

CHAPTER I INTRODUCTION

1.1 The Background of The Study

For students, listening is one of the most crucial English abilities to master. Compared to speaking, reading, and writing, listening is widely considered to be the quickest way to learn a spoken language. It is also considered to be the most straightforward talent to master. The process of listening in one's native tongue (language) is one of the factors that support this idea. Planning for a discussion enhances a receiver's capacity to listen to a message since listening is an active activity that involves receiving, understanding, and comprehending a message to reply.¹

Listening involves taking in significant sounds and noises, storing them in memory, and using them later. Just as we speak for various reasons, so do we listen. We listen for enjoyment, knowledge, and evaluation. Hearing sounds or information from a speaker is referred to as listening. Cognitive processes and listening subskills are the names given to these activities. Additionally, it is impossible to resist responding verbally and nonverbally during communication as part of the listening behavioural aspect.

This explanation is consistent with Glen's explanation of the steps involved in listening, which include hearing what is being said, paying attention, memorizing it, understanding what it means, and finally providing feedback or replying². It is impossible to exaggerate how crucial feedback is

¹ Sheila Steinberg, 2007. *An Introduction to Communication Studies*. Juta and Company Ltd. p. 55

² Glen in Janusik, *Listening pedagogy: Where we do go from here?* In Andrew D. Wolvin. (Ed) *Listening and human communication in the 21st Century*. (London: Black well Publishing

to this communication process because the whole idea of successful communication will become passive and ineffectual without it. According to the logic of the argument, as mentioned above, hearing is more complex than it first appears to be because it incorporates behavioural and affective processes in addition to cognitive ones.

Listening comprehension is the hearing process connected to receiving more information in spoken English.³ In order to demonstrate listening comprehension, a person must not only comprehend what has been said but also relate it to the knowledge they already have. When hearing anything, the listeners will incorporate it into their thoughts and experiences. Thinking is required when listening, and it requires a lot of it. Their minds are engaged when they pay close attention for at least two days. They are also occupied with analyzing and forming opinions about what they have heard.

Due to the difficulties of the other students, it is difficult for students to learn English by listening. The kids' lack of interest in the subject results from it. They continue to learn English by seeing rather than hearing it. It is challenging to teach a language, especially English. The technique is employed in the classroom because pupils can grasp the lesson. Teachers must find new educational materials to address the issue and inspire the students.

Although English is one of the most widely studied languages, some skills must be mastered to communicate effectively. Speaking,

Ltd, 2010 p. 204

³ David Nunan. 2000. *Second Language Teaching and Learning*. Canada: Heinle&Heinle,p.94

writing, reading, listening, grammar, translation, and other skills are covered. For the time being, the writer will concentrate on listening abilities. Listening is one of the most crucial aspects of English because it allows one to understand and analyze the other person. Listening is required in English to become a good listener. Tests in listening skills are used to determine the amount to which a person's understanding of listening is required.

Audio, audio-visual, and other media can be employed in the listening-learning process. Examples are radio, music, podcasts, and other forms of auditory media. Then there is video, film/movie, television, and soon as audio-visual examples.

As a result, the Researcher tries to solve the students' listening skills issue and looks into what can be done to help them get better at listening. Therefore, for the reasons mentioned above, the Researcher carried out a study titled “ANALYZING STUDENTS PROBLEM IN DEVELOPING LISTENING SKILL AT MAS UMMIKALSUM GUNUNGSITOLI ”.

1.2 Identification of the problem

Knowing the situation outlined above, it is clear that the issue in X
Gradechildren of MADRASAH ALIYAH SWASTA UMMI

1. They continue to be perplexed when we communicate with others in English.
2. Most students find it challenging to comprehend others when they speak in English.

3. The student needs more enthusiasm and interest in studying the English language.
4. The instructor needs to instruct students on effective listening techniques.
5. The teacher prefers to use distracting media, like playing music through a technology that only uses the students' ears. Please do not stare at the speaker while listening to them.

1.3 The limitation of the study.

The study's background discourse and the recognition of the issue made it harder for the pupils to learn to listen. The focus of the study was on the issue of inadequate listening skills, its solutions, and the initiatives taken to help pupils develop their listening abilities.

1.4 The formulation of the study

Based on the problem above's limitations, the study's formulation is as follows: What is the issue, how can it be resolved, and how can listening skills be improved for x Grade Madrasah Ummikalsum Kota Gunungsitoli students?

1.5 The objective of the study

Based on the research topic, the study's primary goal is to evaluate the English teaching and learning process, particularly in teaching and learning at M.A.S. Ummikalsum. The specific goals of the study are:

1. To identify pupils' listening issues at M.A.S. Ummikalsum

2. To learn the methods teachers employ to enhance their students' listening skills

1.6 The significance of the study

The result of this study is expected to provide a significant contribution theoretically and practically.

Benefits The goal of this study, conceptually speaking, is to find a solution to the issue that students issue in the classroom regarding developing their listening skills and how to do so at M.A.S. Ummikalsum.

Practical

Benefit

Teacher

The English teacher will have information about the problem of students developing listening skills and how to overcome it.

Students

After the students were taught listening, they had the motivation to improve the listening skills.

Researcher

By performing this study, the Researcher will be encouraged and motivated to address issues that will arise when they become teachers in the future, particularly those relating to students' listening abilities.

School

This study is anticipated to provide insight into how to apply novel

approaches and what the issues are with students in the classroom, particularly about listening skills.

