CHAPTER I

INTRODUCTION

1. 1 Background of The Research

English is a very popular language and one of the most widely used in the world, and in indonesian education, English is one of the foreign languages students learn in school. In order to learn English, students need four skills, one of which is listening. It means that listening is an important ability that must be learned and mastered when learning English as a foreign language. It can teach students to learn new words, to use words in appropriate situations, and to teach how to spell words and their meanings in listening comprehension.

In listening comprehension, listeners must grasp and retain the concepts they have heard in addition to receiving the message. Buck (2001, p. 3) states that listening comprehension is the outcome of several information sources interacting, such as auditory input, various forms of linguistic knowledge, and so on. In the process, the listener must comprehend the acoustic signal, which stands in for the significant sounds of the language, in addition to working to receive the message.This idea gives explains why listening comprehension is a more involved process than just listening.

Listening is a process of receiving what the speaker says, creating meaning by participation, creativity, and also listening can helps students to understand the world around them and is one of the necessary elements in creating successful.

communication. If students want to learn speak, they must first understand the language they hear. If students want to communicate with native speakers, they must first understand in real language situation in order to understand what the native speakers say. Therefore, researcher say that listening is an active capacity, not a passive capacity, because in this case, meaning is built through the flow of sound.

When someone speaks students will understand what they want to say, focused listening skills are your ability to hear particular sounds. To listen more effectively, students must understand the message that their communication, effective listening requires concentration and competence. In fact, when students learn to listen in school, students have difficulty capturing and understanding English sentences. It is based on a vocabulary abilities, understanding English accents and lack of concentration on listening.

Teaching listening comprehension in the level of senior high school at 9 Jambi is considered to be progress level. Based on the curriculum merdeka grade XI, the aim of teaching listening is to give students the opportunity to understand the diversity of ideas with communication purposes, the structure of texts and certain linguistic characteristic in different oral texts. Therefore, researchers need to analyze the difficulties faced by students in listening comprehension, because it is important to conduct research, a researcher will know where students' listening difficulties lie and so that there are no misunderstandings of vocabulary in listening comprehension.

There are many ways to help learner improving their listening comprehension, for example they can try to listen the audio in English, for this research the researcher will use to improve learners hearing through English audio. Audio is form of intermediary or non printed introduction that can be used to convey the message of the teacher to the students through direct play or listening, in order for the students to master certain competencies of the learning activities they perform. The advantages of using audio material in listening comprehesion, students can improves their listening skills and also can helps sharpen students listening by training them to focus and understand spoken information.

Researcher found that students eleven grade at SMA NEGERI 9 had difficulties learning to hear, accent and unfamiliar vocabulary. According to Goh (1999), 66% of learners mentioned a speakers accent as one of the most significant factors that affect listener comprehension. Unfamiliar accents both native and non native can cause serious problems in listening comprehension and familiarity with an accent helps learners listening comprehension. For example, “write” and “right” are both pronounced “/rait/”, they have same pronounciation, but have different meaning. from “write” it means menulis, and “right” it means kanan/benar. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students listening comprehension.

Based on the explanation above, it can be inferred that a significant number of students continue to struggle with listening comprehension, leading to

the hearing of many hard to understand vocabulary sounds. If students are able to hear the

vocabulary clearly, their listening comprehension scores will rise. On the other hand, if they are unable to hear the vocabulary clearly, their listening comprehension scores will fall. So the researcher is interested in making research with the entitle **"Analysis of Students Difficulties in Learning Listening Comprehension of Eleventh Grade At Senior High School 9 Jambi".**

1.2 Identification of The Problem

Based on the background of the problem above, the researcher found the problem :

1. Students get difficulties to understand audio texts such as accent, speed of speech
2. Students have difficulties to understand vocabulary in listening.
3. Students do not distinguish the correct pronounciation of the audio text.
4. Lack of ineffective listening comprehension learning in school.
5. Lack of confidence in students learning results is not optimal.

1.3 Limitation of The Problem

The researcher defines the problem in this research based on the background that has been described. The problem can be expressed as follows:

1. This study was limited to Senior High School 9 Jambi which discussed students difficulties listening comprehension in students class 11 of Phase
2. This research analyze the diffciulties of students difficulties listening

comprehension in class 11. There are two factors that cause students to have difficulty listening to each other, namely internal and external factors. Internal factors it is because the speaker speaks too fast, so students can not properly listen to all conversations from the speaker, and external factors are because the speakers accent is different, it means that there are dialec differences in the speakers pronunciation so that the words are difficult to understand by students class 11 Phase F in Senior High School 9 Jambi.

1.4 Formulation of The Research

Based on the problem limitations and problem identification above, in the research analysis of students' difficulties in listening comprehension in class XI Phase F Senior High School 9 Jambi City. So it can be formulated into a problem formulation as follows:

1. What are students difficulties encountered by eleventh grade students in learning to listening at Senior High School 9 Jambi?
2. What factors cause listening comprehension difficulties in eleventh grade students?

1.5 Purpose of The Research

On the basis of the formulation of the problems that have been presented before, research on the analysis of students difficulties in learning listening comprehension at eleventh grade students of senior high school 9 Jambi City can contribute to the objectives of this research as follows :

1. To determine what factors that may affect learning listening of the eleventh grade students at the Senior High School 9 Jambi City.
2. To determine the difficulties faced by students in understanding listening at the Senior High School 9 Jambi City.

1.6 Significance of The Research

Based on the purpose of the research, the significance can be considered as follows :

1. Theoretically

   The results of the research are expected to be able to add references and gain knowledge about the difficulties encountered by eleventh grade students in learning listening comprehension through audio material. As well as difficulties in understanding accents in audio material, the speaker is very fast, so the sound that you hear is not very clear and there are many misunderstanding about pronunciation and vocabulary that make you confused.

2. Practically

   The results of the research that provide practical information for english teachers on how to teach students listening comprehension. On the other hand, for students, the results findings of the study directlycontribute to their language development in the fields of pronunciation, language and listening and to their success in examinations.

3. For Teachers

   The results of the research that provide english teachers with inform on how students learn to understand the language of conversation. For example, by using audio material to understand students listening skill so that they are effective in learning.

4. Future Researcher

   For future researchers who may have the same subjects in broader areas and larger samples that can be used as reference for your study, authors hope that this research will help you bring important information or references to the future.

1.7 Definition of Key Terms

Some terms, such as audio teaching material would be defined to eliminate any doubts about understanding the tittle of the research. To avoid confusion and ensure that readers has the same interpretation of the research, the following terms are used :

1. Listening comprehension is the ability to understand and comprehend what other people are saying. Understanding the speakers accent or pronounciation as well as the speakers grammar and vocabulary, and comprehending the meaning, are all part of this process.
2. Students Difficulties is a situation where interference prevents students from learning. Lack of comprehension of the subject matter by students is the root cause of learning disorders. Their learning achievement decreased as a result, and the learning process was hindered.