CHAPTER I
INTRODUCTION

This chapter focuses on several aspects including background of the study, statements of the problem, objectives of the study, theoretical framework, scope and limitation of the study, significance of the study, definition of key terms, and organization of the proposal.

1.1 Background of Study

English is one of the foreign languages taught to Indonesian students from junior high school to university level. Indonesian students often find that English is a difficult subject because of the noticeable differences between Indonesian and English in vocabulary, grammar, and pronunciation. To be a good listener is a precondition for being a good speaker since humans cannot naturally communicate well without listening first. A key requirement, as well as a fundamental talent for good English speaking, is the ability to listen. Being able to distinguish between sounds, understand the vocabulary and grammatical structures, and interpret the meaning, all while listening requires work. According to Pollard (2008), listening and reading are receptive skills where students capture and understand the language and also interpret the written words. Why I choose to research this topic is because I wish to know the extent of students' ability in the

courses to listen, and so we can find out the reasons behind students difficulties in listening, how they address this problem personally, and whether they have a way out to overcome it.

It will be useful because it can be implemented in a real educational setting, especially for students taking a Listening course. If students understand what is being said, they will be able to take lectures, participate in discussions, and complete assignments. The ability to listen in English can improve students' vocabulary mastery. Yiching (2005), however, thinks that some barriers cause problems in listening such as belief barriers, material barriers, habitual barriers, information processing barriers, English proficiency barriers, strategic barriers and affective barriers. He introduces forgetting to activate strategies, regarding strategies as extra burdens to information processing, being challenged by the complex nature of the strategy, having problems conducting the proper strategies and even being unable to comprehend the text after applying strategies. As a student majoring in English Language Education, I can relate to these problems.

1.2 Statements of the Problem

As discussed above, during this study, two major research questions are formulated as follows:

1.What causes students to have trouble in listening courses?

2. How do students overcome their difficulties in listening?

1.3 Objectives of the Study

From the background of the problem, I am motivated to find out what difficulties they get from acquiring the listening skills:

1. To find out what difficulties students experience during their listening activity.

2. To find out what strategies students use to overcome difficulties during the listening activity.

1.4 Theoretical Framework

1.4.1 The Process of Listening Comprehension

Lynch (1998) highlights the process of listening, such as speech recognition, memory in processing, and discourse comprehension. Listening comprehension requires listeners' ability to recognize words and phrases in spoken language and also to construct the meaning derived from the information by the speaker.

1.4.2 Difficulties in Listening

Listening is sometimes considered a tough skill for students to master. According to Brown and Yule (1983), four important aspects can lead to difficulties in listening activities, such as:

1. The speaker. It is related to the type of speakers, how quickly they speak, and what accents they have.

2. The listener. The listener's response and interest in the topic will affect the difficulties in listening. It also includes the listener's role, whether they become participants or just eavesdroppers.

3. The content. It is related to grammar, vocabulary, and information structure.

4. The support. It relates to the availability of pictures, diagrams or other visual aids to support materials in listening tasks.

1.4.3 Theory of Listening

Listening is one way to get information. According to Brown (2006), listening is the act of conveying what people hear. Listening is an essential skill for students, especially during teaching. By hearing something, they get essential information from electronic media or someone. Listening is an activity in which students hear the central aspect. It is also a way of getting information from what the speaker says or conveys. Nunan (2003) points out that listening is an active, goal-oriented process of understanding what an audience hears. It needs a person to receive and understand incoming information (input).

1.5 Scope and Limitation of the Study

This research was conducted to find out student's difficulties in listening and the extent to which students overcome difficulties in listening. And to find out the results of this research later, I will interview some students from Batch 2021 to find out to what extent they have overcome the difficulties they face in listening.

1.6 Significance of the Study

This research is expected to provide benefits and input on how to overcome difficulties in getting listening material. Hopefully, this research will be useful to future researchers in the field of listening and learning. In practical terms, this research will provide general information about the conditions of mastery of listening materials among students. The results of this study can be used as a consideration to improve learning from listening material.

1.7 Definition of Key Terms

To give a clearer concept of some terms used in the previous point, I provide important definitions as follows:

A. **Listening** : According to Lynch (2008), listening is understanding spoken language and is usually accompanied by additional auditory and visual data.

B. **Interview**: Meeting research subjects face to face, I will ask questions to get information related to the questionnaire that I have made.

C. **Students**: people who are studying at a school or college.

1.8 Organization of the Thesis

This thesis consists of five chapters, as follows:

1. The first chapter is the introduction and opening of the study, and it contains nine parts: the background of the study, statements of the problem, objective of the study, theoretical framework of the study, scope and limitation of the study, significance of the study, definition of key terms, and organization of the proposal

2. The second chapter is Review of Related Literature and Previous Studies.

3. The third chapter consists of Research Design, Research Subjects, The Instruments, Data Collection Procedure, Data Analysis Technique.

4. The fourth chapter consists of Results and Discussion.

5. The fifth chapter consists of Conclusion and Suggestions.