

CHAPTER I

INTRODUCTION

In this chapter, the research consider to explain, Introduction, namely Background of the resarch, Identifications of the problem, Objective of the research, Significance of the research, Scope and limitation and Key of terms.

A. Background of The Research

English has evolved into a crucial international medium of communication, as well as a reflection of intellectual and social identity. Today, English is one of the most widely taught international languages and is commonly included as a core subject in school curricula. In English language learning, there are four fundamental skills: reading, writing, speaking, and listening. Language learners are expected to develop competence in all four areas to communicate effectively, both orally and in written form. Communication itself can be categorized into two types: verbal and written. Verbal communication occurs daily through activities such as speaking and listening, which are forms of direct and immediate interaction. Therefore, listening is very crucial in English language acquisition and is essential for effective communication.

Listening is the activity of receiving and processing spoken language, whether from a native speaker or a recorded source provided for instructional purposes. Listening is often enermously considered a passive skil, in fact the

listener must actively contribute knowledge from linguistic and non-linguistic¹. It is an essential component of language. Listening as an active process that requires individuals to comprehend, interpret, and evaluate information conveyed through spoken language². This skill is not only vital for understanding academic content but also for enabling meaningful communication in both social and educational settings. Despite its critical role, many learners across various educational levels encounter significant challenges in comprehending spoken messages, which can hinder their overall learning experiences³. People have to hear various types of English repeatedly and continuously if they want to communicate properly, meaningfully, and naturally.

However, listening is not a simple process. A listener must be able to distinguish between different sounds, understand vocabulary and grammatical structures, interpret stress and intonation patterns, and simultaneously retain and make sense of the information being heard. Among the four language skills, the researcher chose listening as the focus of this study to investigate the specific difficulties students face in understanding spoken English. Listening is not only a crucial component of language acquisition, but also a key element of effective communication. For many students, listening remains one of the most challenging skills to master. The difficulties encountered in listening

¹ Nurhayati, D. *The Progress of The First Semester Students in Listening Skill*. Lingua Scientia:.. (2)1. 2020

² Christine C.M Goh, "Exploring listening comprehension tactics and their interaction patterns," *System* 30, no. 2 (Juni 2002): 185–206, [https://doi.org/10.1016/S0346-251X\(02\)00004-0](https://doi.org/10.1016/S0346-251X(02)00004-0).

³ Michael Rost, *Teaching and Researching Listening*, *System*, vol. 32, 2002, <https://doi.org/10.1016/j.system.2003.11.004>.

comprehension are influenced not only by external factors such as teaching methods and learning environment, but also by internal factors related to the learners themselves. One prominent issue is students' inability to recognize key words or phrases during listening tasks. Furthermore, listening is the first language skill that students typically acquire before they begin to develop their reading, speaking, and writing abilities.

Accordingly, teaching listening needs more attention in order to develop students' language. In some cases of the language classroom, listening was considered to be the most difficult language skill for student because it needs more attention and concentration to comprehend the material that included understanding dialogue and monologue text.

When students possess a good understanding of their listening skills, it can facilitate their learning process. However, in reality, many students still cannot comprehend—or even fail to recognize—words or sentences spoken verbally in English. In the context of Indonesia, particularly within secondary education, students often face considerable challenges related to language learning in listening comprehension. Many learners struggle to understand various English accents, intonation patterns, and unfamiliar vocabulary used in spoken instruction. Similar difficulties are observed among eleventh-grade students, who frequently encounter multiple barriers in listening comprehension.

When researcher interviewed several students in the eleventh grade class, the researcher found some facts that student had some barriers learning the listening course such as limited vocabulary, problem of interpretation, lac of

recognize the signal and length and speed of listening are the most frightening difficulties. This school is done be the research place based on the considerations that it has problem in teaching listening and it has easy access and get research permit. Another consideration is the school is located in the center of Trenggalek regency which is considered as developed area in Trenggalek. However, this islamic senior highschool has the small activity of learning listening even if have better facilities than school in rural areas.

There has been research focusing specifically on the listening problems that foreign language learners encounter when listening to spoken English in classroom settings. A study entitled *An Investigation of Listening Comprehension Problems Encountered by Students in the EL Listening Classroom* by Hamouda (2013) revealed that EFL learners commonly face various difficulties such as unfamiliar accents, unclear pronunciation, rapid speech rate, insufficient vocabulary, lack of concentration, anxiety, and poor quality of audio recordings⁴. Similarly, Maulida (2018), in her research conducted at SMAN 11 Banda Aceh, found that students experienced challenges including limited time to practice listening, lack of facilities, restricted vocabulary mastery, and difficulties related to paralinguistic features⁵. In another study, Aulia Dhea (2021) investigated students' listening problems at

⁴ Arafat Hamouda, "An Exploration of Causes of Saudi Students' Reluctance to Participate in the English Language Classroom," *International Journal of English Language Education* 1, no. 1 (2012), <https://doi.org/10.5296/ijelev1i1.2652>.

⁵ Raihan Maulida, "An analysis of students' difficulties in learning listening: A study at SMAN 11 Banda Aceh," 2018, 1–61.

Universitas Islam Riau, and reported that poor audio quality, the inability to replay the listening materials, and the fast pace of speech were the most significant challenges faced by first-semester learners⁶.

Therefore, from the purpose conditions and factual observation, the researcher is interested doing research about **“Barriers In Listening Comprehension Of The Eleventh Grade Islamic Senior Highschool At MAN 1 Trenggalek”** in order to analyze islamic senior high school students’ difficulties or barriers in learning listening skill.

B. Research Problem

Based on the background and the problem of study above, the research question in this thesis is: What are the major learning barriers faced by eleventh grade student in learning listening at MAN 1 Trenggalek?

C. Objective of the Research

Based on the formulation of the problem previously, the objective of the research is to identify the major problems that dominate in the listening comprehension problems faced by student at the Eleventh Grade of MAN 1 Trenggalek.

D. Significance of of the Research

Related to the objectives of the research above, the significance of the research are as follows:

⁶ D Aulia, “An Analysis Of Students’ Problems In Listening Comprehension At The First Semester of English Learning Education At Universitas Islam Riau,” 2021, [https://repository.uir.ac.id/7319/%0Ahttps://repository.uir.ac.id/7319/1/Dhea Aulia.pdf](https://repository.uir.ac.id/7319/%0Ahttps://repository.uir.ac.id/7319/1/Dhea%20Aulia.pdf).

1. For students, this research can acknowledge what is the barriers they usually faced in listening.
2. For teachers, this research can serve as an evaluation tool to improve students' ability in listening and barriers commonly happend in learning.
3. For the researcher, this study can enhance knowledge and serve as a foundation for entering the education field in the future.
4. For other researchers, this study can be used as a reference for conducting similar research.

E. Scope and Limitation of the Research

Based on the problem identification in this study, the following points are outlined:

1. This research applies the barriers in learning listening among Islamic Senior High School students.
2. The problems provided in the test questions are designed to acknowledge the learning barriers of Islamic Senior High School student.
3. The subjects of this research are students from MAN 1 Trenggalek.

F. Key of Terms

There are some terms that are necessary to give further explanation in order to help readers understand as a whole.

Learning Barriers is the factors that interferes with students abbility to learn, in the context of learning english listening comprehension this could be the unfamiliar with the vocabulary or not having background of the topic.

Brown or it refers to obstacle that blocked effective communication or understanding.

Listening is a complex and active process in which the listener must discriminate between sounds, understand vocabulary, and grammatical structures, interpret stress and intonation. The study of listening comprehension processes in second language learning focuses on the role of individuals linguistic units (eg. Words, grammatical structure) as well as the role of the listener expectations and the situation or background knowledge.

Listening Comprehension is the different process of understanding speech in a first or second language or understanding spoken language, which includes understanding the meaning of individual words, recognizing speech sound, and understanding the grammar of sentences.

Barriers is a difficulty in accepting or understanding, or something that creates a separation or difficulty in achieving a desired outcome (Merriam Webster). In this research, the problems discussed are problem in listening comprehension.