Chapter One

Introduction

In chapter one, the researcher discusses some points related to the topic which is presented in the background of the study, identification of the problems, delimitation of the problems, research questions, objective of the research, significance of the research, and organization of the chapters. Each point is discussed in more details as follows.

Background of the Study

Listening is one of the skills in communication to get and share information through oral communication. Nurpahmi (2015) explained that listening is a skill in receiving information or messages from oral communication. This skill is needed where interaction happens between two or more people. Listening is also a skill for students in capturing and understanding English spoken language in language-teaching and learning process. Ahmadi (2016) stated that students must understand the language they hear from the speaker if they want to learn how to speak that language.

For English as Foreign Language (EFL) students, listening activity is used constantly in classrooms or study places. It happens because in classrooms or study places there are many interactions in discussing the materials. In addition, Sadiku (2015) stated that listening is useful for students in sharing information, increasing language ability, and giving students scaffolded support to have an

opportunity to create context in which the language is used. Furthermore, having good English listening skills is also very useful for students who want to have a career in the international arena, because English is the language most widely used in the world, including for education, business, and diplomats (Mohammed, 2018). Therefore, mastering listening skills will be very useful for those who have international career projections because it will help them in communicating.

In listening activities, listening comprehension skills are required for successful communication. Having good listening comprehension skills is necessary for students to understand what is being said by other person and to provide input in improving speaking skills for the language they hear. Academically, listening comprehension plays an important role in teaching-learning cycle. According to Sadiku (2015), students will be better learners if they are good listeners, because listening in the discussion is not only about hearing the sound but also ability to get the point of what is said. Good listening skills can help students gain information during the teaching-learning cycle in classroom or other study places.

Previous research by Ahmadi (2016) shows that listening comprehension is important because listening comprehension is the capability to understand spoken language. It takes part in developing EFL students' input and second language acquisition, such in reading and writing development. It is revealed by Kim and Pilcler (2016) that listening comprehension in oral language is critical for reading comprehension because word input from listening contributes to the word in reading. Although oral language is not explicitly specified for writing

comprehension, the writing comprehension also needs to be translated into oral language involving listening comprehension at the lexical, sentence, and discourse level.

In relation with language learning, the process of listening comprehension mastery is influenced by student's beliefs. People tend to act based on what they believe in. Therefore, it is important for students to have positive beliefs while learning English listening comprehension skills to help them in reducing resistance in absorbing materials. Lothfi (2012) stated that beliefs are the predisposition to action, and it influences students in English learning process, including the students who are learning English listening comprehension skills. Rad (2010) stated that beliefs in academic discipline played a critical role in human behavior. Belief in the learning process has many elements in the cognitive knowledge component.

Meanwhile, in providing input in language acquisition, listening comprehension has relation with understanding spoken language, syntax using, and realizing the intonation. Therefore, learning and mastering English listening comprehension skills require a lot of efforts. This is due to some of the problems students often encounter when learning English as foreign language, such as the problems related to the accent which is closely related to listening and speaking (Mohammed, 2018). Language listening comprehension is much more complex because students particularly EFL students need to comprehend the meaning, know the speech sound, and understand the syntax (Ahmadi, 2016). Language listening comprehension is much more complex because students particularly EFL

students need to comprehend the meaning, know the speech sound, and understand the syntax (Ahmadi, 2016).

In addition, many students also still have problems with the English listening comprehension caused by many factors such as long text spoken and limited vocabulary (Nurdiawati, 2018). The problem caused by several factors which were disclosed by Higgins (1995, as cited in Hamouda; 2013) included speech rate, vocabulary, and pronunciation. Then, one of the difficulties in listening comprehension is the transcript of the spoken language as mentioned by Bunau (2012). Meanwhile, according to Lothfi (2012), student's beliefs are identified into six factors that are process, input, listener, task, affect, and context. Another research comes from Hamouda (2013) which provided problems encountered by students in English listening comprehension. The problems were classified into problems related to the context, linguistic features, failure to concentrate, the listeners, the speakers, and problems related to the physical settings.

As the previous studies focused on many aspects of problems during learning listening, this research focuses only on the problems in terms of the input aspects and the listeners aspects. These two problems are the biggest problems in English listening comprehension and the most common problem encountered by students. According to the explanation above, this research is really important to be conducted to find out students' beliefs on English listening comprehension problems.

Identification of the Problems

Students usually experience the problems in listening comprehension when taking a TOEFL test or attending an English seminar, or in other situations. Probably, they are already aware about their problems in listening comprehension problem. However, not all of them aware that their beliefs in English listening comprehension influence their English learning process. Based on the researchers' experience, students have problem in many aspects of English such as limited vocabulary, unclear pronunciation, speech tempo, and grammatical problem.

Vocabulary helps students in understanding the meaning of English spoken text. Unclear pronunciation makes students difficult to identify the English spoken text. Speech tempo also plays important role in English listening comprehension. It will be difficult for students to understand the spoken language if the speaker speaking too fast. English as on the most used language in the world has its own rules of structure that have to be learnt by foreign students to understand the language. EFL students still struggling with the grammatical which has different structure with their first language. These problems can be identified into some factors such as problem related to the input and listener. The two factors contain the problems mentioned above (Lotfi, 2012)

Delimitation of the Problems

The present research focuses on finding the student's beliefs in listening comprehension problems. It focuses on the level of the problems related to language input. In addition, it also focuses on the problems related to the listeners.

The respondents of this research were limited to English Language Education Department (ELED) students at a private university in Yogyakarta. The researcher provides information about student's beliefs in English without separation between male and female. The research is also delimited to apply quantitative approach only.

Research Questions

Based on the explanation from background of the study, identification of the problem and delimitation of the problem, the researcher has two research questions below:

1. What is students' beliefs on English listening comprehension problems in terms of the input?

2. What is students' beliefs on English listening comprehension problems in terms of the listener?

Objectives of the Research

From the research questions above, this research was conducted to find out:

1. Students' beliefs toward the English listening comprehension problems in terms of the input.

2. Students' beliefs toward the English listening comprehension problems in terms of the listener

Significance of the Research

It is expected that this research provides some benefits for some people such as students, teachers, or other researchers:

EFL Student. This research was conducted to find out EFL student's beliefs on English listening comprehension problems in terms the input and listener. The information presented from this research is expected to be able to give students awareness of the problems that might often or rarely faced by the students in terms of input and listener aspects when doing listening comprehension. Therefore, the students can anticipate the problems and solution to overcome those problems.

Teachers. As an educator in school or in a university, teachers must have a list of activities to help students in learning. The benefits of this research for teachers are that the teacher can know the problems that might arise and be felt by students during listening comprehension activity. Therefore, teachers can prepare solutions that can be addressed or can create activities that can help students to overcome listening comprehension problems that may arise.

Other researchers. The findings of the present study can be used by the other researcher as the theoretical overview or reference for their research which has the same topic. Other researchers can use the findings of this research as the objects of study in further research.

Organization of the Chapters

This research is reported into five chapters. Chapter one discusses the introduction of the research. It consists of the background of the study which discusses the reasons why this topic is chosen. Identifications of problems, delimitation of the problems and research questions are also provided in this chapter followed by the objectives of the study which are to find out the level of student's beliefs towards English listening comprehension problems.

Chapter two discusses literature review. Literature review is the set of theoretical data from the previous studies related to this study. It covers listening comprehension, students' beliefs on English listening comprehension problem, students' problem in English listening comprehension, the review of the previous studies, and conceptual framework. Problems encountered by students in English listening comprehension are divided into three categories that are the problems related to the input and listers.

Chapter three discusses the research methodology. This chapter explains the research approach which is quantitative approach with survey as the research design. The research setting is at the English Language Education Department of a private university in Yogyakarta involving 102 respondents. Data collection method used questionnaire.

Chapter four discusses the restult of the study. The findings provide the students' belief in listening comprehension problems in terms of input and listener. The findings are described and supported by the related references.

The last chapter is chapter five. It consists of the conclusion and recommendation. The researcher provided the summary of the study in the conclusion. The recommendation provides some suggestions for the students, teachers, and other researchers.