

CHAPTER I

INTRODUCTION

1.1. Background of Research

Listening is the most critical communication skill. In addition to listening, speaking are also one of the most critical skills. Listening to instructions may be due to lack of preparation, time, or materials. "Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers" (Rebecca, 1993). In learning English, of all the skills that must be mastered, it's essential to understand the basis of listening. Underwood (1989, p.1) states that Listening is an activity that pays attention and tries to get the meaning of something heard. This complex process allows the brain to construct meaning from that sound to be heard and understand language. According to Howatt and Dakin (1974), Listening is the ability to agree and understand what is given to others. Such as Speaker accent or pronunciation, the speaker's grammar, vocabulary, and understood meaning. In

listening learning, students must process what is heard and then try to give meaning. Therefore listening ability is greatly influenced by mastering vocabulary, pronunciation, and the importance of words or sentences.

Listening is the first skill that students must master because the communication process cannot function properly without good listening skills (Hamouda, 2013). For example, the listener cannot understand what the speaker is saying because of the lack of listening skills. According to Yang & Chen (2007), Listening is the form of verbal communication most frequently employed in foreign language classrooms. Over half of the time, learners are using their listening skills. Yet, for most people, listening skill is seen as a secondary skill, and it will develop naturally within the process of language learning. As a result, it continues to be the most neglected and misunderstood aspect of language teaching (Glisan, 1985 in Yang & Chen, 2007).

The student encountered some difficulties, including a lack of vocabulary, understanding structure, inability to comprehend natural spoken language, loss of confidence, maintaining concentration, and poor recording. According to Hamouda (2013), factors causing students' listening comprehension problems are; problems related to the listening text, problems related to tasks and activities, listener problems related to the listener, and problems related to the teacher's methodology. Thus, it was a method of determining the students' difficulties from three significant areas: listener factors, listening material, and physical setting.

According to Underwood (1990, p 15), there are some difficulties in Listening for students, such as:

- (1) The listener cannot control the speed of speech of the person delivering the message, and they feel the message being conveyed was lost before they could understand the contents of the message.
- (2) The listener doesn't have the chance to ask the speaker to repeat or clarify the message being delivered, for example, when listening to the radio, watching TV, so the listener must be able to understand what it is.
- (3) Problems in terms of limited vocabulary owned by listeners make listeners unable to understand the contents of the text they hear and can even make them bored and frustrated.
- (4) Failure of the listener to recognize and understand the 'signs' sent by the speaker that causes the listener to be wrong in understanding the contents of the message he received.
- (5) Error in interpreting the message received so that the contents of the message being conveyed are received or interpreted differently by the listener.
- (6) Unable to concentrate due to various things, for example, topics that are not interesting, physical fatigue, noisy environment, and so on.
- (7) Worries about the different ways and materials taught by teachers and materials heard through audio devices or native English speakers. Learner problems in Listening Comprehension can make it difficult for students to master other skills inside English.

There have been several related studies on the problems that arise when students do listening comprehension. The first study was written by Arafat Hamouda (2013) titled "*An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom.*" According to this study, despite the fact that Listening is one of the most important skills in foreign language learning, there has been little research in this area. The current study seeks to investigate the listening difficulties experienced by first-year English major students at Qassim University. The study included 60 students who took the listening course in 2012/2013. Questionnaires and interviews were used to collect information. According to the study's findings, the most common listening comprehension issues encountered by EFL Saudi learners were accent, pronunciation, speed of speech, insufficient vocabulary, different accents of speakers, lacks of concentration, anxiety, and poor recording quality.

Understanding students' learning difficulties may allow EFL teachers to assist students in developing effective learning strategies and, as a result, improve their English listening abilities. Suggestions are made for addressing issues concerning how teachers can assist their students in overcoming listening comprehension issues. The study's findings may also be useful to those with interest in this field.

The previous study, "*English Listening Comprehension Problems of Chinese Students Learning English in Malaysia,*" was written by Abidin (2013). This study looks at the English listening comprehension issues of Chinese university international students. The data was collected using a qualitative method from three Chinese students taking English Listening Comprehension (ELC) at University Science Malaysian (USM). This study is a research report on the difficulties encountered by Chinese students in ELC learning. The interview was

conducted in three steps to investigate students' perspectives through the main question concerning the problems of Chinese students in their ELC self-learning process: pre-listening, while-listening, and post-listening. According to the findings of this study, the main issue that Chinese students face is a lack of prior knowledge of English vocabulary, which hinders their comprehension during the listening process. Furthermore, differences in native speakers' accents prevent proper understanding of the listening content, as do Chinese students' short attention spans and learning habits. These issues were discussed as ELC learning problems. This improves data availability and interpretative analysis. Analyses of experiences and documents were carried out in order to validate the data and the analysis. This study provided useful information about effective strategies for improving students' listening skills and will improve English listening class instruction to achieve a win-win situation.

The third study, written by Suradej Anandapong (2011), was titled "*A Study Of English Listening Problems And Listening Proficiency Of Business Students At Bangkok University.*" This study was followed by thirty Business students at Bangkok University with the aim of investigating their English listening problems and listening proficiency. The Questionnaire, IELTS Test, and Interview were used in this study as tools to collect data. As a result, the data will be analyzed by using SPSS. The result of the study revealed to students that the main reason that caused listening problems for the students is the listening text. However, the factors that mostly caused listening problems were lack of practicing the listening skill and lack of exposure to different kinds of listening materials. The finding of this study would be great information for teachers to recognize students' listening problems.

Regarding the research studies, the findings of this study would be useful to probe the listening problems on a deeper level. On the contrary, this study would be helpful for the material developer to design effective listening materials for university students.

According to previous studies by Hamouda (2013), Abidin (2013), and Anadapong (2011), language lecturers must understand students' listening difficulties in understanding listening texts and teach effective listening strategies to help students solve their listening difficulties in order to help students improve their listening skills. In addition to lecturers being aware of their students' challenges, students as subjects play a significant part in the development of their listening skills. Students' success in Listening is determined by their ability to identify and resolve their issues. It will be much easier for pupils to discover a solution if they are aware that a problem is affecting their hearing. They will put in a lot of effort to develop their listening abilities.

In addition, understanding students' challenges with listening comprehension aid them in their listening tests. Listening is a tough skill for many language learners. Students at STBA LIA Jakarta's English Department, for example, have a mandatory subject called Listening from the first semester until the third semester. There are many levels of listening; listening and taking notes and listening to academic text.

When students listen, they experience issues such as a lack of vocabulary, a lack of understanding structure, an inability to understand genuine speech, a loss of confidence, a lack of focus, and poor recording. According to Hamouda (2013), the roots of students' hearing comprehension problems are divided into four

categories: problems with listening texts, listening problems with assignments and activities, listening problems with listeners, and teaching approaches. As a result, it is a method of determining students' challenges based on three key factors: the listener, the listening material, and the physical context. Furthermore, this research is expected to serve as a guide for teachers in overcoming listening comprehension issues and a lesson for students in understanding the three primary regions of listening difficulties. Therefore, a research entitled "*PROBLEMS IN LISTENING UNDERSTANDING FACING EFL LEARNERS FACED: A DESCRIPTIVE STUDY OF ENGLISH DEPARTMENT STUDENTS FROM STBA LIA JAKARTA*" to find out students' problems when listening in depth.

1.2. Background of Research

Based on the study's background, the problem that arise in this research is as follows:

What are the problems that learners commonly face during English listening comprehension based on a study of Hamouda, A (2013)?

1.3. Research Objective

The research aims to describe problems in listening comprehension encountered by students in the English Department during the academic year 2019/2020 through the previously proposed research problem.

1.4. Scope and Limitation

The researcher would like to limit this study by analyzing the problems facing during English listening comprehension based on the theory of Hamouda (2013). This data of the study is taken from a questionnaire by college students in the third semester in STBA LIA Jakarta.

1.5. Research Methodology

1.5.1. The Method

This study's design is a qualitative paradigm with a descriptive method, which was previously used in this research to investigate the English students' problem in Listening skills, and the data were described descriptively. According to Holloway (2002), qualitative research is "a type of social inquiry that focuses on how people interpret and make sense of their experience and the world in which they live." The qualitative approach is used by researchers to investigate people's behavior, perspectives, experiences, and feelings, with an emphasis on understanding these elements.

The goal of qualitative research is to provide an in-depth understanding of the world through the eyes of those being studied. A descriptive study and qualitative methods go hand in hand. This study was categorized into descriptive qualitative research. According to Isaac and Michael (1981), descriptive research is used in the literal sense of describing situations or events. Descriptive research involves a collection of techniques used to specify, delineate or describe the data of naturally occurring phenomena without experimental manipulation. Isaac and

Michael (1981) stated that the purpose of descriptive qualitative research is to describe the data systematically, the facts, and the characteristics of the area of interest factually and accurately. The data contains information about the problems in listening comprehension of English department students at STBA LIA Jakarta.

1.5.2. Data Source

In this study, data were taken from a questionnaire conducted to 35 participants about their problems in listening comprehension. The participants for this study are third-semester college students majoring in English at STBA LIA Jakarta. The questions that were developed are based on Hamouda's theory. The form will be distributed in a Google Form and questions about their short profile and the questions they face during listening comprehension. To support the data, this study was conducted by interviewing five participants to get more information about their problems during listening comprehension. The interview will be structured, and the questions given will correspond to the problems they face while listening.

The result of this data was measured based on the participant's answer to the questionnaires and in-depth interview.

1.5.3. Data Collection

This study applies the qualitative method to get data from the participants using a questionnaire from Hamouda (2013), as cited in *Analyzing Students' Difficulties Toward Listening Comprehension of English Education Department of*

Tarbiyah and Teaching Faculty at UIN Alauddin Makassar by Darti (2017), as reference. The Questionnaire will be divided into three sections. The first section is based on Listening problems related to the content. The second section is based on Listening problems related to the listener. The last section is the Listening problem related to the physical setting.

To support the data from the Questionnaire, this study also uses interviews for the participants. The question for the open-ended question was taken from the Questionnaire.

The steps to collect the data for this study are:

1.5.3.1 Questionnaire

The researcher prepared questions for the Questionnaire from Hamouda (2013), as cited in *Analyzing Students' Difficulties Towards Listening Comprehension of English Education Department of Tarbiyah and Teaching Faculty at UIN Alauddin Makassar* by Darti (2017), as reference. There are three aspects of the question; The first part is based on Listening problems related to the content, The second part is based on Listening problems related to the listener, and the last part is Listening problems related to the physical setting. The researcher entered the question into the google form. After being in the form of google form, the researcher distributed the Questionnaire to students in the form of a link.

1.5.3.2 In-depth Interview

There were some stages that occurred during the interview process; First, the researcher chooses five students to be the interviewee. The researcher choose five participants to be interviewed based on the results of a questionnaire

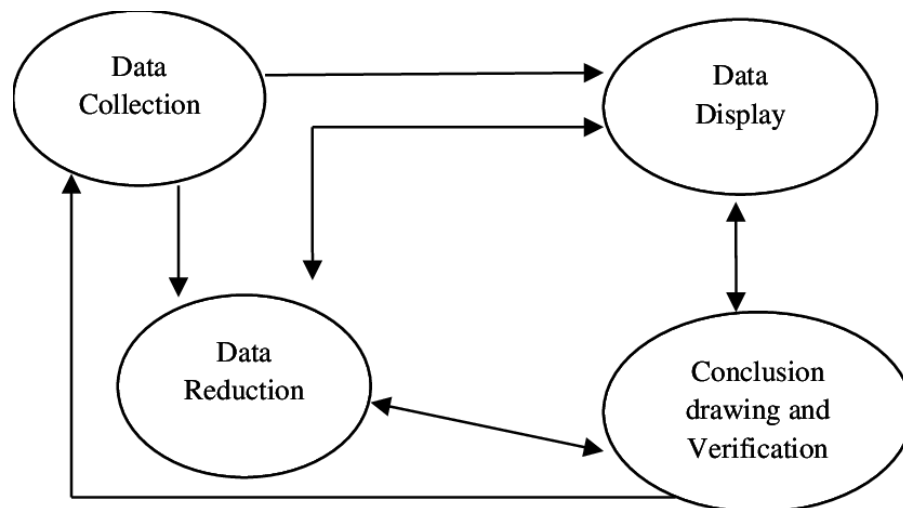
that had been previously filled in by the participants. The researcher looked at the questionnaire results one by one from the participants and these five participants experienced quite a lot of difficulty when listening, this was seen from the number of "yes" answers from the participants in the questionnaire. It helped to know students' problems deeply during the Listening. After selecting the students, the second stage consisted of asking them questions one by one and recording their responses. In the final stage, all of the Questionnaire and interview results were analyzed. Interview questions are taken from the Questionnaire. The researcher chooses the questions that have the most problems. The most common problems found in listening comprehension will be asked back to the interviewee to deepen the data.

1.5.4 Data Analysis

This research was conducted by using two instruments to collect the data; a Questionnaire and interview guidelines. The first, Questionnaire adapted from Hamouda (2013) consists of problems of the listener. The second interview adapted from Hamouda (2013) about student's problems while they are facing the problems in listening.

The technique to analyze this research are:

Figure 1.1



The qualitative data was used in this study. According to Miles and Huberman (1994:4), qualitative data consists of four concurrent activity flows: data collection, data reduction, data display, and conclusion drawing.

The first phase involved data collection, with all data submitted in accordance with the data collection procedure. It served as the foundation for further investigation in the following phase.

The second phase, data reduction, takes place continuously throughout the analysis. It was not a separate issue from the analysis. The selection process included focusing, simplifying, abstracting, and transforming the "raw" data found in written-up field notes. Data reduction occurs on a continuous basis throughout the life of any qualitatively oriented project.

Third phase data display, the display is used throughout the phase. To aid in drawing conclusions, data will be organized and summarized. Then, indicate the stage of the analysis.

Following reduction and display, the data would be drawn from the beginning of data collection. The qualitative analyst would begin to decide what things mean, noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Conclusions may not be available until data collection is completed.

1.6 The Organization of Writing

This research is divided into four chapters. In the first chapter, the researcher explains the background of the study, statement of problems, research objective, scope and limitation, research method, organization of writing. In chapter two, the researcher explains Theoretical problems in listening to English and theoretical listening strategies. In chapter three, the researcher explains analysis of the data by using theory in chapter two. In chapter four, the researcher explains the conclusion this study.