

CHAPTER I

INTRODUCTION

This chapter discusses background, statement of the problem, objective of the research, and the significance of the research.

A. Background

Listening is an essential part of English as a foreign language. It seems like the other skills such as writing, reading, and speaking. Listening is very important skill because it is the most widely used in daily life.

Learning listening will help us to improve speaking skill considerably. People need to hear various types of English repeatedly and continuously if they want to communicate properly, meaningful, and naturally. It means that without hearing people cannot acquire language because listening provides language input. As an input skill, listening plays a crucial role in students' language development.

Teaching listening needs more attention in order to develop students' language. In some cases of the language classroom, listening was considered to be the most difficult language skill for students because it needs more attention and concentration to comprehend the material that included understanding dialogue and monologue text. It could be said that listening is a

complex process in which many things happen simultaneously inside the mind.

Listening is a familiar activity to human life. Almost every day and everywhere people might spend their time for listening to something or someone. Besides, this activity is done by almost all humans in the world every time. In addition, study process is not an exception, whether students, teachers, and others must involve listening in their activities. In study process, there are four English skills that learners should gain those are: reading, writing, listening, and speaking. Furthermore, listening is involved to support other three skills. In speaking process, students need to listen for what their friends or others talk so they could reply them and communication will be built between them. In reading process, students need to listen for the topic that has been read so they can understand what they are studying about. In writing students need to listen to something or someone to know what they will write.

Additionally, as a student listening may not be a difficult thing to do, but a good listener must understand well the thing they listen to. For English Foreign Language (EFL) learners, listening may not be an easy thing to do. As we commonly know that every language has their grammar, vocabularies, pronunciation, and other language aspects. With these differences, it is probably hard for EFL learners to familiarize themselves with the

discrepancies between their first language and the new language they want to study, which may totally be different from their first language.

As a foreign language, English is still unfamiliar for many students. With the different vocabularies, structures, written, and other firstly pronunciation, it will be hard for the students to catch the meaning of the thing they listen whether in the test or another moment where they must understand the meaning of something they listen, and then retell them in that moment. This is one of the reasons why there are still a lot of students who feel difficult in listening both in school or university. However, this fact could influence the process of mastering other English skills.

Listening is one of the most important skills in English language learning. When students listen to English language, they face a lot of listening difficulties. Students have critical difficulties in listening comprehension because universities and schools pay more attention to writing, reading, and vocabulary. Listening is not an important part of many course books and most teachers do not pay attention to this important skill in their classes. In this paper, the researchers reviewed the terms listening, listening comprehension, listening comprehension strategies, and listening difficulties. The review of literature indicated that when teachers are aware of students' learning difficulties they can help them develop effective listening strategies and finally solve their difficulties in listening and improve their listening comprehension abilities.

The students also find difficulties to catch the message if condition outside of the class too crowded. The students confused to catch what is the speaker said. Then, the students enjoy to study listening topic which is related to their daily live, but they will be felt difficult if they listen the listening text with unfamiliar topic. In listening text, some vocabularies or dictions which are used also quite unfamiliar for the students so they felt difficult to catch the meaning.

The students also felt difficult to understand the speech which is full of hesitation and pauses because sometimes the words are not pronounced clearly. Students will be easier to understand the lecturer's explanation if the lecturer used technology in his class.

In this review paper, the researchers reviewed the strategies of listening comprehension and then identified the learners' listening comprehension problems when listening to oral texts. This paper intended to increase teachers' consciousness of these difficult areas in listening comprehension so that suitable and effective actions can be adopted. It is hoped that the findings of this review paper provide good views for the teaching and learning of listening comprehension for both teachers and learners.

British English is the standard dialect of English language as spoken and written in the UK. Variations exist in formal, written English in the UK. The terms of spoken English, however, very considerably more than in most other areas of the world where English is spoken, so a uniform concept of British

English is more difficult to apply to the spoken language. An Accent is a stress or emphasis on a particular part of something, usually a word. Pronounce the word with the accent. A regional accent is the particular way that people from that place speak.

Moreover, in listening British accent process a lot of students from Third semester at English Language Education study Program of Khairun University still confuse about a conversation or a text played through recorder or video. Based on the statements above, this research is conducted with the purpose to discover what factors student difficulties in listening subject at English Language Education Study Program of Khairun University.

B. Scope of the Research

This research focuses on the students' difficulties in listening to English British speech at English Language Education Study Program of Khairun University.

C. Statements of the Problem

The following is the statement of the problem: What are the students difficult in listening to English British speech at the Language Education Study Program of Khairun University?

D. Research Objectives

The objective of the research is to find out students' difficulties in listening to English British speech at the English Language Education study program of Khairun University.

E. Significance of Research

1. Theoretical

The result of this research was really expected to contribute to the existing theories in teaching listening comprehension as a foreign language. Dealing with the theory, this research enriched theories on teaching listening comprehension. Learners who understand the process of listening and believe they have the ability to reach their goals. It made them easily to handle 5 their listening. Also, the teachers who know the students' difficulty make them easily to find better strategy. Above all, it would motivate the lecturer to teach listening comprehension.

2. Practically:

It includes three main focuses that gave positive results and some benefits from knowing the students' difficulties toward listening comprehension. They were the lecturers, the students and other researchers.

a. Significance for the students

Awareness of the factors that influenced their difficulties was hopefully the students will study hard to improve their listening and practice their listening in order to become better listeners. Thus, they will be easy to understand what they hear during listening British accent in the class.

b. Significance for the teachers

Hopefully, this research would help the lecturers to guide their students in listening comprehension because the lecturers knows what the difficulties faced by the students. Then, the teacher could handle their students easily and achieve the goals of learning effectively. It was also hoped that findings about students' difficulties provide English teacher with some guideline for material evaluation and selection.

c. For other researchers

The result of this research could be a reference for other researchers who want to conduct similar research.