

CHAPTER I

INTRODUCTION

This chapter will go into more detail about the background of the research, the research question, the purpose of the research, the significance of the research, the conceptual framework, and the previous research.

A. BACKGROUND

Broughton (1980), listening is a process a receptive skill is involved in understanding the message. Listening is a key aspect of learning English as a foreign language. It goes hand in hand with other skills like writing, reading, and speaking. Because listening is used most in everyday life, it is a very important skill. Listening skills will help us greatly in the improvement of our speaking skills. To communicate correctly, meaningfully, and naturally, people need to hear different types of English repeatedly and continuously. In other words, people cannot learn the language without listening, because listening is the input of the language.

Listening is the process of receiving, understanding, and responding to spoken and/or nonverbal messages, according to Purdy (1997). Listening is the most important step and the first step for people to recognize and learn language. By listening often, we become familiar with the language. It is the same with babies, the more often babies listen to their parents, the more familiar the baby is with their parents' language and continue to practice or speak. Likewise, EFL students need to be taught listening first so that they can become familiar with their second language and continue to practice it.

Listening skills are a fundamental component of effective communication, yet they are often undervalued in both academic and professional settings. While much emphasis is placed on speaking and writing abilities, the importance of listening cannot be overstated. Active listening fosters comprehension, enhances interpersonal relationships, and ultimately leads to more productive interactions. Active listening comprises a range of processes that ensure its success. Hearing is the initial stage, which entails responding to the stimuli, which causes the brain

cells to become receptive to the stimulus according to Berger (2008). Therefore, it is essential to prioritize the development of listening skills in educational curricula and workplace training programs.

The teaching of listening needs more attention for the development of students' English proficiency. In some cases of language teaching, listening is considered to be the most difficult language skill for students to learn because it requires more attention and concentration to understand the material, which includes understanding the text of dialogues and monologues. It could be argued that listening is a complex process in which many things are going on in the mind at the same time. In terms of the four language skills that need to be taught first, citing Cauldwell (2013); Richards and Burns (2012) state that the importance of paying systematic attention to the development of listening in comparison to reading and writing, "or even speaking" has often been overlooked in language teaching and materials (Vandergrift and Goh 2012), as it may be assumed that if learners "listen a lot" they will learn by osmosis. However, teachers play a vital role in the learning process. Teachers have control over students and classroom conditions. If students have difficulties in listening, it is natural because they are in the process of learning. It became the responsibility of the teacher to solve the difficulties of the students. However, most of the teachers did not pay any attention to this problem. The teacher might think that it is not important to do this kind of thing.

Morley (1976) says that listening is receiving, receiving requires thinking and thinking requires memory. There are no ways to separate listening, thinking, and memory. Listening is a complex mental process involving perceiving, attending, recognizing, and remembering. Understanding what is said in a foreign language tends to prove quite difficult. Listening in a foreign language is difficult for many language learners. To help learners develop their listening abilities, English teachers need to understand learners' listening problems and teach effective listening strategies to help learners overcome their listening problems.

Akinnaso (1982) states that spoken language is acquired naturally, which may explain the assumption of its priority. Spoken text is a term that is used to refer to the spoken language that is used. It is sometimes referred to as oral language, which means that it is language that is produced in its spontaneous form, as opposed to written language. In this form, the meaning is determined by

the context, whereas in other forms, the meaning is not determined by the context. Spoken texts include oral narratives, interviews, dialogues, and monologues (for example, a welcome speech in a new country, a presentation to the class, telephone calls, debates, role-playing, or any other piece of spoken language). When people interact with one another, their interactions consist of a series of utterances, such as asking and answering, commenting and suggesting, requesting and responding.

When investigating the intricacies of listening challenges in dialogue, it is critical to examine the collaborative governance model implications described in the SEZ Singhasari case study (Durrety, 2024). The difficulties and dynamics involved with coordination and communication among diverse participants in the establishment of the Special Economic Zone highlight the importance of effective discussion and understanding in accomplishing common goals. Furthermore, the use of mobile technology in oral presentations in higher education, as investigated in the bibliometric analysis (Rachman et al., 2024), emphasizes the necessity of novel ways to improve students' communication abilities and alleviate linguistic anxiety. By synthesizing these insights, we can better comprehend the multifaceted nature of listening difficulties in dialogue, emphasizing the role of collaboration, technology, and supportive strategies in fostering effective communication and comprehension.

Students' listening difficulties in dialogues in academic settings pose significant challenges to effective communication and learning. These difficulties can stem from various factors, including linguistic barriers, cognitive overload, and insufficient exposure to diverse accents or dialects. While some may argue that listening is an innate skill that improves with time and practice, it is crucial to recognize that not all students possess the same level of proficiency in this area. Consequently, educational institutions must address these disparities to foster an inclusive learning environment.

One primary reason for students' listening difficulties is the cognitive demands placed on them during dialogues. Listening comprehension requires active engagement in processing spoken information while simultaneously formulating responses. This dual-task nature can overwhelm many students, particularly those who are non-native speakers or who struggle with attention deficits. Research indicates that when students encounter complex language

structures or unfamiliar vocabulary, their ability to comprehend diminishes significantly. Thus, it becomes essential for educators to implement strategies such as pre-listening activities and scaffolding techniques that prepare students for effective engagement.

The students had difficulties in understanding the spoken text in the listening English class at MAN 4 Garut. The students struggle since the teacher does not emphasize listening skills. The teacher only emphasizes reading and writing skills. As far as listening skills are concerned, the students just depend on what the teacher is saying such as the stories told by the teacher. Even to understand the stories told by the teacher, the students have limitations in understanding what the teacher is saying because they rarely listen to conversations in English.

According to the experience of researchers, listening is one of the most difficult skills to learn, especially at the school level. Because teachers do not give much importance to these skills, although teachers teach listening skills through what they explain, students are a little familiar with listening. But still, students find it difficult to listen because of different accents and mother tongue influences. In addition, many students say and complain that learning English is quite difficult, especially when listening to the teacher's explanation, they cannot grasp the point of the explanation of the material taught by the teacher.

English is a compulsory subject in schools, but students still struggle to learn language skills. Despite the mandatory nature of English language instruction, students often struggle with listening comprehension, which raises questions about the effectiveness of current pedagogical approaches. This critique aims to explore the potential reasons behind this disconnect and suggest avenues for improvement.

One primary factor contributing to students' difficulties in listening skills is the traditional teaching methodology employed in many classrooms. Often, instruction focuses heavily on reading and writing at the expense of auditory engagement. The lack of integrative activities that promote active listening can hinder students from developing essential skills needed for effective communication. Moreover, when listening exercises are included, they may not be tailored to student interests or real-life contexts, leading to disengagement and frustration.

Additionally, external factors such as exposure to varied English accents and dialects play a significant role in shaping students' listening abilities. In an increasingly globalized world, learners must encounter diverse forms of English through multimedia resources or interactions with native speakers. However, many curricula fail to incorporate such elements, leaving students ill-prepared for real-world listening scenarios where comprehension is vital.

Although English has been taught and is a compulsory subject in every school, including Madrasah Aliyah. However, it is found that this listening aspect is a difficult aspect for students, many of whom still have difficulties in it. This leaves the need to study the difficulties of students in listening, and little research has looked at the challenges faced by students. While English remains a compulsory subject within educational frameworks, the persistent challenges faced by students in mastering listening skills underscore systemic deficiencies within teaching methodologies and curricular design. To address these issues effectively, educators must adopt more holistic approaches that prioritize active engagement with auditory materials and diversify exposure to different forms of spoken English.

As a result, the purpose of this study is to investigate the factors causing listening difficulties of EFL students and to determine the remedies proposed by both teachers and students to overcome these problems. Also, the use of different methods with previous research makes this research different. Many previous studies used a qualitative approach, this research will use a quantitative approach with a survey method. In addition, previous research mostly focused on factors without looking for solutions to overcome them. This will be different from the previous research that has been completed.

B. RESEARCH QUESTIONS

Research questions are fundamental components of academic inquiry, serving as the guiding framework for scholarly investigation. They articulate specific issues or problems that a researcher seeks to address within a given field of study. A well-formulated research question not only delineates the scope of the investigation but also shapes the methodology and informs the analysis of results.

The precision and clarity of a research question can significantly influence the overall quality and relevance of the research conducted.

The research is conducted to find the solution to the problem of students' listening difficulties in understanding dialogue of spoken text. As a result, it poses four related research questions in the context of students' listening difficulties in understanding dialogue of spoken text. These three research questions are presented as follows:

1. How many students have difficulty listening to dialogue of spoken text?
2. What are the factors that cause students' difficulty in listening to dialogue of spoken text?
3. What solutions did the teacher offer to overcome the student's difficulty in listening to dialogue of spoken texts?
4. What solutions did the students offer to overcome their difficulty in listening to dialogue of spoken texts?

C. RESEARCH PURPOSES

The research purpose is the foundation of every academic inquiry, guiding the study's direction and breadth while offering clarity and concentration. It is critical to recognize that a well-defined research purpose not only defines what the researcher hopes to achieve, but also determines the study's significance within its appropriate discipline. An articulated research purpose increases the relevance of a study, allowing scientists to make important contributions to current literature while also addressing pressing societal challenges.

This research aims to determine how many students have difficulty listening to dialogue of spoken texts. The other is to determine the factors that cause students to have difficulty listening to spoken texts. Next, to determine the remedies proposed by both teachers and students to overcome these problems.

D. RESEARCH SIGNIFICANCES

Research significance is a critical aspect that underpins the value and impact of any scholarly inquiry. It serves as the foundation upon which the

relevance of a study is built, guiding researchers to articulate why their work matters in both academic and practical contexts. The importance of establishing research significance cannot be overstated; it not only enhances the credibility of the findings but also fosters a deeper understanding of the issues at hand within various fields. Without a clear articulation of significance, research runs the risk of being perceived as irrelevant or lacking in utility.

The result of this research can provide two significances. First, practically, this research is considered to be valuable in the form of an evaluation for English language teachers because listening skill is the most essential skill in learning a language. This research is also expected to make a new contribution to the improvement of listening skills because the results of this research have several ways to overcome this problem.

Secondly, this research is also important from a theoretical point of view because it provides some information about the factors that cause problems in listening and the solutions that are offered by the teacher and the students to overcome the problem. This research could also be useful for researchers, teachers, education students, lecturers, and all readers who have the same interest in the same issues.

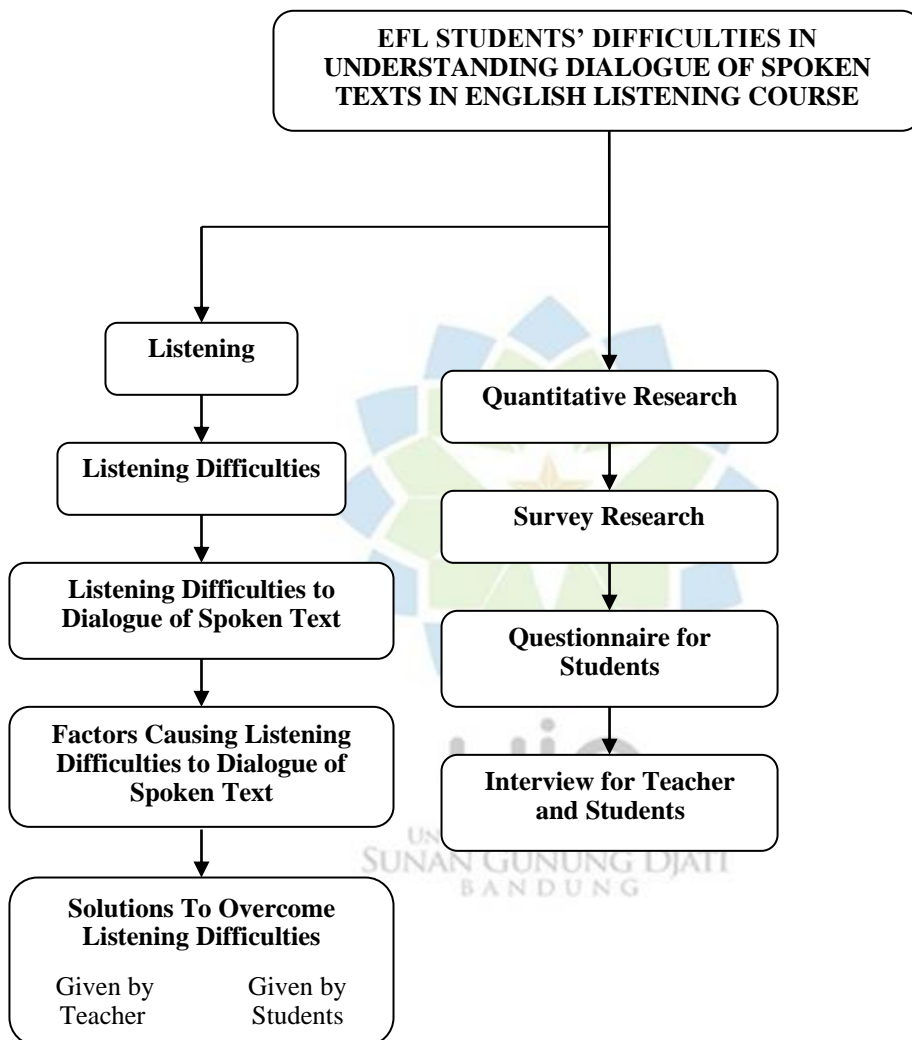
E. CONCEPTUAL FRAMEWORK

The concept of a conceptual framework is pivotal in both academic research and practical applications across various disciplines. A conceptual framework serves as a foundational structure that guides researchers in the development of their studies, helping to delineate key variables and their relationships. This systematic approach not only enhances clarity but also fosters a deeper understanding of complex phenomena. Frameworks are not meant to constrain inquiry but rather to provide a coherent lens through which data can be interpreted.

The study focuses on analyzing EFL students' listening difficulties. Furthermore, it proceeds to the conceptual framework on which this research is based. This conceptual framework explains the connection between numerous ideas in this study, such as factors causing listening difficulties and solutions

given by the teacher and the students. The following figure 1.1 depicts the connection of each notion.

Figure 1.1
Conceptual Framework



Listening is the first ability that students must master before learning a foreign language. Listening is the first ability that youngsters learn, particularly if they do not yet know how to read. According to Scott and Ytreberg (2000), students learn foreign languages primarily through their ears and rely on what they hear as their primary source. Prioritizing listening abilities above other language skills is crucial for effective language learning.

Listening is one of the skills that are included in the learning of a language, and this skill has the most important position. Many teachers forget that

the priority in language teaching should be listening first and then other skills. Citing Cauldwell (2013); and Richards & Burns (2012), they state that the importance of paying systematic attention to developing listening compared to reading and writing "or even speaking" has often been overlooked in language teaching and materials. Both in EFL classrooms and in SLA research, listening is now considered much more important. This proves that listening plays a very important role in everyone's life, with listening we can understand everything and be able to do everything (Mendelsohn, 1994).

Due to the inappropriate order of teaching, many students have difficulty listening, which affects their communication in English. Most students have difficulty communicating or even answering their teacher's questions. They often think for a long time before they can answer. According to Rost (2009), listening helps us to understand the world around us and it is one of the necessary elements in the creation of successful communication. According to Thomlison (1984), listening is the ability to identify and understand what other people are saying. This process involves the understanding of the speaker's accent or pronunciation, understanding the speaker's grammar and vocabulary, and the understanding of the speaker's meaning. These four things can be done simultaneously by a skilled listener. According to Harmer (2007), whether the input is understandable, the production can progressively increase.

The majority of students would have difficulty understanding what they are hearing. According to Elkhafaifi (2005), one of the causes of student tension is their failure to absorb spoken knowledge.

Haliday (1989) spoken language is characterized by complex sentence structures with low lexical density (more clauses, but fewer high-content words per clause). Spoken text is a term that is used to describe the spoken language that is in use. It is sometimes referred to as an oral language, which is a language produced in its spontaneous form, in contrast to written language. In these forms, the meanings are determined by the context.

Dialogue is one of the communication tools. Dialogue can help students improve their listening and communication skills. According to Brennan (2010), dialogues are two-way talks between participants. Dialogue is an interaction between individuals discussing a single topic. To effectively respond to speakers, students must develop their listening skills and comprehend their messages.

Another consequence is that when it comes to conversation, most students do not engage in spontaneous conversation, but first write the dialogues, then memorize the dialogues, and then practice the conversations. Rationally, it can be said that this listening difficulty will affect other aspects, including their grades. This relationship is still conjectural and needs to be proven empirically through research.

F. PREVIOUS RESEARCH

Phan, L., & Nguyen, D. (2023) entitled *An Investigation into Difficulties in Listening Comprehension Encountered by English-Majored Freshmen at Dong Nai Technology University and Recommendations*. Listening is an essential ability for learning English and communicating in everyday life. As we all know, listening to a message is not the same as hearing it; the listener must understand the message and respond appropriately. Many Vietnamese institutions, from primary to high, place a greater focus on grammar, reading, and vocabulary than on speaking and listening. Students have few opportunities to develop listening both in and out of class. As a result, many English majors struggle with listening comprehension, particularly freshmen who lack experience and appropriate learning methods. Thus, the purpose of this study is to look into the issues that students encounter with listening comprehension, as well as the causes of these difficulties. The study used both qualitative and quantitative methodologies to obtain data. The study's findings highlight the issues and causes associated with listening materials, listeners, and facilities. It is advised that students be exposed to a more diverse range of listening approaches and strategies. Furthermore, teachers play an important role in selecting which listening techniques to utilize and how to adjust them to help students overcome their listening issues.

Baxtiyorovna, A., M., & Axrorovna, K., U. (2021) entitled *Problems in Listening English*. Listening is one of the most crucial aspects of English language learning. When students listen to English, they encounter several listening challenges. Students have significant challenges with listening comprehension because colleges and institutions focus more on writing, reading, and vocabulary. Listening is not emphasized in many course texts, and most professors do not include it in their lessons. In this work, the researchers examined the terms

listening, hearing comprehension, listening comprehension strategies, and listening challenges.

Students' listening difficulties in English have been the subject of several studies. Diora, L., Rosa, R. N. (2020) entitled *An Analysis of Students' Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Department FBS UNP* finds that the difficulties that students faced in listening comprehension were related to three categories. They were associated with the material to be listened to, the listener, and the physical environment. Each category has its difficulties. In terms of the listening material, the difficulties faced by the learners were complex grammar, difficulty in comprehending each word of the incoming speech, difficulty in interpreting the meaning of the long speech, unfamiliar subjects, and new vocabulary. Meanwhile, from the students' difficulties related to the listener were anxiety, difficult to infer the meaning of unknown words, unable to concentrate, unclear pronunciation, hard to remember, loss of concentration and sleepy. In addition, the students found difficulties in the physical environment such as poor quality of tapes or disks, poor equipment, lack of pauses, inability to repeat, noise, variety of accents, and speed of delivery. In addition, 6 factors caused students to have difficulty with listening comprehension. They were dependent on others, they were ashamed to ask the teacher about the material, they had emotional disturbances, the teacher explained the material too quickly, there was no reward and no reinforcement, and they lacked concentration.

Erzad, A., M., (2020) entitled *Exploring English Listening Problems Among EFL Students at IAIN Kudus* found several problems in listening comprehension. Most of the problems in listening comprehension that were explained by Bingol above were also experienced by the students. Some students stated that there are several problems in listening comprehension, which are as follows: 1. *Pronunciation (accent)* 2. *Speed and length of listening* 3. *Physical conditions* 4. *Unfamiliar vocabulary and terminology* 5. *Limited listening facilities*. By knowing the listening problems encountered by the students, the solutions or some ways should be done to overcome or minimize the problems. Some solutions were given by the students regarding their listening problems. Below are the ways or solutions that can be done by the students. 1. *Concentrate* 2. *Practice more* 3. *Memorize vocabulary* 4. *Prepare a language lab*. In order to overcome their problems, these solutions should be done by the students. From

the first solution to the third solution, it should be done by the students themselves. Meanwhile, the last solution has become the responsibility of the faculty / the study program.

Hardiyanto, A., Tanjung, M., Suharjono, S., (2021) entitled *Listening Comprehension Difficulties; A Case Study Of EFL Students In Listening Class* found several pieces of information related to Student listening problems have found, including (1) *message content: unfamiliar words, words from incoming speech, and long passages of speech*; (2) *presenter: visual demands, speech rate, and variety of accent*; (3) *audience: less concentration, lack of vocabulary, inability to understand meaning, and inability to recognize familiar words*; and (4) *physical environment: noise*.

Although many studies have examined the listening comprehension of college students, few studies have examined whether college freshmen experience different listening comprehension problems. Thus, there remains a need to study college students' listening difficulties, and little research has examined the challenges students face. In addition, the solutions that have been provided are the solutions that students have provided.

Therefore, this research paper aims to investigate the factors causing listening difficulties of EFL students and to determine the remedies proposed by both teachers and students to overcome these problems. Many previous studies used a qualitative approach, this research will use a quantitative approach with a survey method. In addition, previous research mostly focused on factors without looking for solutions to overcome them. This will be different from the previous research that has been completed. This is where this study differs from previous studies.