

Chapter One

This chapter presents several points related to the main problem of this research. In addition, this chapter also elaborates the reasons why this research is taken and the scope of this research, as well as the objectives of the research. This chapter proposes some advantages of this research for both individuals and institutions that are involved in educational setting. Finally, this chapter presents the outline for the entire research.

Background of the Study

Listening is one of the most difficult skills for foreign language learners due to the complexity of its process and different types of knowledge required for successful listening. According to Sharma (2011) “Listening skills are crucial to learning. Students who listen well are able to follow directions and complete activities. Students cannot learn effectively if they cannot listen to and follow directions” (p. 12). As the quote above states, listening skills are crucial for students to learn so the students need to more focus on instruction and also need focus during listening played. In addition, Shaila (2010) stated that many English as a Foreign Language (EFL) students who seek admittance to an university where English is the medium of instruction do not have sufficient language skills to understand lectures, comprehend textbooks, participate in the class discussion, or generate satisfactory written work. In Indonesia, English had been decided to be one of the foreign languages (EFL) to be taught at school (Bautista & Gonzalez, 2006). In Indonesia, English is taught from elementary school to university (Bautista & Gonzalez, 2006).

In the order of frequency are quickly forgetting what is heard, not recognizing the words they know, understanding the message but not the intended message, neglecting next part while thinking about meaning, unable to form a mental representation from words heard. Listening is one of the most difficult skills for foreign language learners due to the complexity of its process and different types of knowledge required for successful listening”

(Field, 2008). Moreover, similar with Field, Goh (2000) stated that the most common problems faced by students dealing with the background knowledge have to be mastered in listening.

Apart from that, Goh also emphasizes the problem of concentrating and missing the beginning of text. Goh also suggests doing more investigations about learners' attitudes to their listening problems and how they deal with these problems. Ur (1984) also stated that identifies eight potential problems of listening comprehension. The problems are dealing with hearing the sound, understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary, fatigue, understanding different accent, and using visual and aural environmental clues.

Based on the researcher's experience, there were many problems in learning listening skill faced by the students when the researcher studied in senior high school, especially when the teacher gave a listening test. One of the difficulties is that it needs full concentration while students are listening since they have to choose the right answer. Secondly, the lack of vocabularies makes students difficult to get the meaning. Third, different accent makes them difficult to understand due to unfamiliar sound.

In this research, the researcher focuses on the listening skill in State Senior High School in Karangdowo Klaten Central Java. In One Senior High School in Karangdowo, there is not specific class, which taught listening skill but in grade XII, the English teacher focused on the students to learn about listening skill in order to prepare them to face National Examination.

In listening concentration also must have much knowledge about vocabulary because if students have concentration but lack of vocabularies so students can not get the meaning when listening process. This happen to students of One Senior High School in Karangdowo. Based on preliminary research, the teacher still using same teaching methods like. Based on

those reasons, the researcher wants to do a research about the problems faced by students in English listening at One State Senior High School in Karangdowo.

Identification and Limitation of the Problem

English has several skills to be learned; they are listening, speaking, reading, and writing. Among those four skills, listening becomes the most difficult skill to be learned. Listening is one of the most difficult skills for foreign language learners due to the complexity of its process and different types of knowledge required for successful listening (Field, 2008).

Limited of this research is problems of students in learning listening at One State Senior High School in Karangdowo. This research will explore problems based on Ur's theory on the eight potential problems in listening. Based on the researcher's learning experience in State Senior High School in Karangdowo, there is not any specific class, which taught listening skill but in grade XII semester one, the English teacher focused on the students to learn about listening to prepare the national examination for listening skill.

Formulation of the Problem

Based on the research background, this study has one research question namely: What are the problems faced by students in English listening at One State Senior High School in Karangdowo?

Purpose of the Research

Based on the research problem, the purpose of this research is: To find out the problems in English listening faced by students at One State Senior High School in Karangdowo.

Significances of the Research

For teachers. This research is expected to give good contribution its means that the teachers will be more creative to create appropriate model to teach listening skill. This research also hope can help teachers to improve their knowledge or competence in their skill after knowing students' ability.

For students. This research gives information for the students because the students can be about their problems in listening. The students can also learn the difficulties in learning listening. Thus, this research can make the students more prepared when they become teachers in the future.

For other researchers. This research might be useful as the references for other researchers who are going to conduct the research with the same topic.

Outline of the Research

This research includes three chapters namely introduction, literature review, methodology, finding and discussion and conclusion. Each chapter presents the explanation of the content in detail.

Chapter one presents about several points to discuss related to the main problem of this research, the objectives of the research, the advantages of this research, and outline of the research.

Chapter two presents some review of literatures related to listening skill, listening problems, methods of listening. This chapter provides the reader with related studies problem in listening that faced by students.

Chapter three focuses on the methodology used in this research. The methodology used in order to collect the data and also discusses the research design, setting and participant of this research, data collection methods, and then the data analysis of this research.

Chapter four discusses the research findings. This study employs descriptive qualitative method. The population of this research is students of Senior High School in Karangdowo grade XII, and the samples are four students from One Senior High School in Karangdowo grade XII.

Chapter five presents a conclusion. This chapter discussed about the conclusions and recommendations. The conclusions present the result of this research in more detail. Thus, the recommendation is presented to the students, the lecturers and the future researchers.