

# CHAPTER I

## INTRODUCTION

### **A. Research Background**

Listening is the first language skill a person acquires and is the most used in learning English. According to Rost in Hein (2015) listening as foreign language learning is very important because it provides language input. Listening plays a very important role in learning a foreign language and is the ability to identify and understand what others say. People need to hear English repeatedly and continuously to understand it if they are to communicate well, meaningfully, and naturally. In addition, listening is also a skill that is difficult for some students to understand. Factors that influence learning do not only come from external factors but also from the students themselves. The problem stems from their inability to recognize keywords.

Listening comprehension in the learning process will help students to understand the topic or lesson being studied. Considering these four skills, the researcher chose listening as the focus of learning in this study to find out students' problems in listening comprehension. Comprehension has been shown to have a very important role in language learning. Listening comprehension is a receptive skill in spoken mode (Ismail et al., 2019). The goal of listening comprehension is to understand genuine speech at a normal level under spontaneous conditions. Listening comprehension is considered a complex and interactive process in which the listener engages in a dynamic construction of meaning. This means understanding the meaning of the speaker's accent and pronunciation, as well as his grammar and vocabulary. when listeners can construct meaning from contextual information through the knowledge they learn. Voice discrimination, past vocabulary knowledge, grammatical structures, stress and intonation, and other linguistic, paralinguistic, and even non-linguistic indicators in contextual utterances help listeners interpret spoken input.

Listening comprehension is a product of teaching, methodology and is matched by terms such as speech understanding, spoken language understanding, speech recognition, and speech perception. Students need to pay attention to listening comprehension, some students have problems when they do exercises with listening comprehension. Students are still confused when the exercise contains a listening part.

Students experience the problem of a lack of vocabulary words to understand the meaning of sentences. Students also have problems listening to recorded conversations; when they miss a conversation, there's no chance to listen back. Their concentration levels will also be affected when they do the listening exercises. There are more students' problems with listening comprehension. However, not all students can do well during the listening part.

According to the resulting study by Hamouda (2013), there are six indicators of students listening comprehension problems. They are listening material, linguistics features, lack of concentration, psychological characteristics, the listener, the speaker, and physical settings. His study said that there were various types of problems faced by students when listening in the learning process about listening, namely speaker speed, limited vocabulary, interpretation, established language, and accent.

Therefore, to solve the problems that students have, it is necessary to use appropriate learning strategies to overcome these problems. One of them is that students must be actively involved in learning by using listening strategies. Students use different listening comprehension strategies in doing assignments and processing the results they face. Listening comprehension strategies are great techniques for how students can solve their problems and complete assignments. Listening comprehension strategies are a good indicator of how students approach tasks or problems encountered during the listening-learning process. Listening comprehension strategies are used by students to achieve goals or solve problems. and it can be said that learning strategies can be used to solve students' listening problems.

Based on the explanation above, the research discusses problems in listening comprehension and strategies for listening comprehension English department. The researcher chose the research object in the third semester in class A afternoon of the English language education study program at IKIP PGRI Pontianak. The purpose of this research is to explain listening comprehension problems and listening comprehension strategies used by students in advanced listening comprehension classes So, in this research, the researcher wants to focus analysis of students' problems in listening comprehension and strategies for listening comprehension in the Third Semester of English Language Education at IKIP PGRI Pontianak.

## **B. Research Questions**

Based on the background above, the researcher formulated the research problems:

1. What are the students' problems in listening comprehension in the Third Semester of English Language Education at IKIP PGRI Pontianak?
2. What are the listening comprehension strategies students use in listening activities?

## **C. Research purpose**

Based on the research questions, the research purposes are formulated as follows:

1. To find out about listening comprehension problems at the Third Semester English Language Education of IKIP PGRI Pontianak
2. To find out listening comprehension strategies used by the students in listening activities.

## **D. Significance of Study**

The significance of this study can be viewed from both theoretical Benefits and Practical Benefits, as described below:

## 1. Theoretical Benefits

The research results are useful for the next researcher to obtain information about listening comprehension problems. Apart from that, it can be a reference in conducting relevant research.

## 2. Practical Benefits

### a. For the students

The result of the research will show them what problems are commonly found in the listening section. This research is expected to provide knowledge and insight about overcoming their listening problems.

### b. For the Lecturer

This research will help lecturers guide their students in listening comprehension because lecturers know what students' problems are. Thus, lecturers can handle their students easily achieve learning goals effectively, and find problems about students' problems in listening comprehension.

### c. For future researchers

The researcher hopes this research can inspire other researchers to conduct further research on student problems with listening comprehension.

## **E. Scope of Research**

This research uses two variables, namely the dependent variable and the independent variable. The explanation of these variables is as follows:

### **1. Research Variable**

Research variables are research conducted on commodities, people, or phenomena that you want to measure in a certain way. (Creswell, 2012: 112) states that when a variable varies, it means that the score will assume different values depending on the type of variable being measured. The type of research used is quantitative research, the researcher realized that students had problems in listening comprehension. The researcher tried to

find out whether listening comprehension problems in listening comprehension in English. To get the results of this research, the researcher used a questionnaire and the researcher distributed closed questionnaires to class A students in the afternoon.

## **2. Research terminology**

In this section, the researcher will explain the variables that will be used for this research.

### **a. Listening comprehension**

Listening comprehension is the activity of interpreting the meaning of the spoken message to get the information from the speaker. Then, the listener gives feedback or responses to the speaker (Musfirah 2019).

### **b. Listening problem**

Listening problems are the combination of internal and external factors that obstruct text comprehension and are linked to cognitive problems. Hamouda (2013) stated that the factors causing students' listening comprehension problems were categorized into different sources, including problems related to the listening text, listening problems related to tasks and activities, listening problems related to the listeners, and lecture methodology.

### **c. Listening strategies**

strategies in listening comprehension are techniques that students use to help solve their problems in listening comprehension and improve their understanding of the target language.