

CHAPTER I

INTRODUCTION

A. Background of study

English is a worldwide language.¹ Many countries around the world believe that learning the English language is essential for students and society as a whole. This situation necessitated the mastery of four fundamental English skills. According to Brown, learning English is difficult because the language requires four basic skills: listening, speaking, reading, and writing. Listening is an important skill in learning.² There are some skills that must be prioritized when learning English, and one of them is listening. In addition, there are acquires three additional abilities: grammar, vocabulary, and pronunciation. All of these elements are important and should be learned if you want to master English. Listening is one of the most important competencies that allows people to gain knowledge and information while also achieving the ability to communicate with others.

¹ Nurmala Hendrawaty, "The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya," *Loquen: English Studies Journal* 12, no. 1 (2019): 56.

² H. Douglas Brown, "Language Testing Book: Principles and Classroom Practice," *Book* (2004): 314.

Furthermore, listening is a complex interactive process in which learners interpret what they know and what they hear and then apply linguistic knowledge to the message's comprehension. The role of listening abilities is to connect with the learning process.³ As a result, students should not underestimate it, especially in an academic setting where they are required to increase their competence in language learning through extensive listening practice.

According to Rost, listening is catching or receiving what the speaker says.⁴ It can be argued that by learning to listen, students will not freeze when someone speaks to them because they will be able to comprehend the English that the speakers have spoken thoroughly; alternatively, listening will enable students to communicate properly, meaningfully, naturally, and globally in their lives. Furthermore, there are the difficulties in listening skill and come from listening material, speaker and environment. Beside that there are two factors that influence listening difficulties. In addition, there are both internal factors and external factors. Physical condition problems are an internal factor influencing the listening

³ Rizqa Khaira Syahabuddin Khairiah, Mulia, "View of Improving Students' Listening Skill Using Podcasts," *Journal of Digital Education, Communication, and Arts*, last modified 2021, accessed January 20, 2022.

⁴ Michael Rost, *Teaching and Researching Listening: Third Edition, Teaching and Researching Listening: Third Edition*, 2016.

process. If someone has hearing problems and damage to their hearing, damage can avoid a wave of a volume of waves, and the listening process is disrupted. Environmental factors, material factors, speakers, speech style, and skills are also examples of external factors. Internal factors include intellectual abilities, affection such as feelings and self-confidence, motivation, maturity to learn, age, gender, study habits, memory skills, and sensory abilities such as seeing, listening, and feeling. External factors include factors related to the learning process such as teachers, learning quality, learning instruments or facilities in the form of hardware and software, as well as the environment, both social and natural environments. These internal factors are derived from students, and include student IQ, learning attitudes, learning motivation, body health, and sensory abilities.⁵

One of example from the results of previous research, such as from JELTL by Kartika pratiwi and Erna andriyanti. The article aims to show the external factors that affect the difficulty of students in each listening comprehension process. External factors include the speaker, the material's background, and the physical environment. Based on description above that

⁵ Ni Made Dita Sintadewi, Ni Putu Juni Artini, and Irwan Febryan, "Analysis of English Learning Difficulty of Students in Elementary School," *International Journal of Elementary Education* 4, no. 3 (2020): 431.

listening skill is one of the difficulty skill from part of them (learning english). Furthermore, in the fact there are not a few students who still don't get it understands the words or sentences spoken in the language English verbally by the speaker. Based on description above the researcher get the idea to find out the difficulties in listening skill and the factors difficulties in listening skill.

B. Focus of the Study

Based on the background of study above the study, the researcher focus on the difficulties in listening subject. The observation, questionnaire and interview that was used in the study focus on the difficulties in listening subject, to know students' difficulties and the factor influenced in listening subject at the second semester of the English education department class B.

C. Research Questions

Based on the focus study above, the researcher has a statement of the problem the following:

1. What are students' difficulties found in listening at the student college of the English education department?
2. How the factors that cause the difficulties students' in listening skill at the student college of the English education department?

D. The Aims of the Study

The aims that the researcher expected from the research are:

1. To find out the difficulties in listening subject at the second semester of the English education department.
2. To know what factors that cause the difficulties in students listening skills in second semester of the English education department.

E. Significant of Study

This study describes the difficulties listening skill of students. Therefore, this research will be useful for teachers and the university of English. In addition, this study provides useful information that can be used as a reference for future research. Additionally, this research provides valuable experience for researchers as future educators.

F. Previous of Study

The researcher takes some previous studies as a reference. Those previous studies are:

1. "An analysis of student difficulties in listening comprehension" Lini Diora, Rusdi Noor Rosa. This research aims to identify the most common difficulties encountered by students in listening comprehension, as well as the factors that contribute to these difficulties in the English language and literature department at FBS

UNP. The descriptive qualitative research method was used in this study. The subjects of this study were K-2 classes of 32 students chosen using the cluster sampling technique. The findings of this study revealed that the difficulties that students encountered in listening comprehension could be divided into three categories: listening material, listener, and physical setting.setting.⁶

2. “External factors causing students difficulties in listening” by Kartika Pratiwi and Erna Andriyanti. The purpose of this article is to display the external factors that influence students' difficulty in each listening comprehension process. External factors include the speaker, the background of the material, and the physical environment. Using a qualitative design, it is discovered that external factors, rather than students' physical conditions and behaviors, are more likely to have a negative impact on student attention (called internal factors). Furthermore, several findings based on library research reveal that external factors are linked to each listening process. Suggestions for effective ways to resolve listening difficulties are provided.⁷

⁶ Lini Dora and Rusdi Noor Rosa, “An Analysis of Students’ Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Department FBS UNP,” *Journal of English Language Teaching* 9, no. 1 (2020): 85.

⁷ Kartika Pratiwi and Erna Andriyanti, “External Factors Causing Students’ Difficulties in Listening,” *Journal of English Language Teaching and Linguistics* 4, no. 2 (July 20, 2019): 227–238, accessed January 17, 2022,

3. "Students' Difficulties in Doing English Listening Test" by Wika Widasmara. According to the findings of the study, some students struggle with the listening test. Speed speech, length speech, and topic/vocabulary are examples of listening test difficulties. The topic/vocabulary aspect has the greatest impact on the students. Even if the section has the same topic, the questions may differ. Accent, length and speed of speech, and unfamiliar words are all factors that contribute to students' difficulties. The length and speed of speech have the greatest influence on students' difficulties. The length and speed of speech have an impact on students' ability to understand the message of the speech. Too fast speech with long material causes students to miss the meaning, so they must listen to the audio more than once.⁸

The similarity of this study with all previous study were both to found factors difficulties in listening. While the difference is this study not only to found the factors but also the difficulties in listening the method this study using random sampling technique. And for instrumen, this study use observation, questionnaires and interviews,

⁸ Wika Widasmara, "Students' Difficulties in Doing English Listening Test," no. 2021

and the previous study the data was collected from questionnaires of college students and worksheets of students for document analysis.

G. Organization of the Study

This study is divided into five chapters, with the points to explain in each chapter.

Chapter I Introduction, it contains the Background of the study, focus of the study, research question, the aims of the study, significant of the study, previous study and the organization of the study.

Chapter II Theoretical Framework, it contains concept of listening, concept of listening skill, listening difficulties, and factors influenced the students' listening difficulties.

Chapter III Research Methodology, it contains method of the research, place and time of the research, participant of the research, the technique of data collecting, and the technique of data analysis.

Chapter IV Result and Discussion, this chapter describe the analysis of research result.

Chapter V Conclusion and Suggestion

