

# CHAPTER I

## INTRODUCTION

### A. Background of Study

In the teaching and learning process of English as a Foreign Language (EFL), Listening is an initial ability that plays an important role that needs to be mastered by students. Listening is a process paying great attention, comprehending, appreciating, and interpreting oral symbols in order to learn information, record messages or content, and understand the meaning of communication being expressed by the speaker (Tarigan, 2008). The ability to listen or pay attention might be referred to as listening skills, however listening and hearing are two different things. In essence, the act of hearing can be considered as a passive and effortless activity. It is possible to perceive sounds without consciously directing our attention towards them. Nonetheless, when we engage in listening, our brains don't instantaneously interpret the words to grasp their intended meaning. Listening, at its

core, involves comprehending the importance and message conveyed by the sounds or words.

Listening skills has a difference with reading skills and speaking skills where the process and results can be seen, while listening skills has its own difficulties both the process and the results cannot be seen. What we refer to as listening is an inaudible and invisible process of internalizing meaning from the auditory impulses being transferred to the ear and brain. Or You may also make the case that the student's spoken or written response, which demonstrates proper (or improper) auditory processing, is the result of listening. The result of hearing and reading is not the spoken or written response, to reiterate. The product is inside the structure of the brain, making it impossible to monitor until teachers carry around tiny portable MRI scanners to identify relevant intake. Just as you can only see the end consequence of a meaningful input in the shape of a spoken or written output, or as you can only see the end result of a wind by observing trees moving back and forth (Brown, 2004).

Many things are going on in the mind at once thus the listening process becomes difficult. In addition to being complex, listening is far more challenging than most people realize (Yahmun et al., 2020). This allows EFL students to have difficulty in mastering listening. (Sebina in Amalia Rakhman et al., 2019) emphasized the same thing, namely that listening is a hard ability to master and that it places the greatest processing demands on non-native students when compared to other skills like writing, reading, and speaking. This is necessary because students must simultaneously retain and comprehend the information they have heard while listening in their short-term memory. Additionally to listening, students must record the material on their response sheet while taking the listening test. The fact has been revealed by some studies; one of which was conducted by Yahmun, et al (2020). The investigated at basic listening class showed that there were four main difficulties faced by the students. Those difficulties namely the record speed and length, vocabulary, pronunciation and accent.

According to (Saraswaty, 2018) listening is crucial for daily conversation as well as language learning. But it seems like the students have trouble listening. Many issues arise, such as a lack of time spent studying independently to improve skills, inappropriate learning strategies, and listening to the material itself. A range of listening circumstances should be presented to students, and they should gain advice or techniques in each lesson. There isn't a single approach that is effective for all kinds of English classes. The teacher's role in selecting appropriate listening strategies and implementing them into listening assignments is critical. As a learner improves their command of English, listening exercises should move from simple to more challenging.

The provision of supportive infrastructure and facilities is also crucial to the learning process, in addition to the skills of the teachers and students. (Hargreaves, et al in Febriana et al., 2018) stated that urban schools have more teachers and simpler access to resources for learning and

teaching, so they are superior to rural schools. This is in contrast to teachers in rural areas, who often lack the necessary teaching resources to support them in delivering classroom teaching. This condition is certainly also faced by one of non-government MTs, which is one of the educational institutions located in rural areas. Based on the first observation that has been done by interviews the teachers. There are several obstacles that hinder students in mastering english listening skills, namely: lack of facilities such as labs and media that makes teachers difficult to teach listening skills, and students having lack of interest and motivation in learning english that causes students have difficulties in determine what topics are discussed and understanding of message delivered. (Preliminary observation,2022).

Therefore, the researcher tries to examine the difficulties of students in mastering listening skills, especially at one of non-government MTs Bengkulu tengah, by conducting thesis research with the title "**Investigating Students' Difficulties in Mastering English Listening Skills (A Descriptive**

## **Qualitative Study at One of Private MTs Bengkulu Tengah)"**

### **B. Research Identification**

Based on the background above, the researcher found that there are several problems as follows:

1. Teacher have difficulty in teaching listening because lack of facilities and media.
2. Students have low interest and motivation in listening.
3. Students have difficulty in determine the topics are discussed.
4. Students have difficulty in understanding of the message delivered.

### **C. Research Limitation**

To avoid the discussion being too broad and biased, this research is limited to the difficulties faced by students in mastering English listening skills at one of non-government MTs Bengkulu Tengah.

#### **D. Research Questions**

1. How is the teaching and learning process in listening subject at one of private MTs Bengkulu Tengah?
2. What are obstacles of students in mastering english listening skills at one of private MTs Bengkulu Tengah?

#### **E. Research Objectives**

This research aims:

To find out the condition of teaching and learning process in listening subject at one of private MTs Bengkulu Tengah.

1. To find out the obstacles of students in mastering English listening skills at one of private MTs Bengkulu Tengah.

#### **F. Research Significances**

The results of this study are expected to be useful both theoretically and Practically which are described in the following sections:

## 1. Theoretically

Provide an overview of the difficulties faced by students in mastering English listening skills at one of private MTs Bengkulu Tengah.

## 2. Practically

- a. As input for related parties in formulating methods to improve English listening skills.
- b. As an evaluation material for schools, it is related to efforts to overcome the difficulties faced by students in mastering English listening skills.
- c. Can be used as a reference for further research

## **G. Operational Definition of Key Terms**

There are several terms that give the readers explanation to make understand about the concept definition in this study, those the terms are as follows:



## 1. Listening

Listening is matching what has been heard with what one already know in active process of interpretation and complex.

## 2. Difficulties

Difficult simply means that something is not simple to execute or comprehend. Another way to define difficulty is as a problem that hinders learning.

