

CHAPTER I

INTRODUCTION

A. Background of the Research

Listening is the skill that student should be mastered. Afriyuninda & Oktaviani (2021) proposed that listening is a crucial step in the communication process that students should be able to perform. The student can learn knowledge and analyze what the speakers say by listening. Listening also is the most crucial language ability and a component of communication since it allows us to express our ideas to others. This is in line with the opinion of Mohinur (2023) who argues that Speaking must come after listening, and writing must come after reading. Of the four talents, listening comprehension is the first to emerge as said by Akbarjono (2022) the first language a person learns in their lifetime and the one they use the most for the remainder of their life is listening. All of the skills are crucial, but listening comprehension is the most crucial of all. This is due to the fact that effective communication depends on it. Speaking skills take longer to develop than listening comprehension, which frequently influences both reading and writing abilities. Language learners may use correctly formed language and deliver messages, but communication may not be successful if they lack excellent listening comprehension abilities.

Unfortunately student in the University of English major get many difficulties in listening skill ability. In order to understand the spoken conversation and monologue in the material, listening requires more work in terms of attention and focus. It is difficult to teach EFL listening to Indonesian students, according to Novika et al (2020), because the majority of them are more concerned with reading comprehension and grammatically correct writing. The students are forced to set aside their listening abilities. Furthermore, according to Rahmat (2018) Listening may be one of the most challenging abilities for English as Foreign Language (EFL) students to learn. The voices of native speakers are not heard by those students. However, numerous ideas contend that learning a language requires an environment in which speakers use the language most of the time. Unfortunately, it can be challenging to discover English native speakers in Indonesia. Therefore, the pupils only hear English pronunciation that is "Indonesian style" so that if they listen to English pronunciation from native speakers, they will not comprehend.

This research carried out on fourth semester English students at UINFAS Bengkulu. There is a main reason why researcher took research on UINFAS Bengkulu English students is because this research focuses on the listening aspect, where listening learning is only available in the

English department and not in other departments. Then the reason why researcher want to research in the fourth semester is because listening courses are not available in every semester and currently listening courses are in the fourth semester.

Based on preliminary observations made by researchers on the 4th semester English students at UINFAS Bengkulu. Researchers found a problem that occurs during the listening teaching and learning process, the lecturer does not use pre-listening activities before starting the listening lesson. Lecturers have used brainstorming and warming up before studying but have not used pre-listening activities and immediately enters the learning process and continues to discuss several assignment questions after the conversation and monologue from the listening activity. As a result, students become less active and passive during the learning process because students have difficulty understanding and interpreting what they hear. This causes lecturers to become more active and become the center of learning.

To deal with various problems encountered in teaching listening, one solution that can be done is to use pre-listening activities. Pre-listening is the phase of the listening process where you prepare and warm up. It is a type of "preparatory work" (Underwood, 1989 cited in Karimi et al 2019) that helps the students to respond strategically to the ensuing

listening material. Therefore, pre-listening activities are crucial to helping students perform better on the second layer listening comprehension tests.

Win & Maung's (2019) investigation into the impact of listening activities on students' listening comprehension indicated that pre-, during-, and post-listening are all beneficial and can improve students' listening skills, as proposed by a number of scholars. Some studies from Madani, & Kheirzadeh (2022) entitled *The Impact of Pre-Listening Activities on Efl Learners' listening Comprehension* found the result Pre-listening vocabulary has a positive impact on both beginner-level students' listening comprehension and advanced students' listening comprehension. In line with this the researcher will bring the research entitled *The Impact of Pre-Listening Activities on EFL Learners' listening Comprehension at 4th semester English study program*.

B. Identification of Problem

Based on the existing background, there are many problems in listening learning, written as follows:

1. Students have difficulty interpreting and understanding the content of the conversations and dialogue they hear in listening lessons

2. The lecturer does not use pre-listening activities before the learning process begins

C. Limitation of Problem

It is necessary for the researcher to limit the study. It is intended this research is not too widespread, the problem limitations in this study are:

1. This research focus on the impact of pre-listening activities on EFL learners` listening comprehension at fourth semester English study program
2. This research focus on two types of pre-listening activities, vocabulary pre-teaching and content previewing

D. Research Question

Based on the statements and problems that have been explained in the background, the questions in this research is as follows:

Do pre-listening activities have any impact on EFL listening comprehension score at fourth semester English study program?

E. Research Objective

Based on the research questions above, the objective of this research is:

Objective of the research was to find out whether pre listening activities have a significant impact on improving EFL listening comprehension score at the fourth semester of the English study program.

F. Significant of the Research

Based on the existing background, there are several significant of the research in listening learning, written as follows:

a. Theoretical objective

It is hoped that this research can contribute significantly to thinking among thinkers and intellectuals so that it will further add to the body of knowledge, besides that this paper is expected to be a reference material for researchers in further research studies. The results of this study are expected to contribute ideas to the development of educational science, especially skills listening to English for students of the English Tadris Study Program, Tarbiyah and Tadris Faculties of UIN Fatmawati Sukarno Bengkulu

b. Practical objective of the research

For students The results of this study can provide motivation and interest in learning in order to develop students' basic listening skills in English so that students have the ability to communicate using English well.

For lecturers and teaching staff, the results of the research can provide an overview and add to a collection of effective strategies in teaching English listening to students majoring in English Tadris.

G. Definition of Key Term

1. Pre-listening activities

Pre-listening activity is an activity that is carried out before we do listening activities. This is done with the aim of giving us an idea of what to do and listen to next.

2. Listening comprehension

Listening comprehension is the ability to interpret and understand the meaning of what we listen to.