist other researchers in gathering information about the lack of listening skills in students and improving knowledge as a reference for future research on listening skills.

## **1.5 Scope and Limitation of the Research**

This study aimed to discover the difficulties that students face when it comes to listening comprehension, as well as how they can improve their listening skills in relation to each of the factors. All of the difficulties were divided into three factors that influenced students' listening abilities. They were listening material, listener troubles, and the physical environment. The study was carried out at the university level, with participants drawn from the English Students in second semester at IAIN Tulungagung during the academic year 2018/2019.

## **1.6 Definition of the Key Terms**

In order to avoid misunderstanding or misinterpretation in this study, the researcher describes the meaning of the main terms used as follows:

### **1.6.1 Listening skill**

In Bingol, Steinberg (2007) defined listening as "the ability of one individual perceiving another via sense and aural organs, assigning a meaning to the message, and comprehending it." Some features are included in listening. Coping with sounds, understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary, fatigue, understanding different accents, and using visual and environmental clues are the most important features. It's important to think about preparation, activities, listening material, task materials, and visual resources. According to Buck (1978), listening comprehension is a system, although a very complicated one, and that in order to quantify it, we must first comprehend how it happens. Thus, while listening to an audio record or

seeing a VCD in English, listening comprehension is a complex method of recognizing and comprehending the speaker's dialog and monologue.

### 1.6.2 Listening Comprehension

The various processes of understanding and making sense of spoken language are referred to as listening comprehension. These include knowing speech sounds, comprehending the meaning of individual words, and comprehending grammatical structure.

### 1.6.3 Listening difficulties

Listening issues are an internal and external feature that obstructs text comprehension and is constantly reinforced abilities. According to Hamouda (2013), the factors that contribute to students' listening comprehension issues can be categorized: listening difficulties due to the reading material, listening difficulties due to processes and projects, listening issues related to the listeners, and listening difficulties related to the lecture's methods.

### 1.6.4 Listening Strategies

According to Vandergrift (2016), strategy development is essential for guiding and checking learners' comprehension and responses. According to Lee (2010), O'Malley and Chamot (1990) distinguish three types of strategies: metacognitive, cognitive, and social strategies. Metacognitive strategies are a type of self-directed learning. It entails attempting to plan, check, monitor, choose, revise, and evaluate. The cognitive strategies are concerned with understanding and storing input in working memory or long-term memory for later retrieval. Vandergrift (2016) defines social strategies as techniques for listeners to collaborate

with others, verify understanding, or reduce anxiety. These strategy types can be implemented by students as a problem-solving strategy.