

## Chapter II

### Theoretical Review

#### A. Student difficulty

According to British English, student is usually someone who studying or training at university or college. Then, according to Cambridge dictionary student is a person who is learning at college or university. Student is a person who study in an educational institution to get achievement or knowledge, meanwhile, difficulty is unable to do something because does not have necessary skill or knowledge. Thus, student difficulty is the condition that affects or interrupts students' achievement. It was something directly related to their cognitive that might interrupt the student knowledge or skill and according to Darti (2017) students difficulty is something that interrupt a person who enroll in the educational institution because do not have skill or knowledge to do it.

#### B. The Nature of Listening

Listening is not like hearing, when you listen to someone you need to understand and interpreted what someone say, but in hearing, you don't need to understand what people say. Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and

answering, and creating meaning by participation, creativity, and empathy (Gilakjani and Narjes, 2016). According to Goss (1982) listening is as a process of understanding what is heard and organizing lexical elements to which meaning can be allocated.

Morley (1972) as cited in Gilakjani and Narjes (2016) said listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. From many definitions above about listening, it can be concluded say listening is the ability to understand what other people say, negotiate meaning with the speaker and answering.

### **C. Major Problem in Listening Classes**

In the process of listening student has many problems such as student cannot understand fast, lack of concentration, and soon. Listening difficulties are defined as the internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stages of listening comprehension stated by (Goh, 2000). There are several problems which may appear during or before listening. According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), there are 7 Potential problems in Listening classes. Some of them problem as Follows:

### 1. Quality of recording material

Sometime, some teachers do not prepare or check the quality of recording material, it is good or not before they give it to their student. According to Azmi, Celik, Yidliz, and Tugrul (2014),” the quality of the sound system also affects understanding of listening”. The student cannot listen to the audio clearly due to the bad quality of the sound system and recording material.

### 2. Cultural different

Indonesian and United Kingdom has different culture. The Indonesian student will be confused and cannot understand well when they listen to material about UK culture. Here the instruction should give prior knowledge about the topic beforehand (Azmi, Celik, Yidliz, and Tugrul, 2014).

### 3. Accent

There are two accents of English Language; those are American and British English. The student who is Familiar with American accent will get confused when they listen to British accent because a person who speaks with British accent is different with person who speaks with American Accent. Different in here is the way they pronoun words.

### 4. Unfamiliar Vocabulary

According to Hung (1998) as cited in Azmi, Celik, Yidliz, and Tugrul, (2014) information that listening passage with known words are easier for learners to understanding, even if them is unknown to them. So in her the more words you

know, the easier you to understand. The student who has lack vocabulary will get trouble when they listening and there are some words that they know. It makes them fail to understand the passage.

#### 5. Length and speed of the listening

For student who has low ability in listening will get problem if they listen to long dialogue or passage. They can keep the information that they listen and they can become confused because of it. Azmi, Celik, Yidliz, and Tugrul (2014) stated that “the level of the students play great a role when listening long part and keeping all the information in the mind. It is not easy for the lower level student to listen more than three minutes long listening then completing the desire activities”. In spite of the length, speed of the speaker can also become the problem, according to Underwood (1989) as cited in Gilakjani and Narjes (2016) , speed can make listening passage difficult. If the speaker speaks too fast, probably some student cannot catch what he or she say.

#### 6. Physical conditions

According to Azmi, Celik, Yidliz and Tugrul (2014) the size of the classroom affect the student listening. In the large classroom, students who are sitting on the black rows may not hear the recording as student sit in the front rows. The temperatures on the class can affect the student listening. If the class is too hot, the student can lose their concentration because the class is too hot either the class is cold. Noise from the outside can also disturb the student while listening; they cannot listen to the audio well because of the nois.

## 7. Lack of concentration

While listening, the student needs to concentration on what they listen because they need to understand meaning of the text or the dialogue. The topic and the length of the material also can make student lose their concentration because the topic is not interesting for them and the recording is too long and those make them become boring. When students find the topic of the listening is interesting, comprehending would be easier (Azmi, Celik, Yidliz, and Tugrul, 2014).

### **D. The factors that make listening difficult**

For many students, listening is a difficult skill to master. Because in listening they should understand about word, sound and give interpreting meaning from what they hear. According to many experts (Dunkel, 1991; Richards, 1983; and Ur, 1984), as cited in Ratna Ritaningrum (2018), there are eight factors making listening difficult as follows:

1. Clustering, in written language we are conditioned to attend the sentence as the basic unit of organization. In spoken language, due to the memory limitations and our predisposition for “chunking” or clustering, we break down speech into smaller group of word.
2. Redundancy, spoken language unlike written language, has good deal of redundancy. The next time we are in conversation, notice rephrasing, repetition, elaborations, and little insertion of “I mean” and “you know”, here and there.

3. Reduced form, while spoken language does indeed contain a good deal of redundancy, it also has many reduced forms. The reduction can be phonological, morphological, syntactic, and pragmatic. Some student probably, miss to listen between cannot and can't and it make them wrong to interpreter the dialogue or text.
4. Performance variables, it is related to the performance of the speaker when they speak, Learners have to train themselves to listen for meaning in the midst of all these distracting performance variables.
5. Colloquial language, learners who have been exposed to standard written English and/or "textbook" language sometimes find it surprising and difficult to deal with colloquial language. Idioms, slang, reduced forms, shared cultural knowledge, are all manifested at some point of conversation.
6. Rate of delivery, When speaker speak too fast, it can be problem for the student, especially, for student who has low ability in listening. They will be confused and cannot catch what the speaker said.
7. Stress, rhythm, and intonat. English speech can be a terror for some learners. As we know there are some word that have the same pronunciation but different steers, for example word sheep and ship for student who rarely listen to English language will get trouble with those word
8. Interaction, unless language learner's objectives is exclusively to master some specialized skill like monitoring radio broadcast or attending lectures, interaction will play a large role in listening comprehension.

When person listen to other person or something, we do not only listen to what someone say to us but also we have to understand and interpret what they say. So we can understand and communicate or share information without problem.

### **E. Anxiety**

Anxiety is the feeling of human that comes out because of afraid, worry of something. According to Yesilyurt, Yavuz, & Aydin (2006), anxiety is the feeling of always feel uncomfortable and often think that she/he is in danger situation. Ratna Rintaningrum (2018) In her article entitle Investigating why listening is difficult: voice from foreign language learners stated that psychological factor, namely, anxiety also influences the ability of students to respond in listening correctly, meanwhile , hamouda (2013) stated that anxiety is one of facotrs might distract learners from listening and understanding.

### **F. Linguistic**

Knowledge of the linguistic can be the barrier for students in listening class, without good knowledge about lingusitc the student can get problem in listening. According to Brindley (1997) as stated in Hamouda (2013)”, both linguistic and non-linguistic knowledge are required for one to understand a listening input”.In linguistic, language signs are consisted of four different levels, not just two: Phonology, morphology, syntax, and sematic.syntax delas with the structur of the sentence or the grammar of the sentence. sometimes there are students faced difficulties in listening because of the knowledge of grammar that they have.

According to the result of Ratna Rintaningrum study's (2018) knowledge of grammar that student have can become one of the problems in listening class.

## **G. Previous Studies**

1. An investigation of listening comprehension problems encountered by Saudi students in the EL listening classroom by Dr Arafat Hamouda (2013).

The aim of this study is to investigate listening problems encountered by group first year English major students of Qassim University. This study was carried out with 60 participants of first year's students majoring in English language and translation at Qassim University. This research used quantitative and qualitative methods.

The data was gathered by questionnaires and interview. The questionnaire consisted of 4 sections. The section one consisted of 11 questions. The section two consisted of 4 questions. The section three consisted of 5 questions. The last section consisted of 51 questions, and its questioner divided into 7 categories: (1) Listening material (11 items), (2) Linguistic aspects (13 items), (3) Lack of concentration (6 items), (4) speaker (6 items), (5) listener (11 items), (6)

The researcher found that different accent of speaker, vocabulary, pronunciation, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners.

2. Investigating why listening is difficult: voice from foreign language learners  
by Ratna Rintaningrum (2018).

The aim of that study is investigating how the learners of English find it difficult to learn to listen in English as foreign language. This study use survey as the method. the participant of this study were students who learn English at TPB class 20 in academic year 2016, and the number of students surveyed at the University was forty.

In this research, the researcher used questionnaire and interview as the instrument of collecting data. The kind of the questioner is open-ended questionnaire. The writer gave the participant 30 until 40 minutes to discuss and answer the question.

The result, there are 12 problems that become the reason why listening is difficult for student who learns English language as the foreign language: (1) The status of the language (English is not our language or I do not speak Language), (2) Knowledge of the language (lack knowledge about vocabulary and grammar), (3). Familiarity (they do not familiar with spoken language and do not understand about what the speaker are saying), (4) lack of practice (they practice listening rarely), (5) speed of speaker (the speaker talk to fast), (6) speaker (the speaker does not speak clearly), (7) listening strategies (they do not know what they have to do and how to listen well), (8) anxiety (they feel worry and afraid before having test) , (9) translation (they have to translate what they are hearing), (10) the nature of test (they have to listen and write at the same time), (11) lack of concentration

(lack of focus during a test), (12) facilities (the sound system is not good). Those are some reasons that make listening difficult based on this study.

3. English Listening Comprehension Problems of Students from China Learning English in Malaysia by Wu Xiao Juan and Mohamd Jafre Zainol Abidin (2013).

The aim of this researcher is to know the main problems in ELC that faced by Chinese learners in Malaysia, to know these problems affect students on their listening strategies and pace of listening, and to know why these ELC Problems not solve. This researcher used qualitative as the method. The participant of this researcher is Chinese students who study in USM, and the number of the participant is 3 students.

In this research, the researcher uses semi-structured interview as the instrument for collecting data. There are 3 stages to collect data. In the first stage, the researcher gathered information on exposure in general, such as materials, and problems from conversation in normal study. In the second stage, the researcher reviewed the data of exposure from participants on ELC learning and research question. In the last stage, the last step is to transfer field notes and data gather for analysis, interpretation and presentation.

The researcher found the main problem faced by the Chines students is the lack of prior knowledge in English vocabulary. Moreover, the differences in the accent of the native speakers prohibit the proper understanding of the listening

content. The short span of the concentration, and the learning habits of Chinese students were discussed as the problems of ECL learning.

4. Analyzing Students' Difficulties toward Listening Comprehension by Darti (2017).

The aim of this research is to find out the problems encountered the student in listening comprehension. This research used descriptive method to analyze and to find solution about the problems. This researcher conducted in State Islamic University of Alauddin Makassar with the population was second semester student of English Education Department of Tarbiyah and Teacher training Faculty Academic year 2016/2017. The numbers of the subject were 37 students.

In this researcher, the data were gathered by questioner and interview. The result of analyzing students' difficulties toward listening comprehension showed that listening is very difficult skill for students who study foreign language. Therefore, pronunciation, speed of speech, insufficient vocabulary, different accent of the speakers, lack of concentration, and bad quality of recording were the major problems encountered by the second semester students of University of Alauddin Makassar.

Based on the previous studied above not only student of foreign language but also student second language faced the difficulties in listening English language especially in class. There were many problem influence them such as, lack of concentration, unfamiliar word, different accent of the speaker, listening material, Rate of delivery, and physical setting.