

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

As EFL (English Foreign Language) learners, it is required to be capable of mastering the four language skills of listening, writing, reading and speaking. Which of the four listening skills is an important social interaction skill. Rost (2013) suggests that language learning listening skills are a very important one, since students can get different input while listening, and also learning will not go on without the proper level of understanding of input.

By listening, students can obtain language information that forms the basis for other language skills, such as speaking, writing, and reading. This can happen because when someone listens to something like someone talking or a song, they can listen while writing what is heard. Then from what the person wrote it will read. At last they spoke from what they read.

According to (Luo, 2004) when people listen they will be more efficient at receiving new information than reading. Brown (2001) explained that among the four listening language skills are transient skills in process and speed and content are usually controlled by speakers. So when someone is listening, they have to be careful to get the right information. As the explanation of Allah about listening carefully when the Holy Qur'an was read and the importance of

listening in itself has been discussed in the Holy Qur'an. Which discussion is written in Q.S Al-A'araf verse 204 as follows:

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ ﴿٢٠٤﴾

It is said that when someone listens to something, let them pay attention calmly and make sure there is no misunderstanding and can understand what is being said. It's as obvious as it's often been. When listening to something important and interesting like listening to an explanation of a lesson or such as listening to a song, it will naturally listen in focus and carefully to understand the meaning and meaning of the word heard, or to get a conclusion from what is heard.

Moreover, quoted from Gilakjani & Sabouri (2016) states that listening plays an essential role in communication in which listening takes 40%-50%; speaking, 25%-30%; reading, 11%-16%; and composition, about 9%. In this way, it is essential to pay more attention to remembering the chord. It is supported by Harmer (2001) who states that 'listening is also gentle on our students' speech, in the sense that the more they listen and understand English being spoken, the more they retain tone and words of people and those who mingle in the corresponding speech.

For students of EFL, listening skills are an important aspect valued for their achievements. But listening skills are considered difficult because students must have the full concentration to understand every context in language

learning. Walker (2014) claims that the listening process is a burden to the audience. Because they must listen and then store information in their memories and then adapt what they understand to the correct information.

The most important factors in listening to EFL students are that they cannot control the speed of speech and have difficulty deciphering sounds that do not exist in their native language, even when EFL students hear the sounds correctly they usually have trouble interpreting due to lack of vocabulary. There is another problem for learners of English as a foreign language. Since hearing is not as much attention paid to as reading and writing, students always recognize a word by sight rather than sound. We may not have a problem with interpretation when looking at the target word; however, when asked to decipher the word by sound, problems arise.

Listening difficulties have had very real effects on students. The difficulty disturbed them during the learning and understanding process of listening, especially for those who were EFL students. Hamouda (2013) said about the factors that cause hearing problems that are categorized in some of the sources for them such as problems that relate to the listening text, tasks and activities, listeners and lectures methodology.

According to Susilowati (2019), the difficulties students face are caused by an external and internal factor. An external factor is the language aspect, the quality of audio including the speed of speech and the accents in it, the media, and the environment or atmosphere of the classroom during the listening

process. Then the internal factor comes from their concentration, knowledge, and motivation. Another challenge students faced in the first listening class was that some of them were not accustomed to hearing English by native speakers.

For numerous learners of ESL (English Second Language) or EFL, tuning in is the thing they feel most baffled with. On the one hand, they have a few troubles related to discourse control and interpreting sounds that aren't recognizable with their mother tongue. Decreased English sounds or sluggish discourse and withdrawals are illustrations. Other than that, they as often as possible have issues of translation due to a need for lexicon indeed when they listen to sounds accurately. The trouble with translation was caused by English slang.

Furthermore, this study may help students to hear tests like TOEFL (Test Of English as a Foreign Language) tests. Many language students find it difficult to listen to TOEFL, especially to those who finish their degree. For example, students from the English Education Study Program at the Islamic University of Antasari Banjarmasin are required to perform a TOEFL test which includes listening before receiving their degree, and not only that, other students must take a TOEFL test every semester to determine their classes. Meanwhile, many students were having problems making an understanding of listening to tests.

From students' difficulties in listening beforehand, it can be improved or improved by facilitating themselves with learning strategies. Which one of

these learning strategies, according to Bao (2017) is the use of techniques, approaches and actions to provide facilities for themselves. It aims to enhance acceptance, storage, memory and use of information. In this regard, the use of learning strategies includes cognitive, metacognitive and social emotional.

Researcher is attracted to discussing the difficulty of students listening in their first listening class for some reason. First, as with previous explanations of how important listening is in aspects of language and listening position as a basic skill for mastering a language, there are obstacles during the process that researcher want to know more about what difficulties students face. Then secondly, researcher wanted to know how the students' experience in the class listened first, discovered the difficulties they faced, found the real reason why they foamed it and found the solution to the problem. Another reason certainly comes from the experience of researcher who are also struggling with listening. So researcher want to know of other difficulties that may not occur in researcher and also their strategies to overcoming the difficulties. According to the background above, the researcher intends to conduct a research entitled “The Students’ Strategy In Overcoming The Difficulties in Listening Class.”

## **B. Definition of Key Terms**

### **1. Difficulty**

According to the Cambridge dictionary, difficulty is the fact of not being easy, or being hard to do or understand. A difficulty is also a problem. In

this research, the difficulties referred to are the difficulties students encounter. Which student difficulty is something they were not easy to do. They become a hindrance to the students and influence achievement in their studies. It relates directly to cognitive capabilities that can interfere with their ability to understand and answer questions. In this research the difficulties referred to by researcher is those students encounter in listening class.

## 2. Strategy

Some researchers have different views of defining the meaning of strategy in learning so that in research (Bao, 2017) concludes that the student's strategy is the use of techniques, approaches and actions to provide facilities for themselves. It aims to enhance acceptance, storage, memory and use of information. In this research the strategy intended by researcher is the strategy that students use to help them overcome the difficulties faced in listening class.

## 3. Listening Class

Listening class is a course programmed by the English Education Study Program. This class has levels starting from level 1, 2 and 3. These classes start from the first semester through the third semester with the appropriate levels they take. The listening class aims to guide students to develop the ability to hear and prepare them to take a TOEFL test as

a prerequisite to graduating from college. In this research listening class referred to by the researcher is Extensive Listening Course in the second semester.

### **C. Research Questions**

Based on the explanation on the background of the study, the researcher intended to find out the difficulties of the students in their listening class.

The research question was:

1. What difficulty do the students face in their listening class?
2. What strategies do students use in overcoming the difficulties in their listening class?

### **D. Objectives of Study**

In light of the previously presented research problem, the purpose of this study is:

1. To discover the difficulties that students encounter in their listening class.
2. To find out the strategies that students use to overcome difficulties in their listening classes.

### **E. Significance of Study**

Researcher eagerly expect the results of this study to benefit the reader. Discovery in this study can make teachers, students and also the readers

more aware of the difficulties encountered during learning to listen in class. Moreover, through the results of this study, it may be useful and helpful to those who do other studies and can develop even better results. Therefore, some of the significance of research related difficulties in the class listens as follows:

1. For Students

Through this study, researcher hope that students can work harder to improve and train their ability to hear so that in the future it will be easy to understand what they hear both in class and in their daily lives.

2. For Lecturers And Teachers

Researcher hope that this study will help teachers in guiding their students in the listening class. In addition, it is hoped that teachers will be able to handle their students who are having difficulty in the classroom with ease and can achieve effective study goals.