

## **CHAPTER I**

### **INTRODUCTION**

The chapter aims to explain the background of the study, statements of the problem, objective of the study, theoretical framework, significance of the study, assumption, scope and limitation of the study, definition of key terms, and organization of the thesis.

#### **1.1 Background of the Study**

English has become an international language and a second language in Indonesia. ESL students learn four English skills which are listening, speaking, reading, and writing. Some people think that listening is the most important skill needed for the students because it makes their bodies familiar with the second language. We can say that because of everything that we hear from the conversation or dialogue between one person to another other people, we need our listening skills to listen to what exactly they are talking about. Listening is really important for the students because when we are going to continue our studies overseas it can help us.

In general, listening material is about conversation, dialogue, vocabulary, grammar, broadcast songs, movies, announcements, news, or many other things. We need to practice a lot and use these listening skills every day to make a better way. When we meet or hang out with our friends or maybe when we are doing face-time, we can hear what they say carefully. When we are following a listening section, we need to use our ears carefully and concentrate on it. This idea is supported by Underwood (1989) who states listening is the activity of paying attention to the speaker and trying to get meaning from something heard. The students could improve their skills with practice from several materials and exercises. Also, many students use these tips for improving their listening skills. When they are at home after they finish their

classes, they will use their precious time to watch movies or listen to music without subtitles or see the lyrics. This can make our ears used well when we are joining quizzes or maybe in the classroom. Sometimes the students have some problems that maybe they cannot hear carefully, the teachers should give any solution for making the students can make big progress on their listening ability by providing a variety of listening conversations and also the materials that can help the students learn from home and learn more about it. Pourhosein, Gilakjani, and Mohammed Reza Ahmadi (2011) say listening has an important role in the communication process.

Because of its importance, English proficiency tests include listening as one of the sections they assess, including IELTS. The majority in IELTS of the listening parts contain speeches of native speakers. IELTS listening is divided into four sections and each section is heard once only. We can hear and practice together to hear the native speakers talk about subjects such as climate exchange, science including biology, art, and history. All the IELTS listening topics are of general interest and make no difference what subjects you are planning to study or what you intend to do. For example, there is a conversation about travel arrangements, booking accommodation, or maybe a speech about student services on a Campus. But it can be a conversation between a tutor and a student about planning a research project.

In doing IELTS listening questions, students face several problems. Bingol (2014) stated that some problems become barriers for students as they learn English listening courses, which are: quality of recorded material, cultural differences, accent, unfamiliar vocabulary, length and speed of the listening, physical conditions, and lack of concentration. In Graham's (2006) as cited by Chen's (2013) study, the main problems of listening reported by foreign language learners were related to the speedy delivery of text and recognizing words.

Students of the English Department of one private university in Surabaya also confirmed that the students struggled with the listening problems Bingol mentioned. The students faced the challenges while taking Listening C course which required students to have practices of IELTS listening exercises. By listening to IELTS audio, the students were exposed to varieties of accents, unfamiliar vocabulary, length and speed of the listening. Realizing this issue, the researcher has the urgency to analyze the perceptions of The English Department Students of one private University in Surabaya (batch 2019) about their contribution on doing IELTS exercises on program of Listening C class. This study aims to discover the challenges, advantages, and disadvantages of students in doing IELTS listening exercises.

## **1.2 Statements of the Problem**

From the background of the study, the researcher makes this statement of the problem would be as follows:

1. What are Listening C students' perceptions of the challenges they face when doing exercises related to IELTS listening?
2. What are Listening C students' perceptions of the advantages and disadvantages of the IELTS listening exercises in improving their listening skills?

## **1.3 Objectives of the Study**

This study aims to discover the listening c students' perceptions on the contributions of IELTS exercises by studying the challenges they face when doing exercises related to IELTS listening', and the advantages and

disadvantages of the IELTS listening exercises in improving their listening skills.

#### **1.4 Theoretical Framework**

The theory that the researcher used in the theoretical framework are the theory of IELTS listening and the theory of perception. According to Aryadoust (2013, p.6), the IELTS Listening test is a test where the test-takers need to read test items before and as they hear audio texts and provide answers to test questions or tasks. Lindsay & Norman (1977) say perception is the interpretation and organization of sensations of organisms to create a meaningful world experience.

#### **1.5 Significance of the Study**

The results can be used to help the lecturer who teaches Listening C to know the students' perception on the contribution and also the difficulty faced by the students when they are doing IELTS exercises in the laboratory for improving their listening skills. Therefore, lecturers can create suitable teaching strategies and materials to cater to students' necessities in improving their listening skills.

#### **1.6 Scope and Limitation of the Study**

This study discussed the perception of listening c students on the contribution of IELTS exercises. The subjects are limited to batch 2019 students in a private university in Surabaya who passed the listening C course. The aspects of the IELTS listening exercise which are discussed are unknown vocabulary, unfamiliar topics, grammatical structure, length and speed of listening.

## 1.7 Definition of Key Terms

To avoid ambiguity and misunderstanding, the writer explains some terms related to this research, they are:

- Perception is the interpretation and organization of sensations of organisms to create a meaningful world experience (Lindsay & Norman, 1977).
- Listening C is one of the compulsory courses that students in the English Department of one private university in Surabaya must take to get the Bachelor's Degree. One of the materials in Listening C course is IELTS. The learning outcome from this course is, that the students can demonstrate their Listening for information and note-taking skills to learn spoken discourse covering advanced various topics.
- Contributions is something that you do or give to help produce or achieve something together with other people, or to help make something successful (Cambridge Advanced Learner's Dictionary-Third Edition). In this research, contributions refer to the student's strengths and weaknesses while they doing the IELTS exercises in part of necessities from the courses taken which is Listening C course.
- The International English Language Testing System which can called IELTS, is designed to assess the language ability of candidates who need to study where English is used as the language of communication.
- IELTS listening is a test that made to assess the students listening abilities which provide exercises divided into four sections and each section is heard once only.

## **1.8 Organization of the Thesis**

This thesis consists of five chapters. In chapter 1, the writer explains the background of the study, statements of the problem, objective of the study, theoretical framework, significance of the study, assumption, scope and limitation of the study, definition of key terms, and organization of the thesis. In chapter 2, the writer explains the theory of listening, IELTS, IELTS listening, and previous studies. In chapter 3, the writer explains the research design, subjects, instruments, procedure of collecting data, and technique of data analysis. In chapter 4, the writer explains data analysis of the questionnaire, data analysis of the interview, and discussion. In chapter 5, the writer explains the conclusion and suggestions.