

CHAPTER I

INTRODUCTION

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

A. Background of the Study

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 Rost in Hien (2015) stated listening as foreign language learning is paramount important since it provides the language input. As an input skill, listening plays a crucial role in students' language development.

English is one of the subjects that is taught in Indonesia since in the elementary school until university. English is commonly learned as a foreign language. To learn English proficiently students must develop the four main skills of the English language from the beginning: listening, speaking, reading, and writing. Speaking and writing known as '*expressions*' or '*productive*' and listening and reading known as '*understanding*' or '*receptive*' skills. It helps the learner to receive and understand the message of the speaker. English listening has been included in the National Examinations in Indonesia, particularly at junior and high school levels, It means English teachers must spend time teaching listening comprehension to their students.

According to some previous research from Hamouda (2013), Abidin (2013), Anadapong (2011) who completed the related study, they concluded that in order to help students to improve their listening ability, language lecturer had to understand students' listening difficulties in comprehending listening text, and instruct effective listening strategies to help the students to solve their listening difficulties. As well as the lecturer knows their students' difficulties, students as subject have important role in developing their listening. Students successful in listening depend on how they can know and solve their difficulties. If the students know the problems influence their listening, it would be easy to find the solution. They will study hard in order to improve their listening.

Listening is an important skill in facilitating students to master a foreign language. It is the first skill exercised by human being. Before students can speak, read or write, they hear voices and begin to understand the language. Through the listening process, people normally can interact with others and get information they need. Listening seems easy to be developed in the mother tongue but it requires extra effort when listening to a foreign language. In listening, student should be able to understand spoken language to get the information clearly. However students are sometimes difficult to absorb information clearly. It is caused by the foreign language, students do not understand the meaning of language or even students never heard such a language before. Then when a teacher or a student asks them, they will give wrong information.

Accordingly, 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.

In listening, there are many strategies and media that teachers used in listening to be more effective. They have to train their students by giving listening activities regularly. The activities must be purposeful and related to students experience and interest. For example, teachers may use songs, games and videos. The video used in classroom may bring some benefits as it can motivate the students. In listening to understanding, especially in English language study programs it is still difficult to understand what others say when researchers interviewed two students' in third semester' problems faced were too fast discussion lack of idiom vocabulary that was not understood and less understood from discussion. This researcher is very interested to raise the title " Exploring Students' Problems In Listening Comprehension The Four Semester Students Of English Education Study Program of Khairun University".

B. Statement of the Problem

Based on the background of the study above, the problem of the study is as follows:

How are the students' problems in listening comprehension?

C. Objective of the Research

Based on the background and statement of the research above, then The purpose of this study is "To find out students' problems in listening to understanding ?

D. Focus of the Research

This research focuses on students' problems out listening in the four semester of Khairun University.

E. Significance of the Research

The significance of the study are divided into:

1. Theoretical Significance

The result of this research was really expected to give contribute and to give some informative inputs 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 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. Practical Significance

- a. EFL teachers to have a better understanding of their students' listening difficulties and examine their own teaching methods to improve students' listening comprehension. Knowing why some of the problems occur will naturally place teachers in a better position to guide their learners in ways of overcoming some of their listening difficulties. It is also hoped that the findings about students' listening difficulties can provide English teachers with some guidelines for material evaluation and selection.
- b. Learners to identify their difficulties of listening comprehension to ascertain what further learning strategies are necessary. Learners need to be aware of the factors which contribute to their difficulties in listening; when listeners know something about their own problems, they will be able to improve their listening practices and become better listeners.