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## CHAPTER I INTRODUCTION

In this chapter, an introduction is presented. It consists of background of the study, clarification of the term, problem of the research, limitation of the problem, formulation of the problem, objective and the significance of the research.

### A. Background of The Study

When learning English as a foreign language, learners often face various problems. When they first attempt to listen to a new language, students have different experiences, cultures, and backgrounds of knowledge. Hamouda (2013:115) says that EFL learners have serious problems in English listening comprehension due to the fact that teachers pay more attention to reading, speaking and writing.

Listening is one of the receptive skills as it involves students in capturing and understanding the input of English. Listening skill must be trained as often as possible to the students in order to familiarize them. Furthermore, listening is one of the elements in learning and teaching activity, because students should listen to what a teacher says in order to involve in learning and teaching activity process. Especially for students in Senior High School, the students will need to listen to the recording to get the correct answer as they need. Moreover, listening was a requirement of the national examination.

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Based on the School-Based Curriculum, in listening skill for Senior High School, the competence standard of the third year of Senior High School students is able to comprehend the meaning of oral transactional interpersonal text and sustained in daily life context (BSNP, 2006:15). The competence standard mentioned is implemented through basic competence that students are able to comprehend the meaning of short oral functional text in simple narrative and descriptive monologues and dialogues (conversation) in daily life context (Depdiknas, 2006:2). The basic standard mentioned should be achieved by the students of the third year of Senior High School in the first semester. The basic standard is achieved through learning objective. For listening skill implemented by MAN 1 Pekanbaru, the standard is 65.00.

**Table I.I**  
**The Rubric of Minimum Criteria Achievement (MCA)**

NO	Score		Aspect of listening skill
1.	80 - 100	A/ Very good	The students are able to comprehend the meaning of short oral functional text in simple narrative and descriptive monologues and dialogues, identify the meaning of words, sentences, and speech in monologues and dialogues, identify main thoughts, supporters, and detailed information in a monologue and dialogue very well.
2.	70 -79	B/ Good	The students are able to comprehend the meaning of short oral functional text in simple narrative and descriptive monologues and dialogues, identify the meaning of words, sentences, and speech in monologues and dialogues, identify main thoughts, supporters, and detailed information in a monologue and dialogue well.
3.	60 -69	C/ Average	The students are able to comprehend the meaning of short oral functional text in simple narrative and descriptive monologues and dialogues, identify the meaning of words, sentences, and speech in monologues and dialogues, identify main thoughts, supporters, and detailed information in a monologue and dialogue well enough.

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4.	50 – 59	D/ Poor	The students are able to comprehend the meaning of short oral functional text in simple narrative and descriptive monologues and dialogues, identify the meaning of words, sentences, and speech in monologues and dialogues, identify main thoughts, supporters, and detailed information in a monologue and dialogue badly.
5.	> 50	E/ Fail	The students are unable to comprehend the meaning of short oral functional text in simple narrative and descriptive monologues and dialogues, identify the meaning of words, sentences, and speech in monologues and dialogues, identify main thoughts, supporters, and detailed information in a monologue and dialogue.

During the writers' observation, she found that most of the students in the third year of MAN 1 Pekanbaru had problems in listening comprehension. In fact, based on the score test from 25 students' XII Bahasa, there were 17 or 68% of students reach poor level in listening skill. In the other word, the result of test did not achieve the minimum criteria of listening skill at MAN 1 Pekanbaru. The problem is that students are able to comprehend the meaning of short oral functional text in simple narrative and descriptive monologues and dialogues badly. As the result, the students considered the oral a dialog or monolog was complicated for them and they did not answer the question correctly.

By looking at the facts above, the researcher tried to analyze the listening problems. Actually, in listening, there are factors that determine the success of processing listening comprehension problems. The factors affecting students' problems in listening comprehension are not only from the students as an internal factor, but also others external factor.

The first internal factor is related to the students. Most of the students were passively involved in the classroom listening activities. Most of them did not pay attention to the teacher when he was giving explanations, especially when the teacher was explaining in English. In listening activities, the students were unable to get the keyword and message accurately because they had limited vocabularies. As the result, most of the students had a tendency to copy their friends' answer and their score of English test did not increase well.

Further, external factors related to the materials, speaker and context. From the materials, the English teacher only used old videos. The English teacher was less selective and adaptive in using the authentic materials into the classroom. As the result, the students were bored with the activities and they were not able to express the information of listening material.

From the speakers, most of the students were very hard to understand what the speakers said. They think that the speakers talk very fast, which is extremely difficult to comprehend. As the result, the students could not answer some exercises well and accurately.

The last related to the context, most of the students feel difficult to concentrate while they listen to the cassettes. It could be seen when they learn to listen with the noise coming from corridors and other classes, some students get difficulties in listening to the cassette and teachers' voices. Environmental noises may take the students' mind off the content of the listening passage. As the result, the students were unable to respond what they hear.

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There were many problems faced by the third year students at MAN 1 Pekanbaru when listening. Considering the importance of listening skill in learning English to language learners and its difficult dimensions, mainly English as a foreign language is the language was used on certain conditions and not on daily activities. Thus, most of the students in the third year of MAN 1 Pekanbaru still face problems that have to be solved as soon as possible. Because of that phenomenon, the researcher was interested in pointing out the problems into a research entitled: **A Study on Students' Problems in Listening Comprehension at The Third Year of Man 1 Pekanbaru.**

## B. Definition of Key Terms

In order to explain and avoid misunderstanding and misinterpretation about the key terms used in this study and the content presented, the writer defines the terms used in this study as follow:

### 1. Listening comprehension

Listening comprehension is defined as the ability of students in understanding the message and giving respond to what they heard.

### 2. Listening comprehension problems

Listening comprehension problems are the internal and external characteristics that might interrupt real life processing problems directly related to cognitive procedures that take place at the various stage of listening comprehension.

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**C. Problem of the research****1. Identification of the problem**

To identify the problem in the field, the writer conducted a preliminary study before doing the research. Based on the background of problems above, those existing problems were described related to the following issues:

- a. What are the problems faced by students in the third year of MAN 1 Pekanbaru in listening comprehension?
- b. What makes some students are not able to get the keywords from listening?
- c. Why are most of the students not able to understand what the speaker said?
- d. Why are most of the students are not able to get the message from listening?
- e. Why are most of the students not able to respond to what they heard?
- f. What are the factors affecting students' listening comprehension problems?

**2. Limitation of the problem**

In carrying out this research, the researcher is aware that there should be a limitation of the problem to be solved. In this case, this research is focused on the students' problems and factors affecting students' problems in listening comprehension in the third year of MAN 1 Pekanbaru.

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**3. Formulation of the problem**

The research question that guides this study at MAN 1 Pekanbaru was formulated as follows:

- a. What are the problems faced by students at the third year of MAN 1 Pekanbaru in listening comprehension?
- b. What are the factors affecting students' listening comprehension problems?

**D. Objective and Significance of the Research****1. Objective of the Research**

- a. Finding out kinds of listening comprehension problems encountered by students at the third year of MAN 1 Pekanbaru.
- b. Finding out some factors affecting students' problems in listening comprehension.

**2. Significance of the Research**

- a. Hopefully, this research was supposed to know students' problems with listening comprehension and factors affecting students' problems in listening comprehension.
- b. Learners to identify their problems of listening comprehension. Learners need to be aware of the factors which contribute to their problems in listening that they were able to improve their listening practices and become better listeners.