

# CHAPTER I

## INTRODUCTION

### **A. The Background of Problem**

Listening is the most important skill in language teaching. In listening, the listeners do not only hear what speaker says, but they must know or understand well the meaning and also catch the information from the talk. According to Nunan (2003), listening is an active, purposeful process of making sense of what listener hear because listener process not only what they hear but also connect to other information they have already known. It is larger than listening skill. It is caused listening comprehension is an active skill. The listeners have to try to get meaning what is saying. Not only that, they have to be able to interpret what they have heard. So, it can make them easy to understand and interpret what the speaker says.

Listening is one of the four language skills which must be mastered by all students as language learners even though it cannot be separated with the other skills, reading, speaking and writing. According to Nation and Jonathan (2009), listening is a bridge to learn a language. Having good ability in listening is one of the main skills that have to be mastered by language learners, because it tightly relates to the communication process. Harmer (2007) also stated that listening can be helpful for students in running successful communication. The students' communicative competence successfully runs together with good listening skill of students. It means to have a good communication the students should have a good skill in listening.

In another word, students should master the listening skill well if they want successfully to communicate with other people.

Listening comprehension is not only an activity to listen the speakers, but also the process trying to get the message from what speakers said. In this listening comprehension, listeners are asked to understand and catch the ideas or information of what they heard. According to Buck (2001), listening comprehension is the result of an interaction between a number of information sources, which include the acoustic input, different types of linguistic knowledge, and so forth, and listener use whatever information they have available, or whatever information seems relevant to help them interpret what speaker is saying.

Helgesen and Brown (2007) stated that good ability in listening means having competence to comprehend information during listening activities or transfer the information in written or oral communication. It relates to the ability of understanding, communicating, and responding what is listened. In listening comprehension there are two processes, bottom-up and top-down processing. Bottom-up comprehension is the process to find out the information only after the act of listening activities. It means that the listeners understanding of the text will depend on the knowledge of: vocabulary, grammar and sounds. Top-down comprehension is the process where the listeners can find out the information of the listening material (lecture) based on general knowledge life experience (content schema), knowledge of situational routines (textual schema).

State Senior High School 6 Kundur is one of State Senior High School in Karimun Regency. The school is located at Bukit Ranggam Street, Belat Karimun. This school uses 2013 Curriculum or K 13 as guidance in teaching and learning process. As a formal education, this school also provides English subject to the students, especially in Listening. There are many kinds of text genre are taught in the Senior High School. One of the texts is descriptive text. There are some of basic competences of 2013 curriculum in listening comprehension especially in descriptive text were the students must be able to catch the meaning of descriptive text about people, place, and things in which the student must correct and arrange the text to get the information from the text. In State Senior High School 6 Kundur, English is taught twice a week with time duration is about 90 minutes in each meetings. The passing grade (KKM) for English Lesson is 70 points.

In teaching, teacher of Senior High School 6 Kundur taught English by using some strategies to improve students listening comprehension, one of them is answering question. In teaching descriptive text, in the beginning, teacher explains and gives examples about descriptive text. After that, before listening descriptive text, teacher gives students the instructions what they should do when listen the text. Then, teacher gives the students piece of papers that containing the answers options that related to the text. Each text only plays twice, so the students should hear the text carefully in order to answer the questions. After students finish listen the texts, teacher asks students to

exchange their answer papers with their friend. Teacher and students check the answers together. But, the result is still far from teacher expectation.

Based on the preliminary study at State Senior High School 6 Kundur, the researcher did an interview with the English teacher (Mr. Nanang Suhardi, S.Pd). The researcher got some problems faced by students, such as: some of students still had problem in their listening comprehension, they felt listening was so complicated, they were fear of being mistake when they were listening English. It was because the students did not understand the listening material, they could not recognize what the speaker said, and they were confused when listening, so they had difficulties when they wanted to interpret the meaning. Another problem that may influence the students' listening comprehension was lack of concentration.

These cases could be seen from the phenomena as follows:

1. Some of the students are not able to comprehend the listening.
2. Some of the students are not able to understand the listening material.
3. Some of the students are lack of concentration in listening English.
4. Some of the students are confused in listening English.
5. Some of the students are not able to recognize what speaker says.

In this study, researcher focused on descriptive text. Descriptive text is a text that describe about people, place or thing and etc. A descriptive text has social functions to describe a particular person, place or thing. Kane (2005) stated that description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals

with other kinds of perception. It means descriptive text is a text which says what a person or a thing is like. The purpose is to describe and reveal a particular person, place, or thing, based on our experience and senses.

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. According to White (1986), descriptive text is drawing in words. We use descriptive text to say what something or somebody is pictured with words. We can describe a person, animals, plants, places, process, thoughts, or feelings.

Regarding of the symptoms the researcher explained above, the researcher was interested to find out students' listening comprehension, especially in descriptive text at the tenth grade of State Senior High School 6 Kundur. The researcher initiated to do the research under the title: *“Students’ Listening Comprehension in Descriptive Text at State Senior High School 6 Kundur”*

## **B. Problem**

### **1. The Identification of the Problem**

Based on the background of the problem above, it was clear that some of the tenth grade students at State Senior High School 6 Kundur still got some problems in their listening comprehension in descriptive text. The problems were as follows as faced by students:

- a. How is students' listening comprehension?
- b. What factors are making the students unable to understand the listening material?

- c. What factors are making the students lack of concentration in listening English?
- d. What factors are making the students be confused in listening English?
- e. What factors are making the students unable to recognizing what speaker says?

## **2. Limitation of the Problem**

Based on the identification of the problems above, the researcher was necessary to limit the problems of the research in order to avoid misunderstanding in this research. This research focused on “the tenth grade students’ listening comprehension in descriptive text and the most dominant inhibiting factor affecting the students’ listening comprehension at State Senior High School 6 Kundur”.

## **3. The Formulation of Problem**

Based on the background above, the researcher formulated the research questions as follows:

- a. How is the tenth grade students’ listening comprehension in descriptive text at State Senior High School 6 Kundur?
- b. What is the most dominant inhibiting factor affecting the students’ listening comprehension?

## **C. Objective and Significance of the Research**

### **1. Objective of the Research**

Based on formulation of the problem above, this research was necessarily carried out in order to achieve the objectives as follows:

- a. To find out the tenth grade students' listening comprehension in descriptive text at State Senior High School 6 Kundur.
- b. To find out the most dominant inhibiting factor affecting the students' listening comprehension.

### **2. Significance of the Research**

The significance of the research could be stated as follows:

- a. This is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. These research findings were also expected to be useful and valuable, especially for both teachers and students of English of the tenth grade students of State Senior High School 6 Kundur.
- c. Besides, these research findings were also expected to be valuable findings, especially for those who are concerned in the world of teaching and learning English as a second language.
- d. These research findings were also expected to be theoretical foundation to the development of theories on language teaching.

#### **D. Reason for Choosing the Title**

There were some reasons why the researcher is interested in conducting this research based on the following reasons:

1. The title of this research is a relevant with the researcher's status as a student of English Education.
2. The problems of this research were not yet investigated by other previous researchers.
3. The location of this research facilitated the researcher in conducting the research.

#### **E. Definition of the Term**

In order to avoid misunderstanding about the title of this research, the definitions of some terms were given below:

1. Listening Comprehension

According to Nadig (2013) in Gilakjani and Sabouri (2016), Listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, understanding the syntax of sentences. In this case, listening comprehension means the processes of catching, understanding and interpreting the meaning in a text. Therefore, the researcher is interested in conducting listening comprehension at State Senior High School 6 Kundur.



## 2. Descriptive Text

According to Grade (2005), Descriptive text is “to describe a particular person, thing or place”. In this research, the researcher wanted to know the students’ listening comprehension in descriptive text at State Senior High School 6 Kundur.

## 3. Descriptive Quantitative Research

Ary et al, (2010), descriptive research is research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables. Descriptive research can be either quantitative or qualitative. In this research, the researcher used descriptive quantitative. According to Burns and Grove (2009) in Crous and Armstrong (2016), quantitative research “is a formal, objective, systematic process in which numerical data are used to obtain information about the world”.