

CHAPTER I

INTRODUCTION

A. Background of Study

Teacher is someone who has devoted herself/himself to teaching a science, educating, directing, and training his/her students to understand the knowledge they teach. The teacher is in charge as a teacher as well as a guide for each student. For this reason, a teacher must have a good level quality so that it can be a role model for each student. This applies also in the process of learning English both studying English in schools and course institutions, the teacher will have a major influence on the result of the learning process.

In the process of learning English for beginners, the teacher has much more important role when compared to the process of learning English for the advanced level. In English classes for beginners, generally the students' understanding of English is still very basic, maybe even zero. The teacher also plays a role in directing students to master macro language skills such as writing, reading, speaking and listening. However the fact found is that listening often gets a small portion of learning compared to other skills such as grammar learning. Students are good at completing grammar tests but they have difficulty completing listening questions. "The basic ability to listen is carried from birth and will develop through the learning process. The learning process that goes through it will make the person concerned has the ability to listen effectively."¹ That opinion shows that listening skills can be improved through learning such as other language skills, namely the ability to speak, read and write. According to Alex Case², some students find listening difficult because they are trying to understand

¹ Burhan.Y. (1971). *Problema Bahasa dan Pengajaran Bahasa Indonesia*. Bandung: Ganeca. p. 81

² Case, A. (2008). *Why your students have problems with listening comprehension*. First Published: 2nd Apr. 2008

every word, they get left behind trying to work out what a previous word meant, they just do not know the most important words, they do not recognize the words that they know, they have problems with different accents, they lack listening stamina or they get tired, they have a mental block, they are distracted by background noise, they can't cope with not having images, they have hearing problems, and they can tell the difference between the different voices. Based on observation when PPLK in SMAN 3 Pandeglang, the researcher found some problems related to listening comprehension. They cannot control the speed of speech and they tend to have difficulty deciphering sounds that are not in their native language, even when they hear the sound correctly, they usually have interpretation problems because the lack of vocabulary English slang or colloquial language increases the difficulty of interpretation. They may not have interpretation problems when they see the target word. According to the teaching material used in the school entitled "Bahasa Inggris SMA kelas 1 – Kurikulum 2013 Edisi Revisi". The result of a survey of researcher that most of the students said listening is difficult skill to master. The adequate background of knowledge is believed to be an important aspect to support their listening comprehension.

Considering the above description, the investigation on students' difficulties in listening comprehension will give beneficial contribution to the development of teaching and learning process.

B. Research Question

Based on the background and the problem of study above, the research questions in this thesis are:

1. What are the difficulties faced by students in learning listening at SMA 3 Pandeglang?
2. What is the reason why students have difficulty in learning listening?

C. Aims of Study

This researcher is aimed to:

1. Find out the difficulties that mostly faced by students in learning listening at SMA 3 Pandeglang.
2. Find out the reason of students' difficulties in learning listening.

D. Significance of the Study

1. Theoretically

The study will enrich the information about the problems commonly happen in teaching and learning, especially in learning listening for foreign language learner.

2. Practically

- a. Understanding students' learning difficulties may enable EFL teacher to help students develop an effective learning strategies and ultimately will improve their English listening abilities.
- b. It will be useful for students; to inform students what is the problem they usually faced in listening.
- c. The result of this study may also be useful for those who are interested in this field.

E. Terminology

There are some terms that are necessary to give further explanations in order that make the readers do not confuse about concept definition in this study, those the terms are as follows:

1. Listening

The term “metacognition” is often simplified as thinking about thinking or cognition about cognition. Flavell³ first coined the term metacognition and defined it “knowledge concerning one’s own cognitive processes and products or anything related to them.” Flavell deconstructed this into three different kinds of metacognitive knowledge:

- a) person knowledge (the knowledge a person has about him or herself and others as cognitive processors),
- b) task knowledge (the knowledge a person has about the information and resources they need to undertake a task),
- c) strategy knowledge (knowledge regarding the strategies which are likely to be effective in achieving goals and undertaking tasks).

Wenden⁴ suggests that metacognitive knowledge is a stable body of knowledge, though, of course, it may change over time as one acquires cognitive maturity and experience. As is the case with other aspects of socialisation, this knowledge may often be acquired unconsciously through observation and imitation or consciously as learners listen to teachers, parents, or peers providing them with advice about how to learn. As such, Davidson and Sternberg⁵ maintain that metacognitive knowledge allows problem solvers to better encode and represent the assumptions in a problem context and therefore better perform. There has been a growing interest for almost two decades in using metacognitive instruction to facilitate the outcome of listening. Increasing better performance of less-skilled listeners requires following a strategy-based approach, a set of rules and regular

³ J. H. Flavell, “Metacognitive aspects of problem solving,” in *The Nature of Intelligence*, L. B. Resnick, Ed., pp. 231–236, Lawrence Erlbaum Associates, Hillsdale, NJ, USA, 1976.

⁴ A. L. Wenden, “Learner development in language learning,” *Applied Linguistics*, vol. 23, no. 1, pp. 32–55, 2002.

⁵ J. E. Davidson and R. J. Sternberg, “Smart problem solving: how metacognition helps,” in *Metacognition in Educational Theory and Practice*, D. J. Hacker, J. Dunlosky, and A. C. Graesser, Eds., Lawrence Erlbaum Associates, Mahwah, NJ, USA, 1998.

opportunities to tackle listening problems strategically. Listeners are to be provided with enough opportunities to act upon the set of rules already devised by the instructor. This regulated procedure helps listeners to plan, monitor, and evaluate their listening⁶. The pedagogical evidence from the study⁷ shows that metacognitive instruction assists listeners in *(i) what successful listeners choose to select for processing* and *(ii) improving successful language learning through acquiring metacognitive strategies*.

2. Listening Problems

Listening difficulties are defined as the internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stages of listening comprehension.⁸

F. Previous Study

There are some previous studies related to the topic of listening comprehension, in this section the researcher takes some previous studies as a reference that is reviewed to this study.

1. Hamouda (2013) found in his research entitled **An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom**. This research use quantitative and qualitative methods of data collection. This study was carried out with the participation of 60 first year student majoring in English language and translation at Qassim University. Their ages range from 20 to 22 years old. Listening comprehension seems to be the

⁶ L. Vandergrift and M. H. Tafaghodtari, "Teaching L2 learners how to listen does make a difference: an empirical study," *Language Learning*, vol. 60, no. 2, pp. 470–497, 2010.

⁷ L. Vandergrift, "The comprehension strategies of second language (French) listeners: a descriptive study," *Foreign Language Annals*, vol. 30, no. 3, pp. 387–409, 1997.

⁸ Goh, C. 2000. *A cognitive perspective on language learners' listening comprehension problems*. System, 28, 55-75.

weakest skill and students encounter various kinds of listening problems. Data was gathered by means of questionnaires and interview. The research found that accent, pronunciation, speech of speech, insufficient vocabulary, different accent of speaker, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners.

2. Abidin (2013) in his research entitled **English Listening Comprehension Problems of Students from China Learning English in Malaysia**. The research used a qualitative method to collect data from three Chinese students taking English Listening Comprehension (ELC) in University Science Malaysian (USM). This study is a research report related to the problems encountered by China's students in ELC learning. The interview was conducted to investigate students' perspective through the main question concerning the problems of the Chinese students in their ELC self-learning process, in three steps, which include the pre-listening, while listening and post-listening. Findings from this study indicate that the main problem faced by the Chinese students is the lack of prior knowledge in English vocabulary, and this inhibits their understanding in the listening process. Moreover, the differences in the accent of the native speakers prohibit the proper understanding of the listening content, the short span of concentration, and the learning habits of Chinese students were discussed as the problems of the ELC learning.
3. Chansmuch (2011) mentioned in his research entitled **English Listening Difficulty of Passenger Service Officers, State Railway of Thailand**. This research used quantitative, this quantitative research aimed to investigate English listening difficulty of passenger service officers at State Railway of Thailand. The data-collecting instruments were questionnaires administered to 320 passenger

service officers out of the total of 1,603 working in all provincial offices. Passenger service officers need to meet and communicate with international passengers in provincial stations. The quantitative data were analyzed using percentage, arithmetic mean, and standard deviation. The qualitative data from the open-ended question were categorized through thematic approach.

From the three of previous studies above, the similarity of this study is analyze the problem of listening. The differences are the first previous study is focused to listening comprehension problems encountered by EFL Saudi learners, the researcher used quantitative and qualitative methods of data collection and the data was gathered by means of questionnaires and interview, the second previous study, the researcher found three students from China learning ELC in US, three participants have different ELC learning experiences and English grades. According to Vandergrift (1999), ELC is a separate and important component of language learning. It is needed, so that the learners master a certain number of vocabulary and grammar. So the researcher chose the Chinese students from the highest level four in the Language Center of USM, the location of data collection is selected from outside of classroom. In addition, the different from the previous study is the research applied the purposively sampling method, this research was quantitative, the data were collected in a combination of quantitative and qualitative methodology. The data were collected from the questionnaires, each of which was comprised of 31 questions aimed to gather information in two parts: demographic information and listening difficulties. Therefore, this study is focused on analyze the difficulty of listening by using qualitative method, the data will use the test and interview in 2nd grade in high school, and among the three previous studies there were no test for instruments,

therefore the researcher will provide test instrument in this study, in order to find out about the result of this study.

G. The Organization of Writing

The researcher made this paper in five chapters.

Chapter one consist of the background of study, the research questions, the aims of study, the significance of the Study, the terminology, the previous study, and the organization of writing.

Chapter two is theoretical framework. They are the definition of listening, the definition of listening comprehension, the definition of difficulties, and potential difficulties in learning listening

Chapter three is research methodology, which consist of the research design, the setting of the study, the participants of research, the research instrument, the technique of data collection, and the procedure of data analysis.

Chapter four will describe about the result of the research. It consist of data description and analysis of data.

Chapter five is closing that consist about conclusion and suggestion.