CHAPTER I

INTRODUCTION

This chapter explains about the background of study, the statement of problem, the purpose of study, the significance of the study, the scope and limitation of study, and the definition of key terms.

1.1 Background of the study

Language is a daily communication used by society. In communication, language plays an important role in human’s life. Based on Harmer (2001:32), people learn a language not only for knowing but also for communication. People use language to communicate with other people to share informations, ideas, and thoughts.

English is known as an international language because all people in every country in this world use English to communicate with other people from different country. According to Graddol (2000:2), English plays an important role as a mean of global communication, a tool for absorbing and disseminating information of science and technology.

According Baker (2001:6), there are four language skills in English that should be mastered by students who are studying English; listening, speaking, reading, and writing. Therefore, the four skills must be learned by students in learning English. The four basic skills become a fundamental role to the students in studying English. The
four language skills that are mentioned also have different objective to achieve especially in listening.

Listening plays an important role in daily communication. Based on Rost (2011:1), listening is the most important skill for language learning because it is the most widely used language skill in normal daily life. Listening is also the major components in learning English. Hamouda (2013:113) states that listening is a basic language skill, and as such it benefits a important priority among the four skill areas for language students. In listening, the students are supposed to be able to comprehend what is being spoken. Hamouda (2013:117) mentioned listening process involves understanding a speaker's accent or pronunciation, the speaker’s grammar and vocabulary, and comprehension of meaning.

Listening comprehension is not only hearing what others say correctly but also students must construct the meaning of utterance and give appropriate response. According to Buck (2001:1), listening comprehension is an active process of constructing meaning which is done by applying knowledge to the sounds that be heard.

One of important aspects in learning English is listening. Listening becomes one of the basis to learn a language. Listening comprehension can become a difficult subject to understand for students. Janusik and wolvin (2009:104) discovered that students spend 24% of their time listening, 20% speaking, 9% writing, and 8% reading. Hamouda (2013:113) identifies numerous difficulties which can be found in listening tasks such as unfamiliar accents, pronunciation, fast speech rate, unknown vocabularies,
lack of concentration, anxiety, and bad quality of recording. It indicates that listening comprehension skill could be difficult to learn especially for students.

In addition, based on Mendelsohn (1994, in Gilakjani and Ahmadi 2011:977), the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. By this statement, it can be concluded that listening was one of the important skills in communication but listening also was the most difficult skill than other English skills such as speaking, reading, and writing. In addition, according to Bingol et al (2014), students spend 50% of the time operational in a foreign language is dedicated to listening. It means the mastering of listening is not easy for students that English are not their first language.

According to the research conducted by Irmawan (2011), it was found that the comprehension was a problem faced by the second year students at SMA Shalahuddin Malang in listening class and the teacher tries to solve the problem by giving more portion on comprehend listening material. From this research finding, the writer concludes that students in senior high school get difficulties in learning listening, especially in comprehending the listening material. Another researcher, Handayani (2010), found that the most of students had problems in linguistic problem related to grammar that they had problem in understanding tenses in a dialogue. The students also had problem in terms of non linguistic problem related to physical setting that they had difficult in understanding a dialogue because of poor quality of tape recorder. From this research finding, the writer can know that students have problem in learning listening because of linguistic problems and non linguistic problems.
Based on the previous explanation, the writer found that there are many students of English Department who still have problems to develop their listening skill. Considering the fact stated above, the writer intended to investigate the problems of listening comprehension faced by the third semester students in 2015/2016 academic year of English Department at University of Muhammadiyah Malang. In this study, the writer tries to identify and describe information about the student’s problems of listening comprehension skill and the way they solve their problems.

1.2 Statement of problems

Based on the background of the study, the researcher stated the statements of problems in this research as the following:

1. What are the problems faced by the third semester students of English Department at University of Muhammadiyah Malang in listening comprehension course?
2. What are the students’ strategies to solve the problems of listening comprehension course?

1.3 Purpose of study

Based on the statement of problems above, the researcher stated the purposes of study are:

1. To find the problems faced by the third semester students of English Department at University of Muhammadiyah Malang in listening comprehension course.
2. To know the students’ strategies in solving the problems of listening comprehension course.

1.4 Significance of the Study

This research has two benefits that are theoretical and practical. Theoretically, this study is intended to describe students’ problem that focuses on non-linguistic issues to show that it is one of the problems of listening comprehension for the third semester students of English Department at University of Muhammadiyah Malang and how they solve the problem of listening comprehension.

Practically, this study is expected to be beneficial for the third semester students of English Department at University of Muhammadiyah Malang, the lecturers of English Department at University of Muhammadiyah Malang, and the future researchers. First, the researcher hopes that the result of the study gives feedback to the third semester students of English Department at University of Muhammadiyah Malang to know the problem of listening comprehension and how to solve the problem in listening comprehension course. Therefore, they will be able to improve their listening comprehension skill. For the lecturers of English Department at University of Muhammadiyah Malang, the lecturers who teach listening comprehension course can improve students’ listening skill. It can be done by having a better understanding of their students’ problem of listening comprehension and examining their own teaching methods. The last benefit is for the future researchers who wish to conduct as the same topic. The researcher hopes that the result of this study can be continued with different population and sample.
1.5 Scope and Limitation

The researcher chooses students’ problem that are two types of problem: linguistic and non-linguistic problems. In this study, the researcher focuses on non-linguistic problems because the previous researcher, Irmawan (2011), focuses on linguistic problem such as grammar, vocabulary, and pronunciation. The non-linguistic problems that are used in this research are students, teachers, teaching method, facilities, and material in learning listening comprehension course. The limitation of this study is the third semester students of English Department at University of Muhammadiyah Malang because they have learned the listening comprehension I to II and will continue the listening comprehension IV.

1.6 Definition of The Key Terms

The purpose of definition of key terms is to define the important terms and to avoid misunderstanding on the concept that is used in this study. The researcher would like to present the definition of the key terms as follows:

1. “Listening is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings” (Purdy, 1997:8 in Gilakjani and Ahmadi 2011:978).
2. “Listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from

3. Linguistic problem is the problems for the students including grammar, vocabulary, pronounciation, language style, dialect, and background of culture (Prijambodo, 2012:47).

4. Non linguistic problem is the problems that influence the learning listening, such as student, teacher, teaching method, teaching material, teaching learning facilities, time allocation, sociaty, exposure, goals and goverment policy (Prijambodo, 2012:47).