

## CHAPTER I

### INTRODUCTION

As an introduction the first chapter presents the background of study, statement of problem, purpose of study, and significant of study.

#### 1.1. Background Of Study

In University Muhammadiyah Ponorogo, English education department is one of study program that foster students' attitudes to become English teachers who have competence, responsibilities and professionals. To become professional English teacher, English student which as prospective teacher studying in University Muhammadiyah Ponorogo should mastering the basic language skills as we know, those are, speaking, writing, listening, and reading.

Besides speaking, writing, and reading, listening skill is one of the four basic language skills in English that needed to master when the students learn foreign language. Listening skill become important skill because, the first step in learning language is listening. Underwood in Gilakjani (2011: 978) defined as listening is activity of paying attention to speaker and trying to get meaning from we hear. If the students want to communicate with the other, before speaking, they should listen first. So listening should be learned earlier from kindergarten to the higher education level.

Basically, human cannot speak before listen. We can observe about this to the development of toddler. Generally, when they do interact with their mother and people around them, they get vocabulary from what they have listened and seen. Wallace et al. (2004:13) states listening skill is very important skill because this

skill make people gain insight, understanding, knowledge, and information, and get achievement in communicating with others. Listening skill is very important skill in language. However, listening skill is not a simple process in English learning. In listening someone must be able to distinguish among sounds, capturing, and understanding vocabulary and grammatical structures, interpreting pressures and intentions, remembering and interpreting them all at the same time.

Brown (2000) said that students always do more listening than speaking when they in classroom. Listening competence is mostly “larger” than speaking competence. In the listening class, the students often get difficulties in listening comprehension process. Learning of listening is not easy but the most students there are still many who oppose it. Difficulties in listening comprehension are hard due to many factors that can make listeners misunderstand to speakers.

Hamouda (2013: 124) mentioned that there are three aspects difficulties that faced by listener in listening, such as problems related to the listening materials, basic linguistic problems perceived by learners, and last aspect is listening problems related to psychological characteristics. So, to cope the difficulties in listening comprehension, the researchers reviewed the strategies used by learners. Afterwards, recognized the learners’ listening comprehension difficulties that faced in class, then to cope the difficulties, they classified the strategies used by learners.

Some solutions to overcome listening difficulties according to experts. Munro and Derwing (Bingol, 2014) stated that too many genres of accented

speech would result in a significant reduction in comprehension. In this case teachers has to familiarize the students both British or American accent. Many people argue the British accent is the best, but in my opinion the best one is the one you can communicate. Listening parts with known words are easier for learners to understand, even if the theme is unknown to them by Hung (Bingol, 2014). His study revealed that knowing the meaning of the words might arouse students learning interest and lead to a positive effect in listening ability.

Undeniably, every student has their own learning strategies to achieve success in learning. Previous research reveals that learning strategies is used consciously in order to help students get the second or foreign language they are learning about. Oxford (1990) said that learning strategy is specific method or technique employed by personal learners to ease their comprehension, retention, retrieval, and application of information in second or foreign language. Scarcella & Oxford (1992: 63) state that learning strategies are steps or techniques used by students to increase their learning. Learning strategies assists the students in control of their own learning by developing language skills, enhancing their confidence and motivation in learning process.

There are two parts in listening strategies that have been identified, they are: direct strategies and indirect strategies. In every parts consist three types of learning strategies, direct strategies include memory strategies, cognitive strategies and compensation strategies, while, inderect strategies include metacognitive strategies, affective and social strategies (Oxford, 1990: 16).

Besides it, the listening strategy of students also greatly determines the success of learning. Moreover, the students have their own strategy in learning of listening.

Great teacher will show students how they can modify their listening habits to cope with type of input, listening goal and variety of situation. In addition, the teacher help the students increase their listening strategies and match the suitable strategies each listening condition. The key to cope the difficulties of student faced in class is chosen of the strategies by the student.

Therefore, analyzing the difficulties and the learner's strategies in learning process of listening is important to investigate. It will enhance the insight to the lecturer to understand the actual difficulties that faced by the students in learning listening in the class. It is also for the student it will be increasing more knowledge about the strategies used to understand the listening study in class.

This study is intended to describe the learning strategy that is used by the students to cope difficulties in listening comprehension at University student'. It is hoped that the discoverings of this study provide good views for the teaching and learning of listening comprehension for both lecturers and learners, especially at Universitas of Muhammadiyah Ponorogo because the researcher will conduct the research at Universitas of Muhammadiyah Ponorogo.

In this study the researcher focus on the listening difficulties and the strategies used by students of Department English Education at University of Muhammadiyah Ponorogo on the second semester in understanding the listening learning process. The researcher only focus on second semester because in this semester they are as new students, they just take the course of listening

comprehension for intermediate level. In other hand, the students have not used to it, and most of them faced the difficulties in listening comprehension. Based on the pre-research and researcher's experience in listening class on second semester, many students faced difficulties when they are listening to the audio, for instance, they cannot distinguish the consonant sound (t-th; t-d; k-g), they cannot compensate by the native speaker speed and unfamiliar vocabulary.

Based on explanation above and the researcher as an English student is interested to analyze the learning strategy that is used by students to cope the difficulties in listening comprehension on second semester department of english education at University of Muhammadiyah Ponorogo.

### **1.2. Statement of Problem**

Based on the background of the study in the previous part, in this study the researcher stated the problems are:

- 1) What are the difficulties faced by students in listening comprehension?
- 2) What are the learning strategies applied by the students to solve the difficulties in listening comprehension?

### **1.3. The Purpose of Study**

Based on the statement of problem above, the purpose of the study are:

- 1) To identify the difficulties faced by students in listening comprehension
- 2) To describe the learning strategies used by students to cope the difficulties in listening comprehension

### **1.4. Significance of Study**

The researcher hope this study will useful for:

a. The student

The result of this research can be very helpful for student and teacher . The student will get knowledge about strategies that can be used in listening learning process in class.

b. The lecturer

Research result can understand the difficulties faced by student, also provide some information about the strategy that should be used in listening class. In addition, the lecturer can develop their teaching strategy in listening learning process.

c. Researcher

From this study, the writer hopes this study can be helpful for other researcher who wants to make a research that is related to the same topic; Learning strategies in English learning in other place.

