

CHAPTER I INTRODUCTION

1.1 Background

As we know, when learning English, listening is a crucial aspect. English is an international language recognized worldwide. Nowadays, it has become an integral part of our daily lives and environment. Listening in English is one of the four essential skills, alongside speaking, reading, and writing. In essence, English language proficiency can be measured by one's listening skills. Good listening abilities lead to smoother communication in English. Having proficiency in English is now considered a significant advantage, as English is the international language used for various purposes. Listening is one of language skills that is used most frequently. Adults listen for over half of their conversation, while students can hear teachers and other pupils for up to 90% of the information they learn in class. Being receptive requires effort (Nurianda, 2021).

The four fundamental skills of English are speaking, writing, reading, and listening. Of these, learning to listen is the fundamental skill that has to come first. Students must hear voices, sounds, and words before they can comprehend and start speaking. Because listening requires an unseen brain function, it is a sophisticated language skill. Students need to be able to differentiate between sounds, understand vocabulary and grammatical constructions, decipher speaker purpose and stress, and ascertain the speaker's true meaning.

In other words, listening presents a challenge for students, particularly those learning English. According to Hedge (in Nafisah, 2019), in many schools, listening comprehension is taught less frequently than grammar, speaking, and writing. Listening difficulties are frequently brought on by new terminology, unusual pronunciations, brief sentences, and other factors. Since their classes are in English, it is essential that they learn how to listen well. Despite the perception among Indonesian students that there is a dearth of English literature, the government of that country strongly encourages reading through several measures.

According to Morley (in Hadah, L. M, 2020), since listening is the first ability we learn while learning a language, it is the most common communication action we engage in in daily life. We listen approximately twice as much as we speak, four times more than we read, and five times more than we write. According Durmus, (in Sinta, 2021), being aware of what is being heard is a mental process that goes into hearing. One can listen and fully comprehend information by using their listening skills.

However, based on observations made by researcher on eighth semester student of 2021 class at University of Cokroaminoto Palopo, researcher held dialogues with several students to test their listening ability. The results showed that there were those who showed good responses and there were also those who appeared to have difficulty in listening to the conversation.

Related to the researcher explanation above, the researcher is interested to do research entitled “Students’ Listening Ability at the English Education Study Program of Cokroaminoto Palopo University”.

1.2 Problem Statement

Referring to the problem statement above, the researcher formulates the problem statement as “How is the students’ Listening Ability at the Eighth semester of English Education Study Program of Cokroaminoto Palopo University?”

1.3 The Objective of the Research

Relating to the problem statement the objective of this research is to find out the students’ listening ability at the the eighth semester of English Education Study Program of Cokroaminoto Palopo University.

1.4 Significance of Research

The results of this research are expected to contribute especially to students, lecturers, and further researchers.

1. For students

After carrying out this English listening ability test, the students know more about their level of ability and can be more active in learning to listen to English.

2. For lecturers

By holding this English listening ability test, lecturers can better understand their students' weak points so they can provide models or materials that can improve their students' English listening skills.

3. For further researchers

The researcher hopes that the results of this research can be used as a reference material for further researches.

1.5 Scope of the Research

The Researcher focused on students' listening ability at the eighth semester of English Education Study Program of Cokroaminoto Palopo University.

1.6 Operational Definition

To get general understanding about the title, below is the operational definition of the research:

1. Listening

Listening is the ability to accurately receive and interpret messages in the communication process.

CHAPTER II

REVIEW AND RELATED LITERATURES

2.1 Some Pertinent Ideas

1. Definition of Listening

According to Quines, Z. M. (2022), listening refers to "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the needs, concerns, and information offered by other human beings that are expressed (verbal and nonverbal)." According to a different perspective from Nunan and Carter (Suwaibah, 2022), listening entails six steps: hearing, attending, and understanding, as well as reminding, evaluating, and responding. It may be stated that in order to have effective listening skills, one must follow eight suitable processes.

Understanding linguistic knowledge (bottom-up), linguistic experience (top-down), cultural values, social standards, gestures, emotional expressions, religious beliefs, festivals, and the mythological background of the target language are all necessary for the complicated act of listening. When it comes to language, listening takes up more of our daily time than speaking, reading, and writing (Mirza, H. dkk., 2021). Then according to Hamouda (2013), listening is the capacity to comprehend and recognize spoken language that is exposed by others. The method of comprehending another person's speech is by determining the vocabulary, grammar, pronunciation, and speed as well as the content or aim of his speech.

From the explanation above, listening is defined as paying attention to thoughts, feelings, and intentions, can be inferred from the description given above. To sum up, hearing requires the listener to actively process what he hears.

2. Types of Listening

Depending on the goal, listening can take many different forms. These are the kinds of listening that students can use to improve their listening skills according to AD. Novita (2023).

a. Active Listening

Active listening is the ability to understand meaning through listening. In order for listeners to deduce meaning from another person's words, they must pay close attention. It is not certain that listeners who are paying attention will grasp what is being said to them, but at least they will know when they do not understand and will be able to ask the right questions to get clarification. During active listening, the speaker is the main object of attention. Verbally or nonverbally, the listener offers feedback by challenging the speaker and/or restating what was said in their own terms. To go beyond, the listener needs to use his other senses.

b. Critical listening

Evaluative, interpretative, and judgmental hearing are some other terms for critical listening. The main objective of this type of listening is to simultaneously analyze the speaker's numerous reasons and assess the message logically. You must exercise some judgment, analysis, and careful consideration in this matter. It is required in order to assess the quality of the evidence and ascertain the speaker's motivation. Possessing this understanding will enable you to accomplish these two goals. However, because critical listening necessitates the capacity to analyze and evaluate the information being ingested, it is a difficult skill to learn.

c. Content Listening

Understanding and remembering the information that is being presented by the speaker is the aim of this type of listening. Furthermore, it is imperative to ascertain the salient features of the communication and identify relevant indications through a synopsis. Furthermore, it is critical to understand the range of sounds and tones that the speaker uses. Beyond that, though, there are a few more facets of language that must be considered, including general discourse, informative discourse, phonology, vocabulary, and grammar.

d. Listening analysis

The listener thinks about, studies, studies the information provided in the listening material. The listeners' experience and expertise are contrasted, if needed,

with the contents of the hearing. Students must become proficient in this kind of listening in order to evaluate what they are hearing critically.

Based on the explanation above, it can be concluded that active listening involves understanding meaning through attentive listening, while critical listening involves evaluating and analyzing the speaker's arguments. Students can develop their listening skills through active listening, critical listening, and listening analysis. Active listening requires careful focus to extract meaning from words, critical listening aims to understand and remember information, and analytical listening involves considering and examining material.

3. The Process of Listening

According Tyagi Babita (in Miranda, V.H., 2022), there are five steps in the listening process: hearing, comprehending, recalling, assessing, and reacting.

a. Hearing

Hearing is a physical response where sound waves stimulate the ear's sensory receptors. While hearing is simply the perception of these sound waves, listening requires attention. The brain filters stimuli, allowing only certain sounds to reach our conscious awareness. This selective perception, or attention, is crucial for effective listening. You need to hear to listen, but hearing alone doesn't mean you are actively listening.

b. Understanding

We must first interpret the meaning of the stimuli we have seen and heard in order to comprehend the symbols we have seen and heard. Symbolic stimuli, apart from words, can also be sounds or visuals, such as clapping or blue uniforms. The symbolic meaning of each of these stimuli is determined by our previous associations and the environment in which they occur. Effective interpersonal communication requires both the listener to understand the sender's intended meaning and the context.

c. Remembering

Because recall shows that a listener has not only heard and comprehended a message, but has also stored it in their mental database, it is an essential component of the listening process. When it comes to hearing, our memory and attention are both

selective, so what we remember may not always match up with what we first saw or heard.

d. Evaluating

Only those who are actively listening participate at this stage of the process. Here, the attentive listener makes sure that he or she does not begin this process too soon, since it would cause us to cease hearing and focusing on the message that is being received, which would put an end to the listening process. Rather, the active listener weighs the available information, distinguishes between truth and opinion, and determines whether a message contains bias or prejudice.

e. Responding

As the receiver must finish the process by giving verbal and/or nonverbal feedback, this stage becomes the only overt way by which the sender may determine the degree of success in transmitting the message. There's no other method for the speaker to find out if a message has been understood.

Based on the explanation above, it can be concluded that the listening process involves five stages: hearing, understanding, remembering, hearing, and reacting. Hearing involves recognizing sound waves, while understanding involves analyzing the meaning of symbols. Remembering indicates that the listener has heard and understood the message, and ensures active participation. The sender can determine the success of the message by providing verbal and nonverbal feedback, while the recipient must complete the process. This process is critical to effective communication.

4. Level of Listeners

Saricoban (in A.h, Arief, 2021) shows the levels of listeners who are listening to as follows:

a. Level 1.

The mood of listening. Here the voice remains in the background – usually not focusing on understanding and comprehension. Listeners may be aware of the many voices they hear.

b. Level 2.

The purpose of listening is for relaxation, which is to divert the mind from something. The message is usually understood but not analyzed in value. Listening for relaxation can produce useful ideas, but usually, the ideas generated come from chance.

c. Level 3.

In this level, listening aims to capture information. For example listening to weather information, traffic, or news that at a glance wants to be heard useful that is easily forgotten. This form of listening does not require excessive concentration. Listeners only focus on what information they want to hear.

d. Level 4.

The last is listening for analysis and criticism. Listeners not only listen to information but also to criticize whether the answer proposed by the speaker is valid and critical. This form of listening can take place in discussion forums, and in debates.

Based on the explanation above, it can be concluded that grouping listeners into four levels: Level 1, namely listening mood, Level 2, namely relaxation, Level 3, which aims to capture information, and Level 4, namely analysis and criticism. Listeners listen for relaxation, which involves understanding but not analyzing the message, while Level 4 focuses on capturing useful information and criticizing the speaker's answers, which often occurs in discussion or debate forums.

5. The Importance of Listening

People communicate in large part by listening in their daily lives. Nonetheless, listening is crucial in both everyday situations and educational environments. According to Yildirim (2016), the importance of listening in language classroom as follows:

- a) In language classrooms, listening is essential because it gives students input. No learning can start if the information is not understood at the proper level.
- b) Spoken language gives the student a way to communicate. because comprehension cannot be attained without student interaction. It is crucial to have access to

language speakers. Furthermore, interaction and learning are facilitated rather than hindered by learners' inability to grasp the language they hear.

- c) Learners find it difficult to comprehend language in authentic spoken language because native speakers utilize it differently.
- d) Teachers can highlight new language forms (vocabulary, grammar, and interaction patterns) to students by assigning listening activities.

Based on the explanation above, it can be said that listening is very important in communication and the classroom environment, because listening provides input, encourages interaction, and presents challenges for students. Authentic spoken language presents a challenge for students to understand when native speakers use it. Listening exercises also help teachers draw students' attention to new language forms, such as vocabulary, grammar, and interaction patterns.

2.2 Previous Studies

In writing the research, the researcher found some researches which are related. Those are as follows:

1. Sudewi, P.W., (2021) in her thesis entitled ‘‘Need Analysis of Listening Skills in the EFL Class at Sulawesi Barat University’’. The study's findings demonstrated that speaking quickly, speaking softly, having varied pronunciations and accents, and having multiple persons converse at once are all factors that impair a student's ability to hear. The following are the requirements for students' listening comprehension: they must be able to identify English lecturers; they must learn how to take effective notes and request clarification when necessary; they must be able to distinguish lengthy English instructions and explanations; they must be able to distinguish between various accents and pronunciations; and they must expand their vocabulary.
2. Jwahir Alzamil. (2021) in her thesis entitled ‘‘ Listening Skills: Important but Difficult to Learn’’ The majority of participants, according to the results, believed that speaking and listening were the two most crucial abilities to master, but listening was also the most difficult. Reading was regarded as the easiest talent to

learn and the one that was used the most, indicating that students' opinions of how easy it is to learn a skill are influenced by how frequently they use it. Lack of background knowledge, anxiousness, speaking tempo, pronunciation, and restricted vocabulary were all linked to participants' struggles learning to listen to English. Students did, however, also show enthusiasm for honing their listening abilities. Teachers may be able to enhance the way they teach listening skills by having a better understanding of students' attitudes toward the skill and their listening difficulties. Consequently, this could enhance pupils' listening comprehension not just in

3. Pavée and Suzuki. (2020) in their thesis entitled “the relative significance of syntactic knowledge and vocabulary knowledge in second language listening ability” The primary goal of the current study was to evaluate the relative importance of syntactic and vocabulary knowledge (SK and VK) in second language (L2) listening comprehension while taking into consideration the influence of various cognitive and affective aspects. Both VK and SK were significant predictors of L2 listening capacity, according to structural equation modeling analysis; however, VK was a stronger predictor, with an effect size that was nearly twice as large as SK's (.55 vs..28). Additionally, the findings demonstrated that working memory, metacognitive knowledge, and L2 listening anxiety are important indicators of L2 listening proficiency.

Based on the explanation of the thesis above, the researcher concludes that the three have similarities, in this case the aim is to improve students' English listening skills. The differences between previous research and this research are the type of research, population and sample size, and data collection techniques.