

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, problem of the study objective of the study, significance of the study, scope and limitation of the study ,and definitions of key terms.

1.1 Background of the Study

Language is one method of communication. There are many languages all over the world whether local languages, national languages or international languages. English is one of the international language. Many countries use English as their formal language, therefore most people in the world use English to communicate to people of other countries which makes English one of the International languages. Halliday (2003:3) states “A language is a system of meaning- a semiotic system”. The use of English could be defined as English as First a Language (EFL), English as a Second Language (ESL), and some countries use English as Foreign Language (EFL) such as Indonesia.

English has also become a subject matter of education in many countries. Indonesia is one of the countries that makes English as the subject matter of education. English is learned at school, yet the people do not speak English in their daily life or in society.

Taringan (2015 : 22) stated that : “without language it will be difficult for any people to understand the meaning of the words of others”. English at this time becomes very important to be learnt, because English is an international language commonly used for communicate with people who come from abroad. Moreover English in Indonesia has also developed into a medium of self-image intellectual and social. Young people today are mostly used English in they daily activities, though it still exists, some of them switch their mother tongue with English or vice versa. In addition, to the empirical fact shows that most reference books used in universities or schools in Indonesia are written or published in a foreign language, especially English.

However, in general, English skills possessed by students in Indonesia are inadequate. English is used only in a particular occasion such as speaking to foreigner when go abroad or meet the foreign tourist in Indonesia, and interview for getting job. That is why English known as Foreign Language (EFL) in Indonesia. As the subject of education, English is one of the important subjects that should be taught from elementary school to senior high school, and college. In order to learn English, students should know that English has certain skills.

Learning English is very complex because English has four basic abilities, they are : Listening (hear), Speaking (talk), Reading (read) and Writing (write). And it has three additional components that are : Grammar, Vocabulary and Pronunciation. All these components are very important and must be learned if you want to mastering English well.

Basically humans cannot talk before listening. However, listening is not a simple process. Someone who listens must distinguish between sounds, capturing, and understanding vocabulary and grammatical structure, interpreting pressure and intent, remembering and interpreting all at once. According to Wallace et al (2004: 13) he states that: "listening skills is a very important proficient skill because of this skill that makes people gain insight, understanding, knowledge, and information, and achieving success within communicate with others". So, we can say that listening skills is a very important skill in language. Here the author tries to examine one of the components of Listening. The researcher choose this listening ability because the researcher believes that before speaking we must understand what is spoken by others who used English because, by being listeners which is good, then we can be a good language spokesman anyway. So in deep, the researcher intends to examine the ability of listening.

Pollard (2008: 39) stated that: "Listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English. Reading, the other receptive skill, involves students in understanding and interpreting the written word". Listening is probably more difficult than reading because students often recognize the written word more easily than they analyzed the spoken word. Furthermore when reading times, students can go back and re-read a phrase but with listening they only got single chance. According to Field (2009: 37) states that "In some respects, listening is a very individual activity. A speaker does not implant a message in the listener's mind. The listener has to remake the message: trying to gauge what the speaker's intentions are and extracting from the message whatever seems relevant to the listener's own goals ". From the above

exposure the researcher conclude that listening and reading is the same ability to receive in the language, however have different difficulty levels. in reading, we can re-read the text but it's different way in listening, because listening can only be done in single time without being able to repeat it.

Listening is the language modality that is used most frequently. However, learners unrecognized the level of effort that goes into developing listening ability. The difficulties in learning listening certainly influenced by many factors. Besides, student learning style also very determined the success of learning. Imhof and Janusik (*citized in Goh 2012 : 57*) states about “ framed the process of aural information processing and listening by adapting a systems model of study processes It identifies three interdependent stages: person- and context-related factors, process, and results”. Furthermore, Goh (2012 : 58) states that “it is an integrated system in which person factors and listening context can affect the process (quality of the processing) and the results (comprehension, learning, or affective factors such as self-efficacy)”. This is a useful heuristic for further understanding the listening construct. It helps us more clearly visualize the interrelationships between individual factors, listening context, and different processes.

When the researcher conducted PPL-program last semester, the researcher assumed there was a students problem in listening . This was proofed when the observation class at the time, the researcher found there are some students who were chatted with his classmates, there were also sleepy students in the classroom when listening taught, and some of them played their mobile phones in the classroom. Some of those phenomena indicated of the students personal interest could be factors when learned listening. According to Hermawan (2012:53), the process of saving is also influenced by the motivation and feelings of the listener (personal interest). Listeners will listen more effectively, and consciously selected what is being heard especially when it is needed or got the information. Furthermore, the researcher tried to convince the previous allegation by interviewed some of students about they understanding on the material taught, and it turns out they answer variously, there is an answer if bored with listening, the material is too long, and there is also an answered doesn't understand English at all and the researcher assumed that may be it can be diffrents if the researcher gave them lesson in various technique of teaching.

Furtermore, when researcher teach listening at *English-perminatan 2* class about narrative texts and then researcher played a video about legend of Indonesia, immediatly they understand what will be taught. Yet, different ways when the researcher played conversation video without the text. It's difficult for them to understand about the material has taught. and this is truly happened. The researcher assumed that if listening texts had been taught are too long will disrupted their learning process and they easily understood the material when the learning material in form of a video text. According to Goh (2012:63), "the most common problems

faced by students in listening in the order of frequency are quickly forgetting what is heard, unrecognized the words they know, understanding the message but not the intended message, neglecting next part while thinking about meaning, unable to form a mental representation from words heard”.

Field (2009:58) states: “Learners know the word, but get the wrong sense”. According to the statement, we can assume that the learners know the word in written form but not the oral version. Learners have difficulty to catch the word from a connected speech such as a dialogue. Apart from that, it is also emphasizes the problem of concentrating and missing the beginning of text. We can do more investigations about learners’ attitudes to their listening problems in listening emphasized. We can assumed this things as internal factor of the students problem, and there are also external factor that can make the students had an difficulties in listening such as: learning material, classroom modeling, teacher learning style, etc.

The researcher conducted a survey research to solve the students’ problems in listening skill. Based on the problems faced by 11th grade SMAN 2 Batu, the researcher agreed to use this strategy to overcome the problems faced by the students. The reason why the researcher determined this as the technique to overcome the problems, because based on the researcher personal experience while during an PPL program last semester, the resetry to analysis what students problem in listening. Because sometimes listening might be boring for students because they can learn well in classroom. So based on the phenomenon, the researcher try to help and solve the students problem in listening by analysis and describing what actually they face when listening time. According to Rose, et al (2015:2) the objective of

the descriptive surveys, which aim to provide a description of a phenomenon in terms of the distribution of relevant variables within a particular population either at a single point in time (cross-sectional) or comparatively over time (longitudinal) by using repeat survey.

The researcher used two previous studies. First was conducted by Nurlaila Tuanany (2007) entitled is “some problems in listening comprehension using authentic materials encountered by the third-year students of SMA 2 Mei Ciputat”. For the problem that they faced are: students lack of vocabulary, the native speaker normal speed in speaking which the student were unfamiliar word, and the native speaker unclear voice. So, the students also perceived the use of authentic materials in learning lesson as beneficial to help them to success in learning and to promote better learning and practice their listening, also to adjust their hearing with real way English communication.

The second was conducted by by Suradej Anandapong (2011) entitled is “A study of English listening problem and listening proficiency of business students at Bangkok University”. For the problems, that are : slang, idiom expression, unfamiliar word, and the long text . For implementing role play, the teacher determined the situation, so the students made a script based on the situation that determined by the teacher. The students not used these factors since they only used English in the classroom.

The previous researches proved that every students always had a problem in listening. Listening can be practiced with note-taking, and answers, role plays, re-telling, interviewing, discussions, or a writing task. Wang Qiang (2006) states about the important thing in designing listening activities is to give a clear purpose,

a specific task and an appropriate context for doing them. Based on the suggestions of the previous researcher, the researcher conducted descriptive qualitative research for the research to explain more deeply about listening problem of students. Based on the explanation above, the researcher conducted a research entitled “Listening problems faced by the eleventh grade at SMA Negeri 2 Batu (A survey study of 11th at SMA Negeri 2 Batu).

1.2 Question of the Problems

1.2.1 What are the difficulties faced by students in listening ?

1.2.2 What are dominant factors faced by students in the listening ?

1.3 The Objective of the Study

This study is aimed at discussing about the listening problems that faced by 11th grade students at SMAN 2 Batu viewed from external and internal factors of the students.

1.4 Significance of the Study

This research will give benefits for English teaching and learning process, i.e:

1. For teacher

By knowing the students' problems in listening, the teacher expected to be able to overcome problems especially in listening by using the methods and techniques in teaching listening style by choosing the right materials in learning so it can facilitate students in the learning process.

2. For students

By knowing their problems in listening, the students expected to be able to paid attention in listening time and developing their abilities in listening.

3. For the next researcher

From the result of this research, the researcher expects that it can be useful for additional reference to conduct the research.

1.5 Scope and Limitation of the Study

This study is limited for 11th grade students English-perminatatan classes at SMA Negeri 2 Batu in academic year 2017/2018 on overcoming Listening problems especially viewed from external and internal problems of the students.

1.6 Definitions of Key Terms

This part aims to ease the reader to find the importance terms in this research.

The researcher make the definition of key terms are:

1. Listening problem : The problems about listening have newly started to be examined. In order to have success in listening, problems about listening in second language should be firstly identified.
2. External Factor : External factors include environmental factors, material factors, speakers, and styles of speech technique.
3. Internal Factor : Internal factors are basically guided by the attitude of an individual. That is the physical and emotional condition which affect the listening process